

# Martin High School

## Campus Improvement Plan

2008-2009

Arlington  
INDEPENDENT SCHOOL DISTRICT



## **Campus Improvement Plan 2008-2009 Martin High School**

### **Overview**

**In spring 2008, Martin High School attained the AEIS accountability rating of Academically Acceptable, as did the other high schools in the Arlington School District. Student performance improved on 5 tests (9<sup>th</sup> grade TAKS Math, 10<sup>th</sup> grade TAKS Math, 10<sup>th</sup> grade TAKS Science, 11<sup>th</sup> grade TAKS Science, and 10<sup>th</sup> grade TAKS Social Studies), remained the same on 3 tests (9<sup>th</sup> grade TAKS Reading/ELA, 10<sup>th</sup> grade TAKS Reading/ELA, and 11<sup>th</sup> grade TAKS Social Studies) and went down on two tests (11<sup>th</sup> grade TAKS Reading/ELA and 11<sup>th</sup> grade TAKS Mathematics) although still remaining in the 90% or higher overall on these two tests. While Martin did not attain the Recognized accountability rating in spring 2008, which was the first step in a five year goal to reach Exemplary, this performance demonstrated a continued commitment by Martin students and teachers to achieve academic excellence at all levels.**

**Martin High School's current campus demographics based on October data shows our enrollment at 3297 students, with a total of 15 American Indians, 212 Asian or Pacific Islanders, 418 African American, 375 Hispanic, and 2277 white students. Our Comprehensive Needs Assessment (CNA) was done by the principal, assistant principals, department leaders, and level leaders meeting collaboratively with teachers to determine how to target our special needs populations ("pressure points"). We used course passing rates provided by the district from school year 2007-2008 and current passing rates using SASI reports, TAKS data including TAKS results from 2007-2008 and current benchmark results provided by the district through TRIAND and other district generated reports, including the AEIS report and the AYP Campus Data Results from 2008. The conclusions from our findings are targeted in our Campus Improvement Plan that follows with a specific focus placed on our math and science programs.**

**For 2008-2009, high expectations for student success will be emphasized by developing and implementing a system of academic interventions using a three-tier system in each of the core subject areas. Martin will focus on the academic success of our entering freshman, and will target our pressure points at all grade levels using established and graduated steps to bolster student achievement and increased passing rates in the core subject areas. Specific interventions will also be put in place to work with our pressure points in both math and science as we strive toward the goal of achieving a Recognized rating.**

**Martin will work to improve student performance by streamlining our instructional program through vertical alignment by grade level, working with our two feeder junior highs and our 7 feeder elementary schools. We will increase opportunities to engage our parents and community by putting in place programs that promote a professional learning community. Martin will continue to work on the goal of a positive school climate by stressing punctuality to class and appropriate school dress, and will enforce policies set forth in the Student Code of Conduct which keep all students safe.**

**Goal #1: To develop and implement a system of academic interventions.**

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p><b>The Math Department will implement academic interventions specifically using TAKS preparation activities to address the following areas for improvement: African American, the Hispanic, the economically disadvantaged and our LEP subpopulations (“pressure point students”). Improvement percentages will increase from 59% to 64% (9<sup>th</sup> grade), 60% to 65% (10<sup>th</sup> grade), and 74% to 79% (11<sup>th</sup> grade) for African Americans; 65% to 70% (9<sup>th</sup> grade), 74% to 77% (10<sup>th</sup> grade) and 89% to 93% (11<sup>th</sup> grade) for Hispanic students; 68% to 73% (9<sup>th</sup> grade), 71% to 74% (10<sup>th</sup> grade), and 79% to 83% (11<sup>th</sup> grade) for our economically disadvantaged; and 56% to 61% (9<sup>th</sup> grade), 57% to 62% (10<sup>th</sup> grade), and maintain 83% (11<sup>th</sup> grade) for our limited English proficiency students.</b></p>				
<ul style="list-style-type: none"> <li>TAKS Remediation strategies including warm-ups in class</li> </ul>	n/a	Math Level Leaders: Susan Stimson, Katherine Lambert, Marilyn Broyles, Ruth McNeil and Libi Kruta	On-going	Success Rates: 2009 TAKS Scores; Walk-throughs
<ul style="list-style-type: none"> <li>Use of TRIAND to identify “pressure point” students and areas of academic remediation</li> </ul>	n/a	Assistant Principals Luann Kennedy and Marlene Roddy, Department Leader Katherine Lambert, and Math Level Leaders	Monthly Department Meetings; bi-weekly level leader meetings as needed	Success Rates: 2009 TAKS Scores; Walk-throughs
<ul style="list-style-type: none"> <li>AISD Benchmarks</li> </ul>	District Funds	Department Leader Katherine Lambert, and Math Level Leaders	After Results are posted – analysis at Monthly Department Meetings	Success Rates: 2009 TAKS Scores
<ul style="list-style-type: none"> <li>Practice on released TAKS tests</li> </ul>	Campus Funds	Department Leader Katherine Lambert, and Math Level Leaders	Monthly Department Meetings; bi-weekly level leader meetings as needed	Success Rates: 2009 TAKS Scores

**Goal #1: To develop and implement a system of academic interventions.**

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<ul style="list-style-type: none"> <li>Tutorial sessions targeting “pressure point” Algebra I students during lunch; pull-out tutorial sessions with 3-5 students during Algebra I classes</li> </ul>	State Comp. Ed. Funds, Campus HB1 Funds	Principal Melinda Reeves, Assistant Principals Luann Kennedy and Marlene Roddy, Department Leader Katherine Lambert, and Math Level Leaders	Monthly Department Meetings; bi-weekly level leader meetings as needed	Success Rates: 2009 TAKS Scores; Walk-throughs
<ul style="list-style-type: none"> <li>Use of an exit level program that focuses on preparation of our “pressure point” junior level students enrolled in Math Models and our seniors who failed the TAKS and are enrolled in a TAKS remediation class</li> </ul>	State Comp. Ed. Funds, Campus HB1 Funds	Principal Melinda Reeves, Assistant Principals Luann Kennedy and Marlene Roddy, Department Leader Katherine Lambert, and Randy Hendricks	Monthly Department Meetings; bi-weekly level leader meetings as needed	Success Rates: 2009 TAKS Scores; Walk-throughs
<p><b>The Science Department will improve student achievement by developing and implementing academic interventions targeted toward specific groups of students. Tenth grade (Biology) will assist in raising scores so that 72% of African American students, 75% of Hispanic students, 65% of Economically Disadvantaged students, and 52% of Special Education students pass the 10<sup>th</sup> grade Science TAKS test. Eleventh grade (Chemistry, Sheltered Chemistry, Principles of Technology, and Physics) will assist in raising scores so that 80% of African American students and 40% of Special Education students pass the 11<sup>th</sup> grade/Exit level Science TAKS test.</b></p>				
<ul style="list-style-type: none"> <li>ZAP Tutoring – Zeroes Aren’t Permitted; mandatory tutoring for students making zeroes in class</li> </ul>	HB1 Funds for teachers who stay after school	Tim Long, IPC teachers, Kelly Hastings, Tunya Redvine	Every 6 weeks	Student success rate in classes increases

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<b>Improvement Areas</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
<ul style="list-style-type: none"> <li>Tutoring during Lunch</li> </ul>	n/a	Level Leaders, teachers	Every 6 weeks	Student success rate in class/passing rate increases
<ul style="list-style-type: none"> <li>Increase Parent contact – Teachers, Assistant Principals, and Counselors talk with students when grades and/or behavior becomes an issue</li> </ul>	n/a	All teachers	Ongoing	Student success rate in class/passing rate increases
<b>The <i>Social Studies Department</i> will target their special education “pressure point” students by:</b>				
<ul style="list-style-type: none"> <li>Working with the ARD committee to develop and implement appropriate testing for each student</li> </ul>	n/a	Assistant Principals, Special Education Contact Teachers; Regular Education Instructors	<b>From August 2008 to June 2009</b>	Benchmark Results, TAKS, TAKS A, and TAKS M Results
<b>The <i>English Department</i> will target their “LEP” and special education “pressure point” students by:</b>				
<ul style="list-style-type: none"> <li>Offering extra credit, a flexible tutoring system, contracts, rewrites on papers, and PLATO Recovery</li> </ul>	n/a	Assistant Principals, Special Education Contact Teachers; Regular Education Instructors	From August 2008 to June 2009	Benchmark Results, TAKS, TAKS A, and TAKS M Results
<b>The <i>LOTE Department</i> will target their “pressure point” students using TRIAND and other data sources including special ed. students’ IEPs and will put the following interventions in place:</b>				

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<b>Improvement Areas</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
<ul style="list-style-type: none"> <li>Teacher tutoring</li> </ul>	n/a	Assistant Principal Juan Villarreal, Department Leader Gay Ogden, and Level Leader Bonnie Flynt	From August 2008 to June 2009	Student success rate in class/passing rate increases; walk-throughs
<ul style="list-style-type: none"> <li>Peer tutorials</li> </ul>	n/a	NHS Sponsors Andrea Bonner and Becky Mannie	From August 2008 to June 2009	Student success rate in class/passing rate increases; walk-throughs
<ul style="list-style-type: none"> <li>Student will write down reasons for missed assignments/failed tests. Parent signature required.</li> </ul>	n/a	All teachers will provide a teacher-made form for failing work excuses	From August 2008 to June 2009	Student success rate in class/passing rate increases; walk-throughs
<b>The <i>Fine Arts Department</i> will support the CORE Departments by utilizing the following interventions with students enrolled in their programs:</b>				
<ul style="list-style-type: none"> <li>Requiring students to attend a peer tutoring study hall at lunch to maintain eligibility for extracurricular</li> </ul>	n/a	Assistant Principal Marlene Roddy, Department Leader, all fine arts teachers who have extracurricular programs	From August 2008 to June 2009	Student success rate in class/passing rate increases; walk-throughs
<ul style="list-style-type: none"> <li>Requiring students to complete “quick-writes” reflective of what they learned in class</li> </ul>	n/a	Assistant Principal Marlene Roddy, Department Leader, all fine arts teachers	From August 2008 to June 2009	Benchmark Results, TAKS, TAKS A, and TAKS M Results

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<ul style="list-style-type: none"> <li><i>Students identified as needing additional learning time to meet academic standards or to prevent them from dropping out, will be provided with appropriate intervention strategies based upon their needs. These decisions will be made by the RAP committee, which is composed of the child's teacher(s), counselor and other campus staff. (M)</i></li> </ul>	SCE Accelerated Reading/Math (C/I)	Principal Melinda Reeves, Assistant Principals, Counselors and teachers who work with RAP students	August 2008 – May 2009, at 3 and 6 week progress/report card intervals	Common assessments administered in core areas, benchmark results, progress notices and report card data

**Goal #2: To reduce course/subject failure rates.**

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>The <i>Math Department</i> will implement intervention strategies and programs to minimize the number of student failures in math classes. “Pressure point” subpopulations will be specifically targeted by these interventions. Passing rates for 9<sup>th</sup> grade Algebra I will improve by 5.7% from 79.3 % to 85%; 10<sup>th</sup> grade passing rates for geometry will improve by 5.1% from 82.9 % to 88%; 11<sup>th</sup> grade Algebra II passing rates will improve by 4.3% from 90.7 % to 95% and 11<sup>th</sup> grade Math Models will improve by 1 % from 96.5% to 97.5%; 12<sup>th</sup> grade Algebra II will improve by 1.5% from 91.5% to 93% and 12<sup>th</sup> grade Pre-calculus will improve by 1.4% from 90.6% to 92%. The interventions include:</p>				
<ul style="list-style-type: none"> <li>Developing strong relationships with all students, but especially, “pressure point” students</li> </ul>	n/a	Assistant Principals Luann Kennedy and Marlene Roddy, Department Leader Katherine Lambert, and Math Level Leaders	From August 2008 to June 2009	Success Rate on progress notices and report cards; walk-throughs
<ul style="list-style-type: none"> <li>Use of peer tutoring in class</li> </ul>	n/a	Assistant Principals Luann Kennedy and Marlene Roddy, Department Leader Katherine Lambert, and Math Level Leaders	From August 2008 to June 2009	Success Rate on progress notices and report cards; walk-throughs

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<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
<ul style="list-style-type: none"> <li>A math tutorial center in the math lab during lunch for Algebra I students. Students who are failing on their progress notice or on their report card must attend Monday through Thursday until they have a passing average.</li> </ul>	Campus HB1 Funds	Principal Melinda Reeves, Assistant Principals Luann Kennedy and Marlene Roddy, Department Leader Katherine Lambert, and Math Level Leaders	From August 2008 to June 2009	Success Rate on progress notices and report cards; walk-throughs; Benchmarks; TAKS Results 2009
<ul style="list-style-type: none"> <li>Math tutorials provided before school, at lunch, or after school for all math students</li> </ul>	n/a	Principal Melinda Reeves, Assistant Principals Luann Kennedy and Marlene Roddy, Department Leader Katherine Lambert, and Math Level Leaders	From August 2008 to June 2009	Success Rate on progress notices and report cards; Benchmarks; TAKS Results 2009
<ul style="list-style-type: none"> <li>Co-teachers in Algebra I who will tutor a pullout program for 3-5 “pressure point” students during practice time for 30 minutes twice a week</li> </ul>	Campus HB1 Funds	Principal Melinda Reeves, Assistant Principals Luann Kennedy and Marlene Roddy, Department Leader Katherine Lambert, and Math Level Leaders	From August 2008 to June 2009	Success Rate on progress notices and report cards; walk-throughs; Benchmarks; TAKS Results 2009

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<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
<ul style="list-style-type: none"> <li>Assignment of PLATO Tutorials for improving six weeks averages</li> </ul>	n/a	Assistant Principals Luann Kennedy and Marlene Roddy, Department Leader Katherine Lambert, and Math Level Leaders, counselors, and PLATO Lab Instructors	From August 2008 to June 2009	Success Rate on progress notices and report cards; walk-throughs; Benchmarks; TAKS Results 2009
<ul style="list-style-type: none"> <li>Analyzing data from common assessments to make adjustments in student interventions</li> </ul>	n/a	Principal Melinda Reeves, Assistant Principals Luann Kennedy and Marlene Roddy, Department Leader Katherine Lambert, and Math Level Leaders	From August 2008 to June 2009	Success Rate on progress notices and report cards; walk-throughs; Benchmarks; TAKS Results 2009
<ul style="list-style-type: none"> <li>Consistent parent contacts for students who are failing</li> </ul>	n/a	Principal Melinda Reeves, Assistant Principals Luann Kennedy and Marlene Roddy, Department Leader Katherine Lambert, and Math Level Leaders	From August 2008 to June 2009	Success Rate on progress notices and report cards

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<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
<ul style="list-style-type: none"> <li>Curriculum planning/revision and teacher sharing at monthly level and department meetings</li> </ul>	n/a	Principal Melinda Reeves, Assistant Principals Luann Kennedy and Marlene Roddy, Department Leader Katherine Lambert, and Math Level Leaders	From August 2008 to June 2009	Success Rate on progress notices and report cards; walk-throughs; Benchmarks; TAKS Results 2009
<ul style="list-style-type: none"> <li>Keeping In-Touch Grades updated; updating web-page</li> </ul>	n/a	Principal Melinda Reeves, Assistant Principals Luann Kennedy and Marlene Roddy, Department Leader Katherine Lambert, and Math Level Leaders	From August 2008 to June 2009	Success Rate on progress notices and report cards; walk-throughs; Benchmarks; TAKS Results 2009
<ul style="list-style-type: none"> <li>Showing students how to use the “on-line” tutorials from Holt which utilizes on-line examples and quizzes</li> </ul>	n/a	Principal Melinda Reeves, Assistant Principals Luann Kennedy and Marlene Roddy, Department Leader Katherine Lambert, and Math Level Leaders	From August 2008 to June 2009	Success Rate on progress notices and report cards; walk-throughs; Benchmarks; TAKS Results 2009

**Goal #2: To reduce course/subject failure rates.**

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>The <i>Science Department</i> will implement intervention strategies and programs to minimize the number of student failures in math classes. “Pressure point” subpopulations will be specifically targeted by these interventions. Passing rates for 9<sup>th</sup> grade IPC will improve by 3% from 84.6 % to 87.6%; 10<sup>th</sup> grade passing rates for biology will improve by 1% from 92.5 % to 93.5%; 11<sup>th</sup> grade sheltered chemistry passing rates will improve by 3% from 89.9 % to 92.9%. The interventions include:</p>				
<ul style="list-style-type: none"> <li>Analyze course/subject failure rates</li> </ul>	n/a	Assistant Principals Kelly Hastings and Tunya Redvine, Department Leader Tim Long, Level Leaders	Every 3 weeks for progress and every 6 weeks for grades	Success Rate on progress notices and report cards; walk-throughs; Benchmarks; TAKS Results 2009
<ul style="list-style-type: none"> <li>Increased communication between school and home</li> </ul>	n/a	Assistant Principals Kelly Hastings and Tunya Redvine, Department Leader Tim Long, Level Leaders, all science teachers	At least every 6 weeks	Success Rate on progress notices and report cards; walk-throughs; Benchmarks; TAKS Results 2009
<ul style="list-style-type: none"> <li>Mandatory lunch tutoring and ZAP (Zeroes Aren’t Permitted in IPC) for failing students</li> </ul>	HB1 Funds	Assistant Principals and Department Leader Tim Long	Weekly	Success Rate on progress notices and report cards; walk-throughs; Benchmarks; TAKS Results 2009

**Goal #2: To reduce course/subject failure rates.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
<ul style="list-style-type: none"> <li>Level meetings to discuss curriculum and instruction</li> </ul>	n/a	Assistant Principals Kelly Hastings and Tunya Redvine, Department Leader Tim Long, Level Leaders	Minimum, twice every 6 weeks	Success Rate on progress notices and report cards; Benchmarks; TAKS Results 2009
<ul style="list-style-type: none"> <li>Teachers use common assessments</li> </ul>	n/a	All science teachers	Ongoing, as needed for individual students	Success Rate on progress notices and report cards; walk-throughs; Benchmarks; TAKS Results 2009
<b>The Social Studies Department will improve passing rates to 90% or higher in all classes by:</b>				
<ul style="list-style-type: none"> <li>Using a variety of teaching strategies that address multiple intelligences</li> </ul>	HB1 Funds	Principal Melinda Reeves, Assistant Principals Scott Johnston and Juan Villarreal, Department Leader Juli Warner and Level Leaders, Carolyn Villareal, Carol Mullin, Valory Johnson, and Rhonda Pugh (LPAC coordinator)	From August 2008 to June 2009	Success Rate on progress notices and report cards; walk-throughs; benchmarks, TAKS Results

**Goal #2: To reduce course/subject failure rates.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
<ul style="list-style-type: none"> <li>Monthly meetings to discuss passing rates and instructional teaching strategies – sharing best practices</li> </ul>	n/a	Principal Melinda Reeves, Assistant Principals Scott Johnston and Juan Villarreal, Department Leader Juli Warner and Level Leaders, Carolyn Villareal, Carol Mullin, Valory Johnson, and Rhonda Pugh (LPAC coordinator)	From August 2008 to June 2009	Success Rate on progress notices and report cards; walk-throughs
<p><b>The English Department will increase the passing rate by 5% in English I from 80.1% to 85.1%, increase the passing rate by 1% in English II from 92.0% to 93.0%, increase the passing rate by 1% from 92.0% to 93.0% English III, and maintain a 96% in English IV.</b></p>				
<ul style="list-style-type: none"> <li>Develop skills-based curriculum instead of units</li> </ul>	n/a	Assistant Principals Thomas Cyprian and Tommy Scott, Department Leader Diane Little, Level Leaders Tonji Lewis, Pam Tracy, Marilyn Clanton, and Linda Boullard, all English teachers	From August 2008 to June 2009	Success Rate on progress notices and report cards; walk-throughs

**Goal #2: To reduce course/subject failure rates.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
<ul style="list-style-type: none"> <li>Identify “pressure point” students through TRIAND and TAKS scores; establish positive relationships with students and make frequent parent contact</li> </ul>	n/a	Assistant Principals Thomas Cyprian and Tommy Scott, Department Leader Diane Little, Level Leaders Tonji Lewis, Pam Tracy, Marilyn Clanton, and Linda Boullard, all English teachers	From August 2008 to June 2009	Success Rate on progress notices and report cards; walk-throughs
<ul style="list-style-type: none"> <li>Update In-Touch frequently</li> </ul>	n/a	Assistant Principals Thomas Cyprian and Tommy Scott, Department Leader Diane Little, Level Leaders Tonji Lewis, Pam Tracy, Marilyn Clanton, and Linda Boullard, all English teachers	From August 2008 to June 2009	Success Rate on progress notices and report cards; walk-throughs
<ul style="list-style-type: none"> <li><i>All departments</i> will utilize best practices, differentiated instruction, and AVID strategies for all students</li> </ul>	n/a	Principal Melinda Reeves, assistant principals, department leaders, and level leaders	From August 2008 to June 2009	Success Rate on progress notices and report cards; walk-throughs; Benchmarks; TAKS Results 2009; staff development exchange plans

**Goal #2: To reduce course/subject failure rates.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
<ul style="list-style-type: none"> <li><i>Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)</i></li> </ul>	District Funds	Principal Melinda Reeves and Assistant Principal Marlene Roddy	September & January	Master schedule Teacher certification Principal Attestation
<ul style="list-style-type: none"> <li><i>Teachers will participate in high quality, ongoing professional development based upon campus needs (PD)</i></li> </ul>	SCE	Principal Melinda Reeves	December & April	ERO attendance reports
<ul style="list-style-type: none"> <li><i>Identify and refer pregnant/parenting students (male/female) PRS department for verification.</i></li> </ul>	PRS weighted funding Life Skills Program for Student Parents (formerly Pregnancy, Education and Parenting) Grant	Pregnancy Related Services Coordinator, Campus PEP Counselor Josie Torres Drewett	End of each six weeks	AISD PEP Database PRS files

**Goal #2: To reduce course/subject failure rates.**

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<ul style="list-style-type: none"> <li><i>Pregnancy Related services will include: counseling services; transportation for the student and/or the student's children, child care, community referrals, instruction related to parenting knowledge and skills, and job readiness training. Also included, CEHI (Compensatory Education Home Instruction) as mandated. CEHI teachers will maintain a log of home instruction dates and times for students out of school per physician order.</i></li> </ul>	PRS weighted funding Life Skills Program for Student Parents (formerly Pregnancy, Education and Parenting) Grant	Campus PEP Counselor Josie Torres Drewett	End of each six weeks	AISD PEP Database referral forms PRS file
<ul style="list-style-type: none"> <li><i>Documentation (PRS file) will include: verification of pregnancy, CEHI teacher log, PRS entry date, date of delivery, and physician request (s) if necessary, SPED documentation where applicable and PRS exit date.</i></li> </ul>	PRS weighted funding Life Skills Program for Student Parents (formerly Pregnancy, Education and Parenting) Grant	PRS Coordinator Campus, PEP Counselor Josie Torres Drewett	December & May	PRS file

**Goal #3: To develop subject area vertical alignment.**

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<i>All Departments</i> will develop subject area vertical alignment at the high school level and with the junior highs and elementary schools within our cluster by:				
<ul style="list-style-type: none"> <li>Having level and department meetings monthly and/or bi-weekly as needed, or every 3 weeks and six weeks</li> </ul>	n/a	Principal Melinda Reeves, Assistant Principals, Department Leaders, Level Leaders,	From August 2008 to June 2009	Documentation of meetings and vertical alignment curriculum guides
<ul style="list-style-type: none"> <li>Developing and utilizing common assessments for all <b>math</b> levels</li> </ul>	n/a	Principal Melinda Reeves, Assistant Principals Luann Kennedy and Marlene Roddy, Department Leader Katherine Lambert and Level Leaders Ruth McNeil, Susan Stimson, Libi Kruta and Marilyn Broyles, teacher liaison, Marianne Varner	From August 2008 to June 2009	Monthly meetings whereby results/outcomes are analyzed and addressed

**Goal #3: To develop subject area vertical alignment.**

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<ul style="list-style-type: none"> <li>Utilizing a <b>math</b> teacher liaison to network with elementary and junior highs through email communications and meetings on a regular basis</li> </ul>	District Funds	Principal Melinda Reeves, Assistant Principals Luann Kennedy and Marlene Roddy, Department Leader Katherine Lambert and Level Leaders Ruth McNeil, Susan Stimson, Libi Kruta and Marilyn Broyles, teacher liaison, Marianne Varner	From August 2008 to June 2009	Documentation of meetings and vertical alignment curriculum guides
<ul style="list-style-type: none"> <li>Volunteering to be on the district level vertical alignment committee to improve vertical alignment across the district</li> </ul>	n/a	Teacher Liaison, Marianne Varner	From August 2008 to June 2009	Input brought back to campus from district vertical alignment committee
<ul style="list-style-type: none"> <li>The <b>English</b> department levels will meet twice per six weeks; department meetings once per six weeks</li> </ul>	n/a	Assistant Principals Thomas Cyprian and Tommy Scott, Department Leader Diane Little, Level Leaders Tonji Lewis, Pam Tracy, Marilyn Clanton, and Linda Boullard, all English teachers	From August 2008 to June 2009	Documentation of meetings and vertical alignment curriculum guides

**Goal #3: To develop subject area vertical alignment.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
<ul style="list-style-type: none"> <li>All teachers will observe other teachers' classrooms within their department who teach different levels</li> </ul>	n/a	Principal Melinda Reeves, Assistant Principals, Department Leaders, Level Leaders	Ongoing	Monthly meetings whereby teachers share information
<ul style="list-style-type: none"> <li>Develop <b>science</b> vocabulary lists to divide for appropriate levels</li> </ul>	n/a	Department Leader Tim Long, Level Leaders Kristen Session-Brown, Kirsten Lundin, Kathy Meyer, and Jay Atman	Once per 6 weeks	Development/documentation of lists for each level
<ul style="list-style-type: none"> <li>Develop common method for all <b>science</b> lab procedures</li> </ul>	n/a	Department Leader Tim Long	January, 2009 – complete	Walk-throughs, report cards and progress notice reports
<ul style="list-style-type: none"> <li>Establish fundamental <b>science</b> labs to be completed by all students</li> </ul>	n/a	Department Leader Tim Long, Level Leaders Kristen Session-Brown, Kirsten Lundin, Kathy Meyer, and Jay Atman	Ongoing	Documentation of list of labs
<ul style="list-style-type: none"> <li>Teachers will take part in district vertical alignment meetings and staff development conferences</li> </ul>	District Funds	Principal Melinda Reeves, Assistant Principals, Department Leaders, Level Leaders	Ongoing	Success Rate on progress notices and report cards; walk-throughs



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Martin High School**

**Goal #3: To develop subject area vertical alignment.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
<ul style="list-style-type: none"> <li>AP and GT training for all teachers</li> </ul>	HB1 Funds	Principal Melinda Reeves, Assistant Principals, Department Leaders	On-going	Walk-throughs; TAKS results; progress and report card results

**Goal #4: To engage parents and the community in the educational process.**

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<b>To engage parents in the educational needs and responsibilities for their students, <i>all departments</i> will:</b>				
<ul style="list-style-type: none"> <li>Make parent contact in a timely manner when students are failing through phone calls or emails</li> </ul>	n/a	Principal Melinda Reeves, Assistant Principals, Department Leaders and Level Leaders	From August 2008 to June 2009	Success Rates on progress and report cards
<ul style="list-style-type: none"> <li>Send postcards with messages of praise for students who are working well or are improving</li> </ul>	District Funds	Principal Melinda Reeves, Assistant Principals, Department Leaders Level Leaders	From August 2008 to June 2009	Success Rates on progress and report cards; parent feedback
<ul style="list-style-type: none"> <li>Maintain a <b>math</b> web page on the MHS website with contact information, grading procedures, tutorial times, and assignments</li> </ul>	n/a	Principal Melinda Reeves, Assistant Principals Luann Kennedy and Marlene Roddy, Department Leader Katherine Lambert and Level Leaders Ruth McNeil, Susan Stimson, Libi Kruta and Marilyn Broyles	From August 2008 to June 2009	Success Rates on progress and report cards

**Goal #4: To engage parents and the community in the educational process.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
<ul style="list-style-type: none"> <li>Inform parents of the In-Touch system for keeping up with their students' grades</li> </ul>	District Funds	Principal Melinda Reeves, Assistant Principals, Department Leaders Level Leaders, counselors, and Secretary Alpha Plemons	From August 2008 to June 2009	Success Rates on progress and report cards
<ul style="list-style-type: none"> <li>Take senior level Algebra II to TCC on two college visits – one in the fall to tour the campus and take the Accuplacer Test and the second visit in the spring to retake the Accuplacer Test to assess student improvement</li> </ul>	Compensatory Funds	Assistant Principals Luann Kennedy and Marlene Roddy, Department Leader Katherine Lambert and Level Leaders	From August 2008 to June 2009	Improvement Rates on the Accuplacer Test
<ul style="list-style-type: none"> <li>Invite all parents through an 8<sup>th</sup> grade mailing to Future Fish Night</li> </ul>	n/a	Principal Melinda Reeves, Assistant Principals, Department Leaders Level Leaders, counselors	February	Parent Feedback; Increased Participation
<ul style="list-style-type: none"> <li>Create parent group email, send weekly update of <b>science</b> class activities</li> </ul>	n/a	Assistant Principals Kelly Hastings and Tunya Redvine, Department Leader Tim Long, and level leaders	Once every 6 weeks	Parent Feedback; Increased Participation; success rates on progress notices and report cards

**Goal #4: To engage parents and the community in the educational process.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
<ul style="list-style-type: none"> <li>Send email through IGPro to inform parents of updated <b>science</b> grades</li> </ul>	n/a	Assistant Principals Kelly Hastings and Tunya Redvine, Department Leader Tim Long, and level leaders	Ongoing	Parent Feedback; Increased Participation; success rates on progress notices and report cards
<ul style="list-style-type: none"> <li>Invite through a special invitation to attend <b>social studies</b> and campus meetings (AVID Parent Night, etc.) LEP students</li> </ul>	n/a	Principal Melinda Reeves, Assistant Principals, Department Leaders Level Leaders, counselors	Ongoing	Parent Feedback; Increased Participation; success rates on progress notices and report cards
<ul style="list-style-type: none"> <li>Reinstitute parent grader program for benchmark <b>English</b> essays</li> </ul>	n/a	Principal Melinda Reeves, Assistant Principals Thomas Cyprian and Tommy Scott, Department Leader Diane Little, Level Leaders Tonji Lewis, Pam Tracy, Marilyn Clanton, and Linda Boullard	Following each Benchmark	Parent Feedback; Increased Participation; success rates on progress notices and report cards

**Goal #4: To engage parents and the community in the educational process.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
<ul style="list-style-type: none"> <li>In <b>fine arts</b> department, sponsor a field trip to the Kimbell and invite parents and students</li> </ul>	n/a	Principal Melinda Reeves, Assistant Principal Marlene Roddy, Department Leader Kay Owen, Stacy Kouba, other visual arts' teachers	Spring 2009	Parent Feedback; Increased Participation; success rates on progress notices and report cards
<ul style="list-style-type: none"> <li>In <b>fine arts</b> department, invite community leaders, artists, guest musicians/clinicians, into classrooms for presentations</li> </ul>	n/a	Principal Melinda Reeves, Assistant Principal Marlene Roddy, Department Leader Kay Owen, Fine arts teachers	From September 2008 to June 2009	Parent Feedback; Increased Participation; success rates on progress notices and report cards
<ul style="list-style-type: none"> <li><i>Teachers will communicate student academic progress and assessment reports with parents through emails and phone contacts when students are failing at three weeks and six week markers, by indicating when a conference is required on report cards, and through updating grades in a timely manner on the InTouch system(FI)</i></li> </ul>	District Funds	Principal Melinda Reeves, Assistant Principals, Counselors, and Teachers	From August 2008 – May 2009 at 3 and 6 weeks progress and report card intervals	Teacher documentation of communications with parents

**Goal #4: To engage parents and the community in the educational process.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
<ul style="list-style-type: none"> <li><i>Librarians will engage parents and the community by promoting, participating, and/or conducting three family oriented campus or district events such as Book Fairs, Author Visits, Meet the Teacher Night, Open House, Public Library Presentations, Storytellers, College Night, or Guest Speakers.</i></li> </ul>	Campus Library Budgets Campus Library Activity Budget LS Dept. Library Budget	Campus Librarian Peggy McCulley, Lorie Bruns, Library Services Director, Carole Hagler, Director of State and Federal Programs	Fall 2008 Spring 2009	Library Services Monthly Activity Reports Campus and District Calendars



**Goal #5: To prevent campus violence and ensure appropriate methods of intervention.**

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<b>Martin supports a positive school climate whereby students are able to learn in a safe and orderly environment. Interventions in place are:</b>				
<ul style="list-style-type: none"> <li>Boys/Girls Town Training for administrators and teachers new to the AISD</li> </ul>	District Funds	Principal Melinda Reeves	From August 2008 to June 2009	Discipline referrals for 2008-2009
<ul style="list-style-type: none"> <li>Review the campus discipline plan; enforce plan consistently. Areas of concern: tardies, dress code, disrespectful and uncooperative attitudes and actions when corrected by school personnel, particularly during passing periods and unstructured times, verbal confrontations and physical altercations; enforcement of wearing IDs by all students and personnel</li> </ul>	n/a	Principal Melinda Reeves and assistant principals; security personnel	From August 2008 to June 2009	Attendance reports and discipline referrals for 2008-2009
<ul style="list-style-type: none"> <li>Review and update the campus crisis plan</li> </ul>	n/a	Principal Melinda Reeves; Assistant Principal Juan Villarreal, other assistant principals, AISD Safety Committee	Minimum of three drills per year	Debriefing analysis after each drill



**Goal #5: To prevent campus violence and ensure appropriate methods of intervention.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
<ul style="list-style-type: none"> <li>Promote an active “Crimestoppers” Program as organized through Tarrant County</li> </ul>	Tips paid by Crime Stoppers Association	Principal Melinda Reeves; Assistant Principal Juan Villarreal	From August 2008 through June 2009	Discipline referrals for 2008-2009
<ul style="list-style-type: none"> <li>Provide the “Ground Zero” program. Student-groups will discuss topics such as drugs, alcohol, decision-making, self-esteem, anger management, and life development skills</li> </ul>	n/a	Principal Melinda Reeves; Counselor Barbara Moeller; intervention counselors from the Tarrant Council on Alcoholism and Drug Abuse	From September 2008 through June 2009	Referrals from administrators and counselors
<ul style="list-style-type: none"> <li>Conduct monthly meetings with the Presidents’ Council (students who serve as President, Captain, or Facilitator of clubs/organizations or teams)</li> </ul>	n/a	Principal Melinda Reeves; StuCo Sponsor Carolyn Powers, Student Body President Regan Nielsen	From August 2008 through June 2009	Agendas, student sign-in sheets; end of year survey
<ul style="list-style-type: none"> <li>Training and/or staff development for teachers in the areas of conflict resolution and dealing with subpopulation “pressure point” students</li> </ul>	HB1 Funds	Principal Melinda Reeves, Assistant Principals	Spring 2009	Discipline referrals for 2008-2009



## Campus Improvement Plan 2008-2009 Martin High School

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## Campus Improvement Plan 2008-2009 Martin High School

Development, 2001.

### **Bibliography (RS)**

Other attachments:

- SCE, NCLB & ARI/AMI budget (generated by the Budget Department) (C/I)
- SBDM Team List (including parents)

#### **Site Based Decision Making Team – Martin High School 2008-2009**

Principal – Melinda Reeves

Assistant Principal – Marlene Roddy

PTSA President – Vickie Hill

Parent Representatives – Karen Allen Anderson, David Baker, Caron Montgomery

Community Representatives – Dr. Minerva Cordero-Epperson, Ilene Thomas

Business Representative – Elizabeth Yaggi

Science Department – Justin Gretzinger

English Department/Facilitator – Pam Tracy

Physical Education/Health/Special Education Department – David Amis

Social Studies Department – Scott Davis

Foreign Language/Fine Arts Department – Becky Turney



## **Campus Improvement Plan 2008-2009 Martin High School**

Math Department – Jeanine Lamb

Business Department/CATE – Craig Coyle

Paraprofessionals/Cafeterial/Custodial – Karen Kuentz

Counselor – Barbara Moeller

Students: Warrior Post Editor – Shelby Weir, Student Council President – Regan Nielsen

- List of interventions (RTI tier 2 & 3) provided at the campus (M) – see attachments

## System of Interventions

School: Martin High School

Priority: Improve passing rates for Algebra I

<b>TIER I</b> <u>Core/Universal</u>	<b>TIER II</b> <u>Targeted</u>	<b>TIER III</b> <u>Intensive</u>
<p>Administrator:</p> <ul style="list-style-type: none"> <li>• Plan training sessions</li> <li>• Schedule collaboration sessions</li> </ul>	<p>Administrator:</p> <ul style="list-style-type: none"> <li>• Put in place lunch time tutoring</li> <li>• Make parent contacts</li> <li>• Provide motivation training</li> <li>• Provide training for working with struggling students</li> </ul>	<p>Administrator:</p> <ul style="list-style-type: none"> <li>• Improve OCS homework completion</li> <li>• Promote the use of MAC for students who qualify</li> <li>• Mentor academically</li> </ul>
<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Go to training</li> <li>• Vary classroom strategies</li> <li>• Provide common assessments</li> <li>• Set up peer tutoring/coaching</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Increase peer tutoring</li> <li>• Make routine parent contacts</li> <li>• Team teach</li> <li>• Contact extracurricular coaches and sponsors</li> <li>• Swap students and work on specific skills</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Fulfill IEP</li> <li>• Work one on one</li> <li>• Continue to make parent contacts</li> <li>• Require tutorials</li> <li>• Celebrate all successes</li> </ul>
<p>Student:</p> <ul style="list-style-type: none"> <li>• Attend class and participate in learning</li> <li>• Keep up with own data</li> <li>• Organize an assignment calendar</li> <li>• Go to tutorials as needed</li> <li>• Complete assignments</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>• Correct mistakes and ask questions</li> <li>• Set goals</li> <li>• Be involved and work for pass/play opportunities</li> <li>• Complete assignments; ask for help</li> <li>• Attend assigned tutorials</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>• Go to tutorials in PLATO to recover failed assignments</li> <li>• Attend tutorials with teacher</li> <li>• Set attainable goals and complete them</li> </ul>

## System of Interventions

School: Martin High School

Priority: To improve passing rates for geometry

<b>TIER I</b> <u>Core/Universal</u>	<b>TIER II</b> <u>Targeted</u>	<b>TIER III</b> <u>Intensive</u>
<b>Administrator:</b> <ul style="list-style-type: none"> <li>Plan for collaboration meeting times</li> <li>Conduct walk-throughs</li> </ul>	<b>Administrator:</b> <ul style="list-style-type: none"> <li>Contact parents</li> <li>Conduct student conferences with follow up</li> <li>Encourage tutoring</li> </ul>	<b>Administrator:</b> <ul style="list-style-type: none"> <li>Set up mandatory tutoring</li> <li>Conduct conferences with student, counselor, teacher and parent</li> <li>Help to create an IEP for student</li> </ul>
<b>Teacher:</b> <ul style="list-style-type: none"> <li>Prepare student-centered activities</li> <li>Use data and analyze</li> <li>Collaborate with other teachers</li> <li>Provide students with note-taking strategies</li> <li>Use a variety of teaching strategies</li> </ul>	<b>Teacher:</b> <ul style="list-style-type: none"> <li>Conduct tutorials</li> <li>Make parent contacts</li> <li>Assign peer tutor</li> </ul>	<b>Teacher:</b> <ul style="list-style-type: none"> <li>Conduct teacher/student one-on-one sessions</li> <li>Assign peer tutor</li> </ul>
<b>Student:</b> <ul style="list-style-type: none"> <li>Comes to class prepared</li> <li>Good attendance</li> <li>Active participation – takes notes, participates in discussion, completes assigned work</li> <li>Keep calendar, planner, notebook updated</li> </ul>	<b>Student:</b> <ul style="list-style-type: none"> <li>Attend tutoring regularly</li> <li>Ask parent to monitor</li> <li>On-line tutorials</li> </ul>	<b>Student:</b> <ul style="list-style-type: none"> <li>NHS tutoring and peer tutoring</li> <li>Attend PLATO tutorials</li> </ul>

## System of Interventions

School: Martin High School

Priority: Improve passing rates for Math Models

<b>TIER I</b> <u>Core/Universal</u>	<b>TIER II</b> <u>Targeted</u>	<b>TIER III</b> <u>Intensive</u>
<p>Administrator:</p> <ul style="list-style-type: none"> <li>• Plan training sessions</li> <li>• Schedule collaboration sessions</li> <li>• Ensure funding for materials needed for classroom instruction</li> </ul>	<p>Administrator:</p> <ul style="list-style-type: none"> <li>• Make parent contacts</li> <li>• Have student conferences</li> <li>• Complete classroom walk-throughs where students are enrolled to reinforce support of teacher and student</li> </ul>	<p>Administrator:</p> <ul style="list-style-type: none"> <li>• Improve OCS/Choices homework completion</li> <li>• Zero tolerance for student classroom behavior and attendance</li> <li>• Mentor academically</li> </ul>
<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Go to all training sessions</li> <li>• Vary classroom strategies</li> <li>• Set up FINO classroom environment</li> <li>• Establish classroom grading procedures which allow students to be successful</li> <li>• Create a positive learning environment where students look forward to coming to class</li> <li>• Provide common assessments</li> <li>• Set up peer tutoring/coaching, teacher tutoring and self-tutoring</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Increase peer tutoring</li> <li>• Increase teacher contacts in class</li> <li>• Make routine parent contacts</li> <li>• Have collaborative meetings between teachers to discuss specific student problems and strategies for solutions</li> <li>• Team teach</li> <li>• Contact extracurricular coaches and sponsors</li> <li>• Preferred seating as close to teacher as possible</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Fulfill IEP</li> <li>• Work one on one</li> <li>• Continue to make parent contacts</li> <li>• Require tutorials</li> <li>• Have detailed notes for all OCS/Choices assignments</li> <li>• Swap students between teachers</li> <li>• Celebrate all successes</li> </ul>

## System of Interventions

School: Martin High School

Priority: Improve passing rates for Math Models

<b>TIER I</b> <u>Core/Universal</u>	<b>TIER II</b> <u>Targeted</u>	<b>TIER III</b> <u>Intensive</u>
<p>Student:</p> <ul style="list-style-type: none"> <li>• Attend class and participate in learning</li> <li>• Keep up with own data</li> <li>• Organize an assignment calendar</li> <li>• Go to tutorials as needed</li> <li>• Complete assignments</li> <li>• Participate in class and stay on task the entire class period</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>• Correct mistakes and ask questions</li> <li>• Set goals</li> <li>• Be involved and work for pass/play opportunities</li> <li>• Complete assignments; ask for help</li> <li>• Attend assigned tutorials</li> <li>• Collaborate with teacher and other students to ensure maximum learning</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>• Go to tutorials in PLATO to recover failed assignments</li> <li>• Attend tutorials with teacher</li> <li>• Set attainable goals and complete them</li> <li>• Fully complete all OCS/Choices assignments</li> <li>• Attend class every day</li> <li>• Establish daily one-on-one contact with teacher</li> </ul>

## System of Interventions

School: Martin High School

Priority: Increase Passing Rate for Biology

<b>TIER I</b> <u>Core/Universal</u>	<b>TIER II</b> <u>Targeted</u>	<b>TIER III</b> <u>Intensive</u>
<p>Administrator:</p> <ul style="list-style-type: none"> <li>Plan Walkthroughs</li> <li>Provide passing rates for courses and TAKS for all teachers</li> </ul>	<p>Administrator:</p> <ul style="list-style-type: none"> <li>One-on-one intervention/ conference with student</li> </ul>	<p>Administrator:</p> <ul style="list-style-type: none"> <li>Keep in contact w/ kid</li> <li>Counselors – check Plato availability</li> </ul>
<p>Teacher:</p> <ul style="list-style-type: none"> <li>Attend Biology Academy</li> <li>Participate in level meetings</li> <li>Peer teaching strategies</li> <li>Use Cornell Notes</li> <li>Sci-Op Training</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>Monitor/Supervise NHS Lunch Tutorials</li> <li>Contact Parents re: tardies, missing work, homework, tests</li> <li>Strategic grouping of students in class</li> <li>Give extra time when necessary</li> <li>Check to see that planner/organizer is filled out and up-to-date</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>One-on-one tutorials</li> <li>Pair w/ peer tutor</li> <li>Require NHS tutorials or teacher tutorials</li> <li>Meeting w/ students w/ IEPs</li> </ul>
<p>Student:</p> <ul style="list-style-type: none"> <li>Attend class</li> <li>Actively engage and participate in class</li> <li>Ask questions, come in for help if necessary</li> <li>Complete all homework</li> <li>Keep planner/organizer</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>Attend tutorials</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>Attempt credit recovery in PLATO</li> <li>Participate in interventions</li> </ul>

## System of Interventions

School: Martin High School

Priority: Increase Passing rates in Chemistry

<b>TIER I</b> <u>Core/Universal</u>	<b>TIER II</b> <u>Targeted</u>	<b>TIER III</b> <u>Intensive</u>
<b>Administrator:</b> <ul style="list-style-type: none"> <li>Plan Walkthroughs</li> <li>Provide passing rates for courses and TAKS for all teachers</li> </ul>	<b>Administrator:</b> <ul style="list-style-type: none"> <li>One-on-one intervention/ conference with student</li> <li>Require TAKS review at lunch or after school</li> </ul>	<b>Administrator:</b> <ul style="list-style-type: none"> <li>Keep in contact w/ kid</li> <li>Counselors – check Plato availability</li> <li>Analyze weak objectives for students</li> </ul>
<b>Teacher:</b> <ul style="list-style-type: none"> <li>Attend Biology Academy</li> <li>Build relationships</li> <li>Participate in level meetings</li> <li>Peer teaching strategies</li> <li>Use Cornell Notes</li> <li>Use Interactive Notebook (Chem-Com)</li> </ul>	<b>Teacher:</b> <ul style="list-style-type: none"> <li>Conduct Lunch Tutorials</li> <li>Supervise NHS tutorials</li> <li>Contact Parents re: tardies, missing work, homework, tests</li> <li>Collaborate w/ other teachers</li> <li>Strategic grouping of students in class</li> <li>Give extra time when necessary</li> <li>Check to see that student planner/organizer is filled out and up-to-date</li> </ul>	<b>Teacher:</b> <ul style="list-style-type: none"> <li>One-on-one tutorials</li> <li>Pair w/ peer tutor</li> <li>Require NHS/teacher/TAKS tutorials</li> <li>Meeting w/ students w/ IEPs</li> <li>Assign Plato tutorials</li> </ul>
<b>Student:</b> <ul style="list-style-type: none"> <li>Attend class</li> <li>Actively engage and participate in class</li> <li>Ask questions, come in for help if necessary</li> <li>Complete all homework</li> <li>Keep planner/organizer</li> </ul>	<b>Student:</b> <ul style="list-style-type: none"> <li>Attend tutorials</li> </ul>	<b>Student:</b> <ul style="list-style-type: none"> <li>Attempt credit recovery in PLATO</li> <li>Participate in interventions</li> </ul>

## System of Interventions

School: Martin High School

Priority: Increase Passing rates in IPC

<b>TIER I</b> <u>Core/Universal</u>	<b>TIER II</b> <u>Targeted</u>	<b>TIER III</b> <u>Intensive</u>
<p>Administrator:</p> <ul style="list-style-type: none"> <li>Plan Walkthroughs</li> <li>Provide passing rates for courses and TAKS for all teachers</li> </ul>	<p>Administrator:</p> <ul style="list-style-type: none"> <li>One-on-one intervention/ conference with student</li> <li>Require TAKS review at lunch or after school</li> </ul>	<p>Administrator:</p> <ul style="list-style-type: none"> <li>Keep in contact w/ students</li> <li>Counselors – check Plato availability</li> <li>Require tutoring/ZAP</li> <li>Contact parents</li> <li>Create intervention plans for students</li> </ul>
<p>Teacher:</p> <ul style="list-style-type: none"> <li>Attend Biology Academy</li> <li>Build relationships</li> <li>Participate in level meetings</li> <li>Peer teaching strategies</li> <li>Use Cornell Notes</li> <li>Use Interactive Notebook (Chem-Com)</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>Conduct Lunch Tutorials</li> <li>Supervise NHS tutorials</li> <li>Contact Parents re: tardies, missing work, homework, tests</li> <li>Collaborate w/ other teachers</li> <li>Strategic grouping of students in class</li> <li>Give extra time when necessary</li> <li>Check to see that student planner/organizer is complete</li> <li>Institute ZAP program (after-school Thursdays)</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>One-on-one tutorials</li> <li>Pair w/ peer tutor</li> <li>Require NHS/teacher/TAKS tutorials/ZAP attendance</li> <li>Meeting w/ students w/ IEPs</li> <li>Assign Plato tutorials</li> </ul>
<p>Student:</p> <ul style="list-style-type: none"> <li>Attend class</li> <li>Actively engage and participate in class</li> <li>Ask questions, come in for help if necessary</li> <li>Complete all homework</li> <li>Keep planner/organizer</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>Attend teacher and NHS tutorials</li> <li>Attend ZAP</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>Attempt credit recovery in PLATO</li> <li>Participate in interventions</li> </ul>

## Martin High School Campus Improvement Plan 2008-09

<b>Grade 9 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	811	94%	817	95%	1%	825	95%	0%	95%	0%
<b>Afri Amer</b>	104	84%	105	88%	4%	113	83%	-4%	90%	7%
<b>Hispanic</b>	61	93%	85	95%	2%	103	92%	-3%	95%	3%
<b>White</b>	596	95%	579	96%	0%	554	97%	2%	97%	0%
<b>Eco Disadv</b>	114	92%	107	89%	-3%	94	93%	4%	95%	2%
<b>LEP</b>	6	67%	5	40%	-27%	9	56%	16%	70%	14%
<b>SpEd</b>	33	73%	53	77%	5%	61	72%	-5%	75%	3%

  

<b>Grade 10 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	759	92%	729	90%	-2%	742	90%	0%	92%	2%
<b>Afri Amer</b>	85	86%	79	84%	-2%	87	84%	0%	90%	6%
<b>Hispanic</b>	60	87%	62	84%	-3%	76	80%	-4%	90%	10%
<b>White</b>	565	93%	544	92%	-2%	535	91%	0%	92%	1%
<b>Eco Disadv</b>	76	83%	80	75%	-8%	74	85%	10%	90%	5%
<b>LEP</b>	10	80%	5	20%	-60%	7	43%	23%	50%	7%
<b>SpEd</b>	23	57%	22	50%	-7%	50	62%	12%	70%	8%

  

<b>Grade 11 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	658	90%	654	97%	8%	637	96%	-2%	96%	0%
<b>Afri Amer</b>	70	88%	64	98%	10%	67	88%	-10%	90%	2%
<b>Hispanic</b>	52	90%	52	100%	10%	55	95%	-5%	95%	0%
<b>White</b>	481	89%	496	97%	8%	475	96%	-1%	96%	0%
<b>Eco Disadv</b>	31	77%	57	93%	16%	49	88%	-5%	90%	2%
<b>LEP</b>	12	75%	6	83%	8%	3	*	*	85%	*
<b>SpEd</b>	17	69%	22	86%	18%	33	52%	-35%	65%	13%

## Martin High School Campus Improvement Plan 2008-09

<b>Grade 9 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	807	78%	802	78%	1%	816	80%	2%	83%	3%
<b>Afri Amer</b>	102	59%	98	60%	1%	108	59%	-1%	64%	5%
<b>Hispanic</b>	63	65%	87	67%	2%	107	65%	-1%	70%	5%
<b>White</b>	594	81%	571	82%	1%	546	86%	4%	89%	3%
<b>Eco Disadv</b>	108	63%	101	61%	-2%	93	68%	6%	73%	5%
<b>LEP</b>	6	33%	5	20%	-13%	9	56%	36%	61%	5%
<b>SpEd</b>	30	13%	42	36%	22%	56	25%	-11%	36%	11%

  

<b>Grade 10 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	761	76%	713	80%	4%	713	83%	3%	86%	3%
<b>Afri Amer</b>	85	52%	75	61%	10%	82	60%	-2%	65%	5%
<b>Hispanic</b>	61	75%	60	65%	-10%	76	74%	9%	77%	3%
<b>White</b>	566	79%	534	83%	4%	511	87%	4%	90%	3%
<b>Eco Disadv</b>	77	61%	72	58%	-3%	68	71%	12%	74%	3%
<b>LEP</b>	10	80%	5	40%	-40%	7	57%	17%	62%	5%
<b>SpEd</b>	20	30%	17	18%	-12%	49	24%	7%	35%	11%

  

<b>Grade 11 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	659	93%	663	94%	0%	636	90%	-3%	94%	4%
<b>Afri Amer</b>	69	74%	65	81%	8%	68	74%	-8%	79%	5%
<b>Hispanic</b>	54	94%	53	91%	-4%	54	89%	-2%	93%	4%
<b>White</b>	482	96%	504	95%	0%	475	92%	-3%	96%	4%
<b>Eco Disadv</b>	34	88%	57	82%	-5%	48	79%	-3%	83%	4%
<b>LEP</b>	12	100%	7	83%	-17%	3	*	*	83%	*
<b>SpEd</b>	13	75%	24	65%	-10%	34	18%	-48%	36%	18%

## Martin High School Campus Improvement Plan 2008-09

<b>Grade 10 TAKS-Science</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	765	78%	727	81%	3%	739	84%	3%	85%	1%
<b>Afri Amer</b>	82	55%	76	62%	7%	86	67%	6%	72%	5%
<b>Hispanic</b>	62	65%	64	68%	3%	78	68%	0%	75%	7%
<b>White</b>	573	82%	542	84%	1%	532	89%	5%	92%	3%
<b>Eco Disadv</b>	77	52%	76	59%	8%	73	60%	1%	65%	5%
<b>LEP</b>	11	45%	6	20%	-25%	8	38%	18%	45%	8%
<b>SpEd</b>	24	29%	31	18%	-12%	51	45%	27%	52%	7%

  

<b>Grade 11 TAKS-Science</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	659	91%	665	91%	0%	637	92%	1%	93%	1%
<b>Afri Amer</b>	69	74%	65	80%	6%	68	75%	-5%	80%	5%
<b>Hispanic</b>	53	79%	53	81%	2%	54	89%	8%	90%	1%
<b>White</b>	483	94%	506	93%	-1%	476	95%	1%	95%	0%
<b>Eco Disadv</b>	34	82%	58	79%	-3%	48	83%	4%	85%	2%
<b>LEP</b>	12	73%	7	83%	11%	3	*	*	85%	#VALUE!
<b>SpEd</b>	12	42%	25	63%	21%	36	33%	-29%	40%	7%

  

<b>Grade 10 TAKS-Social Studies</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	763	95%	726	95%	0%	734	96%	2%	97%	1%
<b>Afri Amer</b>	83	92%	77	88%	-4%	84	96%	9%	97%	1%
<b>Hispanic</b>	61	92%	61	88%	-4%	77	91%	3%	93%	2%
<b>White</b>	571	96%	543	96%	0%	529	97%	1%	98%	1%
<b>Eco Disadv</b>	76	89%	77	83%	-7%	73	95%	12%	96%	1%
<b>LEP</b>	11	91%	5	50%	-41%	8	63%	13%	70%	8%
<b>SpEd</b>	27	70%	35	67%	-4%	50	74%	7%	77%	3%

  

<b>Grade 11 TAKS-Social Studies</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	664	99%	663	99%	0%	638	99%	0%	99%	0%
<b>Afri Amer</b>	71	96%	64	98%	3%	69	99%	0%	99%	0%
<b>Hispanic</b>	53	100%	52	96%	-4%	54	100%	4%	100%	0%
<b>White</b>	486	100%	506	99%	0%	476	99%	0%	99%	0%
<b>Eco Disadv</b>	33	100%	58	97%	-3%	48	100%	3%	100%	0%
<b>LEP</b>	11	91%	7	86%	-5%	3	*	*	91%	#VALUE!
<b>SpEd</b>	18	94%	26	81%	-14%	36	89%	8%	91%	2%



**Campus Improvement Plan 2008-2009**  
**Martin High School**

**State Compensatory Education**

**Intended Purpose - to increase the academic achievement and reduce the drop out rate of students**

**Intended Beneficiaries - students identified as at risk of dropping out of school as defined in Subchapter B, Chapter 39 TEC**

<b>Description</b>	<b>Acct Code</b>	<b>Original Budget</b>	<b>09/30/2008 Budget</b>
Comp. Ed. Budget			
SALARIES-TEACH & OTH PROF	199.11.6119.00.005.9.24.0.00	339,497.42	339,497.42
TUTORIAL SERVICES	199.11.6119.02.005.9.24.0.00	58,682.00	58,682.00
TEACH COMP ALLOT SUPPL	199.11.6119.04.005.9.24.0.00	5,250.00	5,250.00
CONTRACT ADDENDA-STIPEND	199.11.6119.09.005.9.24.0.00	1,500.00	1,500.00
ADVANCED DEGREE-STIPEND	199.11.6119.10.005.9.24.0.00	750.00	750.00
MEDICARE	199.11.6141.00.005.9.24.0.00	2,731.72	2,731.72
SAL & WAGES-SUPPORT PERS	199.31.6129.00.005.9.24.0.00	21,734.85	21,734.85
MEDICARE	199.31.6141.00.005.9.24.0.00	303.03	303.03
<b>TOTAL</b>		<b>430,449.02</b>	<b>430,449.02</b>
FTE Count			
PERSONNEL			7.00
<b>TOTAL</b>			<b>7.00</b>