

CAMPUS IMPROVEMENT PLAN

NEEDS ASSESSMENT: TAKS Testing: Science lowest area of all academic areas for all students tested

WIG (Wildly Important Goal) – Increase academic achievement of all students in science from 73% to 80% by August 2008.

Board Goals	Leads	Prevention/ Intervention	Target Groups	Targeted SI Component	Resources/ Materials	Formative Evaluation	Summative Evaluation	Timeline	Person Responsible	Results
CS – 1	Increase the number of teachers using the 5 E Instructional Framework as the classroom instruction model focusing on the Engage component.	Prevention	ALL	I	5E Instructional Framework Flip Chart – Title I, Curriculum Coordinators – Local District, Instructional Support Teacher – Title II Part A	Lesson Plans, ANCHOR Walks, Classroom Observation Logs, Teacher Interviews, Department Meeting Agendas	Summative Conference, Percent of Lesson Plans Utilizing the 5 E Framework	August 2007 – May 2008	Principal, Assistant Principals, Academic Leadership Team	
P – 1	Increase parent involvement by offering a series of four to six parenting education sessions that assist parents whose children are failing science due to attendance and homework issues.	Intervention	AR	PI	Practical Parenting Education (PPE) Curriculum Modules – Title I District Funds, PPE Trainers – Title I District funds, Counselors – District Local, Attendance Clerk – district local, Teachers, Parents	Attendance Data, Grade Reports, Test Scores to Identify Potential Candidates for Sessions, Parent Survey	Attendance Data, Series Evaluation, Grade Reports, Parent / Teacher Conference	August 2007 – December 2007	Counselors	

Target Groups

G/T – Gifted & Talented
 C & T – Career & Technology
 LEP – Limited English Proficient
 AR – At Risk
 D – Dyslexic
 504
 SpEd – Special Ed
 ALL- All Categories

SI – School Improvement

C – Curriculum
 PI – Parent Involvement
 SD – Staff Development
 CO – Communication
 I – Instruction
 P – Planning

Dated: 2/8/2007

Board Goals

Focus – F-1, F-2, F-3
 Curriculum & Staff Development – CS-1, CS-2, CS-3
 Counseling – C-1
 Parent & Community Involvement – P-1
 Personnel – HR-1, HR-2, HR-3
 Growth – G-1

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CS – 2	Train science content area teachers in the Sheltered Instruction Observation protocol I Model (SIOP) insuring linguistic accommodations for ELLS	Prevention	LEP	SD	Trainers – Title II Part A, SIOP Resources – Local Campus Budget, Curriculum and Bilingual Coordinators – District Local	Staff Development, Attendance Records, Evaluations, Teacher Interviews	Series Evaluation, Percent of Teachers Trained	August 2007 – May 2008	Principals, Director of Bilingual/ESL, SIOP Trainers	

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