

Piner Middle School

Campus Improvement Plan

2008-09

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:

District Goals			
1) Student Achievement	2) Continuous Improvement of Instruction	4) Communications with community	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) Prepare Students
7) Student Performance	9) Instructional Techniques	10) Technology	
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	5) All Students will Graduate from High School	
Effective School Correlates			
2) Climate of High Expectations for Success	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	
Title I - Schoolwide Programs			
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	94 %	2008	≥ 95 %	2013-14	≥ 94.2 %	2009
African American	93 %	2008	≥ 94 %	2013-14	≥ 93.2 %	2009
Economically Disadvantaged	92 %	2008	≥ 94 %	2013-14	≥ 92.4 %	2009
Hispanic	92 %	2008	≥ 92 %	2013-14	≥ 92 %	2009
White	96 %	2008	≥ 97 %	2013-14	≥ 96.2 %	2009
Special Ed.	56 %	2008	≥ 90 %	2013-14	≥ 62.8 %	2009
LEP	61 %	2008	≥ 90 %	2013-14	≥ 66.8 %	2009

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	83 %	2008	≥ 90 %	2013-14	≥ 84.4 %	2009
African American	70 %	2008	≥ 90 %	2013-14	≥ 74 %	2009
Economically Disadvantaged	78 %	2008	≥ 90 %	2013-14	≥ 80.4 %	2009
Hispanic	81 %	2008	≥ 90 %	2013-14	≥ 82.8 %	2009
White	86 %	2008	≥ 90 %	2013-14	≥ 86.8 %	2009
Special Ed.	34 %	2008	≥ 90 %	2013-14	≥ 45.2 %	2009
LEP	52 %	2008	≥ 90 %	2013-14	≥ 59.6 %	2009

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 %	2008	≥ 95 %	2013-14	≥ 95 %	2009
African American	96 %	2008	≥ 96 %	2013-14	≥ 96 %	2009
Economically Disadvantaged	94 %	2008	≥ 94 %	2013-14	≥ 94 %	2009
Hispanic	93 %	2008	≥ 93 %	2013-14	≥ 93 %	2009
White	96 %	2008	≥ 96 %	2013-14	≥ 96 %	2009
Special Ed.	44 %	2008	≥ 90 %	2013-14	≥ 53.2 %	2009
LEP	70 %	2008	≥ 90 %	2013-14	≥ 74 %	2009
Male	93 %	2008	≥ 93 %	2013-14	≥ 93 %	2009
Female	93 %	2008	≥ 93 %	2013-14	≥ 93 %	2009
Bilingual/ESL	70 %	2008	≥ 90 %	2013-14	≥ 74 %	2009
At Risk	94 %	2008	≥ 94 %	2013-14	≥ 94 %	2009
GT	> 99 %	2008	≥ 99 %	2013-14	≥ 99 %	2009
Title I	95 %	2008	≥ 95 %	2013-14	≥ 95 %	2009

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	66 %	2008	≥ 90 %	2013-14	≥ 70.8 %	2009
African American	50 %	2008	≥ 90 %	2013-14	≥ 58 %	2009
Economically Disadvantaged	78 %	2008	≥ 90 %	2013-14	≥ 80.4 %	2009
Hispanic	54 %	2008	≥ 90 %	2013-14	≥ 61.2 %	2009
White	74 %	2008	≥ 90 %	2013-14	≥ 77.2 %	2009
Special Ed.	20 %	2008	≥ 90 %	2013-14	≥ 34 %	2009
LEP	14 %	2008	≥ 90 %	2013-14	≥ 29.2 %	2009
Male	71 %	2008	≥ 90 %	2013-14	≥ 74.8 %	2009
Female	62 %	2008	≥ 90 %	2013-14	≥ 67.6 %	2009
At Risk	34 %	2008	≥ 90 %	2013-14	≥ 45.2 %	2009
GT	97 %	2008	≥ 97 %	2013-14	≥ 97 %	2009
Title I	66 %	2008	≥ 90 %	2013-14	≥ 70.8 %	2009

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	87 %	2008	≥ 90 %	2013-14	≥ 87.6 %	2009
African American	80 %	2008	≥ 90 %	2013-14	≥ 82 %	2009
Economically Disadvantaged	85 %	2008	≥ 90 %	2013-14	≥ 86 %	2009
Hispanic	82 %	2008	≥ 90 %	2013-14	≥ 83.6 %	2009
White	90 %	2008	≥ 90 %	2013-14	≥ 90 %	2009
Special Ed.	52 %	2008	≥ 90 %	2013-14	≥ 59.6 %	2009
LEP	43 %	2008	≥ 90 %	2013-14	≥ 52.4 %	2009
Male	85 %	2008	≥ 90 %	2013-14	≥ 86 %	2009
Female	88 %	2008	≥ 90 %	2013-14	≥ 88.4 %	2009
Bilingual/ESL	42 %	2008	≥ 90 %	2013-14	≥ 51.6 %	2009
At Risk	66 %	2008	≥ 90 %	2013-14	≥ 70.8 %	2009
GT	> 99 %	2008	≥ 99 %	2013-14	≥ 99 %	2009
Title I	87 %	2008	≥ 90 %	2013-14	≥ 87.6 %	2009

Indicator: Annual Dropout Rate (Grades 7-8)

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	0.1 %	2008	≤ 0 %	2013-14	≤ 0 %	2009
African American	0 %	2008	≤ 0 %	2013-14	≤ 0 %	2009
Economically Disadvantaged	0.2 %	2008	≤ 0.1 %	2013-14	≤ 0.1 %	2009
Hispanic	0 %	2008	≤ 0 %	2013-14	≤ 0 %	2009
White	0.2 %	2008	≤ 0.1 %	2013-14	≤ 0.1 %	2009

Strategies

Goal 1 - Strategy 1		Reading, Math, Writing, Social Studies, & Science											
<i>Supports TAKS Science - Grade: 8, TAKS Reading - Grade: All Grades, TAKS Math - Grade: All Grades, TAKS Writing - Grade: 7, TAKS Social Studies - Grade: 8</i>													
Leader(s): Principal	Brief Description: Students will be provided opportunities to learn with a viable curriculum in reading, math, social studies and science.	Evaluation Benchmark: 2009 TAKS											
Leader Progress Report Dates: On Going													
Resources Required: Time Teachers School Library Parent Support District Admin. Staff Campus Admin. Staff	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: Compensatory Ed. Budget AMI/ARI	Amount										
													\$2,500.00
													\$5,000.00
													<u>\$7,500.00</u>
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	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
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	

Goal 1 - Strategy 1		Reading, Math, Writing, Social Studies, & Science											
Activity	Person(s) Responsible	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	i
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	
Utilize Measuring UP for TAKS, Step Up to TAKS, TAKS Coach, KAMICO, TAKSStudy Island, and Buckle Down into instruction to enhance student skills.	Teachers	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	
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	
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	
Incorporate technical reading skills and writing skills into all curriculum areas.	Teachers	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	
Provide inclusion support to special education students in the classrooms.	Special Ed. Teachers	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	
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	
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	

Goal 1 - Strategy 1		Reading, Math, Writing, Social Studies, & Science												
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	
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		X	X	X	X	X	X	X	X				
Goal 1 - Strategy 2		Aligned curriculum and assessment program												
Leader(s): Principal	Brief Description: Implement, monitor, and evaluate an aligned curriculum and assessment program that is standardized, rigorous, data-driven, and technologically infused.	Evaluation Benchmark: All student groups will score at least 80% on all areas of the state assessments.												
Leader Progress Report Dates: On going														
Resources Required: Time Teaching Aids Teachers Counselors Central Office Campus Admin. Staff	FTE's Required: Number of FTE's: None Cost: None	Source of Funds: General Budget									Amount \$3,000.00 \$3,000.00			
Timeline														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	

Goal 1 - Strategy 2		Aligned curriculum and assessment program											
		u	e	c	o	e	a	e	a	p	a	u	u
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
Continue to use the instructional database: www.school.eb.com- a research tool provided to students at school and at home.	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	
Goal 1 - Strategy 3		Data Analysis											
Leader(s): Principal	Brief Description: Continue to utilize data analysis to target district, campus, and student needs in Reading, Math, Writing, Social Studies and Science.	Evaluation Benchmark: 2009 TAKS											
Leader Progress Report Dates: On going													
Resources Required: Time Teachers Outside Consultant District Coordinator	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: General Budget									Amount \$2,000.00 \$2,000.00		
Timeline													

Goal 1 - Strategy 3		Data Analysis											
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	r	y	n	i	i	
Implement effective instructional and assessment strategies by utilizing methods provided by Kilgo Consulting, Inc., Thinking Maps, Dana Center Math, TESA (Teacher Expectation Student Achievement) SIOP (Sheltered Instruction Observation Protocol), and Ruby Payne.	Classroom Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Continue to develop and implement Checkpoint assessments for each subject.	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 2009 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
Goal 1 - Strategy 4		Provide immediate educational interventions											
Leader(s): Principal	Brief Description: Attendance Monitoring and Tutorial Programs	Evaluation Benchmark: 2008 - 2009 Attendance and Tutoring sign in sheets											
Leader Progress Report Dates: On going													
Resources Required: Volunteer Support Transportation Dept. Staff	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: Title I Budget PTA									Amount \$4,000.00 \$3,500.00 <hr/> \$7,500.00		

Goal 1 - Strategy 4		Provide immediate educational interventions											
Campus Admin. Staff													
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
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	X
Continue Wildcat incentive program for students which includes attendance.	Principal and PTA		X	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	X
Goal 1 - Strategy 5		Specialized Programs											
Leader(s): Principal	Brief Description: ESL newcomer program Summer School Program Duke Talent Search	Evaluation Benchmark: Summer School Rosters											
Leader Progress Report Dates: On going													
Resources Required:	FTE's Required:	Source of Funds:										Amount	
Time	Number of FTE's: None	Title III										\$1,000.00	
Teachers	None	Compensatory Ed. Budget										\$500.00	
Staff	Cost: None											<hr/>	
Parent Support												\$1,500.00	

Goal 1 - Strategy 5 Specialized Programs													
Nurse District Staff Counselors Campus Admin. Staff													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		g	e	c	o	e	a	e	a	r	a	u	u
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										
Enhanced use of District ESL Parent Liaison.	Principal and Teachers	X	X	X	X	X	X	X	X	X	X	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						
Continue the CATCH Program - Coordinated Approach to Child Health - Utilized in PE and Health classes	PE Teachers, Health Teachers, Nurse,	X	X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 5 Specialized Programs													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
	Counselors												
Dating Violence - Provide staff development for teachers regarding dating violence. Implement a safety plan for victims and alleged perpetrators.	Principals and Teachers	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 Teachers	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 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:

District Goals			
1) Student Achievement	2) Continuous Improvement of Instruction		
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
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			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
Effective School Correlates			
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	
Title I - Schoolwide Programs			
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

Strategies

Goal 2 - Strategy 1		Use of Student Performance Data											
Leader(s): Principal		Brief Description: Item analysis of student performance data using AWARE program and INOVA information					Evaluation Benchmark: 2009 TAKS						
Leader Progress Report Dates: Monthly													
Resources Required: Teachers Parent Support Counselors Central Office Campus Admin. Staff		FTE's Required: Number of FTE's: None None Cost: None			Source of Funds: General Budget AMI/ARI				Amount \$500.00 \$1,000.00 <hr/> \$1,500.00				
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
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						

Goal 2 - Strategy 1		Use of Student Performance Data											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
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		
Goal 2 - Strategy 2		Provide appropriate intervention											
Leader(s): Principal	Brief Description: Provide appropriate and immediate educational interventions for all students.	Evaluation Benchmark: 2009 TAKS											
Leader Progress Report Dates: On going													
Resources Required:	FTE's Required:	Source of Funds:								Amount			
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													
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	p	a	u	u

Goal 2 - Strategy 2		Provide appropriate intervention										
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	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	X
Notify the SISD ESL Liaison immediately when students are truant.	Assistant Principals	X	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	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	X

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

Correlates with:

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

Strategies

Goal 3 - Strategy 1		Professional Development and Mentoring											
Leader(s): Principal		Brief Description: Opportunities for professional development.					Evaluation Benchmark: Certificates from classes						
Leader Progress Report Dates: On going													
Resources Required:		FTE's Required:			Source of Funds:					Amount			
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													
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	r	y	n	l
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	

Goal 3 - Strategy 1 Professional Development and Mentoring													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		g	e	c	o	e	a	e	a	r	a	u	u
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 2008 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:

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

Strategies

Goal 4 - Strategy 1		Student Expectations											
Leader(s): Principal		Brief Description: Students will be expected to follow rules and procedures set forth by the administration and teachers.						Evaluation Benchmark: On going					
Leader Progress Report Dates: On going													
Resources Required:		FTE's Required:				Source of Funds:				Amount			
Time		Number of FTE's: None				None				\$0.00			
Teachers		None								\$0.00			
Parent Support		Cost: None											
Campus Admin. Staff													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
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
Goal 4 - Strategy 2		School Safety											

Goal 4 - Strategy 2		School Safety															
Leader(s): Principal		Brief Description: Piner faculty and staff will provide a safe environment for students.						Evaluation Benchmark: Each nine weeks									
Leader Progress Report Dates: On going																	
Resources Required:		FTE's Required:				Source of Funds:				Amount							
Time		Number of FTE's: None				General Budget				\$500.00							
Teachers		None								\$500.00							
Supplies		Cost: None															
Staff																	
District Staff																	
Custodial/Maint. Dept.																	
Counselors																	
Campus Admin. Staff																	
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
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
Provide Crisis Management In-services to include confrontation training, fire extinguisher usage, CPR, CPI, Texas Behavioral		Principal				X	X	X	X	X	X	X	X	X	X	X	X

Goal 4 - Strategy 2 School Safety		A	S	O	N	D	J	F	M	A	M	J	J
Activity	Person(s) Responsible	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Support Initiative, and First Aid Training,													
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 will be 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

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:

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

Strategies

Goal 5 - Strategy 1		Positive Reinforcement and Mentoring Program											
Leader(s): Principal		Brief Description: Piner faculty and staff will use positive reinforcement to extend positive home-school relationships with parents.					Evaluation Benchmark: On going						
Leader Progress Report Dates: Each 9 weeks													
Resources Required:		FTE's Required:			Source of Funds:							Amount	
Time		Number of FTE's: None			General Budget							\$200.00	
Teachers		None										\$200.00	
Staff		Cost: None											
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
All parents will receive a positive phone call 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

Goal 5 - Strategy 1 Positive Reinforcement and Mentoring Program													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
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		
Goal 5 - Strategy 2 Parent Relations													
Leader(s): Principal	Brief Description: Parent Conferences	Evaluation Benchmark: On going											
Leader Progress Report Dates: On going													
Resources Required: Time Teachers Parent Support Campus Admin. Staff	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: PTA										Amount \$2,000.00 \$2,000.00	
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Campus orientations will be held before the opening of school for parents and students.	Principal, Campus Staff, PTA Volunteers	X											

Goal 5 - Strategy 2 Parent Relations		A	S	O	N	D	J	F	M	A	M	J	J
Activity	Person(s) Responsible	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	X	
Teachers will contact parents within the first 5 - 6 weeks with a positive phone call.	Teachers	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		

Goal 5 - Strategy 2		Parent Relations											
Activity	Person(s) Responsible	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
Goal 5 - Strategy 3		Collaboration with agencies/businesses											
Leader(s): Principal	Brief Description: Collaboration with the city and county agencies/businesses	Evaluation Benchmark: On going											
Leader Progress Report Dates: On going													
Resources Required: Teachers Outside Consultant Guest Speaker Community Speaker Campus Admin. Staff	FTE's Required: Number of FTE's: None Cost: None	Source of Funds: None										Amount \$0.00 <hr/> \$0.00	
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	p	a	u	u
Direct services will be provided during Advisory periods (as needed) to discuss the prevention of alcohol, tobacco, and illegal drug use.	Various Agencies	X	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	Principal	X	X	X	X	X	X	X	X	X	X	X	X

Goal 5 - Strategy 3		Collaboration with agencies/businesses												
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	
coordinate security.														
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	
Goal 5 - Strategy 4		Effective Transition Programs												
Leader(s): Principal	Brief Description: Provide effective transition programs	Evaluation Benchmark: On going												
Leader Progress Report Dates: On going														
Resources Required: Time Teachers Staff Parent Support Counselors Campus Admin. Staff	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: General Budget									Amount			
											\$600.00			
											\$600.00			
Timeline														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	
Meeting held at Dillingham in February to discuss Piner Curriculum Guide and campus expectations with parents and	Principal and Counselors							X						

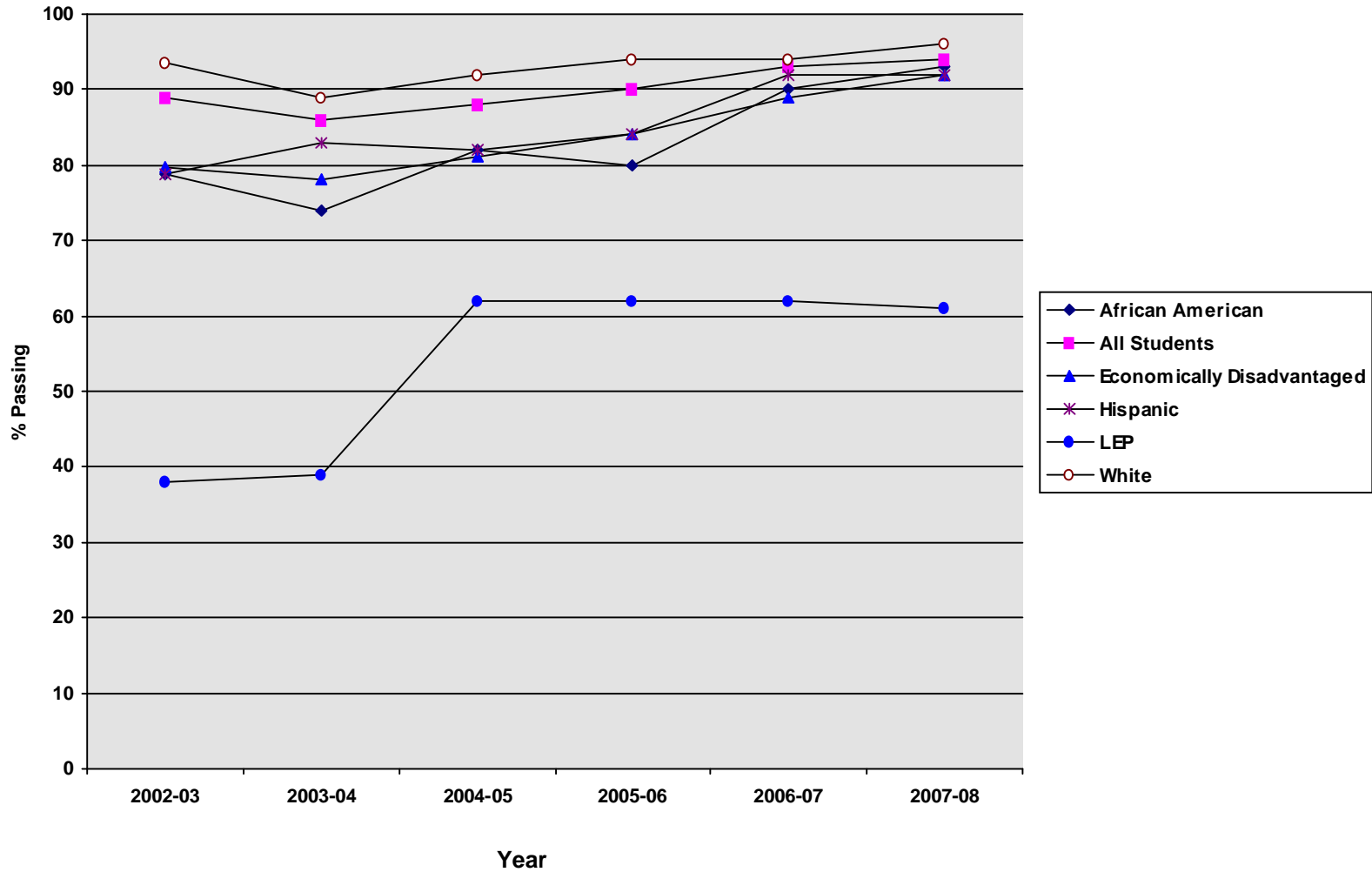
Goal 5 - Strategy 4		Effective Transition Programs											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
students.													
Transition activities will be held such as the Back to School Fair, Orientations for 7th and 8th graders in early 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 high school Course Choice Sheet.	SHS Personnel												X

APPENDIX III

AEIS GRAPHS

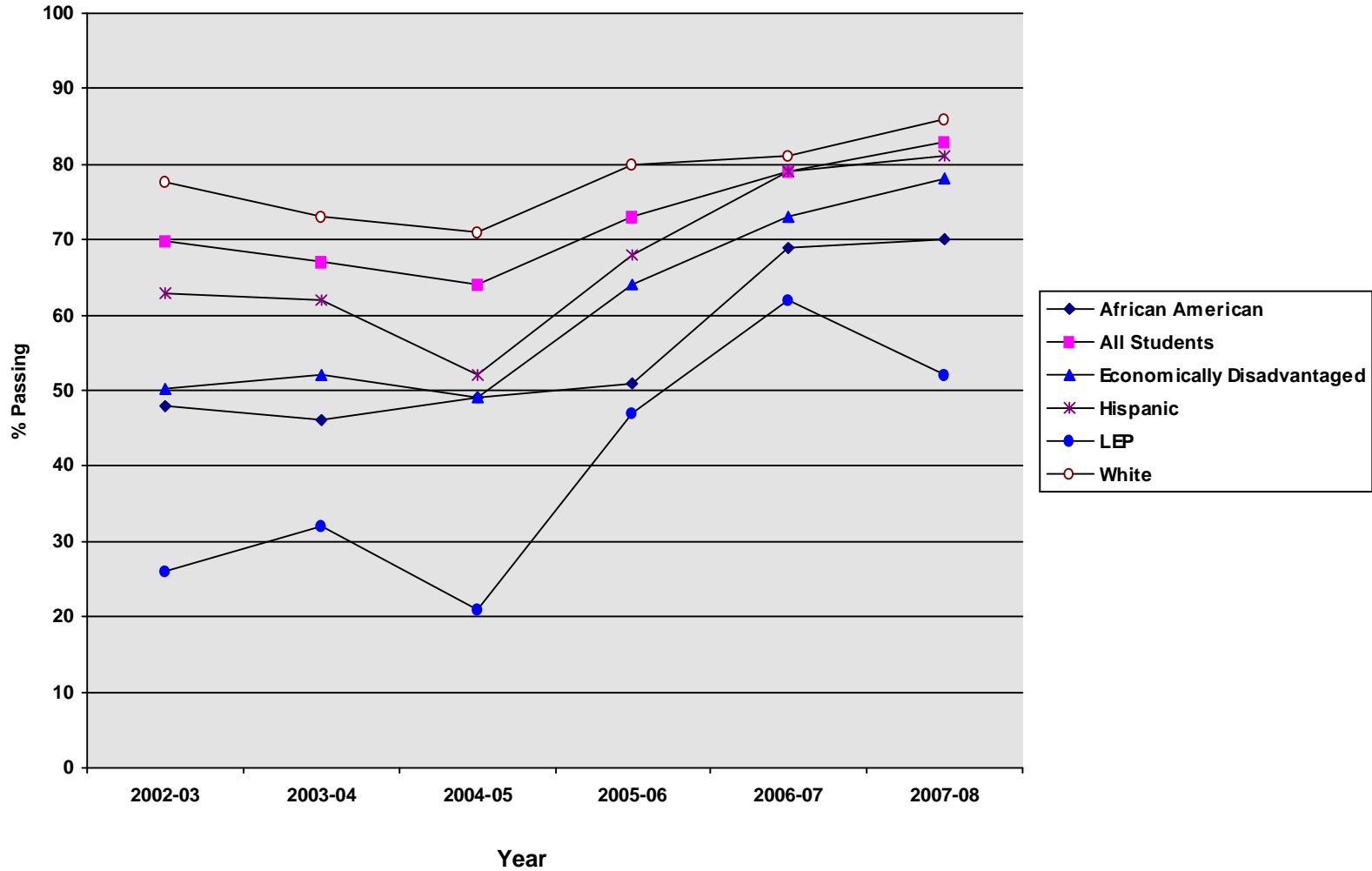
Report of TAKS Reading

Graph of Current Performance by Analysis Group



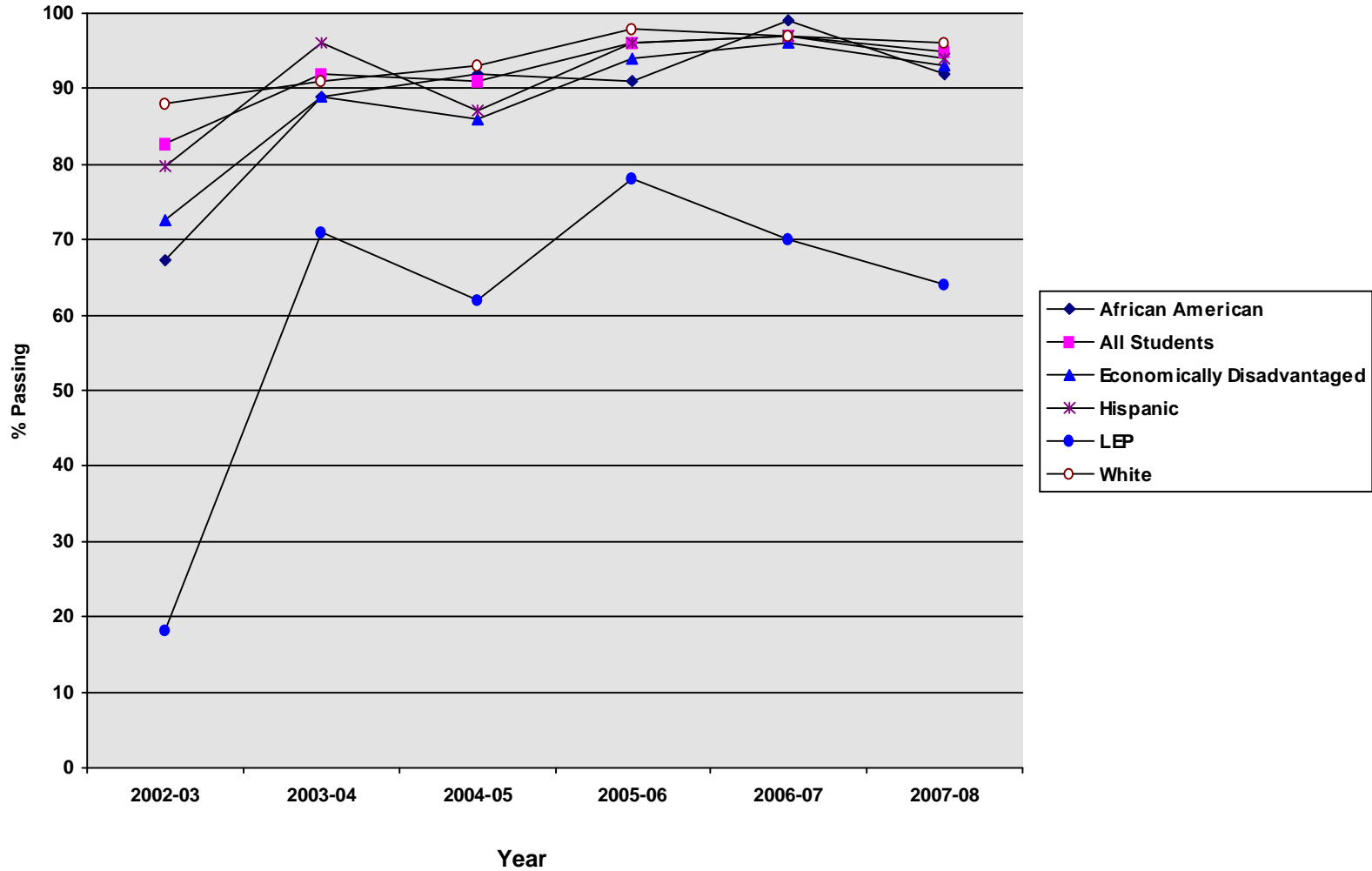
Report of TAKS Math

Graph of Current Performance by Analysis Group



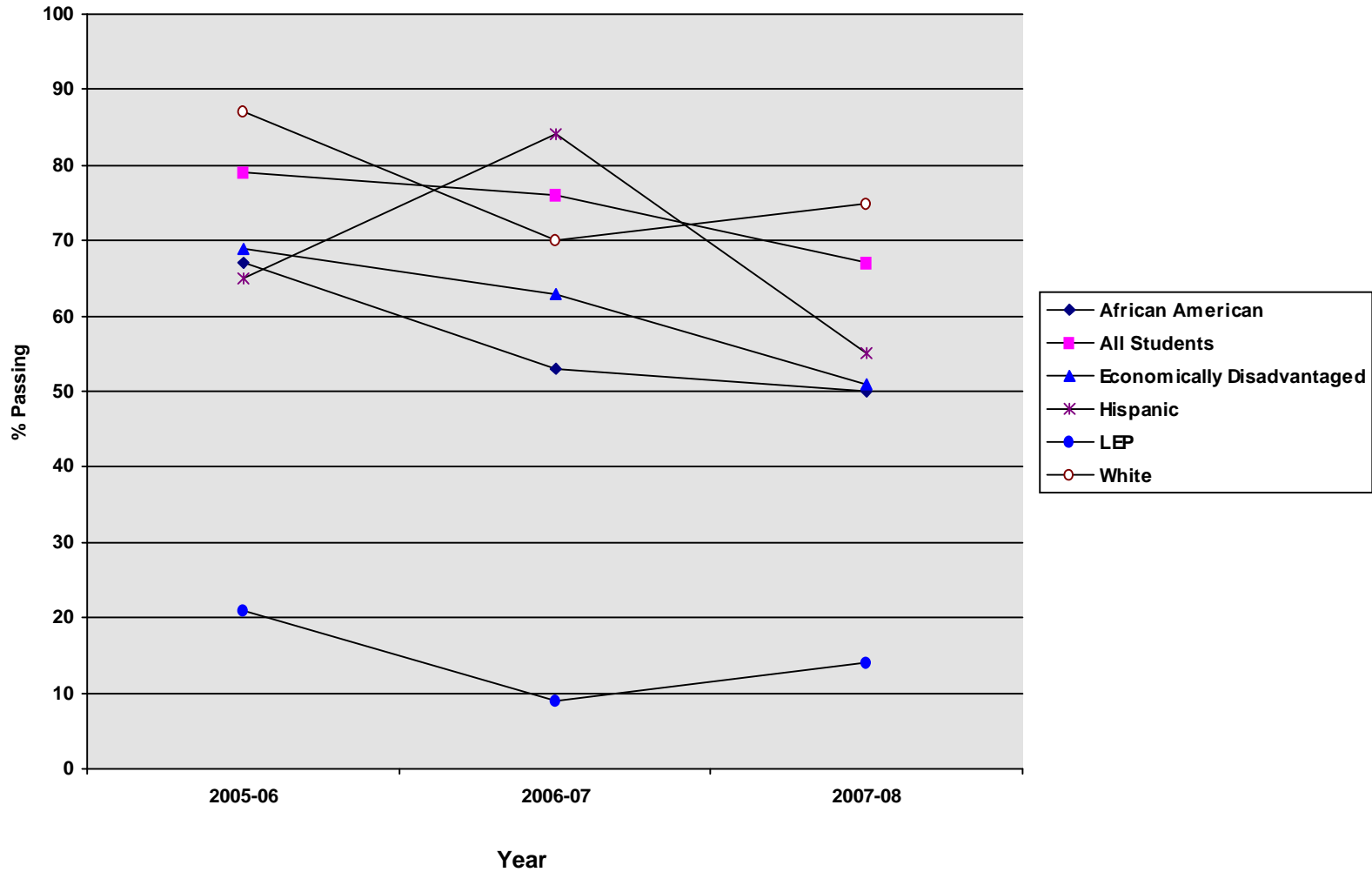
Report of TAKS Writing

Graph of Current Performance by Analysis Group



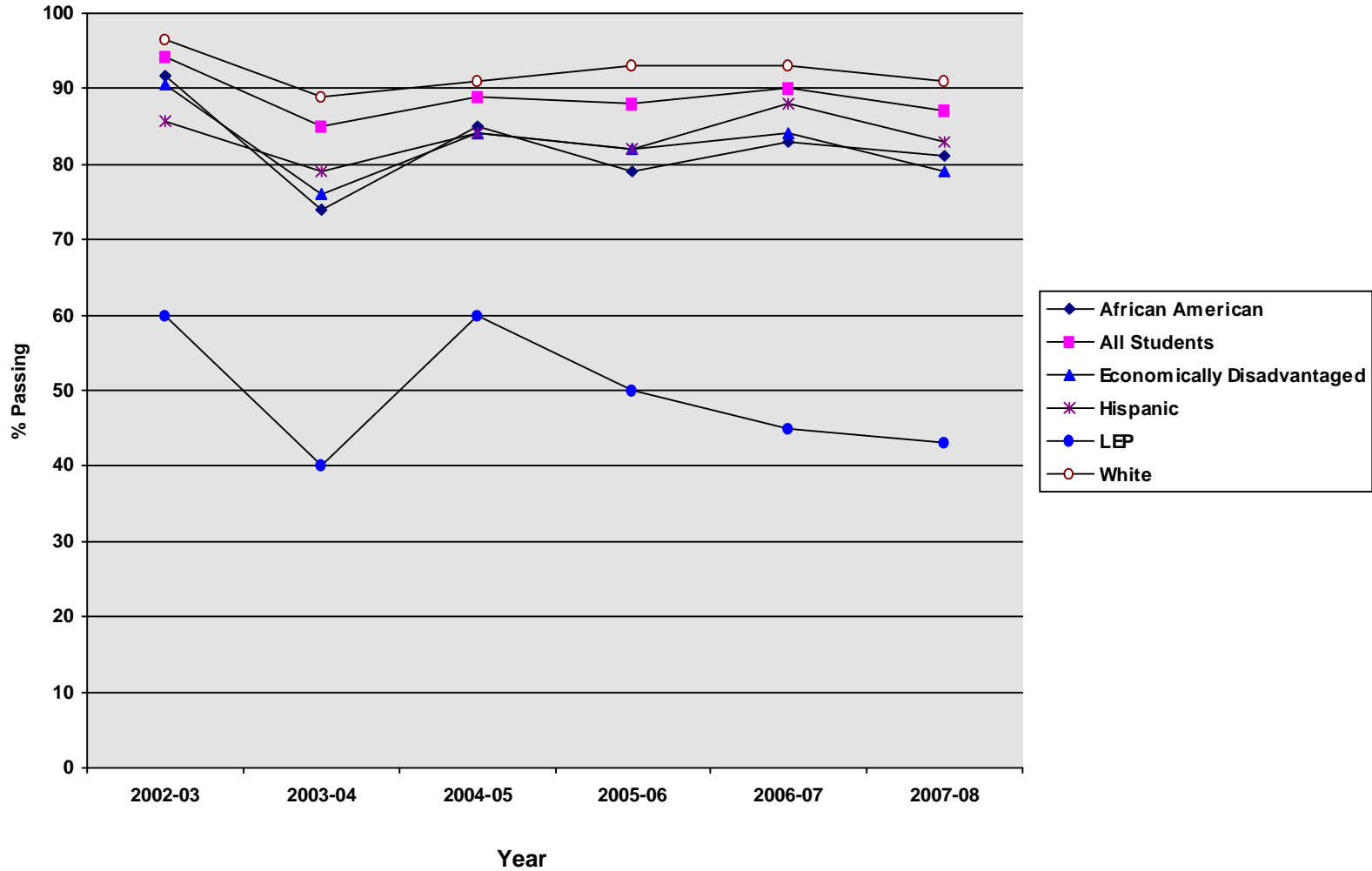
Report of TAKS Science

Graph of Current Performance by Analysis Group



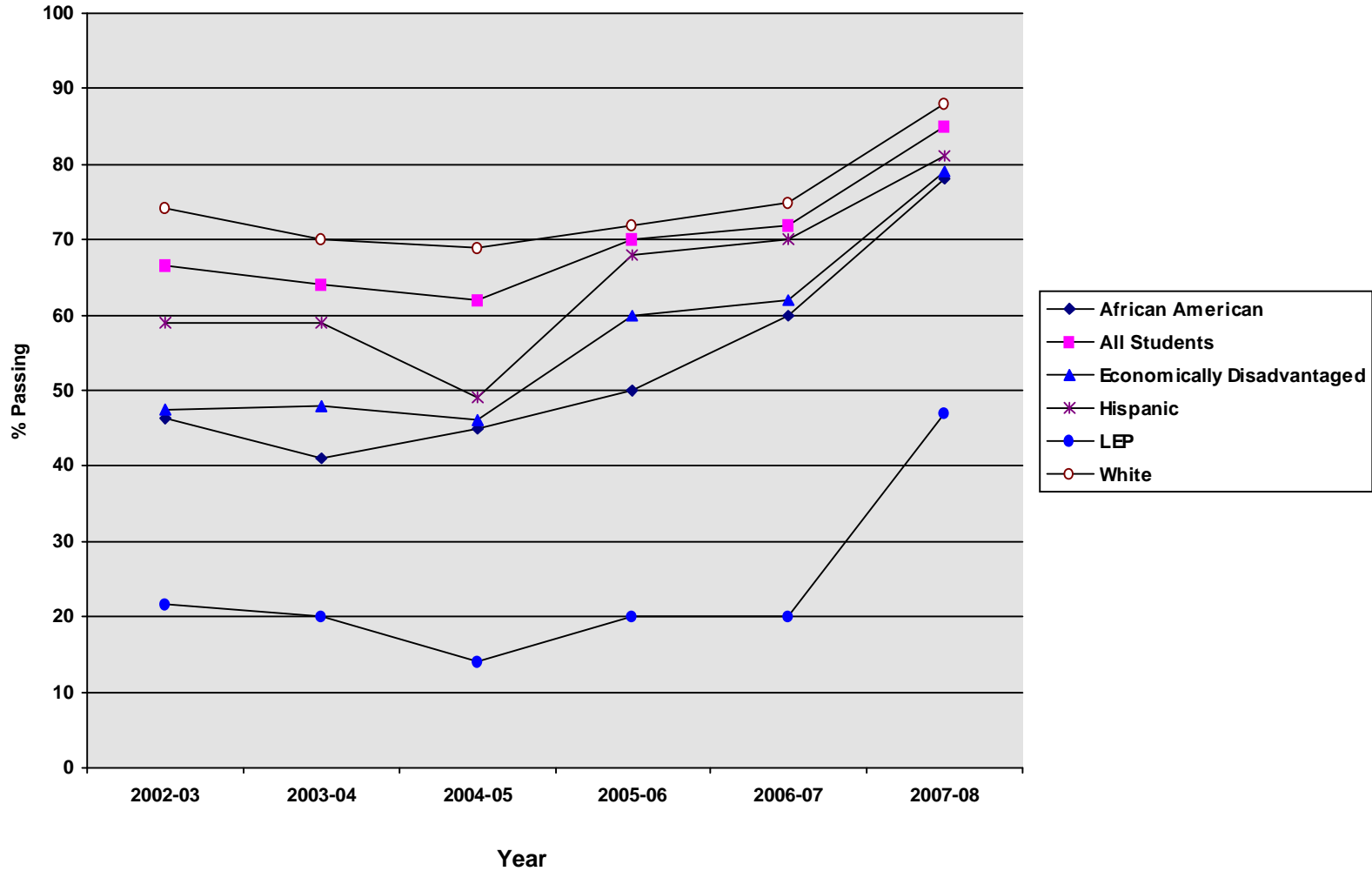
Report of TAKS Social Studies

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

