



# Judson Independent School District

## ***Kirby Middle School*** **Campus Improvement Plan** **2009-2010**



*"It is the nature of man to rise to greatness if greatness is expected of him."  
John Steinbeck*

*CIP revised and approved by CSBC on **October 8, 2009***

**Judson Independent School District**  
**Kirby Middle School**  
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**Campus Site-Based Committee**

<i>Name</i>	<i>Title/Position</i>
Kristina Vidaurri	Principal
Greta Warner	Assistant Principal
Robert Stokes	Assistant Principal
Robert Urbanowicz	Assistant Principal
Loretta Maldonado	Teacher- Math
Shannon Kindle	Teacher-Math
Nicole Ellis	Teacher- English
Eric Wrana	Teacher- CATE
Erica Adkins	Teacher- English
Carrie Fia	Teacher- Reading
Theresa Gregg	Teacher-Science
Laura Medone	Teacher-Spec. Pop.
Deanna Comer	Teacher-Spec. Pop.
Beverly Wyble	Non-Teaching
Valencia Hugle	Paraprofessional
Linda Younger	Paraprofessional
Jose Rodriguez	District Level- ELL
Renee Lafrieniére	District Level- CATE
Claire Covin	Parent
Carlton Sheffield	Parent
Estelle Wade	Parent
Violet Meagher	Parent
Joyce McQueen	Community- Kirby Senior Center
Phillip Hicks	Community- Northeast Lakeview College
Johnny Duffick	Community- Mayor of Kirby
Shelyn Vickers	Community- Horace Mann
Yolanda Rogers	Community- Compass Bank

## NOTICE OF NONDISCRIMINATION

*“Judson Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended.”*

*“Es norma del Distrito Escolar Independiente de Judson de no discriminar por motivos de raza, religión, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requiere el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.”*

## Judson Independent School District **Kirby Middle School** Campus Improvement Plan 2009-2010

### District Vision

*To create schools that promote life-long learning that fosters mutual positive communication, welcomes and acknowledges all stakeholders, brings education beyond the classroom, encourages involvement, and empowers students, parents, staff, and the community to guide students toward achieving their maximum potential in a safe environment.*

### Campus Vision

**Our mission at Kirby Middle School is to create and maintain an educational environment that empowers our students to become life-long learners who use high order thinking skills as determined by the TEKS and other National Standards. Our students will apply knowledge to become contributing members of a global society and have the ability to achieve success in high levels of education. We will create a community of support with individualized interventions that will guarantee the success of every student.**

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**District Mission**

*The mission of Judson Independent School District is to ensure that all students have access to a quality education, verified by objective measures, that enables them to become productive, competitive citizens globally, socially, economically, and educationally.*

**Campus Mission**

**Our mission at Kirby Middle School is to create and maintain an educational environment that empowers our students to become life-long learners who use high order thinking skills as determined by the TEKS and other National Standards. Our students will apply knowledge to become contributing members of a global society and have the ability to achieve success in high levels of education. We will create a community of support with individualized interventions that will guarantee the success of every student.**

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**No Child Left Behind Performance Goals**

Performance Goal 1:

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2:

All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3:

By 2006-2007, all students will be taught by highly qualified teachers.

Performance Goal 4:

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Goal 5:

All students will graduate from high school.

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**Board/District Goals**

Goal 1: **Academic Excellence**

To strive for 100% of our students meeting or exceeding state and national academic performance standards in a way that prepares them for college and workforce readiness.

***Indicators for Measurement:** TAKS scores, PBMAS Data, AYP Data, Graduation Rates, Scholarship Awarded, College or Trade School Enrollment, National Merit Data, AP/IB Enrollment, PSAT/SAT/ACT Scores etc...will be used to measure progress.*

Goal 2: **Communication**

To continuously increase an understanding of district programs, services, and planning among all JISD stakeholders in a way that is transparent, and fosters positive and engaging involvement in the educational process.

***Indicators for Measurement:** Survey administered to set a base-line for measuring awareness, communication and understanding of district programs and services, then repeated annually (to all stakeholders). In addition, the numbers of parents and community members involved in clubs, programs, and planning both at the campus and district level will be compiled and tracked, annually. Number of complaints, grievances and exit reports will be analyzed to identify issues resulting from miscommunication. Finally, Web Site hits will be monitored.*

Goal 3: **Budget**

To receive a “Superior Rating” from the Texas Education Agency in a way that is aligned to the priorities and goals from Master Planning.

***Indicators for Measurement:** State Rating, and the Number of Budget Amendments requested during the year will be considered. During the budgeting process, goals from Master Planning and the priorities set by the committee will guide expenditure discussions.*

Goal 4: **Master Planning**

To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21<sup>st</sup> Century workforce that are supported by effective and efficient operations through the implementation of a comprehensive, master planning process which is based on data and research, reviewed consistently, and articulated using a variety of media and methods.

***Indicators for Measurement:***

*Comprehensive student data will be collected to measure the goals from academic data to attendance data etc. Data identified through Master Planning by each department will be collected annually to evaluate for progress, effectiveness, and efficiency.*

Goal 5: **Collaboration**

To ensure collaboration, verified by objective measures, by incorporating strategies to increase the collective effectiveness of the district through the development and mobilization of both internal and external stakeholders.

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**Campus Goals**

1. Students will meet or exceed all state performance standards in Math.
2. Students will meet or exceed all state performance standards in Reading.
3. Students will meet or exceed all state performance standards in Science.
4. Students will meet or exceed all state performance standards in Social Studies.
5. Increase percent of students in Science by 22% to attain an 80% passing rate.
6. Increase percent of students in Math by 10% to attain an 80% passing rate.
7. Increase percent of students in Reading by 7% to attain a 95% passing rate.
8. Increase percent of students in Social Studies by 6% to attain a 95% passing rate.
9. Increase percent of students in Writing by 3% to attain a 95% passing rate.
10. Increase Special Education subpopulation to a minimum of 70%.
11. Increase parental involvement to include a minimum of 200 parents and students at campus events.
12. Increase community involvement to include at least 50 mentors from the community for our students.
13. Increase student attendance to achieve 97%.
14. Increase staff attendance to achieve 97%.
15. Decrease office referrals and discipline infractions by 20%.

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**Executive Summary**

*We will focus on becoming a Recognized Campus as well as maintaining the NCLB standards for AYP.*

**TAKS SCORES**

	<b>2009</b>	<b>2008</b>	<b>2007</b>	<b>2006</b>	<b>2005</b>
<b>Reading</b>	88%	89%	80%	77%	77%
<b>Writing</b>	92%	87%	85%	87%	78%
<b>Social Studies</b>	89%	88%	86%	81%	77%
<b>Math</b>	70%	70%	61%	54%	50%
<b>Science</b>	58%	53%	48%	65%	N/A

**FOCUS STRATEGIES**

1. **Parental Involvement-** Increase participation in Family Nights to include a focus on academic core subjects- Increase communication with parents through PTO phone calls/teacher-parent conferences- Hold Student Led Conferences twice a year to involve students and parents in the learning process
2. **Student Engagement-** Increase Student Centered Classroom Activities and Teacher-Student Relationships- purposefully planning activities for students to learn from each other- ALL teachers are expected to be at their door during passing periods- Teachers send specific positive notes/cards home twice a year to ALL students at Kirby- increase opportunities for students and staff to spend together including honor roll assemblies/parties and contests that allow for time to spent together
3. **Science Instruction-** ALL STAFF members will contribute to improving Science instruction through use of Science vocabulary and/or Science content materials- Science content will be taught in 8<sup>th</sup> Grade Reading classes for students who have passed the Reading TAKS test- TAKS Science flashcards are used in all classes
4. **Reading and Math Instruction-** Provide Extended Day Programs through OEYP and Tutoring to increase TAKS strategies and small group instruction- Provide tutoring through TAKS objectives- Increase collaboration through the content areas
5. **Instructional Commitment-** Monitor failure rates, CBA rates, universal screens and address areas of weakness to improve academic achievement- Provide Professional Development on research-based strategies for At-Risk Students- - use faculty meetings, early release days, department meetings and leadership team meetings to increase knowledge on best practices and utilize data effectively in making decisions

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**Needs Assessment Summary**

Program/Area for Review	Data Source	Sp. Pop.	Program/Area Strength	Area of Concern	Strategies for Improvement/Sustainability
<b>Student Achievement</b>	TAKS Data	ALL students			
<b>Safe and Drug Free School and Community</b>					
<b>Special Education</b>					
<b>Career and Technology Education</b>					

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<b>NCLB Goal(s)</b>	By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.							
<b>District Goal</b>	Goal 1: To strive for 100% of our students meeting or exceeding state and national academic performance standards in a way that prepares them for college and workforce readiness.							
<b>Campus Goal</b>	<b>Students will meet or exceed all state performance standards in <u>Math</u>.</b>							
<b>Objective</b>	Increase percent of students in Math by 10% to attain an overall 80% passing rate. 6 <sup>th</sup> Grade- Increase 21% to achieve 80% 7 <sup>th</sup> Grade- Increase 9% to achieve 80% 8 <sup>th</sup> Grade- Increase 10% to achieve 90%							
<b>Summative Evaluation</b>	Spring 2010 TAKS scores							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
All regular mathematics teachers will strategically plan with all Accelerated Math and Special Education Mathematics class teachers to insure continuous and seamless support.	6 <sup>th</sup> and 7 <sup>th</sup> TAKS scores	At Risk  Special Education	Principal  Assistant Principals  Math Department	Principal  Math Dept Chair  Special Ed Dept Chair  District Math Specialist  HOLT Textbook  TAKS Supplemental Material	September 2009-  June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Lesson Plans  Department Meeting Sign in Sheets

Develop parent math bulletins and parent math nights.	TAKS Scores	ALL	Principal Assistant Principals Math Department	Math materials Manipulatives Special Newsletter paper	September 2009- June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Math Bulletins Math Night sign in sheets and lessons
All students who have not passed the TAKS during the 2008-2009 school year will be placed in a full year ACC Math class (double blocked)	TAKS Scores	ALL	Principal Assistant Principals Math Department	Cognitive Tutor Cognitive Tutor Professional Development Supplemental Math Materials/Resources Manipulatives TAKS Supplemental Material Heartbeeps	September 2009- June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Student schedules Increased performance on CBAs Increased report card passing rate in Math
On-going professional development will take place during department meetings and afterschool upon request. Topics will include: TEKS refinement, The Mathematics Classroom, Motivation for At-Risk Students Implementation of Rigor & Relevance, vertical and horizontal lesson planning	TAKS Scores	ALL	Principal Assistant Principals Math Department	Cognitive Tutor Professional Development Specialized Math Instructional books Failure is Not An Option Conference Texas Association of Supervisors of Mathematics ASCD participation	September 2009- June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Math Department Meeting Agendas Increase of best practices in Math Classrooms

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<b>NCLB Goal(s)</b>	By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.							
<b>District Goal</b>	Goal 1: To strive for 100% of our students meeting or exceeding state and national academic performance standards in a way that prepares them for college and workforce readiness.							
<b>Campus Goal</b>	<b>Students will meet or exceed all state performance standards in <u>Reading</u>.</b>							
<b>Objective</b>	Increase percent of students in Reading by 7% to attain a 95% passing rate. 6 <sup>th</sup> Grade- Increase 10% to achieve 95% 7 <sup>th</sup> Grade- Increase 12% to achieve 95% 8 <sup>th</sup> Grade- Increase 3% to achieve 100%							
<b>Summative Evaluation</b>	Spring 2010 TAKS scores							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
All reading teachers will train students to use the Kirby <b>P</b> redict, <b>U</b> nderline, <b>R</b> ead, <b>E</b> liminate and <b>E</b> xplain (P.U.R.E.) test taking strategy.	TAKS scores	ALL	Principal  Assistant Principals  Reading and English Department	Principal  Assistant Principals  Reading Dept Chair  Reading Dept  Highlighters  KAMICO  Region IV Supplemental TAKS materials	September 2009-  June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Lesson Plans  Work samples including TAKS passages with strategies noted  P.U.R.E. poster in every classroom

All teachers will use the results of the Gates test to assess need to re-teach or reorganize strategies.	GATES McGinnity results	ALL	Principal Assistant Principals Reading and English Department	Professional Development opportunities Time to spend analyzing results	September 2009- June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Lesson plans Professional Development agendas Dept Mtg agendas Increase in best practices in classrooms
7 <sup>th</sup> grade teachers will use the results of the Middle School Fluency screening to reorganize strategies.	Middle School Fluency screening results	6 <sup>th</sup> grade students who did not PASS the TAKS test in 2008-2009	Principal Assistant Principals Reading and English Department	Time to spend analyzing results Professional Development opportunities Supplemental Reading Materials/Resources TAKS Supplemental Material Heartbeeps	September 2009- June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Lesson plans Increase in best practices in classrooms
Develop and implement a school-wide reading incentive program	Library Checkout rates TAKS Scores	ALL	Principal Assistant Principals Reading and English Department Librarian	High Interest reading books Classroom library books Student Incentives	September 2009- June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Increased book checkout

Develop and use webquests once each semester to improve student use of technology and reading comprehension.	8 <sup>th</sup> Grade Technology Assessment Results	ALL	Reading and English Department	Technology Labs	September 2009- June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Webquests posted on t-drive  Lesson plans
On-going professional development will take place during department meetings and afterschool upon request. Topics will include: TEKS refinement, The Reading Classroom, Motivation for At-Risk Students, Implementation of Rigor & Relevance, vertical and horizontal lesson planning	TAKS Scores	ALL	Principal  Assistant Principals  Reading and English Department	Professional Development opportunities  Specialized Reading and Writing Instructional books  Failure is Not An Option Conference  ASCD participation  Book Studies  Motivation and Learning: Make them Want to Learn Conference	September 2009- June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Reading Department Meeting Agendas  Increase of best practices in Reading Classrooms

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<b>NCLB Goal(s)</b>	By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.							
<b>District Goal</b>	Goal 1: To strive for 100% of our students meeting or exceeding state and national academic performance standards in a way that prepares them for college and workforce readiness.							
<b>Campus Goal</b>	<b>Students will meet or exceed all state performance standards in <u>Writing</u>.</b>							
<b>Objective</b>	Increase percent of students in Reading by 3% to attain a 95% passing rate. Special Education Increase 45% to achieve 95%							
<b>Summative Evaluation</b>	Spring 2010 TAKS scores							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Increase the value of writing by using writing process and peer editing activities	TAKS scores specifically with Deficiencies in the: usage of complex and compound sentences, incorporation of introductory sentences and proper integration of dependent and independent clauses	ALL	Principal  Assistant Principals  English Department	Reading Dept Chair  Highlighters	September 2009-  June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Lesson Plans  Work samples that include peer editing activities

Increase the use of graphic organizers on a weekly basis	TAKS Scores from 4 <sup>th</sup> grade	ALL	Principal Assistant Principals Reading and English Department	Prentice Hall Grammar Book and Supplementary Supplies  Glencoe Literature Book and Supplementary Supplies	September 2009- June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Lesson plans Graphic organizers used by students Journals
Increase awareness of rating rubrics among staff	Schoolwide journals-writing prompts  TAKS scores	ALL	Principal Assistant Principals Reading and English Department ALL Teachers Counselors	Professional Development opportunities  Supplemental Writing Rubric Materials/Resources	September 2009- June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Lesson plans Increase writing in classrooms Rubrics posted in ALL classrooms Student work Improvement in journal entries

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<b>District Goal</b>	Goal 1: To strive for 100% of our students meeting or exceeding state and national academic performance standards in a way that prepares them for college and workforce readiness.							
<b>Campus Goal</b>	<b>Students will meet or exceed all state performance standards in <u>Science</u>.</b>							
<b>Objective</b>	Increase percent of students in Science by 22% to attain an 80% passing rate passing rate. Hispanic increase 26% to attain 80% Economically Disadvantaged increase 29% to attain 80% LEP increase 52% to attain 70% Special Ed increase 53% to attain 70%							
<b>Summative Evaluation</b>	Spring 2010 TAKS scores							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Emphasize the vocabulary development process to teach all the necessary vocabulary and science concepts	TAKS scores	At Risk  Special Education	Principal  Assistant Principals  Science Department Chair  Science Department  ALL teachers on campus	District Science Specialist  TAKS Supplemental Material  Science TAKS flashcards  Professional Development Opportunities	September 2009-  June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Lesson Plans  Department Meeting Agendas  Science vocabulary in all classrooms

All students who have not passed the TAKS during their 5 <sup>th</sup> Grade school year will be placed in a full year of ACC Science class (double blocked)	5 <sup>th</sup> Grade Science scores	ALL	Principal Assistant Principals Science Department Chair Science ACC Teacher	TAKS Supplemental Material Science Resources Manipulatives Science Charts Professional Development Heartbeeps	September 2009- June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Student schedules Increased performance on CBAs Increased report card passing rate in Science
Develop Science Newsletter to inform staff, students and parents about science and increase awareness of science terms	TAKS Scores	ALL	Principal Assistant Principals Science Department Chair	Science materials Manipulatives Special Newsletter paper	September 2009- June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Science Bulletins
On-going professional development will take place during department meetings and afterschool upon request. Topics will include: TEKS refinement, The Science Classroom, Motivation for At-Risk Students Implementation of Rigor & Relevance, vertical and horizontal lesson planning	TAKS Scores	ALL	Principal Assistant Principals Science Department Chair Science Department	Professional Development Specialized Science Instructional books Failure is Not An Option Conference ASCD participation CAST Conference Loose in the Lab Conference TAKS Science Starters	September 2009- June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Science Department Meeting Agendas Increase of best practices in Science Classrooms

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<b>District Goal</b>	Goal 1: To strive for 100% of our students meeting or exceeding state and national academic performance standards in a way that prepares them for college and workforce readiness.							
<b>Campus Goal</b>	<b>Students will meet or exceed all state performance standards in <u>Social Studies</u>.</b>							
<b>Objective</b>	Increase percent of students in Reading by 6% to attain a 95% passing rate. Economically Disadvantaged increase 4% to attain 90% LEP increase 6% to attain 80% Special Ed increase 21% to attain 80%							
<b>Summative Evaluation</b>	Spring 2010 TAKS scores							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Provide instruction that includes TAKS formatted test questions	TAKS scores	ALL	Principal Assistant Principals Social Studies Department Chair Social Studies Department	Social Studies TAKS Supplemental materials	September 2009- June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Lesson Plans Work samples including TAKS formatted questions Warm ups

All teachers will use the results of the CBAs to assess the need to re-teach or reorganize strategies.	CBA results	ALL	Principal Assistant Principals Social Studies Department Chair Social Studies Department	Professional Development opportunities  Time to spend analyzing results	September 2009-  June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Lesson plans Professional Development agendas Dept Mtg agendas  Increase in best practices in classrooms
Emphasize the vocabulary development process to teach all the necessary vocabulary and history/political influences concepts	TAKS scores CBA scores	ALL	Principal Assistant Principals Social Studies Department Chair Social Studies Department	Professional Development opportunities  Supplemental Social Studies Materials/Resources  TAKS Supplemental Material  Vocabulary cards	September 2009-  June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Lesson plans Increase in best practices in classrooms Word walls
On-going professional development will take place during department meetings and afterschool upon request. Topics will include: TEKS refinement, The Social Studies Classroom, Motivation for At-Risk Students, Implementation of Rigor & Relevance, vertical and horizontal lesson planning	TAKS Scores	ALL	Principal Assistant Principals Social Studies Department Chair Social Studies Department	Professional Development opportunities  Specialized Social Studies Instructional books  Failure is Not An Option Conference  ASCD participation  Book Studies	September 2009-  June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Reading Department Meeting Agendas  Increase of best practices in Reading Classrooms

