

# **Piner Middle School**

## **Campus Improvement Plan**

**2009-10**

**Piner Middle School provides a learning environment that is safe, allows for individual differences, assists students in developing character, and has high expectations involving student achievement.**



## Goals for Piner Middle School

1. Student achievement and Opportunity to Learn
2. Frequent Monitoring of Student Progress
3. Quality Staff
4. Safe and Orderly Environment
5. Home-School Relations and Partnerships

**Goal 1:** Provide an integrated and aligned curriculum with rigorous standards leading to outstanding student achievement.

**Correlates with:**

<b>District Goals</b>			
1) Student Achievement	2) Continuous Improvement of Instruction	4) Communications with community	
<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) Prepare Students
7) Student Performance	9) Instructional Techniques	10) Technology	
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	5) All Students will Graduate from High School	
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties
10) Federal, State, and Local Programs			

**Indicator:** TAKS Reading

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2009	≥ 93 %	2014-15	≥ 93 %	2010
African American	96 %	2009	≥ 96 %	2014-15	≥ 96 %	2010
Economically Disadvantaged	92.5 %	2009	≥ 92.5 %	2014-15	≥ 92.5 %	2010
Hispanic	87 %	2009	≥ 90 %	2014-15	≥ 87.6 %	2010
White	95 %	2009	≥ 95 %	2014-15	≥ 95 %	2010
Special Ed.	76 %	2009	≥ 90 %	2014-15	≥ 78.8 %	2010
LEP	46 %	2009	≥ 90 %	2014-15	≥ 54.8 %	2010

**Indicator:** TAKS Writing

**Grade:** 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	95 %	2009	≥ 95 %	2014-15	≥ 95 %	2010
African American	94 %	2009	≥ 94 %	2014-15	≥ 94 %	2010
Economically Disadvantaged	93 %	2009	≥ 93 %	2014-15	≥ 93 %	2010
Hispanic	87 %	2009	≥ 90 %	2014-15	≥ 87.6 %	2010
White	99 %	2009	≥ 99 %	2014-15	≥ 99 %	2010
Special Ed.	88 %	2009	≥ 90 %	2014-15	≥ 88.4 %	2010
At Risk	93 %	2009	≥ 93 %	2014-15	≥ 93 %	2010

**Indicator:** TAKS Science

**Grade:** 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	76 %	2009	≥ 90 %	2014-15	≥ 78.8 %	2010
African American	57 %	2009	≥ 90 %	2014-15	≥ 63.6 %	2010
Economically Disadvantaged	70 %	2009	≥ 90 %	2014-15	≥ 74 %	2010
Hispanic	65 %	2009	≥ 90 %	2014-15	≥ 70 %	2010
White	86 %	2009	≥ 90 %	2014-15	≥ 86.8 %	2010
Special Ed.	48 %	2009	≥ 90 %	2014-15	≥ 56.4 %	2010

**Indicator:** TAKS Social Studies

**Grade:** 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	95 %	2009	≥ 95 %	2014-15	≥ 95 %	2010
African American	95 %	2009	≥ 95 %	2014-15	≥ 95 %	2010
Economically Disadvantaged	93 %	2009	≥ 93 %	2014-15	≥ 93 %	2010
Hispanic	89 %	2009	≥ 90 %	2014-15	≥ 89.2 %	2010
White	98 %	2009	≥ 98 %	2014-15	≥ 98 %	2010
Special Ed.	69 %	2009	≥ 90 %	2014-15	≥ 73.2 %	2010

**Indicator:** Attendance

**Grade:** All

Year	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Year	Rate	Year
2008-09	95 %	≥ 96 %	2014-15	≥ 95.2 %	2010
2007-08	95.7 %				
2006-07	95.2 %				
2005-06	95.4 %				
2004-05	95.3 %				
2003-04	95.2 %				
2002-03	95.1 %				
2001-02	95.3 %				

**Indicator:** TAKS Math

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	82 %	2009	≥ 90 %	2014-15	≥ 83.6 %	2010
African American	77 %	2009	≥ 90 %	2014-15	≥ 79.6 %	2010
Economically Disadvantaged	76 %	2009	≥ 90 %	2014-15	≥ 78.8 %	2010
Hispanic	75 %	2009	≥ 90 %	2014-15	≥ 78 %	2010
White	84 %	2009	≥ 90 %	2014-15	≥ 85.2 %	2010
Special Ed.	76 %	2009	≥ 90 %	2014-15	≥ 78.8 %	2010
LEP	68 %	2009	≥ 90 %	2014-15	≥ 72.4 %	2010

## Strategies

<b>Goal 1 - Strategy 1</b>		<b>Reading, Math, Writing, Social Studies, &amp; Science</b>											
<b>Leader(s):</b> Principal	<b>Brief Description:</b> Students will be provided opportunities to learn with a viable curriculum in reading, math, social studies and science.	<b>Evaluation Benchmark:</b> 2010 TAKS											
<b>Leader Progress Report Dates:</b> On Going													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	
Time	Number of FTE's: None	Special Grant										\$150,000.00	
Teachers	None	Compensatory Ed. Budget										\$2,500.00	
School Library	Cost: None	AMI/ARI										\$5,000.00	
Parent Support												<hr/>	
District Admin. Staff												\$157,500.00	
Campus Admin. Staff													
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
Employ highly qualified teachers certified in the core areas as classroom teachers.	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Common planning time is built into master schedule for core subject area teachers.	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Insure implementation of the SISD Scope & Sequence and use of CScope Curriculum in Math and Science	Principal and Assistant Principals	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 1 - Strategy 1</b>		<b>Reading, Math, Writing, Social Studies, &amp; Science</b>											
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>i</b>
Continued use of Thinking Maps and Thinking Maps software in all areas of the curriculum to enhance student performance.	Campus Administration and Staff	X	X	X	X	X	X	X	X	X	X	X	X
Utilize Measuring UP for TAKS, Step Up to TAKS, TAKS Coach, KAMICO, TAKS Study Island, and Buckle Down into instruction to enhance student skills.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Continue TAKS Update Training with Kilgo Consulting, Inc., by having teachers from each subject area attend TAKS Updates in Austin if the training becomes available.	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Participate in vertical teaming within the district and horizontal teaming on campus to ensure alignment of curriculum.	Principal, Instructional Coordinators	X	X	X	X	X	X	X	X	X	X	X	X
Provide acceleration in reading and math to students scoring below "met standards" on the TAKS Reading and Math test.	Counselors Math and Reading Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Incorporate technical reading skills and writing skills into all curriculum areas.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Continue to provide differentiated instruction to GT students in all areas.	GT teachers	X	X	X	X	X	X	X	X	X	X	X	X
Provide inclusion support to special education students in the classrooms.	Special Ed. Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Monitor all TAKS objectives and provide specific academic intervention for each student needing assistance with tutoring outside of the school day.	Teachers		X	X	X	X	X	X	X	X	X		
Utilize the Instructional Coordinators during department meetings and throughout the day in classrooms for curriculum support.	Instructional Coordinators	X	X	X	X	X	X	X	X	X	X	X	X
Continue Write to the Future and Write Traits programs to enhance student writing skills.	ELA Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Highly Qualified Paraprofessionals possessing second language skills will provide support for LEP students in the classrooms.	ESL Classroom Assistants	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 1 - Strategy 1</b>		<b>Reading, Math, Writing, Social Studies, &amp; Science</b>											
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>g</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>u</b>	<b>u</b>
Provide extension in mathematics instruction by double blocking 8th grade students in regular math classes.	Principal & Math Teachers	X	X	X	X	X	X	X	X	X	X	X	
Evaluate, design and implement specialized programs for Special Ed. students that are vertically aligned including the special education Response to Intervention.	Special Ed. Department	X	X	X	X	X	X	X	X	X	X	X	
Book clubs will be offered in the library.	Librarian and English 7 Teacher			X	X	X	X	X	X	X			
Provide Read 180 instruction for identified SPED and regular ed. students who need basic reading skills	Reading teachers	X	X	X	X	X	X	X	X	X	X	X	
Implement the new after school enrichment program provided by the ACE grant.	Principal and ACE Site Manager		X	X	X	X	X	X	X	X	X	X	X
<b>Goal 1 - Strategy 2</b>		<b>Aligned curriculum and assessment program</b>											
<b>Leader(s):</b> Principal	<b>Brief Description:</b> Implement, monitor, and evaluate an aligned curriculum and assessment program that is standardized, rigorous, data-driven, and technologically infused.	<b>Evaluation Benchmark:</b> All student groups will score at least 85% on all areas of the state assessments.											
<b>Leader Progress Report Dates:</b> On going													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>									<b>Amount</b>		
Time	Number of FTE's: None	General Budget									\$3,000.00		
Teaching Aids	None										\$3,000.00		
Teachers	Cost: None												
Counselors													

<b>Goal 1 - Strategy 2</b>		<b>Aligned curriculum and assessment program</b>											
Central Office Campus Admin. Staff													
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>u</b>	<b>u</b>
Utilize the Rosetta Stone Program for LEP and ESL students	ESL Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Access on-line textbook support and curriculum provided by the textbook publishers.	Classroom Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Monitor progress on TAKS objectives and implement specific academic intervention for each student needing assistance (for all tested areas at each grade level)	Classroom Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Utilize the computer labs to increase all teachers' and students' awareness of technology.	Technology Specialist and Classroom Teachers	X	X	X	X	X	X	X	X	X	X		
<b>Goal 1 - Strategy 3</b>		<b>Data Analysis</b>											
<b>Leader(s):</b> Principal	<b>Brief Description:</b> Continue to utilize data analysis to target district, campus, and student needs in Reading, Math, Writing, Social Studies and Science.	<b>Evaluation Benchmark:</b> 2010 TAKS											
<b>Leader Progress Report Dates:</b> On going													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	
Time	Number of FTE's: None	General Budget										\$2,000.00	
Teachers	None											\$2,000.00	
Outside Consultant	Cost: None												

<b>Goal 1 - Strategy 3</b>		<b>Data Analysis</b>											
District Coordinator													
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>u</b>	<b>u</b>
<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>p</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>i</b>	<b>l</b>
Implement effective instructional and assessment strategies by utilizing methods provided by Kilgo Consulting, Inc., Thinking Maps, TexTeams, TESA (Teacher Expectation Student Achievement) SIOP (Sheltered Instruction Observation Protocol), TALA and Ruby Payne.	Classroom Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Continue to use Checkpoint assessments for each subject and evaluate data to improve instruction.	Classroom Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Ensure implementation of vertically aligned district standards of excellence in instruction, benchmarks, and checkpoint assessment in all areas of the curriculum.	Campus Administration	X	X	X	X	X	X	X	X	X	X	X	X
Plan and deliver intervention strategies to increase successful and Commended Performance on 2010 TAKS, and respond quickly to the needs determined by Checkpoint Assessments.	Classroom Teachers	X	X	X	X	X	X	X	X	X	X	X	X
<b>Goal 1 - Strategy 4</b>		<b>Provide immediate educational interventions</b>											
<b>Leader(s):</b> Principal	<b>Brief Description:</b> Attendance Monitoring and Tutorial Programs	<b>Evaluation Benchmark:</b> 2009 - 2010 Attendance and Tutoring sign in sheets											
<b>Leader Progress Report Dates:</b> On going													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	

<b>Goal 1 - Strategy 4</b>		<b>Provide immediate educational interventions</b>	
Volunteer Support	Number of FTE's: None	Title I Budget	\$4,000.00
Transportation Dept.	None	PTA	\$3,500.00
Staff	Cost: None		<hr/>
Campus Admin. Staff			\$7,500.00

**Timeline**

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	p	y	n	i
Student attendance will be monitored daily by Attendance Clerk and Assistant Principals.	Assistant Principals and Attendance Clerk	X	X	X	X	X	X	X	X	X	X	X	
Continue Wildcat incentive program for students which includes attendance.	Principal and PTA		X	X	X	X	X	X	X	X	X	X	
Implement Title 1 tutoring as soon as first checkpoints are completed. Participate in School-Wide Title I program.	Title 1 Tutors		X	X	X	X	X	X	X	X	X		
Implement ESL tutoring as soon as possible during the Fall semester.	ESL tutors		X	X	X	X	X	X	X	X	X	X	

**Goal 1 - Strategy 5**      **Specialized Programs**

<b>Leader(s):</b> Principal	<b>Brief Description:</b> ESL newcomer program Summer School Program Duke Talent Search	<b>Evaluation Benchmark:</b> Summer School Rosters
<b>Leader Progress Report Dates:</b> On going		
<b>Resources Required:</b> Time	<b>FTE's Required:</b>	<b>Source of Funds:</b> Title III
		<b>Amount</b> \$1,000.00

<b>Goal 1 - Strategy 5</b>		<b>Specialized Programs</b>											
Teachers	Number of FTE's: None	Compensatory Ed. Budget										\$500.00	
Staff	None											<hr/>	
Parent Support	Cost: None											\$1,500.00	
Nurse													
District Staff													
Counselors													
Campus Admin. Staff													
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
Continue to provide four levels of ESL instruction with ESL I being a "Newcomer" class for non-speaking students.	Principals and ESL teachers	X	X	X	X	X	X	X	X	X	X	X	X
Expand staff development opportunities for administrators and content area teachers in conjunction with ESL staff; i.e. SIOP training model presented by Region 10	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Expand staff development opportunities for all administrators and all teachers for the acquisition of ESL certification through the district and/or Region 10.	Principal and Region 10	X	X	X	X	X	X	X	X	X	X	X	X
Parents will complete a Migrant Survey annually.	Principal and Teachers	X	X										
Summer School Program - Continue to provide credit recovery classes for students who need assistance to be promoted to the next grade as well providing TAKS remediation for students failing one or more sections of the TAKS test.	Summer School Principal											X	X
Continue to provide extended year services to ESL students in summer school.	ESL Staff											X	X
Duke Talent Search - Identify students who qualify for the Duke Talent Search in the seventh grade.	Counselors		X	X	X	X	X						

<b>Goal 1 - Strategy 5</b>		<b>Specialized Programs</b>											
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>i</b>
Continue the CATCH Program - Coordinated Approach to Child Health - Utilized in PE and Health classes	PE Teachers, Health Teachers, Nurse, Counselors	X	X	X	X	X	X	X	X	X	X	X	X
Provide specific intervention services to eligible students who have been identified through Dyslexia Testing and use the MTA (Multi-Sensory Teaching Approach) as the curriculum.	Dyslexia Teacher	X	X	X	X	X	X	X	X	X	X	X	X
Supplement "MTA and Language!" curriculum by adding vocabulary and morpheme instruction with the goal of increasing student knowledge of word meanings and text comprehension at the end of eighth grade.	Dyslexia Teacher	X	X	X	X	X	X	X	X	X	X	X	X
Establish and utilize a monitoring profile to access and track student performance upon exiting the Language Science Program.	Dyslexia Teacher	X	X	X	X	X	X	X	X	X	X	X	X
Utilize a Highly Qualified Dyslexia Teacher trained as a "MTA and Language" Dyslexia Specialist to provide remediation in reading.	Dyslexia Teacher	X	X	X	X	X	X	X	X	X	X	X	X
<b>Goal 1 - Strategy 6</b>		<b>Advisory meetings each week</b>											
<b>Leader(s):</b> Principal	<b>Brief Description:</b> Every Tuesday we will meet for Advisory to allow the students to team-build, attend pull-out tutoring, etc.	<b>Evaluation Benchmark:</b> 2010 TAKS											
<b>Leader Progress Report Dates:</b> Monthly													
<b>NEW INITIATIVE</b>													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	

<b>Goal 1 - Strategy 6</b>		<b>Advisory meetings each week</b>															
Volunteer Support	Number of FTE's: None	None														\$0.00	
Title Teachers	None															\$0.00	
Teachers	Cost: None																
School Library																	
Guest Speaker																	
Counselors																	
<b>Timeline</b>																	
<b>Activity</b>	<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J				
		u	e	c	o	e	a	e	a	p	a	u	u				
		g	p	t	v	c	n	b	r	r	y	n	l				
Teachers will provide opportunities for students to feel more connected to the their teams, attend tutoring, complete late work, or hear guest speakers.	Advisory Teachers	X	X	X	X	X	X	X	X	X	X	X	X				

**Goal 2:** Monitor student progress and adjust instruction to meet the needs of the students.

**Correlates with:**

<b>District Goals</b>			
1) Student Achievement	2) Continuous Improvement of Instruction		
<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
10) Technology			
<b>NCLB/ESEA Goals and Indicators</b>			
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5) All Students will Graduate from High School			
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1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
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2) Student Opportunities	3) Instructional	4) Professional Development	5) Professional Staff
6) Parental Involvement	8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs

**Indicator:** TAKS Reading

**Grade:** All

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Economically Disadvantaged	92.5 %	2009	≥ 92.5 %	2014-15	≥ 92.5 %	2010
Hispanic	87 %	2009	≥ 90 %	2014-15	≥ 87.6 %	2010
White	95 %	2009	≥ 95 %	2014-15	≥ 95 %	2010
Special Ed.	76 %	2009	≥ 90 %	2014-15	≥ 78.8 %	2010
LEP	46 %	2009	≥ 90 %	2014-15	≥ 54.8 %	2010

**Indicator:** TAKS Math

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	82 %	2009	≥ 90 %	2014-15	≥ 83.6 %	2010
African American	77 %	2009	≥ 90 %	2014-15	≥ 79.6 %	2010
Economically Disadvantaged	76 %	2009	≥ 90 %	2014-15	≥ 78.8 %	2010
Hispanic	75 %	2009	≥ 90 %	2014-15	≥ 78 %	2010
White	84 %	2009	≥ 90 %	2014-15	≥ 85.2 %	2010
Special Ed.	76 %	2009	≥ 90 %	2014-15	≥ 78.8 %	2010
LEP	68 %	2009	≥ 90 %	2014-15	≥ 72.4 %	2010

**Indicator:** TAKS Writing

**Grade:** 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	95 %	2009	≥ 95 %	2014-15	≥ 95 %	2010
African American	94 %	2009	≥ 94 %	2014-15	≥ 94 %	2010
Economically Disadvantaged	93 %	2009	≥ 93 %	2014-15	≥ 93 %	2010
Hispanic	87 %	2009	≥ 90 %	2014-15	≥ 87.6 %	2010
White	99 %	2009	≥ 99 %	2014-15	≥ 99 %	2010
Special Ed.	88 %	2009	≥ 90 %	2014-15	≥ 88.4 %	2010
At Risk	93 %	2009	≥ 93 %	2014-15	≥ 93 %	2010

**Indicator:** TAKS Science

<b>Grade: 8</b>		<b>Current Performance</b>		<b>Desired Performance</b>		<b>Desired Performance</b>	
		<b>ACCOUNTABILITY DATA</b>		<b>LONG TERM STATE OBJECTIVES</b>		<b>ANNUAL OBJECTIVES</b>	
<b>Group</b>		<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>
All Students		76 %	2009	≥ 90 %	2014-15	≥ 78.8 %	2010
African American		57 %	2009	≥ 90 %	2014-15	≥ 63.6 %	2010
Economically Disadvantaged		70 %	2009	≥ 90 %	2014-15	≥ 74 %	2010
Hispanic		65 %	2009	≥ 90 %	2014-15	≥ 70 %	2010
White		86 %	2009	≥ 90 %	2014-15	≥ 86.8 %	2010
Special Ed.		48 %	2009	≥ 90 %	2014-15	≥ 56.4 %	2010

**Indicator:** TAKS Social Studies

<b>Grade: 8</b>		<b>Current Performance</b>		<b>Desired Performance</b>		<b>Desired Performance</b>	
		<b>ACCOUNTABILITY DATA</b>		<b>LONG TERM STATE OBJECTIVES</b>		<b>ANNUAL OBJECTIVES</b>	
<b>Group</b>		<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>
All Students		95 %	2009	≥ 95 %	2014-15	≥ 95 %	2010
African American		95 %	2009	≥ 95 %	2014-15	≥ 95 %	2010
Economically Disadvantaged		93 %	2009	≥ 93 %	2014-15	≥ 93 %	2010
Hispanic		89 %	2009	≥ 90 %	2014-15	≥ 89.2 %	2010
White		98 %	2009	≥ 98 %	2014-15	≥ 98 %	2010
Special Ed.		69 %	2009	≥ 90 %	2014-15	≥ 73.2 %	2010

**Indicator:** Attendance

**Grade:** All

Year	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Year	Rate	Year
2008-09	95 %	≥ 96 %	2014-15	≥ 95.2 %	2010
2007-08	95.7 %				
2006-07	95.2 %				
2005-06	95.4 %				
2004-05	95.3 %				
2003-04	95.2 %				
2002-03	95.1 %				
2001-02	95.3 %				

## Strategies

<b>Goal 2 - Strategy 1</b>		<b>Use of Student Performance Data</b>														
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Item analysis of student performance data using AWARE program and INOVA information					<b>Evaluation Benchmark:</b> 2010 TAKS									
<b>Leader Progress Report Dates:</b> Monthly																
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>				<b>Amount</b>							
Teachers		Number of FTE's: None			General Budget				\$500.00							
Parent Support		None			AMI/ARI				\$1,000.00							
Counselors		Cost: None							<hr/> \$1,500.00							
Central Office																
Campus Admin. Staff																
<b>Timeline</b>																
<b>Activity</b>		<b>Person(s) Responsible</b>			<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
					<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>u</b>	<b>u</b>
					<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>p</b>	<b>y</b>	<b>n</b>	<b>i</b>
Utilize item analysis to monitor TAKS objectives to determine necessary interventions for students needing assistance.		Principal and Classroom Teachers			X	X	X	X	X	X	X	X	X	X	X	X
Assist identified students considered At-Risk in grades 7 and 8 that have been retained, their grade average is 70 or below in two or more core subjects the preceding and/or current school year, are Limited English Proficient, migrants homeless, in foster care, in the DAEP, been expelled, and/or dropped out of school.		At-Risk Committee and Classroom Teachers			X	X	X	X	X	X	X	X	X	X	X	X
Create TAKS growth plans for each student after receiving		Academic Teams					X	X	X	X						

<b>Goal 2 - Strategy 1</b>		<b>Use of Student Performance Data</b>											
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
INOVA information.													
Identify students not performing in the 80% range and identify their needs with the AIMSweb program.	Instructional Coordinators and Teachers		X	X	X	X	X	X	X	X	X	X	X
Provide interventions for student needs identified by AIMSweb.	Teachers			X	X	X	X	X	X	X	X	X	
Special Ed students will be closely monitored by the Inclusion Teachers.	Inclusion Teachers	X	X	X	X	X	X	X	X	X	X	X	X
<b>Goal 2 - Strategy 2</b>		<b>Provide appropriate intervention</b>											
<b>Leader(s):</b> Principal	<b>Brief Description:</b> Provide appropriate and immediate educational interventions for all students.	<b>Evaluation Benchmark:</b> 2010 TAKS											
<b>Leader Progress Report Dates:</b> On going													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	
Time	Number of FTE's: None	General Budget										\$2,000.00	
Teachers	None											\$2,000.00	
Staff	Cost: None												
Parent Support													
Counselors													
Contract Service													
Campus Admin. Staff													
<b>Timeline</b>													

<b>Goal 2 - Strategy 2</b>		<b>Provide appropriate intervention</b>											
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>i</b>	<b>i</b>	
Students that do not complete their work during the week will be assigned Academic Saturday School. If a student does not attend Saturday School, they will be assigned one day of ZAP (Zeroes Aren't Permitted) in the In School Suspension room to complete their work.	Assistant Principals and Classroom Teachers		X	X	X	X	X	X	X	X	X		
Continue the SISD Truancy Officer Program to help encourage and enforce compliance with the Texas compulsory attendance law.	Assistant Principals and Attendance Clerk	X	X	X	X	X	X	X	X	X	X		
Utilize progress reports and checkpoint assessments to determine intervention and recommendations for tutoring.	Classroom teachers		X	X	X	X	X	X	X	X	X		
Counselors will provide Personal Graduation Plans (PGP) and provide copies for appropriate teachers to complete for at-risk students.	Counselors		X	X	X	X	X	X	X	X	X	X	

**Goal 3:** Hire quality staff and provide effective staff development for staff members.

**Correlates with:**

<b>District Goals</b>			
1) Student Achievement	2) Continuous Improvement of Instruction	3) Partnerships	4) Communications with community
<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
6) School Personnel			
<b>NCLB/ESEA Goals and Indicators</b>			
3) Highly Qualified Staff			
<b>Title I - Schoolwide Programs</b>			
3) Instructional	4) Professional Development	5) Professional Staff	8) Include Teachers in Decisions

**Indicator:** TAKS Reading

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2009	≥ 93 %	2014-15	≥ 93 %	2010
African American	96 %	2009	≥ 96 %	2014-15	≥ 96 %	2010
Economically Disadvantaged	92.5 %	2009	≥ 92.5 %	2014-15	≥ 92.5 %	2010
Hispanic	87 %	2009	≥ 90 %	2014-15	≥ 87.6 %	2010
White	95 %	2009	≥ 95 %	2014-15	≥ 95 %	2010
Special Ed.	76 %	2009	≥ 90 %	2014-15	≥ 78.8 %	2010
LEP	46 %	2009	≥ 90 %	2014-15	≥ 54.8 %	2010

**Indicator:** TAKS Math

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	82 %	2009	≥ 90 %	2014-15	≥ 83.6 %	2010
African American	77 %	2009	≥ 90 %	2014-15	≥ 79.6 %	2010
Economically Disadvantaged	76 %	2009	≥ 90 %	2014-15	≥ 78.8 %	2010
Hispanic	75 %	2009	≥ 90 %	2014-15	≥ 78 %	2010
White	84 %	2009	≥ 90 %	2014-15	≥ 85.2 %	2010
Special Ed.	76 %	2009	≥ 90 %	2014-15	≥ 78.8 %	2010
LEP	68 %	2009	≥ 90 %	2014-15	≥ 72.4 %	2010

**Indicator:** TAKS Writing

**Grade:** 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	95 %	2009	≥ 95 %	2014-15	≥ 95 %	2010
African American	94 %	2009	≥ 94 %	2014-15	≥ 94 %	2010
Economically Disadvantaged	93 %	2009	≥ 93 %	2014-15	≥ 93 %	2010
Hispanic	87 %	2009	≥ 90 %	2014-15	≥ 87.6 %	2010
White	99 %	2009	≥ 99 %	2014-15	≥ 99 %	2010
Special Ed.	88 %	2009	≥ 90 %	2014-15	≥ 88.4 %	2010
At Risk	93 %	2009	≥ 93 %	2014-15	≥ 93 %	2010

**Indicator:** TAKS Science

**Grade:** 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	76 %	2009	≥ 90 %	2014-15	≥ 78.8 %	2010
African American	57 %	2009	≥ 90 %	2014-15	≥ 63.6 %	2010
Economically Disadvantaged	70 %	2009	≥ 90 %	2014-15	≥ 74 %	2010
Hispanic	65 %	2009	≥ 90 %	2014-15	≥ 70 %	2010
White	86 %	2009	≥ 90 %	2014-15	≥ 86.8 %	2010
Special Ed.	48 %	2009	≥ 90 %	2014-15	≥ 56.4 %	2010

**Indicator:** TAKS Social Studies

**Grade:** 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	95 %	2009	≥ 95 %	2014-15	≥ 95 %	2010
African American	95 %	2009	≥ 95 %	2014-15	≥ 95 %	2010
Economically Disadvantaged	93 %	2009	≥ 93 %	2014-15	≥ 93 %	2010
Hispanic	89 %	2009	≥ 90 %	2014-15	≥ 89.2 %	2010
White	98 %	2009	≥ 98 %	2014-15	≥ 98 %	2010
Special Ed.	69 %	2009	≥ 90 %	2014-15	≥ 73.2 %	2010

**Indicator:** Attendance

**Grade:** All

Year	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Year	Rate	Year
2008-09	95 %	≥ 96 %	2014-15	≥ 95.2 %	2010
2007-08	95.7 %				
2006-07	95.2 %				
2005-06	95.4 %				
2004-05	95.3 %				
2003-04	95.2 %				
2002-03	95.1 %				
2001-02	95.3 %				

## Strategies

<b>Goal 3 - Strategy 1</b>		<b>Professional Development and Mentoring</b>															
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Opportunities for professional development.						<b>Evaluation Benchmark:</b> Certificates from classes									
<b>Leader Progress Report Dates:</b> On going																	
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>				<b>Amount</b>							
Time		Number of FTE's: None				GT Budget				\$1,000.00							
Teachers		None				General Budget				\$5,000.00							
Staff		Cost: None								<hr/> \$6,000.00							
Outside Consultant																	
District Coordinator																	
District Admin. Staff																	
Central Office																	
Campus Admin. Staff																	
<b>Timeline</b>																	
<b>Activity</b>		<b>Person(s) Responsible</b>				<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
						<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>u</b>	<b>u</b>
						<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>p</b>	<b>y</b>	<b>n</b>	<b>l</b>
Provide opportunities to attend effective professional development workshops to increase student success.		Principal				X	X	X	X	X	X	X	X	X	X	X	X
Continue teacher education in technology competencies through professional development to include hardware trouble shooting and software knowledge.		Technology Specialist				X	X	X	X	X	X	X	X	X	X	X	

<b>Goal 3 - Strategy 1 Professional Development and Mentoring</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>
Improve teachers' abilities to integrate technology effectively into curriculum, instruction, and student learning. Required to assist At-Risk students meet standards. (Title II)	Principal and Campus Technology Liaison	X	X	X	X	X	X	X	X	X	X	X	
Continue to train teachers in G/T strategies throughout the year.	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Recruit and hire highly qualified Math Specialists and Reading Specialists to provide acceleration in math and reading to students scoring below "Met Standards" on the 2009 TAKS tests.	Principal	X											
Continue to implement the Gallup Teacher Insight computer-screening program for teaching applicants.	Human Resources and Principal	X	X	X	X	X	X	X	X	X	X	X	X
Provide subject area and mentor support to new staff to coordinate available resources.	All Staff	X	X	X	X	X	X	X	X	X	X	X	

**Goal 4:** Provide safe and attractive facilities that promote an effective learning environment.

**Correlates with:**

<b>District Goals</b>				
1) Student Achievement	3) Partnerships	4) Communications with community		
<b>State Objectives</b>				
8) School Environment				
<b>Effective School Correlates</b>				
1) Safe and Orderly Environment				
<b>Title I - Schoolwide Programs</b>				
1) Needs Assessment	2) Student Opportunities	4) Professional Development	5) Professional Staff	
6) Parental Involvement				



## Strategies

<b>Goal 4 - Strategy 1</b>		<b>Student Expectations</b>											
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Students will be expected to follow rules and procedures set forth by the administration and teachers.						<b>Evaluation Benchmark:</b> On going					
<b>Leader Progress Report Dates:</b> On going													
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>				<b>Amount</b>			
Time		Number of FTE's: None				None				\$0.00			
Teachers		None								\$0.00			
Parent Support		Cost: None											
Campus Admin. Staff													
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
Teachers will explain the high expectations for students and review the Student Handbook.	Teachers	X											
Teachers will contact the parent before a discipline referral is written, and a copy of the student discipline referral will be mailed to the parents after it is processed by the Assistant Principals.	Assistant Principals and Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Students will be instructed in Piner's no tolerance policy for bullying and harassment.	Assistant Principals	X	X	X	X	X	X	X	X	X	X	X	X
<b>Goal 4 - Strategy 2</b>		<b>School Safety</b>											

<b>Goal 4 - Strategy 2</b>		<b>School Safety</b>											
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Piner faculty and staff will provide a safe environment for students.					<b>Evaluation Benchmark:</b> Each nine weeks						
<b>Leader Progress Report Dates:</b> On going													
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>					<b>Amount</b>			
Time		Number of FTE's: None			General Budget					<u>\$500.00</u>			
Teachers		None								\$500.00			
Supplies		Cost: None											
Staff													
District Staff													
Custodial/Maint. Dept.													
Counselors													
Campus Admin. Staff													
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
All staff, substitutes, and student teachers will wear Sherman ISD badges. Visitors will be required to wear Piner Visitor Passes.	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Campus staff will implement security procedures to ensure the campus is safe during the school day.	Campus Staff, Sherman Police	X	X	X	X	X	X	X	X	X	X	X	X
Visitors will be required to sign in at the front office and all doors except the main doors will be locked during the school day.	Principal	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 4 - Strategy 2 School Safety</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>
Provide Crisis Management In-services to include confrontation training, fire extinguisher usage, CPR, CPI, Texas Behavioral Support Initiative, and First Aid Training,	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Frequent emergency/disaster drills (Fire, tornado, lockdown, and evacuation)	Assistant Principal	X	X	X	X	X	X	X	X	X	X	X	X
Crimestoppers Tip boxes are installed at the Assistant Principal's offices so that students may make anonymous tips.	Assistant Principals	X	X	X	X	X	X	X	X	X	X	X	X

**Goal 5:** Increase and improve communication and involvement between the community, parents, students, and Piner Middle School to ensure awareness and participation with daily school events and activities measured by community attendance at school functions.

**Correlates with:**

<b>District Goals</b>			
1) Student Achievement	3) Partnerships		
<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
1) Partnering Parents with Educators	7) Student Performance		
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	4) Safe, Drug Free Learning Environments	
<b>Effective School Correlates</b>			
7) Home-School Relations			
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	2) Student Opportunities	6) Parental Involvement	9) Identify and Assist with Student Difficulties



## Strategies

<b>Goal 5 - Strategy 1</b>		<b>Positive Reinforcement and Mentoring Program</b>											
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Piner faculty and staff will use positive reinforcement to extend positive home-school relationships with parents.					<b>Evaluation Benchmark:</b> On going						
<b>Leader Progress Report Dates:</b> Each 9 weeks													
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>							<b>Amount</b>	
Time		Number of FTE's: None			General Budget							\$200.00	
Teachers		None										\$200.00	
Staff		Cost: None											
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
All parents will receive a positive phone call or e-mail within the 1st 5-6 weeks of school.	Classroom Teachers	X	X										
Use "Wildcat Piner Tokens" to reinforce positive student behaviors.	Campus Staff	X	X	X	X	X	X	X	X	X	X	X	X
Recognize 2 students per teacher with academic improvement and good citizenship through the Star Party.	Classroom Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Recognize two students a week by teams as Wildcats of the Week.	Team teachers		X	X	X	X	X	X	X	X	X	X	X
Recognize students who receive at least an 85 average, have less than 5 absences per nine weeks, and have not been in ISS	Team Teachers	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 5 - Strategy 1</b>		<b>Positive Reinforcement and Mentoring Program</b>											
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
or DAEP during the nine weeks with the Wildcat Success Party.													
Utilize community leaders and volunteers in 8th grade Science classes to encourage student achievement and goal setting strategies.	Science Teachers		X	X	X	X	X	X	X	X	X		
Encourage active participation in the Piner PTA	Principal	X	X	X	X	X	X	X	X	X	X		
<b>Goal 5 - Strategy 2</b>		<b>Parent Relations</b>											
<b>Leader(s):</b> Principal	<b>Brief Description:</b> Parent Conferences	<b>Evaluation Benchmark:</b> On going											
<b>Leader Progress Report Dates:</b> On going													
<b>Resources Required:</b> Time Teachers Parent Support Campus Admin. Staff	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> PTA										<b>Amount</b> \$2,000.00 \$2,000.00	
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
Campus orientations will be held before the opening of school for parents and students.	Principal, Campus Staff, PTA Volunteers	X											

<b>Goal 5 - Strategy 2 Parent Relations</b>		A	S	O	N	D	J	F	M	A	M	J	J
<b>Activity</b>	<b>Person(s) Responsible</b>	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
An "Open House" will be held in September to encourage parents to visit with the teachers in a positive atmosphere.	Principal		X										
Teacher-initiated parent conferences will be encouraged. Team teachers will be available for conferences with parents as needed.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
A campus newsletter will be sent to parents with each student report card.	Principal, Campus Staff, PTA volunteers			X			X			X		X	
Provide an informative web page to keep parents informed and to encourage interaction between parents and teachers.	Campus Technology Specialist	X	X	X	X	X	X	X	X	X	X	X	X
Encourage parent participation in PTA sponsored programs such as AIM for Success.	Principal and Science Teachers	X	X	X	X	X	X	X	X	X	X		
The Piner Student Handbook are on the SISD Web site in both English and Spanish to assist parents and students with questions about Piner.	Principal and Campus Technology Specialist	X	X	X	X	X	X	X	X	X	X	X	X
Continue to maintain, upgrade, and update web pages to include all subject areas and special programs throughout the campus to facilitate dissemination of information to parents and school personnel.	Campus Technology Specialist	X	X	X	X	X	X	X	X	X	X	X	X
Students will be required to use a student planner to promote parental involvement.	Principal and Staff	X	X	X	X	X	X	X	X	X	X	X	X
A Teacher-Parent-Student Compact will be signed to encourage communication between the school and home.	Principal and Classroom Teachers	X	X										
Documents being sent home will be in English and Spanish.	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Conduct a parent involvement survey in the Spring.	Principal									X	X		
<b>Goal 5 - Strategy 3 Collaboration with agencies/businesses</b>													

<b>Goal 5 - Strategy 3</b>		<b>Collaboration with agencies/businesses</b>											
<b>Leader(s):</b> Principal	<b>Brief Description:</b> Collaboration with the city and county agencies/businesses	<b>Evaluation Benchmark:</b> On going											
<b>Leader Progress Report Dates:</b> On going													
<b>Resources Required:</b> Teachers Outside Consultant Guest Speaker Community Speaker Campus Admin. Staff	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None									<b>Amount</b>		
											\$0.00		
											\$0.00		
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
Direct services will be provided during Health classes to discuss the prevention of alcohol, tobacco, and illegal drug use.	Various Agencies		X	X	X	X	X	X	X	X	X	X	X
Utilize community volunteers to assist staff and students as needed.	Principal and Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Employ highly qualified Campus Police Officers, (SPD) to coordinate security.	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Continue to write grants for the Oliver Dewey Smith Foundation, Sherman Education Foundation and the Hudson Foundation.	Campus Staff	X	X	X	X	X	X	X	X	X	X	X	X
<b>Goal 5 - Strategy 4</b>		<b>Effective Transition Programs</b>											

<b>Goal 5 - Strategy 4</b>		<b>Effective Transition Programs</b>											
<b>Leader(s):</b> Principal	<b>Brief Description:</b> Provide effective transition programs	<b>Evaluation Benchmark:</b> On going											
<b>Leader Progress Report Dates:</b> On going													
<b>Resources Required:</b> Time Teachers Staff Parent Support Counselors Campus Admin. Staff	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> General Budget										<b>Amount</b> \$600.00 \$600.00	
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J
Meeting held at Piner in February to discuss Piner Curriculum Guide and campus expectations with parents and students.	Principal and Counselors												X
Transition activities will be held such as the Orientations for 7th and 8th graders in early August, student mail out discussing dress code and times for orientation.	Principal											X	
Presentation by SHS Principal and Program Directors to 8th grade parents. Curriculum Guides will be given to parents attending the meeting.	SHS Personnel												X
Present opportunities at SHS, 9th grade counselor talks individually with all 8th graders to assist them in completing their	SHS Personnel												X

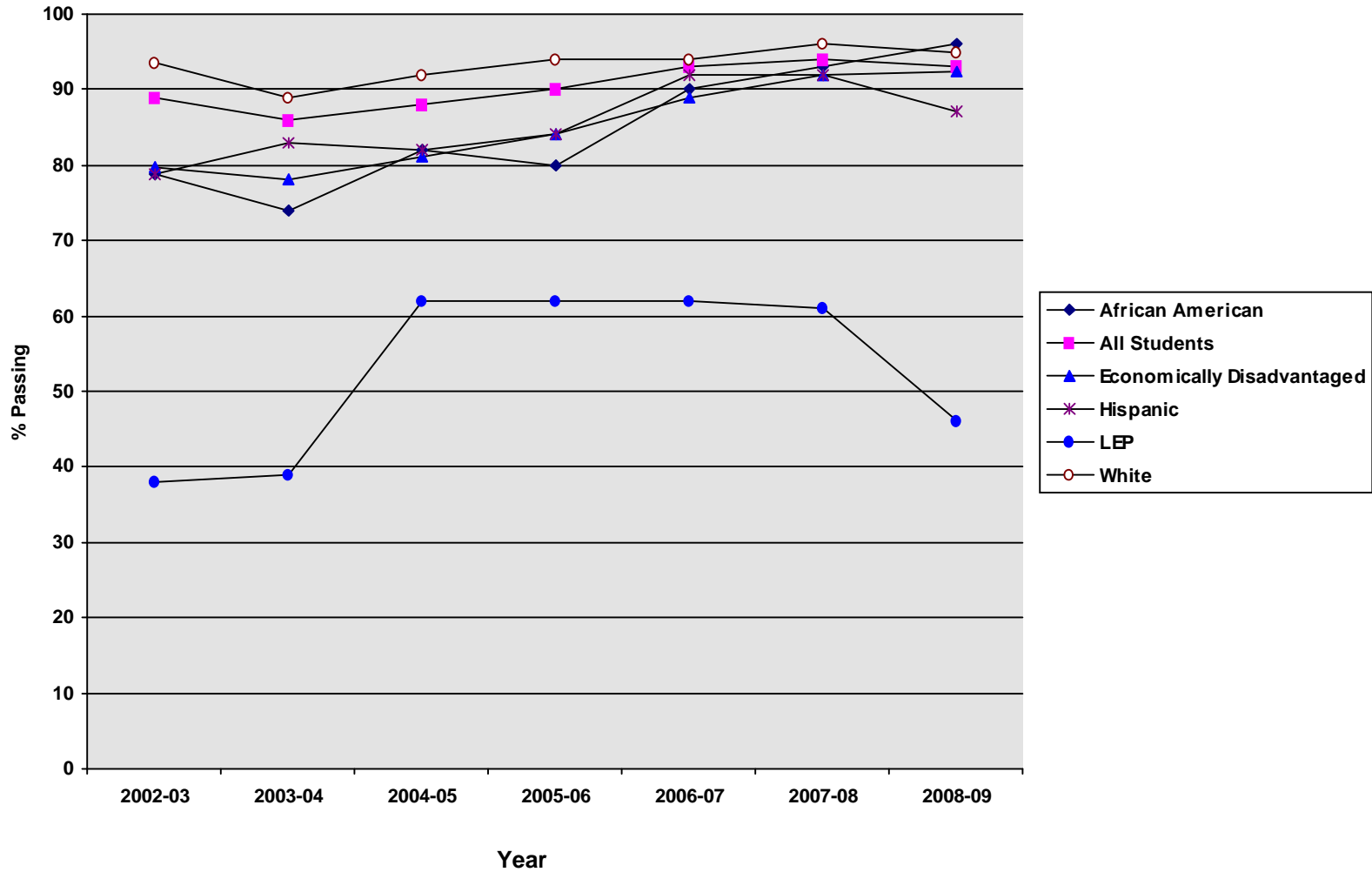
<b>Goal 5 - Strategy 4</b>		<b>Effective Transition Programs</b>											
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>
high school Course Choice Sheet.													

## **APPENDIX III**

### **AEIS GRAPHS**

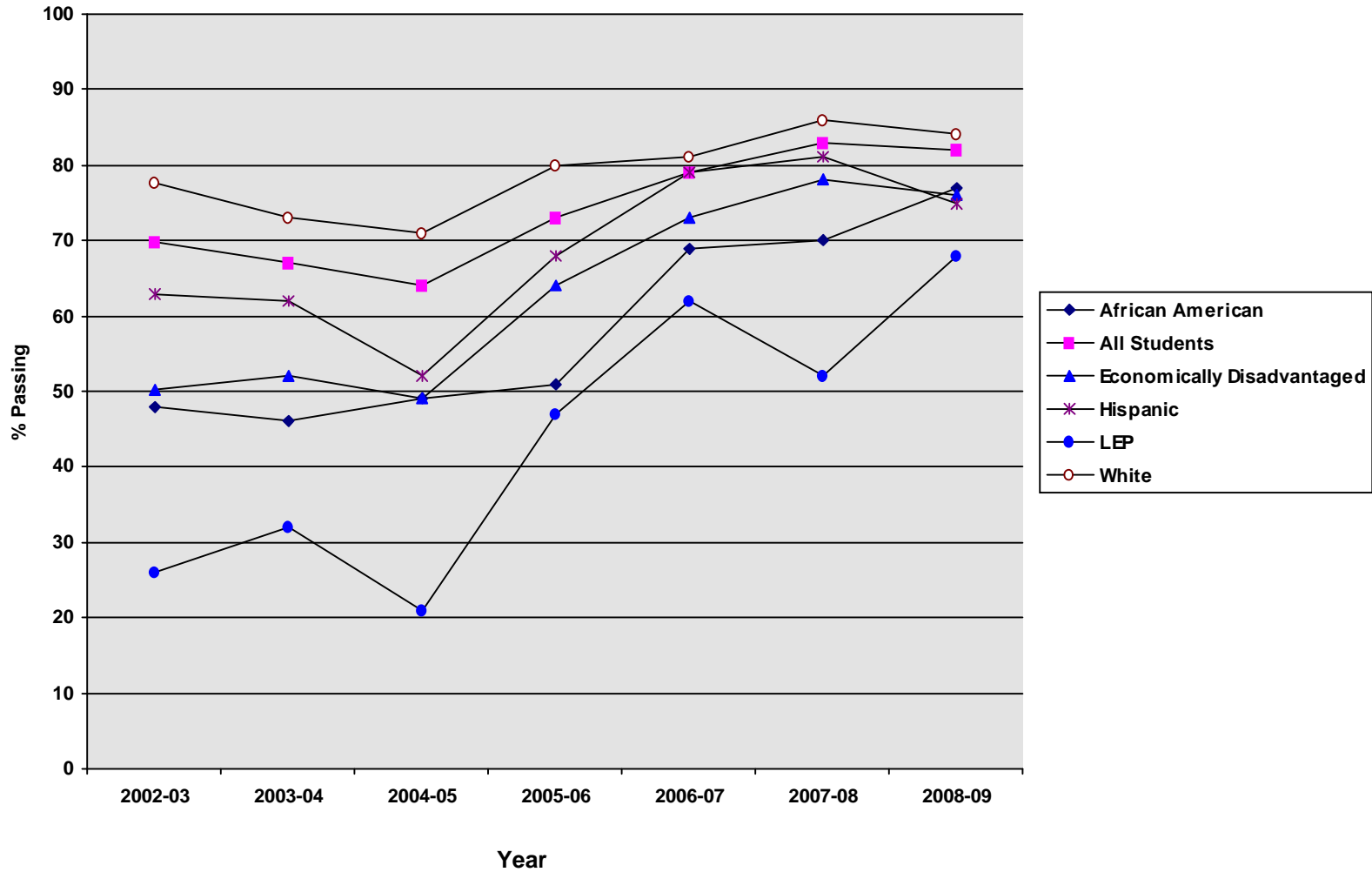
# Report of TAKS Reading

## Graph of Current Performance by Analysis Group



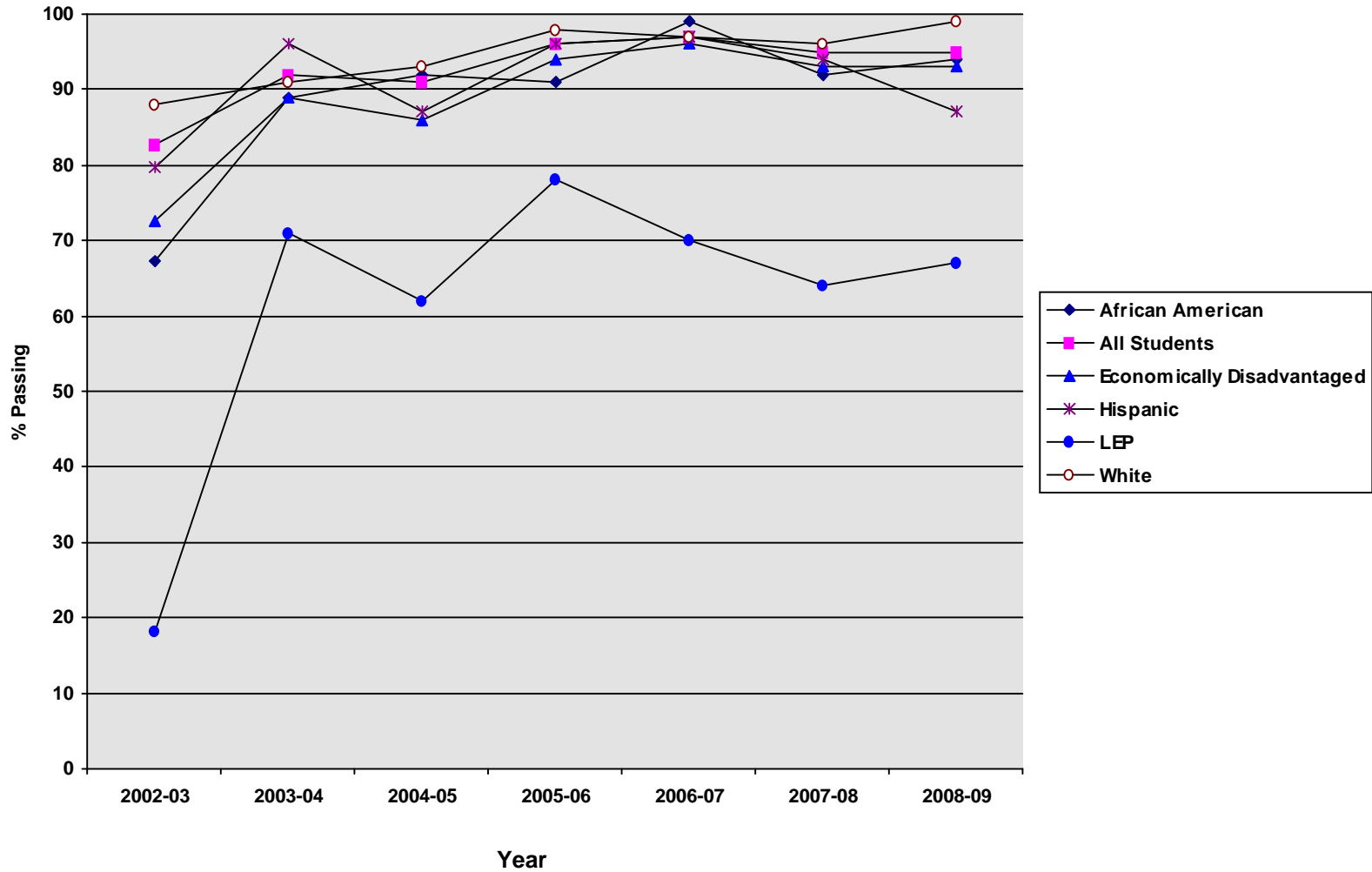
# Report of TAKS Math

## Graph of Current Performance by Analysis Group



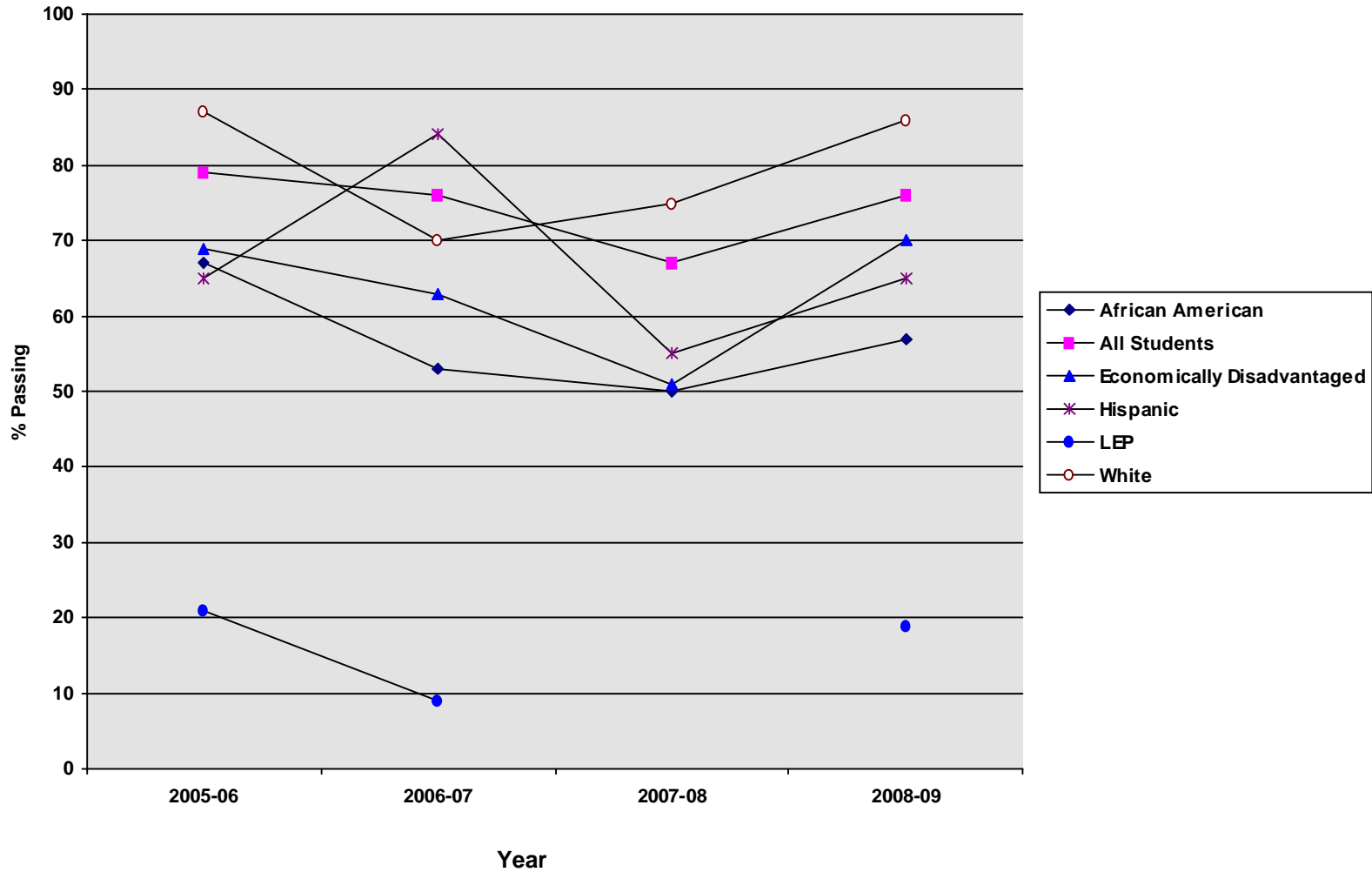
# Report of TAKS Writing

## Graph of Current Performance by Analysis Group



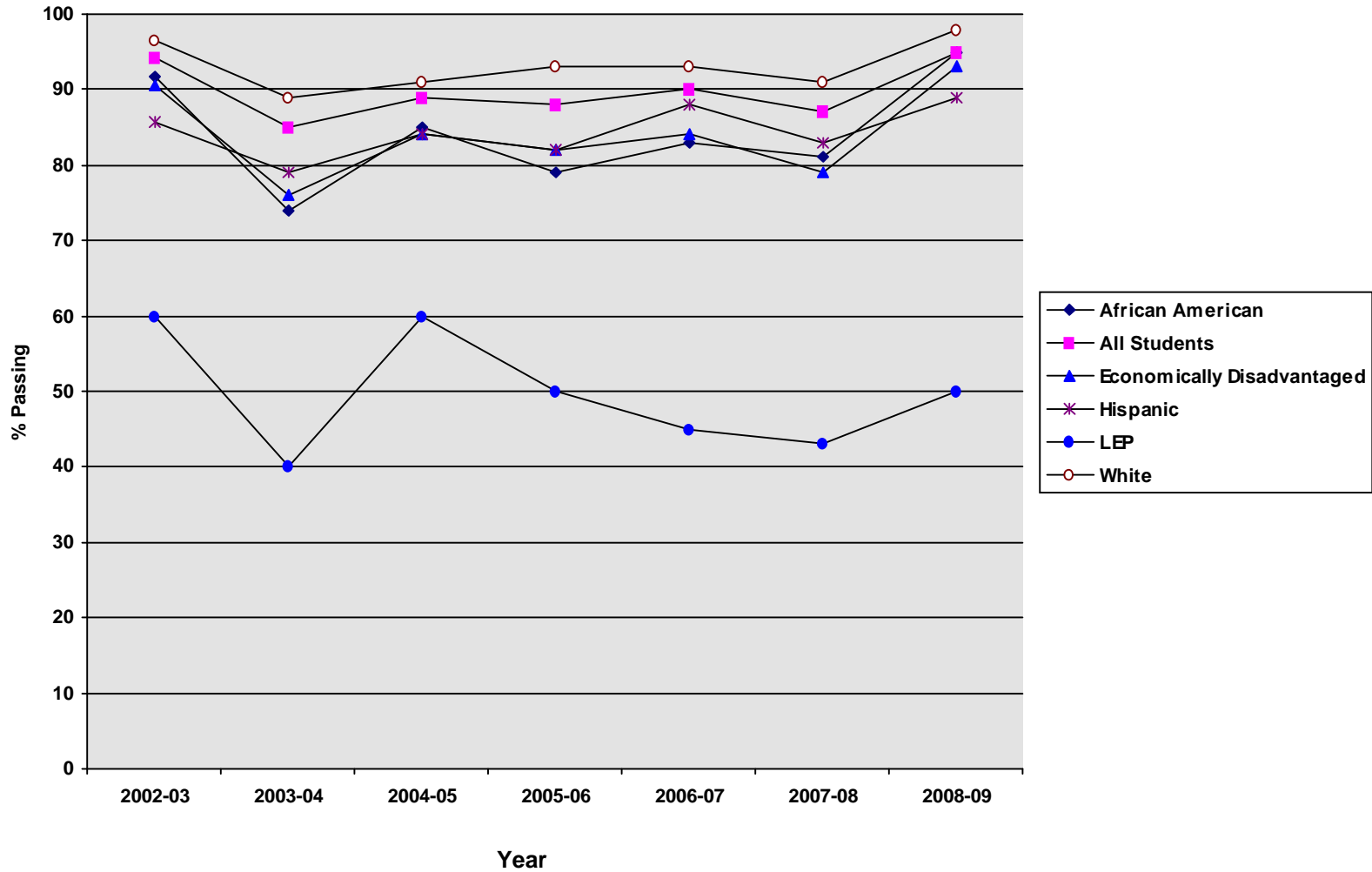
# Report of TAKS Science

## Graph of Current Performance by Analysis Group



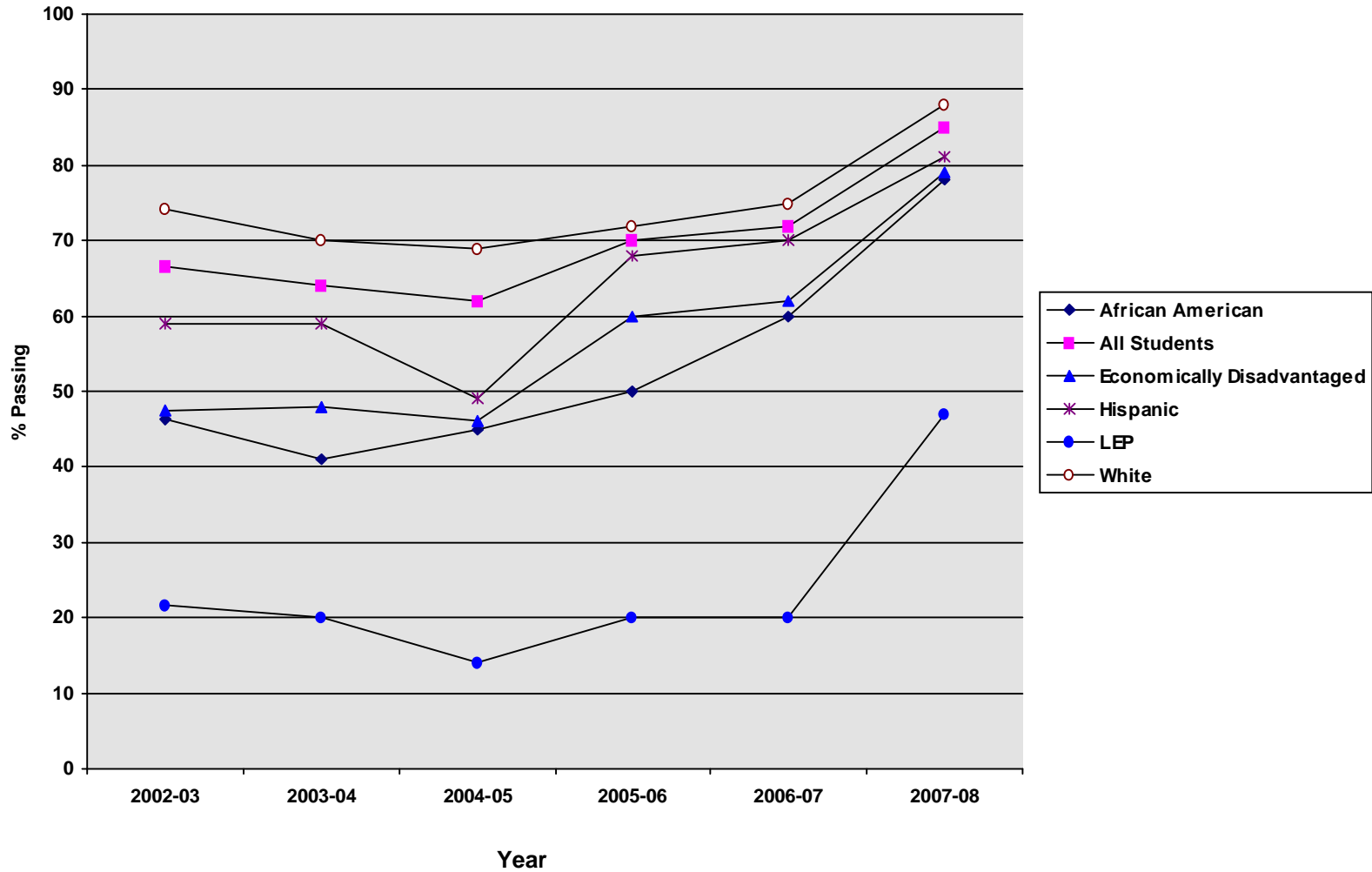
# Report of TAKS Social Studies

## Graph of Current Performance by Analysis Group



# Report of TAKS Overall

## Graph of Current Performance by Analysis Group



# Report of Attendance

## Graph of Current Performance by Analysis Group

