

FLORESVILLE PRIMARY

CAMPUS IMPROVEMENT PLAN

***Every Child,
Every Chance,
Every Day!***

2009-2010

1103 FOURTH STREET
FLORESVILLE, TEXAS 78114

Updated 10/13/09

TABLE OF CONTENTS

Floresville Primary Campus Improvement Plan

1.	Floresville ISD Mission Statement-----	3
2.	2009-2010 FISD School Board of Trustees & Goals-----	3
3.	No Child Left Behind Goals-----	4
4.	Floresville Primary Needs Assessments-----	4
5.	2009-2010 Primary Campus Improvement Committee-----	5
6.	Floresville Primary Budgetary Resources 2009-2010-----	6
7.	State Compensatory Education/Supplemental Staff-----	6
8.	Plan for Campus Improvement	
	▪ District Goal I-----	7-10
	▪ District Goal II-----	11-12
	▪ District Goal III-----	13-14

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 Primary Needs Assessments

Needs assessments at Floresville Primary consist of information from discussions with the Campus Improvement Committee, teachers, and staff and analysis of data from the following sources:

- ***Fountas and Pinnell Guided Reading Assessment***
- ***Standardized test data/PAPI(Phonemic Awareness and Phonics Inventory) (Grades K-2)***
- ***Iowa Tests of Basic Skills (ITBS)***
- ***Academic Excellence Indicator System (AEIS) Report***
- ***Adequate Yearly Progress (AYP) Report***
- ***Performance-Based Monitoring Analysis System (PBMAS)***
- ***TELPAS***

2009-2010 FLORESVILLE PRIMARY
CAMPUS IMPROVEMENT COMMITTEE

Shelley Keck- Principal

Hilary Reile- Assistant Principal

Ester Huron- Counselor

Sunny Pruski- First Grade Teacher

Sharon Thayer- Technology Specialist

Pam Henke- Second Grade Teacher

JoAnn Munoz- Reading Specialist

Debbie Cisneros- Special Education Teacher

Christina Villanueva- Parent

Heather Haag- Parent

Jackie Kutac- District Level Representative

Nancy Foster- Community Member

Refugia Zuniga- Community Member

Campus Budgetary Resources 2009-2010

Funding Source	Revenue \$
Local/State Aid	1,197,357
ARI/AMI	12,836 T
NCLB - Title III, Part A (District) – Programs for Limited English Proficient Student	12,916
Gifted/Talented (GT) Block Grant	21,302
State Compensatory Education (SCE)	297,410
Bilingual Education Block Grant	131,150
Special Education Block Grant	88,996
NCLB- Title I, Part A- Improving Basic Programs	188,059
NCLB - Title II, Part A – Teacher/Principal Training and Recruiting (TPTR)	78,868
NCLB- Title II, Part D- Enhancing Education Through Technology (District)	6,877
ARRA Stimulus SFES (District)	1,106,896
Character Education Grant (District)	267,262
Title I Stimulus (District)	39,652
Idea B Special Ed. ARRA Stimulus (District)	901,906
Title IV Safe and Drug Free Schools and Communities (District)	9,965

STATE COMPENSATORY EDUCATION/SUPPLEMENTAL STAFF					
<i>PERSONNEL IN FTEs (Full Time Equivalent)</i>					
<i>ASSIGNMENT</i>	<i>Teachers</i>	<i>Paraprofessionals</i>	<i>Professional Support</i>	<i>Total</i>	<i>Budget Allotment (\$)</i>
<i>Primary *</i>	5.0	3.0	.2	8.2	297,410

* Denotes School-Wide Title Campuses

The total FTE's for the Primary Campus is 4.0 which is used to service students by providing maximum program benefits in the following areas:

- A teacher and aide for CEI Lab
- An aide for music program
- An aide for Library Services

The extra duty pay will be used to supplement teacher pay for the 2010 "Summer School Program."

Long Range Goal: Floresville Primary School will meet the requirements in all academic areas to qualify as a TEA Exemplary Campus by 2011.

Annual Goal I: Floresville Primary students will meet high standards of achievement in all areas of accountability: Texas Academic Excellence Indicator System (AEIS) and federal Adequate Yearly Progress (AYP) indicators.

CAMPUS OBJECTIVES: All students will increase performance in the areas of Reading, Math, and Language Arts from 2009 to 2010 in the following manner:

a. In Reading:

a. A baseline will be established utilizing the PAPI assessment.

b. First and Second Grade students will score in the 50th percentile or higher for the Reading Total on ITBS.

c. At least 85% of 1st and 2nd grade students will gain at least 4 independent guided reading levels from the beginning to the end of the year as determined by the Fountas and Pinnell Reading Assessment .

b. In Math:

a. 85% of first and second grade students will master all objectives at the end of the year based on checkpoint testing.

b. First and Second Grade students will score in the 50th percentile or higher for the Math Total on ITBS.

c. In Language:

a. First and Second Grade Students will score in the 50th percentile or higher on the Language Total of the ITBS.

d. At least 50% of First and Second grade English Language Learner students will achieve advanced or advanced high on the TELPAS assessment.

<i>Strategies and Activities for All Content Areas</i>	<i>Budgetary Resources</i>	<i>Persons Responsible/ Support</i>	<i>Outcomes/ Formative Evaluation Dates</i>	<i>Outcomes /Summative Evaluation Dates</i>
1. Refinement of Scope and Sequences correlated with TEKS and TAKS and adjustments of Academic Vocabulary	State/Local	Shelley Keck Hilary Reile Dept. Leaders.	Nine Weeks Passing Rates Checkpoint Assessment Results	Yearly Passing Rates ITBS TELPAS Fountas and Pinnell Checkpoints PAPI
2. Utilize early release days to disaggregate data and adjust scope and sequences and activities	State/Local	Shelley Keck Hilary Reile Classroom Teachers	Nine Weeks Passing Rates Checkpoint Assessment Results	Yearly Passing Rates ITBS TELPAS Fountas and Pinnell Checkpoints PAPI
3. Provide Staff Development on scientifically based research targeting specific areas of need, which includes assistance for students who are: performing below grade level, lacking in academic language, and low socioeconomic	State/Local ARI State Comp. Ed Title I Stimulus	Shelley Keck Hilary Reile Dept. Leaders Reading Specialists	Staff Development Sign in Sheets Teacher evaluations of staff development	Yearly Passing Rates ITBS TELPAS Fountas and Pinnell Checkpoints PAPI
4. Increase attendance rate for students by providing incentives such as ribbons and pencils for Perfect Attendance and sending out letters to parents to inform of absences and tardiness.	State/Local	Shelley Keck Hilary Reile Ester Huron PEIMS Clerk	9 Weeks Reports Daily Announcements of perfect attendance classes Tiny Tiger Weekly award	PEIMS Reports
5. Incorporate the use of Promethean Boards into Academic Lessons to provide students engaging and researched based approaches that are differentiated, interactive, and stimulating.	State/Local Title I, ARRA Stimulus NCLB Title II D	Shelley Keck Hilary Reile Campus Technology Team	Schedule of Training Sign-In Sheets Classroom Walkthroughs	ITBS Reading ITBS Language ITBS Math PAPI Fountas and Pinnell

6. Implement Sheltered English strategies for LEP students including opportunity to attend summer school.	Local/State Title III, Part A Bilingual Education Block Grant	Shelley Keck Hilary Reile Classroom Teachers	Classroom Walkthroughs Individual Student Profiles	TELPAS ITBS PAPI Fountas and Pinnell
7. Provide ongoing professional development for all teachers and paras to ensure that they are highly qualified.	State/Local Title I	Shelley Keck Hilary Reile	Teacher Sign-In sheets Teacher evaluations of staff development	Number of teachers and paras attending the trainings
8. Closely monitor special education student's IEPs and their progress to ensure academic success including considering ESY (Extended School Year).	State/Local Federal Special Education- IDEA	Shelley Keck Hilary Reile Special Education teachers	IEP Report Cards 3 week progress checks Monthly Special Education meetings	Annual ARD 9 week report cards IEP Report Card
9. Ensure information is provided to parents about GT and At- Risk Intervention Curriculum Opportunities	Local/State GT Block Grant	Shelley Keck Hilary Reile Casey Pietka RTI Team	Progress Reports Newsletters Parent Conferences	Number of students enrolled in GT/At-Risk Curriculum in 2009-2010
10. Provide access to each student's grades/attendance through Gradespeed Parent Portal	Local/State	Shelley Keck Hilary Reile Technology Department Classroom Teachers	Information at Open House and Meet and Greet	An increase in the number of parents accessing Gradespeed
11. Campus staff will be provided staff development regarding technology integration through technology happy hours.	Local/State Title II D Title II D Stimulus	Campus Technology Leaders	Sign-in sheets and agendas for happy hours	Evaluation documentation of training sessions
12. Provide support/mentoring for new teachers to retain highly qualified teachers.	Local/State	Shelley Keck Hilary Reile Teacher Mentors	New Teacher Orientation Monthly New Teacher Meetings Partnership with Mentor	Number of teachers who are highly qualified and remain in the district; June 2010.
13. Identify At-Risk students and implement a mentoring program to provide support for students to ensure academic success.	Local/State	Ester Huron Classroom Teachers	Mentor/Mentee meetings weekly	ITBS Reading ITBS Language ITBS Math PAPI Fountas and Pinnell

<p>14. Welcome New ESL Students by implementing the following action plan:</p> <ol style="list-style-type: none"> a. Office personnel will identify student with home language survey and send to appropriate classroom. b. Teacher welcomes in native language. c. Have all students welcome new students and introduce themselves. d. Assign a buddy. e. Student/Parent welcome package. f. Screen students with LAS 	<p>Local/State Title III, Part A Bilingual Ed. Block Grant</p>	<p>Shelley Keck Hilary Reile Office Staff Bilingual Teachers</p>	<p>LAS testing in permanent record Distribution of welcome package</p>	<p>TELPAS</p>
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<i>Strategies and Activities for Reading</i>	<i>Budgetary Resources</i>	<i>Persons Responsible/ Support</i>	<i>Outcomes/ Formative Evaluation Dates</i>	<i>Outcomes /Summative Evaluation Dates</i>
<p>1. Provide Accelerated Reading Instruction (ARI) including contract tutors and Accelerated Instructional Plans to assist students who are at risk</p>	<p>ARI monies Local and State Title I Stimulus State Comp Ed.</p>	<p>Shelley Keck Hilary Reile Campus Reading Specialists</p>	<p>Running Records Rigby PM Assessments PAPI Fountas and Pinnell</p>	<p>ITBS Reading Results PAPI Fountas and Pinnell</p>
<p>2. Implementation of Guided Reading instructional strategies with each student.</p>	<p>Local/State Title I State Comp. Ed</p>	<p>Shelley Keck Hilary Reile Classroom teachers</p>	<p>Running Records Classroom Observations</p>	<p>ITBS Reading Results PAPI Fountas and Pinnell</p>

3. Provide CEI Lab services for our Dyslexic students including Dyslexia testing and identification.	Local/State Title I Title I Stimulus State Comp Ed.	Shelley Keck Hilary Reile JoAnn Munoz Dawn Lucas CEI Paras	Diagnostic Tests in Reading CEI record of testing	ITBS Reading Results PAPI Fountas and Pinnell
4. Provide Library programs including Book Fairs, Guest Readers, Contracted presentations and online resources to enhance classroom instruction	Local/State	Shelley Keck Hilary Reile Allison Shoemaker Roxie Robles	Data Collection regarding various Library Programs	Evaluation of Program Data
5. Implement a Response to Intervention approach to identify students who are at risk in reading and accelerate instruction to ensure success on grade level assessments. In addition have the documentation needed to ensure that special education referrals are appropriate.	Local/State ARI State Comp. Ed Title I Stimulus	Campus RTI Team	Running Records PAPI Fountas and Pinnell	ITBS Reading Results PAPI Fountas and Pinnell
6. Implement Marzano's Six Steps to Building Academic Vocabulary	Local/State AMI	Shelley Keck Hilary Reile Classroom Teachers	Classroom Walkthroughs Review Implementation of Initiatives	ITBS Reading Results PAPI Fountas and Pinnell
<i>Strategies and Activities for Language Arts</i>	<i>Budgetary Resources</i>	<i>Persons Responsible/Support</i>	<i>Outcomes/ Formative Evaluation Dates</i>	<i>Outcomes /Summative Evaluation Dates</i>
1. Implementation of a writer's workshop approach to the writing process with each student	Local/State	Shelley Keck Hilary Reile Classroom Teachers	Review Implementation of Initiatives	ITBS Language Results
2. Provide CEI Lab services for our Dyslexic students	Local/State Title I	Shelley Keck Hilary Reile JoAnn Munoz	CEI record of testing	ITBS Language Results

<i>Strategies and Activities for Math</i>	<i>Budgetary Resources</i>	<i>Persons Responsible/ Support</i>	<i>Outcomes/ Formative Evaluation Dates</i>	<i>Outcomes /Summative Evaluation Dates</i>
1. Implement a Response to Intervention approach to identify students who are at risk in math and accelerate instruction to ensure success on grade level assessments. In addition have the documentation needed to ensure that special education referrals are appropriate.	Local/State AMI	Campus RTI Team	Math Checkpoints	ITBS Math Results
2. Incorporate Dana Center PTM Process into math and science curriculum to ensure a guaranteed and viable curriculum for each student.	Local/State Title I Stimulus	Shelley Keck Hilary Reile Dana Center Leadership Team	Collaborative Lesson Feedback/CARA Cycle	ITBS Math Results Math Checkpoint Results.

DISTRICT GOAL II: Students will be prepared for post-secondary options including the workforce, college/university, and vocational/technical opportunities.

CAMPUS OBJECTIVE 1: *At least 90% of students will participate in opportunities to investigate Post-Secondary options by participating in the Primary Campus Career Day and College Day.*

CAMPUS OBJECTIVE 2: *Floresville Primary will promote a college going culture by incorporating college awareness into communication with teachers, parents, and students at least 9 times throughout the school year.*

<i>Strategies and Activities</i>	<i>Budgetary Resources</i>	<i>Persons Responsible/Support</i>	<i>Outcomes/ Formative Evaluation Dates</i>	<i>Outcomes /Summative Evaluation Dates</i>
1. Provide students opportunities to investigate various careers via Career Day and College Day	Local State Character Education Grant	Shelley Keck Hilary Reile Ester Huron Teachers	Career Day in October College Day in March	Number of students participating
2. Support our district college going culture initiative by creating student and staff shirts that align with this initiative.	Local/State	Shelley Keck Hilary Reile	Design of t-shirts Sale of shirts Provide shirts as incentives	Percent of students and teachers wearing shirts on Friday
3. Implement “Think College Thursdays” in which we promote higher education by having all teachers and students wear college/university T-Shirts and incorporate college information into daily announcements.	Local/State	Shelley Keck Hilary Reile Ester Huron Character Leadership Team	Announcements each Thursday Provide shirts as incentives	Percent of students and teachers wearing shirts on Thursday.
4. Incorporate college awareness into campus website, Open House, PTA meetings, monthly newsletters, etc. to promote a college going culture.	Local/State	Shelley Keck Hilary Reile Ester Huron	Continually address the aspect of college going culture in each meeting and communication with staff and parents	Survey parents at final PTA meeting of the year.
5. Provide challenging curriculum to GT students to increase student performance on ITBS assessments.	Local/State GT Block Grant	Shelley Keck Hilary Reile Casey Pietka	Review of Checkpoint Results Implementation of GT activities documented in scope and sequence.	GT Student performance on ITBS

DISTRICT GOAL III: Staff, Students, Parents, and Community Members will Build a Community of Character.

CAMPUS OBJECTIVE 1: Promote parent involvement by increasing the number of volunteer hours at the Primary Campus from 1100 hours to 1200 hours for the 2009-2010 school year.

CAMPUS OBJECTIVE 2: Provide a safe campus that is 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 opportunities for students to exhibit good character as evidenced by an increase from 89% to 93% of our students ending the year with an S or E in citizenship/conduct.

<i>Strategies and Activities</i>	<i>Budgetary Resources</i>	<i>Persons Responsible/Support</i>	<i>Outcomes/ Formative Evaluation Dates</i>	<i>Outcomes /Summative Evaluation Dates</i>
1. Provide students and staff an environment that is safe, drug free and conducive to learning by providing: <ul style="list-style-type: none"> a. Non-violent Crisis Intervention b. Student Code of Conduct c. Emergency Operations Plan-training and drills d. Red Ribbon Week e. Visitor Identification Policy f. Staff ID's for all employees g. NIMS training h. Small Group Counseling i. Great Body Shop Health 	Local/State NCLB Title II, Part A NCLB Title IV	Shelley Keck Hilary Reile Ester Huron Character Leadership Committee Classroom Teachers	Reduce the number of conflicts among students Monthly safety drills	Campus Incident rate will be reduced by 10% PEIMS reports Successful EOP Drills

Curriculum j. Behavior Gold Sheets				
<p>2. Provide opportunities for parents/guardians to volunteer and participate in school activities:</p> <ul style="list-style-type: none"> a. PTA Meetings b. Open House (Title I mtg) c. Parent Meet and Greet d. Grandparent's Day e. Classroom Volunteers f. Field Trips g. Classroom Programs 	Local/State NCLB Title I Title I ARRA/Stimulus	Shelley Keck Hilary Reile Ester Huron Ben Reed Classroom Teachers	Orientation/Open House (August/September) Monitor volunteers in the classroom Sign in sheets	May 2010 Number of parent volunteers
<p>3. Collaborate with community and parent partners through:</p> <ul style="list-style-type: none"> a. Charitable fundraisers b. Grade Level Service Learning Projects c. Texas Public School Week Activities d. Tuesday Folders 	Local/State Character Education Grant	Shelley Keck Hilary Reile Ester Huron Campus Character Leadership Team Classroom Teachers	Special Events on Web Page and in Newsletters Notes home in folders Messages on Marque	May 2010 Total amount donated to charitable causes Sign in Sheets
<p>4. Continue Classroom Guidance lessons to promote the importance of good behavior, character and making good choices.</p>	State/Local	Ester Huron	Guidance Lessons	Number of classroom guidance lessons taught
<p>5. Continue to use and improve the campus website with information for staff, parents, and community</p>	State/Local Technology	Shelley Keck Hilary Reile Campus Technology Team	Feedback from staff, parents, and community members	May 2010; Assessment of the number of people using the website, summary of comments
<p>6. Provide support to parents to encourage the development of a home environment conducive to student achievement and regular attendance.</p>	State/Local NCLB Title I Title I ARRA/Stimulus	Shelley Keck Hilary Reile Ben Reed Classroom Teachers	Agendas Activity reports	June 2010 Summary of report on parent activities Attendance Rate

