

Floresville Elementary School

Campus Improvement Plan

Dream Big at Floresville Elementary

2009-2010

Updated: October 2009

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Campus Improvement Plan

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Floresville ISD

MISSION STATEMENT

Preparing You for a Prosperous Life

CHARACTER – KNOWLEDGE – CONFIDENCE

School Board of Trustees

Tom Ray- President
Neysa Choate-Secretary
Larry Angle-Member
Doug Shoemaker- Member

Ryan Bippert-Vice-President
Rachel Pena-Treasurer
John Raabe-Member

Board Goals:

★ Ensure Academic Excellence

- Increase individual student success and achieve Exemplary district accountability rating
- Provide a consistent and quality education to every child in every classroom
- Support a college/career bound initiative for all students
 - Promote student enrollment in dual credit courses
 - Support staffing for the college/career bound initiative
- Promote effective ways to increase parental involvement

★ Ensure bond project completion

- Finish as planned
- Finish as promised

★ Ensure Educator Excellence

- Provide competitive salaries at all levels
- Attract and retain a respected and highly qualified staff
- Enhance employees' knowledge and skills through on-going professional development
- Promote teacher ownership of district initiatives to drive student success

No Child Left Behind (NCLB) Goals (Public Law 107-110)

Floresville ISD qualifies for funding from the No Child Left Behind (NCLB) Act due to the number of students in the district who are considered to be low income as determined by their eligibility for free and reduced lunch. As a recipient of NCLB funds the district is obligated to strive to achieve the goals in the NCLB Act as listed below.

- Goal 1:** By 2013-2014, all students will reach high standards, at minimum attaining proficiency or better in reading/language arts and mathematics.
- 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.
- Goal 3:** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5:** All students will graduate from high school.

Floresville ISD Needs Assessments

Needs assessments in the Floresville ISD consist of information from discussions with the District Educational Improvement Committee (DEIC), teachers, and staff and analysis of data from the following sources:

- *Texas Assessment of Knowledge and Skills (TAKS) data in all grades 3-11 for all subjects and all populations*
- *Standardized test data/PAPI (Grades K-2)*
- *Academic Excellence Indicator System (AEIS) Report*
- *Adequate Yearly Progress (AYP) Report*
- *Checkpoint/Benchmark testing*
- *Performance Based Monitoring Analysis System (PBMAS)*

2009-2010 Floresville Elementray School

Campus Improvement Committee

| | |
|--|---|
| <p>Professional: Kendra Burks Response to Intervention/5th grade SAC Teacher Mary Ann Ezzell PE Teacher Sara Garcia 3rd grade Teacher Angelina Gonzales 4th grade Teacher Jennifer Pelech 5th grade Teacher Kristen Wiatrek Response to Intervention/3-4 SAC Teacher</p> | <p>Administrators: Laura Izaguirre Klein-Principal Tina Jones Czaja-Assistant Principal</p> |
| <p>Non Teaching Professional: Charlotte Foster Cynthia Torres- Counselor Allison Shoemaker</p> | <p>Parents: Karen Opiela Dina Martinez</p> |
| <p>Community: Gabina Olivo Debbie Sales</p> | <p>Business: Barbara Trevino Sandy Strozier</p> |
| <p>Character Education Campus Contact: Laura Kroll</p> | <p>Reps for District Educational Improvement Committee: Kendra Burks Mary Ann Ezzell Sara Garcia Angelina Gonzales Jennifer Pelech Kristen Wiatrek</p> |

Elementary Budgetary Resources 2009-2010

| Funding Source | Revenue \$ |
|---|------------|
| Regular State Aid/Local Tax Revenue | 2,649,382 |
| | |
| Career/Technology Block Grant | -- |
| Gifted/Talented (GT) Block Grant | 29,141 |
| State Compensatory Education (SCE) | 493,000 |
| Bilingual Education Block Grant | 104,414 |
| Technology Allotment | District |
| Federal Special Education – Individuals with Disabilities Act (IDEA) | District |
| <i>No Child Left Behind (NCLB):</i> Title I, Part A – Improving Basic Programs | 321,503 |
| Title I, ARRA/Stimulus | 128,665 |
| <i>NCLB</i> - Title II, Part A – Teacher/Principal Training and Recruiting (TPTR) | District |

| Funding Source | Revenue \$ |
|--|------------|
| <i>NCLB</i> - Title II, Part D – Enhancing Education Through Technology | District |
| Title II, ARRA/Stimulus | District |
| <i>NCLB</i> - Title III, Part A – Programs for Limited English Proficient (LEP) Students | District |
| <i>NCLB</i> - Title IV, Part A - Safe and Drug Free School & Communities (SDFSC) | District |
| ARI/AMI **ASK JUDY OR SHERRI** | District |
| Pre-K and Kindergarten Expansion Grant | -- |
| Career/Technology Education (CATE) Federal Grant Carl Perkins Act, Title I, Part C | -- |
| Character Education Grant | District |
| Special Education Block Grant | 364,699 |
| IDEA B Stimulus | District |
| SFSF | District |

| STATE COMPENSATORY EDUCATION/SUPPLEMENTAL STAFF | | | | | |
|--|---|--------------------------|-----------------------------|--------------|------------------------------|
| <i>ASSIGNMENT</i> | <i>PERSONNEL IN FTEs (Full Time Equivalent)</i> | | | | |
| | <i>Teachers</i> | <i>Paraprofessionals</i> | <i>Professional Support</i> | <i>Total</i> | <i>Budget Allotment (\$)</i> |
| <i>Elementary *</i> | 10.0 | 2.0 | | 12.0 | 493,000 |
| | | | | | |
| | | | | | |

* Denotes School-Wide Title I Campuses

FLORESVILLE ELEMENTARY SCHOOL CAMPUS IMPROVEMENT PLAN

Long Range Objective: Floresville Elementary School will meet the requirements in all academic areas to qualify as a TEA Exemplary School District by 2012.

Annual Goal I: FES will improve student performance in all academic areas of accountability: Texas Academic Excellence Indicator System (AEIS) and federal Adequate Yearly Progress (AYP) indicators

Campus Objective 1: All populations (All Students, Hispanic, White, African American, Economically Disadvantaged, and Limited English Proficient) will increase performance in all academic areas assessed by the Texas Assessment of Knowledge and Skills (TAKS).

Campus Objective 2: The percent of students with disabilities (Special Education) participating and meeting the mastery standard on the TAKS will increase from 2009 to 2010.

Campus Objective 3: The percent of Limited English Proficient (LEP) students who score Advanced or Advanced High on the Composite TELPAS Rating (Texas English Language Proficiency Assessment System) will increase to 85% in 2010.

Reading TAKS

All Students
 Hispanics
 White
 African American
 Economically Disadvantage

3rd Grade Reading

From 91% to 93%
 From 87% to 90%
 From 97% to 99%
 From 100% to 100%
 From 87% to 90%

4th Grade Reading

From 79% to 81%
 From 75% to 80%
 From 85% to 88%
 From 100% to 100%
 From 74% to 80%

5th Grade Reading

From 88% to 90%
 From 84% to 87%
 From 93% to 95%
 From 100% to 100%
 From 83% to 86%

| Strategies and Activities For Reading | Budgetary Resources | Persons Responsible | Formative Evaluation | Summative Evaluation |
|---|--|---|--|---|
| 1. Provide Accelerated Reading Instruction (ARI) to assist students who are at risk | ARI monies Local/State Funds Title I | Laura Klein Tina Czaja Cynthia Torres Judy Feuge | 9 week checkpoints Benchmark scores | Spring 2010 TAKS Reading results |
| 2. Provide follow up training to all 3 rd grade Reading teachers on the methodologies of Guided Reading and continue to implement GR in all 3 rd grade Reading classrooms | Local/State Funds Title I State Comp. Ed | Laura Klein Tina Czaja Judy Feuge 3 rd grade Reading teachers | Classroom Observations Continued follow up training to assess needs (including Region XX) | -End of year Fountas and Pinnell results -TAKS Reading results |
| 3. Provide training to all 4 th and 5 th grade Reading teachers on the methodologies of Guided Reading and Literature Circles and implement in these classrooms | Local/State Funds Title I State Comp. Ed | Laura Klein Tina Czaja Judy Feuge 4 th /5 th grade Reading teachers | Classroom Observations Continued follow up training as needs are assessed | Spring 2010 TAKS Reading results |
| 4. Conduct observations and walk-throughs to monitor and document implementation of Guided Reading and Literature Circles and provide additional support as needed | Local/State Funds ARI monies | Laura Klein Tina Czaja Judy Feuge (Region XX Contract) 3 rd grade Reading teachers | PDAS Walkthrough Forms Teacher feedback Region XX Feedback | -PDAS observations -Teacher feedback |
| 5. Provide CEI Lab services for our Dyslexic students—including dyslexia testing | Local/State Funds Title I | Laura Klein Tina Czaja Karen Work/CEI aide | Diagnostic Tests in Reading Checkpoints/Benchmarks CEI record of testing | Spring 2010 TAKS Reading results (dyslexia bundle) |
| 6. Provide Library programs including Book Fairs, Guest Readers, contracted presentations and online resources to enhance classroom instruction | Local/State Funds Library Student Activity Acct | Allison Shoemaker Laura Klein | Teacher feedback Student feedback | -Teacher feedback -Student feedback |

| | | | | |
|---|------------------------------|---|--|--|
| 7. Utilize Marie Carbo tapes to help improve students' reading fluency | Local/State Funds Title I | RTI team Reading teachers | Reading probes Reading fluency checks | Spring 2010 TAKS Reading results |
| 8. Continue to provide a 5 th grade Reading Blitz before the TAKS test to reinforce reading skills | Local/State Funds | Kim Wiatrek 5 th grade Reading teachers | Teacher feedback Student feedback | Spring 2010 TAKS Reading results |
| 9. Utilize Reading Renaissance (AR) as a tool to assess students reading levels | Local/State Funds Title I | All Teachers RTI Team | Number of students AR testing | -Number of students meeting -AR certifications |
| 10. Implement Response to Intervention Program to identify students who are at-risk in Reading and accelerate instruction to ensure success on grade level instruction and state assessments. In addition have the documentation needed to ensure that special ed. referrals are appropriate. | Local/State Funds Title I | RTI team Reading teachers Judy Feuge | Checkpoint Assessments Passing Rates RTI progress monitoring | -Spring 2010 TAKS Reading Results -Reduction in number of special ed. referrals |
| 11. Administer Star Testing as a tool to determine students' reading levels and track growth | Local/State Funds | Yvonne Castro Reading teachers | STAR Reports: Beg. of year Middle of year | -Spring 2010 TAKS Reading results -End of year STAR results |
| 12. Train all Reading teachers in the Fountas and Pinnell Benchmark System | Local/State Funds Title I | Beverly LaFrance Karen Work Judy Feuge | Sign in sheets | -Increased scores in Sping Fountas and Pinnell Assessments Spring 2010 TAKS |
| 13. Administer Fountas and Pinnell to all 3 rd -5 th grade students to assess students reading levels and identify students who are at risk | Local/State Funds Title I | All Reading Teachers RTI team | F and P results: Beg. of year | -End of year F and P Results -Spring 2010 TAKS Reading Results |
| 14. Train all reading teachers in the analysis of Fountas and Pinnell results to identify students' needs, and prescribe individualized instruction for student and program improvement | Local/State Funds Title I | All Reading Teachers RTI team | F and P results: Beg. of year | -End of year F and P results -Spring 2010 TAKS Reading results |
| 15. Administer Running Records as part of Progress Monitoring. | Local/State Funds Title I | Laura Klein Tina Czaja Reading Teachers RTI team | Running Records results RTI progress monitoring Checkpoint/Benchmark results | Spring 2010 TAKS Reading results |

Writing TAKS

All Students

Hispanics

White

African American

Economically Disadvantage

4th Grade Writing

From 91% to 95%

From 90% to 95%

From 93% to 96%

From 100% to 100%

From 86% to 90%

| Strategies and Activities For Writing | Budgetary Resources | Persons Responsible | Formative Evaluation | Summative Evaluation |
|---|------------------------------|--|--|-----------------------------|
| 1. Alignment of curriculum between 3 rd and 4 th grades | Local/State Funds | Laura Klein 3 rd -4 th grade teachers Judy Feuge | Curriculum Documents | Teacher Feedback |
| 2. Staff Development in the process of TAKS writing and scoring, including Writing Academy Training for lead teachers | Local/State Funds | Laura Klein Judy Feuge Reading/Writing Teachers | PDAS Walkthroughs PDAS Observations Checkpoints/Benchmarks | Spring TAKS Writing results |
| 3. Train all 3 rd grade teachers in "Beginning Writing" to incorporate writing into the 3 rd grade curriculum | Local/State Funds | 3 rd grade Reading teachers | Sign In sheets 3 rd grade Reading/ELA scope and sequence | Evaluation of student work |
| 4. Continue in house tutorials for at-risk writers to focus on the elements of writing a good composition and objectives portion review | Local/State Funds Title I | Kristen Wiatrek | Checkpoints and Benchmarks | Spring TAKS Writing results |

Math TAKS

All Students
 Hispanics
 White
 African American
 Economically Disadvantage

3rd Grade Math

From 74% to 83%
 From 69% to 80%
 From 82% to 90%
 From 80% to 90%
 From 65% to 80%

4th Grade Math

From 75% to 84%
 From 71% to 80%
 From 83% to 90%
 From 80% to 90%
 From 65% to 80%

5th Grade Math

From 90% to 94%
 From 86% to 91%
 From 96% to 100%
 From 100% to 100%
 From 86% to 90%

| Strategies and Activities For Math | Budgetary Resources | Persons Responsible | Formative Evaluation | Summative Evaluation |
|--|---|---|---|-------------------------------|
| 1. Provide Accelerated Math Instruction (AMI) for 5 th grade SSI through the use of contracted tutors | AMI monies Title I | Laura Klein Tina Czaja Cynthia Torres | Checkpoint and Benchmark testing | Spring 2010 TAKS Math Results |
| 2. Utilize SAC to offer in-house 5 th grade math tutorials | Title I State/ Local Funds State Comp. Ed | Kendra Burks Laura Klein Tina Czaja Cynthia Torres | Checkpoint and Benchmark testing Nine Week Passing Rate Semester Passing Rate | Spring 2010 TAKS Math Results |
| 3. Continue SAC for students who do not pass the 1 st and 2 nd Round of TAKS | State/Local Funds Title I AMI monies | Kendra Burks Contract Tutor | Checkpoint and Benchmark testing Nine Week Passing Rate Semester Passing Rate | Spring 2010 TAKS Math Results |
| 4. Utilize supplemental materials such as, Cheryl Cox, Marilyn Burns, Ms. Fritzie and Kim Sutton activities to enhance classroom instruction | State/Local Funds | Math Teachers | Teacher feedback | Spring 2010 TAKS Math Results |
| 5. Continue to provide a 5 th grade Math Blitz before the TAKS test to reinforce math skills | Local Funds | Pam Sanchez Laura Klein Tina Czaja 5 th grade Math teachers | Checkpoint Assessments | Spring 2010 TAKS Math Results |
| 6. Continue to provide 4 th grade Math Roundup activities | Local Funds State Comp. Ed. | Susan Royal/Carol Rylander 4 th grade Math teachers | Checkpoint Assessments | Spring 2010 TAKS Math Results |
| 7. Use "How to be a Math Star" wbk -supplement math curriculum and provide TAKS format questions | State/Local Funds | All Math teachers | Checkpoint and Benchmark assessments | Spring 2010 TAKS Math Results |

| Strategies and Activities For Math | Budgetary Resources | Persons Responsible | Formative Evaluation | Summative Evaluation |
|---|--|---|--|---|
| 8. Incorporate Mentoring Minds and Michael Eaton vocabulary to improve comprehension of math concepts and word problems | State/Local Funds | All Math teachers | Teacher Lesson Plans | PDAS walk through forms |
| 9. Incorporate TEKS Tune-Ups into our math curriculum | State/Local Funds | All Math teachers | Lesson Plans | PDAS walk through forms |
| 12. Continue District Vertical alignment during Summer Curriculum Writing | State/Local Funds | All Math teachers CO curriculum directors | Curriculum Documents | Spring 2010 TAKS Math Results |
| 13. Provide leadership, support, and staff development for Math teachers through our contract with the Dana Center | Local AMI Funds Title I Stimulus | Laura Klein Tina Czaja Pam Ray Dana Center Personnel | Implementation of additional math/science strategies Collaborative lessons Feedback from Dana Center | Increase in student performance on math and science assessments |
| 14. Provide Math RtI to identify students who are at-risk in Math and accelerate instruction to ensure success on grade level instruction and state assessments. In addition have the documentation needed to ensure that special ed. referrals are appropriate | State/Local Funds Title I | Laura Klein RTI team | Checkpoint Assessments Passing Rates RTI progress monitoring | -Spring 2010 TAKS Math results -Reduction in number of special ed. referrals |

Science TAKS

All Students

Hispanics

White

African American

Economically Disadvantage

5th Grade Science

From 90% to 95%

From 87% to 90%

From 96% to 100%

From 88% to 92%

From 88% to 92%

| Strategies and Activities For Science | Budgetary Resources | Persons Responsible | Formative Evaluation | Summative Evaluation |
|--|--|---|--|--|
| 1. Continue to provide a 5 th grade Science Blitz before the TAKS test to reinforce Science skills | Local Funds State Comp. Ed. Title I | Kara Walton 5 th grade Science teachers Kendra Burks | Teacher feedback Student feedback | Spring 2010 TAKS Science results |
| 2. Utilize Science Lab on a scheduled basis to provide hands on Science activities | State/Local Funds Title I | Science teachers Science Lab Aide | Teacher feedback Number of labs conducted | -Spring 2010 TAKS Science results -Checkpoints/Benchmarks |
| 3. Continue Science Programs including Measuring Up, Forde Ferrier, AIMS | State/Local Funds Title I | All Science teachers | Teacher feedback Checkpoints | -Spring 2010 TAKS Science results -Checkpoints/Benchmarks |
| 4. Utilize SAC to offer in-house 5 th grade science tutorials | Title I State/ Local Funds State Comp. Ed. | Kendra Burks Laura Klein Tina Czaja Cynthia Torres | Checkpoint and Benchmark testing Nine Week Passing Rate | Spring 2010 TAKS Science results |
| 5. Continue District Vertical alignment during Summer Curriculum Writing | State/Local Funds | Science teachers Pam Ray | Curriculum Documents Scope and Sequence | Spring 2010 TAKS Science results |
| 6. Provide leadership, support, and staff development for Science teachers through our contract with the Dana Center | Local AMI Funds Title I Stimulus | Laura Klein Tina Czaja Pam Ray Dana Center Personnel | Implementation of additional math/science strategies Collaborative lessons Feedback from Dana Center | Increase in student performance on math and science assessments |

Social Studies

| Strategies and Activities For Social Studies | Budgetary Resources | Persons Responsible | Formative Evaluation | Summative Evaluation |
|--|--------------------------------------|---|---|---|
| 1. Continue computer based research, online multi-media resources to enhance classroom instruction | State/Local Funds | Social Studies Teachers | PDAS Walkthroughs PDAS Observations | Unit tests |
| 2. Continue Constitution Day activities | State/Local Funds | Social Studies Teachers | Lesson Plans | Constitution Day activities |
| 3. Sing patriotic songs during morning announcements | Local Funds | Katherine Johns All students | Teacher and Student Feedback | Teacher/Student Feedback |
| 4. Participate in Veteran's Day Celebration | Local Funds | All teachers All students | Choir Participation in Veteran's Day Ceremony | Participation in Veteran's Day ceremony |
| 5. Utilize <u>Scholastic News</u> to enhance 3 rd grade curriculum | State/Local Funds State Comp. Ed. | 3 rd grade Social Studies Teachers | Lesson Plans | Unit tests |
| 6. Utilize <u>Texas Studies Weekly</u> to enhance 4 th grade curriculum | State/Local Funds State Comp. Ed. | 4 th grade Social Studies Teachers | Lesson Plans | Unit tests |
| 7. Utilize <u>Weekly Reader</u> to enhance 5th grade curriculum | State/Local Funds State Comp. Ed. | 5 th grade Social Studies Teachers | Lesson Plans | Unit tests |
| 8. <u>Provide Culture Grams-an online database for Social Studies</u> | State/Local Funds State Comp. Ed. | Social Studies teachers | Lesson Plans | Teacher Survey |

Strategies and Activities for All areas

| Strategies and Activities for All | Budgetary Resources | Persons Responsible | Formative Evaluation | Summative Evaluation |
|---|---|---|---|---|
| 1. Refinement of Scope and Sequence correlated with TEKS and TAKS and addition of Academic vocabulary | State/Local Funds | Laura Klein Tina Czaja Dept. Leaders C. O. Curriculum Directors | Nine Weeks Passing Rates Checkpoint Assessment Results | -Yearly Passing Rates -Spring 2010 TAKS results |
| 2. Utilize early release days to disaggregate data and adjust scope and sequence and activities | State/Local Funds | Laura Klein Tina Czaja Dept. Leaders All content teachers C.O. Curriculum Directors | Checkpoint Assessment Passing Rates | -Yearly passing rates -Spring 2010 TAKS results |
| 3. TAKS Checkpoint Assessments correlated with district scope and sequence, TEKS and TAKS | State/Local Funds State Comp. Ed. Title I | Laura Klein Tina Czaja Cynthia Torres C.O. Curriculum Directors | Nine Weeks Passing Rates Checkpoint Assessment Passing Rates | -Yearly Passing Rates -Spring 2010 TAKS results |
| 4. Utilize Benchmarks and Checkpoints to assess student progress | Local/State Funds Title I | Cynthia Torres Dept. Teachers | 9 week checkpoints Benchmark scores | Spring 2010 TAKS Results |
| 5. Ensure that scope and sequence is being implemented as indicated by disaggregated data from checkpoint assessments | State/Local Funds Title I | Laura Klein Tina Czaja Cynthia Torres C.O. Curriculum Directors | Checkpoint Assessment Passing Rates | -Yearly Passing Rates -Spring 2010 TAKS results |
| 6. Provide staff development in areas of need for students: including: <ul style="list-style-type: none"> • Eco. Disadvantaged • Marzano-Building Academic Vocabulary • CAMT/CAST • Bilingual/ ESL • GT training • Region XX workshops • Response to Intervention | State/Local Funds State Comp. Ed. Title I | Laura Klein Tina Czaja Cynthia Torres C.O. Curriculum Directors | Staff development sign in sheets Teacher evaluation of staff development | -Spring 2010 TAKS results -Students growth in areas of identified need |

| Strategies and Activities for All | Budgetary Resources | Persons Responsible | Formative Evaluation | Summative Evaluation |
|--|---------------------------------------|--|---|---|
| 7. Provide ongoing professional development for all teachers and paras to ensure that they are highly qualified | State/Local Funds | Laura Klein Tina Czaja C.O. Curriculum Directors | Staff development sign in sheets Teacher evaluation of staff development | Number of teachers and paras that attend training |
| 8. Increase attendance rate for students by providing: Attendance committee projects—ribbons, pencils, certificates for Perfect Attendance | State/Local Funds Title I | Laura Klein Tina Czaja Cynthia Torres | 9 week reports | -PEIMS Reports -AYP Report |
| 9. Ensure that all PEIMS data is accurately submitted | State/Local Funds Title I | Laura Klein Tina Czaja Cynthia Torres PEIMS clerk Counselor's Sec. | PEIMS Snapshot date | AYP Report |
| 10. Send out attendance and tardy letters to inform parents of students' number of absences and tardies | Local Funds Title I | Laura Klein Tina Czaja Cynthia Torres PEIMS clerk Counselor's Sec. | 9 week reports | PEIMS Reports -AYP Report |
| 11. Campus staff will be trained with technology happy hours including Promethean Board training | Local/State Funds Title I Stimulus | Melissa Naranjo Bridget Adams Steve Walton | Sign in and agendas | Evaluation documentation of training sessions |
| 12. Provide Student Assistance Center to work with struggling students in small groups as needed. | State/Local Funds Title I | Laura Klein Tina Czaja SAC teachers | 9 week reports Benchmark/checkpoint results | Spring 2009 TAKS results |

Special Education

All Students

3rd grade4th grade5th grade**Reading**

From 58% to 73 %

From 79% to 83%

From 23% to 70%

From 45% to 70%

Math

From 59% to 70%

From 62% to 70%

From 27% to 70%

From 71% to 75%

| Strategies and Activities for Special Education | Budgetary Resources | Persons Responsible | Formative Evaluation | Summative Evaluation |
|---|--|--|--|---------------------------------------|
| 1. Continue the use of Response to Intervention process to provide support for At-Risk students and make appropriate referrals if needed | State/Local Funds Title I | Laura Klein Tina Czaja Cynthia Torres RTI Team | Teacher feedback | Number of students assessed/June 2010 |
| 2. Continue to train admission, review, and dismissal (ARD) committees in the area of TAKS testing decisions so that the campus increases the percent of students meeting AYP | State/Local Funds Special Ed. Block Grant | Paige Fuller Special Ed. Team Mary Ann Barber | Staff Meetings | AYP Reports |
| 3. Closely monitor special education students and their progress to ensure their academic success | State/Local Funds Special Ed. Block Grant | Laura Klein Tina Czaja Special ed teachers LSSP | IEP report cards 3 week progress checks | Annual ARD feedback |

Gifted and Talented Education

| Strategies and Activities For Gifted and Talented | Budgetary Resources | Persons Responsible | Formative Evaluation | Summative Evaluation |
|---|----------------------------|---------------------------------|--|--|
| 1. Continue computer based research, online multi-media resources to enhance curriculum | State/Local Funds | Laura Kroll Cluster Teachers | PDAS Walkthroughs PDAS Observations Lesson Plans | Lesson Plans Scope and Sequence Student Based Projects |
| 2. Continue use of Texas Performance Standards Project to enhance standards based enrichment of curriculum | State/Local Funds | Laura Kroll | Lesson Plans Scope and Sequence | Parent Showcase of Projects |
| 3. Refinement of Scope and Sequence correlated with TEKS and TAKS and addition of Academic Vocabulary and SAT Vocabulary enrichment | State/Local Funds | Laura Kroll Cluster Teachers | Lesson Plans Scope and Sequence | Spring 2010 TAKS results and increase number of Commended Performance on TAKS by GT students |
| 4. Use of Six Thinking Hats Problem Solving approach | State/Local Funds | Laura Kroll | Lesson Plans Scope and Sequence | Teacher Observations Assignment Rubrics |

ELL Students Passing TAKS

All Students
 3rd grade
 4th grade
 5th grade

Reading
 From 72% to 80%
 From 60% to 80%
 From 56% to 80%
 From 67% to 80%

Math
 From 68% to 80%
 From 63% to 80%
 From 56% to 80%
 From 60% to 80%

Writing
 67% to 80%

| Strategies and Activities for ELL Students | Budgetary Resources | Persons Responsible | Formative Evaluation | Summative Evaluation |
|---|---|---|---|---|
| 1. Continue monitoring of students progress by reviewing the Student Profile Sheets every nine weeks | State/Local Funds Bilingual Block Grant Title I | Laura Klein Cynthia Torres Bilingual Teachers Jackie Kutac | Prior year TELPAS Prior year TAKS Test Individual Student Profile Sheets | -TELPAS results -Spring 2010 TAKS results |
| 2. Provide a Bilingual certified teacher at each grade level to serve our ELL students | State/Local Funds Bilingual Block Grant | Laura Klein Jackie Kutac | Screening by Personnel Dept. | SBEC certifications |
| 3. Provide a self-contained class in 3 rd grade to maintain low numbers | State/Local Funds Bilingual Block Grant | Michelle Gauna | TELPAS Test TAKS Test Individual Student Profile Sheets | TELPAS results -Spring 2010 TAKS results |
| 4. Implement a focus on the writing process in 3 rd grade to prepare students for TELPAS as well as 4 th grade TAKS Writing | State/Local Funds Bilingual Block Grant | Michelle Gauna | Lesson Plans-- Strategies and Activities | TELPAS Writing |
| 5. Support district professional development (John Siedlitz) targeting the needs of Limited English Proficient Students | Title III , Part A | Laura Klein Tina Czaja Jackie Kutac | Teacher evaluations of staff development Sign in sheets | Student growth in areas of identified need |
| 6. Provide sheltered instruction by John Siedlitz to teachers of ELL students | Title III, Part A | Laura Klein Tina Czaja Jackie Kutac | Classroom observations by John Siedlitz | Student growth in areas of identified need |
| 7. Monitor students progress through the RTI process including phonics instruction as needed | State/Local Funds Title I | Laura Klein Tina Czaja Cynthia Torres RTI team | RTI progress monitoring | -Student growth in areas of identified need -TELPAS results -Spring TAKS results |

| | | | | |
|---|--|---|--|---------------|
| <p>8. Welcome new LEP/Bilingual students by implementing the following action plan:</p> <ul style="list-style-type: none"> a. Office personnel will identify student with Home Language Survey and place in appropriate classroom b. Teacher welcomes student in native language. c. Have all students welcome new student and introduce themselves. d. Assign the student a classroom buddy. e. Distribute Student/Parent welcome packet. f. Screen student with LAS-test. | <p>State/Local Funds</p> <p>Title III, Part A</p> <p>Bilingual Block Grant</p> | <p>Laura Klein Tina Czaja Office Staff Bilingual Teachers</p> | <p>LAS testing in permanent record</p> <p>Distribution of welcome packet</p> | <p>TELPAS</p> |
|---|--|---|--|---------------|

Annual Goal II: Students will be prepared for Post-Secondary options including the workforce, college/university, and vocational/technical training opportunities

Campus Objective 1: 95% of students will participate in opportunities to investigate Post-secondary options by attending one Campus Career Day and a minimum of two classroom guidance sessions conducted by school counselors.

| Strategy/Activity | Budgetary Resources | Persons Responsible | Formative Evaluation | Summative Evaluation |
|--|------------------------------|---|--|----------------------------------|
| 1. Provide students opportunities to investigate various careers via "Career Fair" | Local Funds Title I | Cynthia Torres Ester Huron | Participants' Feedback | Number of students participating |
| 2. Continue Classroom Guidance Lessons to promote the importance of good behavior, character and making good choices | State/Local Funds Title I | Cynthia Torres Ester Huron | Discussion Student interest surveys | Number of students participating |
| 3. To help develop a "College Going Culture"-- implement four College Awareness lessons | State/Local Funds | Laura Klein Laura Kroll Tina Czaja Homeroom teachers | Participants' Feedback | Number of students participating |
| 4. Implement "Think College Thursday" to promote higher education by *having teachers and students wear university t-shirts *weekly university announcements | State/Local Funds | Campus Staff | Number of participants Teacher and student feedback | Number of participants |
| 5. Participate in 2 campus college awareness activities • College Gear Day • Teacher Door Decoration | State/Local Funds | Campus Teachers | Number of participants | Participants' Feedback |
| 6. All students will participate in one local college field trip | State/Local Funds | Campus Teachers | Number of participants | Participants' Feedback |
| 7. Provide Facts on File Jr. Edition (database with Career Component) | Library Activity account | Librarian/Classroom teachers | Lesson Plans | Teacher feedback |

Annual Goal III: Staff, Students, Parents, and Community Members will Build a Community of Character

Campus Objective 1: 100% of our teachers and paras will attend overview of Moral and Performance Character.

Campus Objective 2: Provide safe campuses that are crime and drug free as evidenced by having the number of incidences involving the possession of weapons and of controlled substances be 0 on the PEIMS 425 Report.

Campus Objective 3: Provide added opportunities for students to exhibit good character as evidenced by 70% ending the year with clean Responsibility Cards.

| Strategy/Activity | Budgetary Resources | Persons Responsible | Formative Evaluation | Summative Evaluation |
|--|--|--|--|--|
| 1. Provide students and staff an environment that is safe, drug free and conducive to learning by providing: <ul style="list-style-type: none"> • Small group counseling • Emergency Operations Plan—Training and Drills • Great Body Shop Health Curriculum • Non-violent Crisis Intervention • Red Ribbon Week • Responsibility Cards • Staff ID's for all employees • Student Code of Conduct • Students Council Leadership Training • Student Council • Visitor Identification Policy | Local/State Funds Title IV Title I | Laura Klein Tina Czaja Ken Barber Jackie Kutac Cynthia Torres Leanne Marshall | Reduce the number of conflicts among students Implementation of Visitor Policy Red Ribbon Activities | -Campus Incident rate will be reduced by 10% -PEIMS reports -Written procedures in EOP -Successful EOP drills |
| 2. Gradespeed: Continue to provide access to parents on child's grades | Local/State Funds Technology Allotment | Tech Dept. Teachers | An increase in the number of parents registered for Gradespeed | An increase in the number of parents accessing Gradespeed |
| 3. Bucket Book Philosophy including staff and student awareness and active participation by <ul style="list-style-type: none"> *Weekly Bucket Filling (staff) *Weekly Jr. BFF (per team) *Library Guest reading *Community Partnerships *Parent Presentations | Local/State Funds Title I Title I Stimulus | Laura Klein Tina Czaja | Number of faculty and students nominated for Bucket Filling Fellow of the Week | Campus Survey May 2010 |

| Strategy/Activity | Budgetary Resources | Persons Responsible | Formative Evaluation | Summative Evaluation |
|---|---|---|---|---|
| <p>4. Character Education Leadership Team:</p> <ul style="list-style-type: none"> • Compact of Excellence • Ch. Ed Mini-lessons—provide instruction that teaches the virtues of Moral and Performance Character • Authentic integration of character though analysis and implementation of scope and sequence documents in all subjects • Maintain Character Quote Bulletin Board (Weekly) • First Day of School Grade Level Assemblies (Campus Theme, Staff introductions, Campus Expectations) • Tiger Talk (Common Language) | <p>State/Local Funds Character Ed Grant Title I</p> | <p>Laura Klein Tina Czaja Laura Kroll Kristen Wiatrek Jennifer Pelech Ch. Ed. Leadership Team Leanne Marshall</p> | <p>Class activities Character lessons</p> | <p>-Character lessons taught -Climate Survey Results -Character Ed Leadership Team—end of year evaluation</p> |
| <p>5. Provide staff with health and safety initiatives/Safety training</p> | <p>State/Local Funds</p> | <p>Tina Czaja Doug Haverlah</p> | <p>Accident Reports</p> | <p>-Sum of Accident Reports for the campus—June 2010 -Total Accidents reported for Elementary will reduce by 5%</p> |
| <p>6. Increase retention of new teachers through support and communication opportunities provided by campus teacher mentors and administration, as well as budgetary allotment to “start-up” their classroom</p> | <p>State/Local Funds</p> | <p>Laura Klein Tina Czaja Campus Mentors</p> | <p>9 week meetings with new teachers</p> | <p>Campus report showing number of teachers retained in June of 2010</p> |
| <p>7. Continue to use and improve the campus website, calendar and e-mail with information for stakeholders</p> | <p>State/Local Funds Technology Allotment</p> | <p>Laura Klein Melissa Naranjo Debbie Scheel</p> | <p>Monitor progress on web page development</p> | <p>Website usage showing an increase in number of hits— June 2010</p> |
| <p>8. Continue to use and improve teacher web pages</p> | <p>State/Local Funds Technology Allotment</p> | <p>All teachers</p> | <p>Monitor progress on web page development</p> | <p>Report percentage of teachers who have developed and maintained web pages</p> |

| Strategy/Activity | Budgetary Resources | Persons Responsible | Formative Evaluation | Summative Evaluation |
|---|---|---|--|--|
| <p>9. Ensure that information is provided to parents about accelerated curriculum choices:</p> <ul style="list-style-type: none"> • GT • Music and Choir programs • Parent Connection—online grade review • UIL and Scripps© Spelling Bee • Activities Integrating Math and Science (AIMS Club) | State/Local Funds | Laura Klein Tina Czaja All teachers | GT report card Number of participants | -UIL results -GT evaluations -Number of students participating in UIL, Scripps and AIMS club |
| <p>11. Continue to collaborate with other community partners through:</p> <ul style="list-style-type: none"> • Charitable fundraisers • Community donations to support programs • Fine Arts Presentations • Make-A-Wish • Newspaper Articles • Newspapers in Education • Open House • Parent Conferences • Parent Volunteers • PTA • Texas Public School Week • Site Based Decision Making Committee • Student Council Service Projects • Tuesday Folders to parents • Title I information • Progress Reports • VALU-class collaboration | Local/State Funds Title I Title I Stimulus | Laura Klein Tina Czaja All teachers | Newspaper articles Special Events page on website | -Number of parent volunteers -Total amounts raised for charitable activities -Number of participants |
| <p>12. Hold 2 Curriculum Parent/Student Nights</p> | State/Local Funds State Comp. Ed. Title I Title I Stimulus | Laura Klein Tina Czaja Laura Kroll Reading/Math/Science teachers | Teacher Feedback Students Feedback | Number of parents and students who participate |
| <p>13. Implement Project Wisdom over the morning announcements each day</p> | Local Funds Title I | Laura Klein Tina Czaja Laura Kroll Cynthia Torres | Teacher Feedback Student Feedback | Number of announcements done |