GRANBURY ISD
Helping Students Reach New Heights

Crossland Ninth Grade Center

2010-11 Campus Improvement Plan

District Goal 1: Develop and implement an effective plan to improve student performance , including subgroups in academic areas.

Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.

Objective: All student populations will score 90% or higher on each TAKS Exam in all areas and have a 30% or higher commended rate on each test in each subgroup.

Strategy: Provide appropriate instruction with student progress monitored regularly.

Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I School wide Components	Needs Assessment	Special Populations
Identify targeted students in each class period	Teachers, IS	TAKS Scores from previous year	August 2010	Identification Forms	AEIS; Common Assessments (CA)	Aug-10	9	AEIS	ALL
Instruct targeted students in small groups	Teachers	SIOP Hdbk; Differentiation resources	May 2011	Lesson Plans; Snapshot Data	CA's; TAKS	Each 6 weeks	2	AEIS	ALL
Provide Ind/Small group instruction for AIP students	Tutor, IS	$6000 from High School Allotment	May 2011	Monitoring reports on AIP goals	CA's; TAKS	Each 6 weeks	2	AEIS	ALL
Horizontal alignment through Common Dept Planning Time	IS; Principal; Teachers	Scope/Sequence; Time	August 2010	Master Schedule	AEIS; CA's	June 2011	8	AEIS	At Risk
Meet with each teacher ind each 6 weeks for data crunch regarding students	Principal; AP's	Time	May 2011	Data Crunch Forms	AEIS; Snapshots; CA's	Each 6 weeks	4	AEIS	ALL

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)
Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. School wide reform strategies; 3.Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9, Effective, timely additional assistance; 10. Coordination and integration