

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2008-2009
BORMAN ELEMENTARY SCHOOL

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<ul style="list-style-type: none"> • Provide SIOP staff development for all staff members in the area of Science for grades Pre-K thru 5. • Improve Science, Math, and Language Arts Curriculum Pre-K thru 5. • Conduct parent nights and improve communication with parents for the 07-08 year. • Conduct campus committees to address vertical alignment in all content areas. 	<ul style="list-style-type: none"> • Staff members at Borman received 18 hours of SIOP staff development for ELL students. • Reading TAKS scores improved from 71% to 82% for our Hispanic students. Math scores improved from 65% to 76% for our Hispanic students. Our Science scores did not improve due to too much 3D material and not enough 2D instruction. 	<ul style="list-style-type: none"> • Implement WIGS in Science, Math, and Lang. Arts to improve academic student performance. • Purchasing of instructional and technology materials. • Comprehensive TAKS plans to address remediation for students in grades 3 thru 5. • Continue to improve daily attendance for students. 	<ul style="list-style-type: none"> • All three WIGS were implemented last year in the area of Science, Math, and Lang. Arts. • \$52,000 was invested in purchasing of instructional materials for Pre-K thru 5th grade. • Our TAKS plan was successful in providing additional instructional support for students at-risk 	<ul style="list-style-type: none"> • To increase Hispanic and Economic Disadvantage Science TAKS scores from 46% to 90% (Hispanic) and 51% to 90% (Economic Disadvantage) for our 5th grade students. • To increase Hispanic and Economic Disadvantage Math TAKS scores from 76% to 90% (Hispanic) and 74% to 90% 	<ul style="list-style-type: none"> • Implementation of PLC opportunities for staff members in grades Pre k thru 5th that will help to increase curriculum knowledge and create common assessments that will help to improve student achievement. • Implementation of the Inclusion Model for all students in grade Pre K thru 5th. • Teachers will be attending curriculum planning sessions in 	<ul style="list-style-type: none"> • In an effort to advance campus goals and master district initiatives, we would like to request an increase of Campus Educational Leave days from 5% to 10% of our enrollment per campus. Increasing our educational leave days will enable us to ensure better training for all teachers for programs like Inclusion and PLC's.

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<ul style="list-style-type: none"> Attend district regional and national conferences to improve academic student performance. Continue extensive tutoring/mentor programs. Continue to invest in technology materials for staff and students. Complete first year of student uniforms. 	<ul style="list-style-type: none"> We conducted five parent nights last year in the area of Science, Math, Reading, and two Multicultural activities. For each parent night, we averaged over 250 participants. Teachers also kept a phone log of parent conversations. Staff members had the opportunity to attend different staff developments that included SIOP, CAST, TASL, CAMT, and Language Arts. During the year, many students attended many 	<ul style="list-style-type: none"> Improve student discipline issues and uniform process. Coordinate and manage three on-going instructional grants. 	<p>of failing state assessments.</p> <ul style="list-style-type: none"> Our daily attendance has steadily increased to over 97%. Discipline referrals decreased by over 85% from previous years. Our staff was able to implement and coordinate 3 different grants successfully that included TEEG, SIOP, and Lantana that increased student achievement. 	<p>(Economic Disadvantage) for all students in grades 3rd thru 5th.</p> <ul style="list-style-type: none"> To increase Hispanic and Economic Disadvantage Reading TAKS scores from 79% to 90% (Hispanic) and 81% to 90% (Economic Disadvantage) for all students in grades 3rd thru 5th. 	<p>science to help improve instruction and student achievement in the area of Science.</p> <ul style="list-style-type: none"> Implementation of Thinking Maps Curriculum for grades Pre K thru 5th. Implementation of a comprehensive tutoring and mentoring plan to improve student achievement in all content and grade levels. Continue with year 2 of SIOP strategy implementation with all ELL students. Conduct Family Instructional 	<ul style="list-style-type: none"> Provide our current 5th grade sub groups the additional instructional support in the area of Science. For example, we need summer school activities for 4th grade students moving up to 5th grade, Saturday school, transportation, teacher salaries, and vocabulary staff development in the area of Spanish Science to improve campus and district accountability for our sub groups. District funds to help support our reading materials in the

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	<p>mentor and tutoring programs which included CIS, UNT, Robson Ranch, Grandparents in Public Schools, and teacher directed.</p> <ul style="list-style-type: none"> • Over \$25,000 were invested in purchasing document cameras for classroom teachers. • Our uniforms were fantastic! Uniforms helped to decrease discipline referrals from over 150 to 20. 				<p>Nights in the area of Language Arts, Math, Science, and Multicultural events.</p> <ul style="list-style-type: none"> • Implementation of technology tools in the classroom to support all students. • Continue purchasing the necessary instructional materials in the area of Lang. Arts, Math, and Science. • Allow staff members to attend National, State, and Local staff developments in the area of Lang. Arts, Math, and Science. 	<p>library. Additional monies would be used to purchase non-fiction and fiction books.</p> <ul style="list-style-type: none"> • Continue improving attendance rates and decreasing discipline referrals for grades Pre K thru 5th.

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BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2008-2009
E.P. RAYZOR ELEMENTARY SCHOOL

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<ul style="list-style-type: none"> Increase academic achievement of students by moving from recognized to exemplary by August 2008. 	<ul style="list-style-type: none"> No Our Hispanic sub group kept us from being exemplary in the areas of reading and math. We did make progress: reading Hispanic from 84 to 88 and math Hispanic from 80 to 82. The biggest area of growth was in the cohort group in reading 54% to 71% and math 	<ul style="list-style-type: none"> Restructure budgets (Local, Lantana Foundation, PTA, Lantana's Ladies League, etc) to fund all areas identified by teachers and staffs as material needs at the classroom, campus and professional development levels Purchase Target the Question and Problem Solver and use on a 	<ul style="list-style-type: none"> Yes, all materials that were requested were purchased. We added 3000 titles to our literacy library. Every team was able to request needed materials. Technology was upgraded. Yes, we purchased these materials and they were used daily as 	<ul style="list-style-type: none"> Increase student achievement by implementing Professional Learning Communities in the area of reading and writing by moving from the developing stage to the sustaining stage using the Solution Tree Continuum by May 2009. 	<ul style="list-style-type: none"> Develop mission, vision values and goals Establish PLC teams horizontally and vertically Identify essential learnings in all areas for reading and writing Develop an instructional common language in reading and writing Develop common assessments for reading and writing 	<ul style="list-style-type: none"> In an effort to advance campus goals and master district initiatives, we would like to request an increase of Campus Educational Leave days from 5% to 10% of our enrollment per campus. Increasing our educational leave days will enable us to ensure better

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	<p>46% to 71%</p> <ul style="list-style-type: none"> We studied the Professional Learning Communities Concept last year and have begun the process of implementing essential learnings and common assessments. We also have added a 30 minute PRIME time everyday to meet the needs of the individual learner on a daily basis. 	<p>regular basis in classrooms</p> <ul style="list-style-type: none"> Use Daily Calendar Math/Daily Measurement Lab on a regular basis in classrooms Provide tutors from 4th week of school Identify students 	<p>evidenced by lesson plans and ANCHOR Walks.</p> <ul style="list-style-type: none"> Yes, we purchased these materials and they were used daily as evidenced by lesson plans and ANCHOR Walks. We hired 3 retired teachers to tutor 3rd, 4th and 5th grade students Guided Reading Groups were implemented 	<ul style="list-style-type: none"> Increase academic achievement of all special education students by increasing the time spent in the classroom from 50% each day to 90% each day. Increase academic achievement of students by moving from recognized to exemplary by August 2009. 	<ul style="list-style-type: none"> Implement full inclusion Secure adequate personnel for inclusion support SD faculty and staff in the co-teach model <p><u>Staff Development needed to become an exemplary campus:</u></p> <ul style="list-style-type: none"> Love and Logic for discipline using a Train the Trainer model (send 3 staff members who will train our staff; parents given information at PTA meeting) 	<p>training for all teachers for programs like inclusion and Professional Learning Communities. Ultimately, these will enhance the learning for all students.</p> <ul style="list-style-type: none"> To provide extra support for our 5th grade bilingual students taking the Spanish Science test, we are requesting extra support thru summer school, Saturday school, and transportation.

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		<p>reading levels through ELI or SRI and teach students on their instructional reading level using guided reading</p> <ul style="list-style-type: none"> • Use Keys to Literacy and teach students through a comprehensive reading program • Identify areas needing professional development in the area of special education • Expect 	<p>by teachers. This is still an area that needs more PD and support.</p> <ul style="list-style-type: none"> • Keys to Literacy were implemented by teachers. This is still an area that needs more PD and support. • All teachers and staff attended at least on out of the district conference or workshop in the Metroplex • Yes, more time is still needed for 		<ul style="list-style-type: none"> • Assessment Training Institute: Rick Stiggins using a Train the Trainer model (send 3 staff members who will train our staff) • Early Literacy Conference for K-2 teachers to learn and implement strategies for teaching literacy • Professional Learning Communities (send 10 new staff members to reduce the learning gap of PLCs) • Campus Based Master Teachers 	<p>Teacher training for Spanish Science vocabulary is needed for teachers to develop fluency.</p> <ul style="list-style-type: none"> • Expand Saturday school to include instruction for sub-groups in the areas of science. Focus would be to increase science and academic vocabulary used on the Science TAKS test. For increased student

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		implementation of professional development <ul style="list-style-type: none"> Staff Development money to pay for SD and planning 	implementation <ul style="list-style-type: none"> Yes, local budget, Lantana's Ladies League and Lantana Foundation were used to send staff members to SD 		to mentor new teachers <ul style="list-style-type: none"> Salesmanship Club: Staff Development in the areas of student engagement, leadership for equity, reducing achievement gap, and differentiation in the classroom <u>Establish Vertical Teams by content to lead growth and development in these areas: LA, Math, SS, Science, Technology, Special Events, PTA</u> 	participation and benefit, the district should provide transportation.

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					<ul style="list-style-type: none"> • Establish Prime Time for intervention/enrichment for all students daily • Spanish classes for all students to ensure high quality instruction while teachers are in PLC meetings • <u>Implement Health and Wellness program in order to promote good health habits for students and staff</u> • Health Booth at Family Fun Science Night, Newsletters, Hand Washing 	

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					lessons, How Germs are Spread <ul style="list-style-type: none"> • Incorporate movement in classrooms throughout the day • Morning Exercises • 15 Minutes of unstructured physical activities per day • Utilize PE teachers to do enrichment activities during Prime Time involving physical activity 	

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					<ul style="list-style-type: none"> • Implement Health Curriculum in the classrooms • Girls on the Run • Faculty Volleyball • Using pedometers • PTA Presentation: Health and Wellness by Dr. Gomez 	

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EVERS ELEMENTARY SCHOOL

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<ul style="list-style-type: none"> 75% of all students in all accountability groups will meet expectations on the TAKS reading, writing, math, and science assessments 	<ul style="list-style-type: none"> No. While some accountability groups met 75% not each group did. We will continue to target Hispanic, African American, LEP and Economically disadvantaged students to ensure their academic success. 	<ul style="list-style-type: none"> Staff Development opportunities addressing all three WIGS Student intervention strategies to address academic success Strategies to improve student management 	<ul style="list-style-type: none"> No not in every area. However Keystone Curriculum staff development was provided. New teachers attended Guided Reading. No. However, tutoring committees were formed after first round of testing for all at-risk children. Eagle Camp offered to 5th grade students. Yes. Discipline committee was formed. Eagle bills created by 	<ul style="list-style-type: none"> Increase TAKS scores in reading, to 75% in all accountability groups and receive a Recognized status. Increase TAKS scores in writing to 75% in all accountability groups. Increase TAKS scores in math, 75% in all accountability groups. Increase TAKS scores in science, 75% in all accountability 	<ul style="list-style-type: none"> Staff Development opportunities addressing reading, writing, math and science. Student intervention strategies to address academic success Strategies to improve student management 	<ul style="list-style-type: none"> In an effort to advance campus goals and master district initiatives, we would like to request an increase of Campus Educational Leave days from 5% to 10% of our enrollment per campus. Increasing our educational leave days will enable us to ensure better training for all teachers for programs like inclusion and Professional Learning Communities.

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			<p>the discipline committee.</p>	<p>groups.</p> <ul style="list-style-type: none"> • Increase the effectiveness of student management and decrease the number of discipline referrals to the office 		<p>Ultimately, these will enhance the learning for all students.</p> <ul style="list-style-type: none"> • To provide extra support for our 5th grade bilingual students taking the Spanish Science test, we are requesting extra support thru summer school, Saturday school, and transportation. Teacher training for Spanish Science vocabulary is needed for teachers to develop fluency. • Expand Saturday school to include instruction for sub-groups in the areas of science. Focus would be to

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						increase science and academic vocabulary used on the Science TAKS test. For increased student participation and benefit, the district should provide transportation.

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GINNINGS ELEMENTARY SCHOOL

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<ul style="list-style-type: none"> • Increase the passing percentage of economically disadvantaged 5th grade students on the TAKS Science test. • Increase the passing percentage of economically disadvantaged 3rd – 5th grade students on the TAKS Math test. • Increase the percentage of Kindergarten – 2nd grade 	<ul style="list-style-type: none"> • Improvement was made (moved from 73% to 78%), but continued focus in this area is needed to continue to strive for 85% growth. • Yes. 96% of 3rd-5th grade ED students passes the Math TAKS test. We do recognize that we need to continue to work on improvements within all 	<ul style="list-style-type: none"> • Continued support and training in best practices to teach ELL students. • Science materials and resources. • Funds to train 100% of staff in Capturing Kids’ Hearts. 	<ul style="list-style-type: none"> • Yes. Common assessments and the Professional Learning Community model directly influenced the overall success of the campus in achieving Recognized status for the 2007-2008 school year. • Yes. Common assessments, PLC time, “JAG” time, and a consistent classroom 	<ul style="list-style-type: none"> • To increase the percentage of economically disadvantaged 5th grade students who meet the passing standard on the Science TAKS from 78% to 85% by May of 2009. • To increase the percentage of students in subpopulations in 3rd-5th grades meeting the passing standard on the math TAKS. 	<ul style="list-style-type: none"> • (SCIENCE) JAG time, PLCs, grade level and department WIGs and LEADs, common assessments, science journals in all grade levels, Target the TEKS and Guys and Gals Science clubs, ongoing collaboration with Central ISTs, regular use of the campus science lab by all grade 	<ul style="list-style-type: none"> • Our 5th grade bilingual students, taking the Science test in Spanish need extra support (i.e. summer school, Saturday school, and transportation). A training in Spanish Science vocabulary is needed for teachers to develop fluency. • In an effort to advance

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<p>students scoring “on level” on the end of year ELI and SELI assessments.</p>	<p>subpopulation areas for continued improvement in math.</p> <ul style="list-style-type: none"> • Yes. We do recognize that we need to focus our attentions on our students taking the SELI assessments for continued growth as a campus overall. 		<p>management program all assisted with meeting this need in 2007-2008.</p> <ul style="list-style-type: none"> • Yes. Title funds were used for training in 2007-2008. 	<p>3rd grade African American students from 83% to 88%, economically disadvantaged from 86% to 91%, 5th grade African American students from 88% to 93% by May of 2009.</p> <ul style="list-style-type: none"> • To increase the percentage of Kindergarten students scoring “on level” on the end of the year SELI from 87% to 92% and ELI from 82% to 87% by May of 2009 -1st grade scoring “on 	<p>levels, science training, 5th grade camp</p> <ul style="list-style-type: none"> • (MATH) PLCs, grade level and department WIGs and LEADs, common assessments, JAG time, utilize ½ time Math Specialist for push-in intervention, new math adoption implementation • (ELI & SELI) grade level and department WIGs and LEADs, teacher training for Readers’ and Writers’ Workshop, 	<p>campus goals and master district initiatives, we would like to request an increase of Campus Educational Leave days from 5% to 10% of our enrollment per campus. Increasing our educational leave days will enable us to ensure better training for all teachers for programs like Inclusion and Professional Learning Communities. Ultimately, these will</p>

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				level” on the end of the year SELI from 87% to 92% and ELI from 82% to 87% by May of 2009 -2 nd grade scoring “on level” on the end of the year SELI from 89% to 94% and ELI from 74% to 80% by May of 2009.	vertically aligned phonics implementation , Guided Reading, PLCs, reading intervention time with reading and LA specialists	enhance the learning for all students. <ul style="list-style-type: none"> • Expand Saturday school to include instruction for sub groups in the area of science. Focus would be to increase science and academic vocabulary used on the Science TAKS test. For increased student participation and benefit, the district should provide transportation.

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MILDRED M. HAWK ELEMENTARY SCHOOL

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<ul style="list-style-type: none"> To achieve at least 90% in all accountability groups in all tested areas. To have a passing rate of 100% for all students required to pass for promotion. 	<ul style="list-style-type: none"> Yes, Hawk exceeded the goal of at least 90% in all accountability areas for all tests. We became Exemplary based on the 2008 TAKS. At Hawk we had 100% of our 5th graders pass the math test on the first attempt. The reading test we had 99.7% pass by the second attempt. As a campus we will continue to address our interventions to prevent students from failing in the future. 	<ul style="list-style-type: none"> It was requested that the enrollment and over-crowding issues be addressed at Hawk. Assistance was requested from the curriculum department as we began working towards establishing our campus as a PLC. 	<ul style="list-style-type: none"> Hawk has an enrollment of approximately 50 fewer students than at this time during the 2007-08 school year. The curriculum team has supported us by helping to provide us with resources to train our teachers. Curriculum has also been supportive in allowing flexibility in the staff development programming for our campus. 	<ul style="list-style-type: none"> 100% of all students pass all TAKS administered by May, 2009. To recognize 100% of our student and staff population for their efforts and accomplishments. 	<ul style="list-style-type: none"> Continue to evolve as a PLC allowing our staff to focus constantly on what and how students are learning, intervening when they are not learning and taking students beyond the expectation when they demonstrate they already knew a concept. To raise our efforts of recognizing students so that each and every student and adult at Hawk will feel rewarded, important, and special throughout the school year. It 	<ul style="list-style-type: none"> In an effort to advance campus goals and master district initiatives, we would like to request an increase of Campus Educational Leave days from 5% to 10% of our enrollment per campus. Increasing our educational leave days will enable us to ensure better training for all teachers for programs like Inclusion and Professional Learning Communities. Ultimately, these will enhance the learning for all

Summary – Campus Improvement Plans

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					<p>is our expectation that through documenting the specific progress a child makes during the year, we can help to build the self esteem of students that may struggle on standardized tests.</p>	<p>students.</p> <ul style="list-style-type: none"> We need to focus on the 5th grade bilingual students that are testing in both English and in Spanish on the 5th grade Science test. This impacts our district directly. Last year, we had a total of 33 bilingual students taking the 5th grade Science test. 13 took it in Spanish and only 3 passed. 20 took it in English and only 6 passed. Our 5th grade bilingual test-takers do not have enough prior knowledge in Science and must have some “extra” support in the summer or on Saturdays. We also need some Spanish Science vocabulary review for our 5th grade bilingual teachers

Summary – Campus Improvement Plans

<p><u>Important Goals From 2007-2008</u></p>	<p><u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u></p>	<p><u>Needs Identified For 2007-2008</u></p>	<p><u>Were the Needs Met for 2007-2008? If not, please explain.</u></p>	<p><u>Wildly Important Goals for 2008-09</u></p>	<p><u>Plans to Meet Goals for 2008-2009</u></p>	<p><u>Needs Identified For 2008-2009 (be specific)</u></p>
						<p>to better serve our students.</p> <ul style="list-style-type: none"> Expand Saturday school to include instruction for sub groups in the area of science. Focus would be to increase science and academic vocabulary used on the Science TAKS test. For increased student participation and benefit, the district should provide transportation.

Summary – Campus Improvement Plans

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
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BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2008-2009
HODGE ELEMENTARY SCHOOL

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<p>Increase our TAKS math results to a recognized status.</p>	<p>Yes. Our overall math TAKS result was 82.5% with gains of 2% in 3rd, 8% in 4th, and no loss in 5th grade.</p>	<p>Math specialist provides teachers with specific data to help drive the TEKS based state curriculum.</p>	<p>Yes. 3rd-5th grade teachers were provided with TAKS data to drive instruction.</p>	<p>Increase our TAKS math results to recognized status, specifically in regards to LEP and economically disadvantaged students.</p>	<p>Math specialists will model and support TEK instruction for each teacher with informative benchmark data to drive instruction and intervention plans.</p> <p>Math resources will be purchased to support hands on learning to assist with deeper understanding of the curriculum and development of the vocabulary.</p>	<p>Additional Campus Educational Leave days to provide teachers with the time necessary to collaborate and development powerful lessons based on assessment results. An increase from 5% to 10% per campus would allow for Professional Learning Communities to effectively plan.</p>

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<p>Increase our TAKS science results to a recognized status.</p>	<p>No. Our TAKS science results increased by 2%, yet missed recognized by 4% points. Our LEP and Sp. Ed. students are still in need of vocabulary development in the area of science.</p>	<p>Inclusion scheduling and strategies to strengthen our academic results.</p>	<p>Yes and No. Inclusion scheduling improved with revisions. Students were more engaged in on-grade level instruction, yet scores did not consistently reflect mastery.</p> <p>Content and language objectives were utilized by teachers and students to clarify daily learning goals.</p>	<p>Increase our TAKS science results to recognized status, specifically in regards to LEP and eco. dis. students.</p>	<p>Continue to align and improve instructional focus using best practices.</p>	<p>Bilingual students taking the science TAKS test need more academic support, ex: Saturday school and summer school with provided transportation. Instructors need more training and resources in Spanish.</p>

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<p>Increase the number of K-2nd grade students who are “developed” in their early literacy according to the ELI/SELI.</p>	<p>Yes. The EOY of the ELI/SELI results indicate greater literacy development in our students.</p>	<p>Implementation of FUSE strategies to target the content and language objectives for all students in each subject area.</p> <p>Staff development and grade level accountability in the areas of a balanced literacy program K-2nd grades.</p>	<p>Yes. ELI and Beyond mini sessions provided teachers with greater accountability. Shelly Panter’s readers’ workshop impacted 1st and 2nd grade instruction.</p>	<p>Increase the quality of a balanced literacy program K-5th grades based on TAKS reading and writing scores, as well as ELI/SELI results.</p>	<p>Use an inclusive model of instruction for all students served by resource and ESL.</p> <p>ESL and Special Education teachers will “push in” to support literacy.</p> <p>Readers’ Workshop for 2nd grade teachers.</p> <p>21st century Literacy staff development with Dr. Gasser for 4th grade and support teachers.</p> <p>TWU interns weekly tutorials for 3rd graders.</p>	<p>Expanded Saturday school instruction for all sub groups of students taking the Science TAKS to improve vocabulary comprehension in this area.</p> <p>Staff Development with Michelle Whatley to offer continued support for the Inclusion model.</p>

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2008-2009
SAM HOUSTON ELEMENTARY SCHOOL

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008?</u> <u>If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<ul style="list-style-type: none"> • Raise TAKS Science and Writing scores to 90% or higher while maintaining above 90% passing rates on other subject tests for all accountability groups. • Increase the number of K, 1 and 2 students who are “Developing” or “On-Level” 	<ul style="list-style-type: none"> • We were able to raise our TAKS Writing scores to 97% for all students and 96% for Anglo students. We were able to maintain 90% or higher in Reading for all accountability groups and Math 90% or higher for Anglo, Hispanic and Low SES. Unfortunately 	<ul style="list-style-type: none"> • Money to pay for substitutes to work with classrooms while the classroom teacher is working with small groups of at-risk students on areas of concern. 	<ul style="list-style-type: none"> • Yes we did get money to pay for substitutes and they did work with classrooms while teachers worked with small groups of at-risk students in areas of concern. 	<ul style="list-style-type: none"> • Raise the Math TAKS scores for the “African American” accountability group from 83% passing rate to 90% passing rate. • Raise the Science TAKS scores for the “All Students” group from 89% passing rate to 90% passing rate. 	<ul style="list-style-type: none"> • Use results from the district Math & Science Benchmark tests to help identify at-risk students and determine Math & Science TAKS Student Expectations that need additional instruction. • Use Monthly Vertical Team Meetings to discuss 	<ul style="list-style-type: none"> • In an effort to advance campus goals and master district initiatives, we would like to request an increase of Campus Educational Leave days from 5% to 10% of enrollment per campus. Increasing our educational leave days will enable us to

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<p>on the ELI by the end of the school year to 95%.</p>	<p>only 83% of our African American students passed the Math TAKS. We are going to continue to try to meet this goal by using our new Math Interventionist to work with students who are at-risk in Math.</p> <ul style="list-style-type: none"> We were not able to raise the number of K, 1 & 2 students who were “Developing” or “On-Level” on the ELI by the end of the school year to 95%. This was 				<p>spiraling Student Expectations and Best Practices for teaching all Math & Science Student Expectations.</p> <ul style="list-style-type: none"> Emphasize Science Non-Fiction Reading and Writing as part of Language Arts instruction in grades K–5. Use Science Streaming Videos with new ceiling mounted projectors with students to help teach Math & Science. 	<p>ensure better training for all teachers for programs like Inclusion and Professional Learning Communities. Ultimately, these will enhance the learning for all students.</p> <ul style="list-style-type: none"> Expand Saturday school to include instruction for accountability groups in the area of Science. Focus would be to increase Science and academic vocabulary use

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
	<p>because the requirements for “Developing” and “On Level” changed to a higher standard and we only had 92% of our students meet that standard.</p>					<p>on the Science TAKS test. For increased student participation and benefit, the district should provide transportation.</p>

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2008-2009
LEE ELEMENTARY SCHOOL

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008?</u> <u>If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<ul style="list-style-type: none"> • Increase student achievement to move from acceptable to recognized by August 2008 by focusing on math and science. • To increase student achievement in K-2 by raising the average end of the year reading level by at least one reading level based on the results of the end of the year ELI and SELI. 	<ul style="list-style-type: none"> • Yes. Lee is a recognized campus for 2008-2009 • We did not meet this goal. We will continue to work on this goal by providing staff development on running records, fluency, guided/shared reading and readers'/writers' Workshop. We will also develop a common 	<ul style="list-style-type: none"> • We would like funding for a science paraprofessional position. The paraprofessional would be part of our special area rotation for grades K-5. Students would get extra hands on science lessons at least once a week during the rotation. This will help keep our science focus by adding another 	<ul style="list-style-type: none"> • Instead of a paraprofessional, we were funded for a science instructional specialist. • We received a 21st Century grant and now have a Communities in School coordinator on site. 	<ul style="list-style-type: none"> • Increase student achievement to move from Recognized (75% passing) to Exemplary (90% passing) • Increase student performance in the area of reading K-2 so that 80% of the students will be reading on grade level by June 2009 	<ul style="list-style-type: none"> • We will be using student formative assessment data to align the curriculum and to develop essential learnings first in Language Arts and then in math and science. We will also meet in language arts, math and science vertical teams to cross reference our curriculum alignment efforts. Staff development is being provided in leadership skills, student 	<ul style="list-style-type: none"> • In an effort to advance campus goals and master district initiatives, we would like to request an increase of Campus Educational Leave days from 5% to 10% of our enrollment per campus. Increasing our educational leave days will enable us to ensure better training for all teachers for

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
	<p>scoreboard for grades K-2 to monitor student progress throughout the year.</p>	<p>science lesson opportunity for grades K-5.</p> <ul style="list-style-type: none"> We would like funding for a parent liaison paraprofessional. The Family Services Coordinator position was dissolved so that those Title I funds could be used for instructional purposes. I had hoped that we would have become a part of Communities in School but we were not awarded the grant. Therefore, I do not have a 			<p>engagement, readers’/writers’ workshop, Target the TEK for science and Envisions for math. We will also conduct a classroom snapshot in the middle of the year and at the end of the year to set our goals for the 2009-2010 school year.</p> <ul style="list-style-type: none"> We are providing staff development in running records, fluency, guided and shared reading and readers’/writers’ workshop. We will also be developing and implementing a common scoreboard for 	<p>programs like inclusion and Professional Learning Communities. Ultimately, these will enhance the learning for all students.</p> <ul style="list-style-type: none"> To provide extra support for our 5th grade bilingual students taking the Spanish Science test, we are requesting extra support thru summer school, Saturday school, and transportation. Teacher training for Spanish

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		parent liaison.			grades K-2 so we can better monitor student progress over time.	Science vocabulary is needed for teachers to develop fluency. <ul style="list-style-type: none"> • Expand Saturday school to include instruction for sub-groups in the areas of science. Focus would be to increase science and academic vocabulary used on the Science TAKS test. For increased student participation and benefit, the district should provide

Summary – Campus Improvement Plans

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
						transportation.

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2008-2009
MCNAIR ELEMENTARY SCHOOL

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008?</u> <u>If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009</u> <u>(be specific)</u>
<p>Increase the TAKS passing rate of Hispanic (82%) and African American (76%) students in the area of Mathematics to 90% by May 2008</p>	<p>The passing rate for Hispanics was 92.3% passing. The passing rate for African American was 88.9% (32/36) Goals will continue to be met by use of the new inclusion setting and professional learning communities.</p>	<p>The Hispanic and African American population were the lowest accountability passing group in the area of mathematics.</p>	<p>The needs were met.</p>	<p>Inclusion services will increase school rating from Recognized to Exemplary by June 2009.</p>	<p>Provide inclusion staff development on August 20th and 21st.</p> <p>Grade level teams and special education teams will meet together at least once a week to develop plans for student success in inclusion setting.</p> <p>Develop co-teaching instruction in the regular classroom.</p>	<p>To provide more intervention opportunities for all students. To implement co-teaching models. Use of a Math intervention specialist. Request a science intervention specialist to help achieve science goals.</p>

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<p>Increase the TAKS passing rate of Economic Disadvantage students in the area of Science from 85% to 90% by May 2008</p>	<p>Passing rate for economic disadvantaged students was 82.4% (14/17). All students passing rate was 89.4%. Missed exemplary status by .01%</p>	<p>The passing rate of Economic Disadvantage students was 85% in the area of Science. McNair is projected to have 26 fifth grade Economic Disadvantage students in 2007-08 which is 4 students shy of being considered an accountability group.</p>	<p>Economic Disadvantaged group was only at 17 students and was not an accountability group. Not enough science staff development and workshops. New science leads will help all students group achieve 90% passing rate.</p>	<p>Increase the TAKS passing rate of all students in the area of Science from 89.4% to 90% by May 2009.</p>	<p>Vertical Science Teams will meet once very six weeks</p> <p>Provide GALS/GUYS 5th grade Science Club for targeted students</p> <p>Team members from Science Vertical team to attend CAST Science conference in Ft. Worth</p> <p>Maintain or increase Science Fair participation by requiring all students in grades 4-5 to submit project</p> <p>Benchmark Testing in grade 5 to be used as a diagnostic Tool to gage mastery of content knowledge</p>	<p>Science intervention specialist to help achieve science taks goals.</p> <p>Increase of Campus Educational Leave days from 5% to 10% of our enrollment per campus. Increasing our educational leave days will enable us to ensure better training for all teachers for subject areas like Math and Science. The Science CAST convention is one example.</p>

Summary – Campus Improvement Plans

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<p>Reduce the number of discipline referrals by 50% (160 or less) school wide for the 2007-08 school year.</p>	<p>We reached our goal by reducing discipline referrals by 78%.</p>	<p>The number of discipline referrals in 2005-06 to 2006-07 increased by 52. A total of 321 discipline referrals in 2006-07.</p>	<p>The needs were met for 2007-2008. We did this by creating a school wide discipline system. Also implementing a form used to document discipline intervention. Creating and implement a teacher/student problem solving document used for each incident.</p>	<p>Professional Learning Communities at McNair will increase school rating from Recognized to Exemplary by June 2009.</p>	<p>Provide PLC staff development on August 18th and follow through training on January 5th</p> <p>PLC vertical teams in core subjects (math, language arts, reading, science, social studies) to meet once every six weeks</p> <p>PLC teams sharing student successes at faculty meetings</p> <p>Provide daily tutorials (Exploration Time) using specials teachers, special education teachers, and support staff</p>	<p>In an effort to advance campus goals and master district initiatives, we would like to request an increase of Campus Educational Leave days from 5% to 10% of our enrollment per campus. Increasing our educational leave days will enable us to ensure better training for all teachers for programs like Inclusion and Professional Learning Communities. Ultimately, these will enhance the learning for all students.</p>

Summary – Campus Improvement Plans

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2008-2009
L. A. NELSON ELEMENTARY SCHOOL

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<ul style="list-style-type: none"> • Implement Inclusion campus-wide • Train staff on the use of resources on the Nelson campus • Support the needs of the ELL learner. 	<ul style="list-style-type: none"> • We reached this goal and will improve upon it yearly. • Celebration of wonderful resources at Nelson • Full time ESL Teacher 	<ul style="list-style-type: none"> • Campus teams trained on Inclusion • Administer benchmarks and analyze data to drive instruction. • Nelson had 30+ ESL students 	<ul style="list-style-type: none"> • Inclusion training was done by the Stetson Group. • Kilgo data was used to analyze data • Full time ESL Teacher with the support of the Bil/ESL Dept. • Half time Math Specialist is on every campus for addition support, 2008- 	<ul style="list-style-type: none"> • Improve the performance of accountability from 81% (Hispanic) to 90% for math TAKS by June 2009. • Increase the academic achievement of of TAKS Science from 59% to 70% • Increase the percent of K-2 students “on level” or “progressing” 	<ul style="list-style-type: none"> • Plan with teams to provide intervention/ support for struggling students. • Provide staff development for Science instruction expectations. • Establish scoreboards to allow 3-5 teams to monitor their student progress toward their grade level WIG. • Provide staff development for new teachers with Guide 	<ul style="list-style-type: none"> • Our 5th grade ESL test-takers do not have enough prior knowledge in Science and must have some “extra” support in academics and vocabulary during the summer or on Saturdays. ▪ In an effort to advance campus goals and master district initiatives, we would like to request an increase of Campus Educational Leave

Summary – Campus Improvement Plans

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
			2009. Yea!	by the end of the year June 2009 for ELI from 79% to 90%.	Reading Instruction.	days from 5% to 10% of our enrollment per campus. Increasing our educational leave days will enable us to ensure better training for all teachers for programs like Inclusion and Professional Learning Communities. Ultimately, these will enhance the learning for all students.

Summary – Campus Improvement Plans

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2008-2009
NEWTON RAYZOR ELEMENTARY SCHOOL

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008?</u> <u>If not, please explain.</u>	<u>Wildly Important Goals for 2008-2009</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<ul style="list-style-type: none"> • To achieve a level of “Academically Acceptable” in all sub groups and for all students on the 5th grade Science TAKS test • To increase the passing rate of all students on the Math TAKS test to 65% or higher • To increase the passing rate for students in grades 3-5 in Reading/ELA • To become an IB World school by May 2010 	<ul style="list-style-type: none"> • Yes! Our overall score was 93% on the 5th grade TAKS Science test. • Yes! Our overall school-wide score was 91% on the TAKS Math test. • Yes! Our overall school-wide score was 96% on the TAKS Rdg/ELA test. • Our teachers are working diligently on developing and implementing unit planners. 	<ul style="list-style-type: none"> • We need a Curriculum Specialist to support our teachers and students in all content areas with a focus on ELL students. 	<ul style="list-style-type: none"> • While a full-time ELL Curriculum Specialist was not added, PDC allocated many resource specialists to assist our teachers in many content areas. We now have a ½ time Math Specialist position. 	<ul style="list-style-type: none"> • To increase the passing rate of all students on all TAKS tests to 90% (Exemplary) by May 2009 • To become an IB World school by May 2010 	<ul style="list-style-type: none"> • Utilize DISD Benchmarks and grade level assessments to determine lesson effectiveness and recalibration • Conduct Academic Conferences to develop and implement grade level plans • Provide staff development in: Differentiated Instruction, Thinking Maps & Professional Learning Communities • Submit Application B to I.B. by June 1, 2009 	<ul style="list-style-type: none"> • Maintain ongoing support from PDC in terms of Curriculum Specialists and on-going training and staff development

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2008-2009
PALOMA CREEK ELEMENTARY

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<ul style="list-style-type: none"> • Exemplary Campus Rating • Create a sense of community in our first year. • Successfully set school systems into place. • Implement a school-wide Professional Learning Community. 	<ul style="list-style-type: none"> • Exemplary Rating <p>Paloma Creek was able to achieve the rating of Recognized during our first year of operation. Fifth grade reading was at 100% passing in the TAKS and at 98% in Math. Science did not count because subgroups did not have 30 students. Third grade also had 100 passing in Reading and 93% passing in math. Fourth grade scored 88% in reading, and 87% in writing, but the low math scores in math were what kept our school from</p>	<ul style="list-style-type: none"> • NA <p>No CIP was submitted during the first year of the school's operation.</p>	<ul style="list-style-type: none"> • NA <p>No CIP was submitted during the first year of the school's operation.</p>	<p>WIG 1 - Student achievement passing rate for all students is expected at 90% (Exemplary) in Reading, Writing, Mathematics, and Science by May 2009.</p>	<ul style="list-style-type: none"> • Staff Development • Alignment of instructional focus. • Focus on added Science instruction using the Science Lab. • Focus added Lang. Arts instruction using PLC methods. 	<ul style="list-style-type: none"> • Funding for staff development. • Funding for TAKS materials to use for Science, Language Arts and Math instruction. • Funding for Staff Development using PLC methods. • Funding for books, copies. • Additional staff to cover for classes while teacher meet for vertical planning.

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
	<p>being exemplary. We will improve our scores in math by increasing the vertical teaming and planning in all grades in the area of math. We will be more consistent in following the math scope and sequence at a deeper level as evident through tracking the six-week benchmark scores. Additional staff development with Karen Spalding, math coordinator will be completed during the Oct. 13th staff development.</p> <ul style="list-style-type: none"> • All other goals were also accomplished . 	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA 	<p>WIG 2 – The students will achieve a 90% passing rate on the district 6-week benchmarks through the implementation of interventions supported by the campus’ PLC framework.</p>	<ul style="list-style-type: none"> • Staff Development using PLC methods. • Ensuring students learn using common assessment • Focus on establishing a culture of collaboration among teachers. • Implementing vertical planning once every six week period. • Use of math interventionist. • Use of READ 180 for struggling students. • Incorporate opportunities during the day for interventions or enrichment. 	<ul style="list-style-type: none"> • Funds for staff development, materials for parent meetings and materials for interventions and acceleration. • Access to CCAT for development of retesting materials.

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
		<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA 	<p>WIG 3 – Increase the number of primary students to a higher score “on-level” as identified by the end of the year ELI Scores.</p>	<ul style="list-style-type: none"> • Staff Development to train teachers how to assess ELI results to drive instruction. • Parent meetings to explain ELI and provide home activities. • Provide materials for intervention/Acceleration 	

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2008-2009
PECAN CREEK ELEMENTARY SCHOOL

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008?</u> <u>If not, please explain.</u>	<u>Wildly Important Goals for 2007-08</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<ul style="list-style-type: none"> Increase math scores in all of the subgroups to 90%. 	<ul style="list-style-type: none"> No. We did make gains, but our subgroups in Hispanic and Econ. Dis. were in the 80's. We have added a Math specialist to our staff and schedule. We have a dedicated time, Prime Time, of 30 minutes each day to help with remediation and enrichment. All students' needs are addressed at that time. This need is being carried over as one of our three WIGS. 	<ul style="list-style-type: none"> Math specialist is requested to help raise the level and quality of math instruction. Student success in math will increase. An increase of 20 EL days is requested to allow for campus based inservice and vertical teaming. Note: These are 	<ul style="list-style-type: none"> Not for 07-08, but it has been put in place for 08-09. Hurray! A half time Math specialist is on every campus. We are pleased with the additional support. No. There were no more days provided through the district and campus funding 	<ul style="list-style-type: none"> Increase math scores in all of the subgroups to 90%. Increase science scores in all of the subgroups to 90%. 	<ul style="list-style-type: none"> Leads include specialist intervention, Prime Time, Thinking Maps, new text books, PLC common formative assessments, training, materials and campus wide focus. Leads include school wide science vocabulary words, Prime Time, and campus wide focus. 	<ul style="list-style-type: none"> In an effort to advance campus goals and master district initiatives, we would like to request an increase of Campus Educational Leave days from 5% to 10% of our enrollment per campus. Increasing our educational leave days will enable us to ensure better training for all

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2007-08</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<ul style="list-style-type: none"> Increase science scores in all of the subgroups to 90%. 	<ul style="list-style-type: none"> No. We did make gains, but our subgroups in Hispanic and Econ. Dis. were in the 80's. We are using Thinking Maps in our science instruction this year. We are targeting specific science vocabulary in each grade level. This need is being carried over as one of our three WIGS. 	<p>the same needs identified for the last three years. (Now being requested for the 4th year in 08-09)</p>		<ul style="list-style-type: none"> Increase the percent of students in K-2 achieving progressing and proficient level on the end of the year ELI to 90%. 	<ul style="list-style-type: none"> Leads include training teacher how to use the beginning and midyear ELI results to drive instruction. Prime Time provides small group intervention (plus enrichment for the students who are progressing and proficient). All WIGS will be enhanced by the campus becoming a Professional Learning Community 	<p>teachers for programs like inclusion and Professional Learning Communities. Ultimately, these will enhance the learning for all students.</p> <ul style="list-style-type: none"> To provide extra support for our 5th grade bilingual students taking the Spanish Science test, we are requesting extra support thru summer school, Saturday school, and transportation. Teacher training for

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2007-08</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<ul style="list-style-type: none"> Increase the percent of students in K-2 achieving proficient level on the end of the year ELI to 90%. 	<ul style="list-style-type: none"> No. We did make gains. We have a dedicated time, Prime Time, of 30 minutes each day to help with remediation and enrichment. Literacy needs are addressed in small groups at that time. This need is being carried over as one of our three WIGS. No. This request is carried forward to this year's list of needs. 					<p>Spanish Science vocabulary is needed for teachers to develop fluency.</p> <ul style="list-style-type: none"> Expand Saturday school to include instruction for sub-groups in the areas of science. Focus would be to increase science and academic vocabulary used on the Science TAKS test. For increased student participation and benefit, the district should

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2007-08</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
						provide transportation.

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2008-2009
PROVIDENCE ELEMENTARY SCHOOL

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008?</u> <u>If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<ul style="list-style-type: none"> • <u>Needs Identified</u> • <u>For 2008-2009</u> • <u>(be specific)</u>
<ul style="list-style-type: none"> • Increase the percent of K – 2 students who score “on-level” on the end of the year ELI from 81.5 % to 90 % by May 2008. 	<ul style="list-style-type: none"> • Yes, we did meet this goal; however, we found that we still have many students that are designated as “progressing” who have weak skills so we will keep this as a goal to continue to focus on our ELI scores. We have added “TEAM Time” to the daily schedule which is a 30 minute campus-wide tutorial time to help with remediation and enrichment. Literacy needs 	<ul style="list-style-type: none"> • 24 additional Ed. Leave days to utilize in order to facilitate the PLC team meetings for grades K – 5. • We requested a full-time math specialist. 	<ul style="list-style-type: none"> • No. Additional Ed. Leave days were not granted. • We received a half-time math specialist for the 2008-2009 school year and hope that it will increase to full-time for next year. We are very excited about the 	<ul style="list-style-type: none"> • Increase the percent of K – 2 students who score “progressing” or “on-level” on the end of the year ELI from 93 % to 95 % by May 2009. • Increase the math passing rate of all the African American students from 83.3% to 94 % and the SES students from 82.4% to 94% by May 2009 as well as reach a passing rate of above 94% in 	<ul style="list-style-type: none"> • Plan and implement reading fluency activities after analyzing ELI data. • Utilize Target the Questions, Target Math and/or EnVision Problem of the Day to building math fluency. • Implement the strategy UPS ✓ campus wide. 	<ul style="list-style-type: none"> • In an effort to advance campus goals and master district initiatives, we would like to request an increase of Campus Educational Leave days from 5% to 10% of our enrollment per campus. Increasing our educational leave days will enable us to ensure better training for all teachers for programs like Inclusion and Professional Learning

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<ul style="list-style-type: none"> • <u>Needs Identified</u> • <u>For 2008-2009</u> • <u>(be specific)</u>
<ul style="list-style-type: none"> • Increase the math passing rate of all the Hispanic students from 91.7% to 94 % by May 2008 and maintain a passing rate of above 94% in math for all subgroups for the 2008 TAKS. • Increase the science passing rate of the Hispanic students from 72.7% and the SES students from 80% to 90 % by May 2008. 	<p>could be addressed during this time period.</p> <ul style="list-style-type: none"> • We were partially successfully. Our Hispanic students scored a 94.9% but our All Student average dropped to a 90%. • We were partially successfully. Our Hispanic students scored a 100% but our SES students scored a 69.2%. Our All Student score 	<ul style="list-style-type: none"> • We requested that the READ 180 teacher be increased to a full time position to better address the many at-risk students that need intervention during the day. 	<p>additional support.</p> <ul style="list-style-type: none"> • No. For the second year, we were told that funding constraints prohibit us from having a full time READ 180 teacher. If our unit was increased to full time, units at the Title I campuses would have to be increased to full time as well. Some type of allowance should be made for campuses such as Providence 	<p>math for all other subgroups for the 2009 TAKS.</p> <ul style="list-style-type: none"> • Increase the science passing rate of the All-Student group from 84.9% to 90% and the other subgroup rates from the mid-80's to 90 % by May 2009. 	<ul style="list-style-type: none"> • Utilize science vocabulary and journaling to promote greater understanding of science concepts. <p>All Wigs will be supported by the following Leads:</p> <ul style="list-style-type: none"> • Hold Professional Learning Community [PLC] team meetings twice a month to analyze data, identify essential teaching targets, and create common 	<p>Communities. Ultimately, these will enhance the learning for all students.</p> <ul style="list-style-type: none"> • To provide extra support for our 5th grade bilingual students taking the Spanish Science test, we are requesting extra support thru summer school, Saturday school, and transportation. Teacher training for Spanish Science vocabulary is needed for teachers to develop fluency. • Expand Saturday school to include instruction for sub groups in the

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<ul style="list-style-type: none"> • <u>Needs Identified</u> • <u>For 2008-2009</u> • <u>(be specific)</u>
	<p>also fell to 84.9% which was disappointing to the staff.</p>		<p>who are serving more than 750 students.</p>		<p>assessments.</p> <ul style="list-style-type: none"> • Implement an Inclusive model of instruction for students served by resource and content mastery. • Conduct staff development Sessions about team teaching & inclusion [“Working Smarter Together”] • Utilize “TEAM” time to enrich or reinforce science concepts with students 	<p>area of science. Focus would be to increase science and academic vocabulary used on the Science TAKS test. For increased student participation and benefit, the district should provide transportation.</p>

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<ul style="list-style-type: none"> • <u>Needs Identified</u> • <u>For 2008-2009</u> • <u>(be specific)</u>

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2008-2009
TOMÁS RIVERA ELEMENTARY SCHOOL

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008?</u> <u>If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<ul style="list-style-type: none"> • Increase student achievement in all groups in Math from Acceptable to Recognized. • Increase student achievement in Science from Acceptable to Recognized. • Maintain student achievement in all groups at Recognized. 	<ul style="list-style-type: none"> • Yes, All - 82% AA-79% Hispanic-79% White-90% Econ-Dis.-79% • No, All – 73% AA- 62% Hispanic-68% White- 90% Econ.Dis.-67% • Yes, All-85 AA- 76% Hispanic-84% White-92% Econ.-Dis.-83% 	<ul style="list-style-type: none"> • Our school has a high mobility. This really affects instruction within our sub pops, especially in Science. We are affected in two ways: 1. Many of our students are in and out of our school throughout the year. They show up for a few months, then leave, and they come back and test at our school.. 2. We do not get the same kids back year after year. 	<ul style="list-style-type: none"> • I think that the collaboration between campus principals, 5th grade bilingual teachers, and the alignment of the Science curriculum has helped provide a consistency with instruction. We still have the high mobility within the district, but the gaps in instructions have been lessened. 	<ul style="list-style-type: none"> • WIG#1 Increase student achievement in all groups in Science from Acceptable to Exemplary by May 2009. 07-08 scores are: All- 73% AA-62% Hispanic-68% White- 90% Econ. Dis.- 67% • WIG #2 Increase student achievement in all groups in Math 	<ul style="list-style-type: none"> • Begin Science GUYS/GALS clubs in October. • 5th grade teachers and principal will meet monthly with Sharon Betty to discuss best practices in Science. • Include Science focused field trips. • WIG # 2 All 3rd, 4th, and 5th grade teachers will go to KILGO 	<p>Our 5th grade bilingual Science taking the test in Spanish need extra support (i.e. summer school, Saturday school, and transportation). A training in Spanish Science vocabulary is needed for teachers to develop fluency.</p> <p>In an effort to advance campus goals and master district initiatives, we would like to request an increase of Campus Educational Leave</p>

Summary – Campus Improvement Plans

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
		<p>They come to us from other schools as well as other districts, especially our Bilingual group, and that is our large test group in 5th grade.</p> <ul style="list-style-type: none"> Although, we had gains in Math in most subgroups, not all subgroups were successful. We need to concentrate closely at our subgroups across grade levels so that all students can be successful Science is an area that we are improving, but we still have a ways to go; therefore, 	<ul style="list-style-type: none"> Yes, we have seen modest gains : Yes, All - 82% AA-79% Hispanic-79% White-90% Econ-Dis.-79% Yes, we have made some gains in Science: All – 73% 	<p>from Acceptable to Exemplary by May 2008: 07-08 scores are: All- 82% AA- 79% Hispanic- 79% White- 90% Econ. Dis.-79%</p> <ul style="list-style-type: none"> WIG #3 Increase student achievement in all groups in Reading from Recognized to Exemplary by May 2009. All- 85% AA- 76% Hispanic- 84% White- 92% Econ. Dis.-83% Wig #4 Provide more parent education opportunities. 	<p>training in Austin. Provide one- to one tutoring for our most at-risk students in Math beginning in Sept.</p> <p>Allow Parents an opportunity to take home Reading/Math Leap Frogs for the most at-Risk Kindergarteners and 1st grade students.</p> <p>Continue with Practical Parent Education at our School.</p>	<p>days from 5% to 10% of our enrollment per campus. Increasing our educational leave days will enable us to ensure better training for all teachers for programs like Inclusion and Professional Learning Communities. Ultimately, these will enhance the learning for all students.</p> <p>In an effort to advance campus goals and master district initiatives, we would like to request an increase of Campus</p>

Summary – Campus Improvement Plans

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
		we need to continue to monitor science and work for bigger gains.	AA- 62% Hispanic-68% White- 90% Econ.Dis.-67%			Educational Leave days from 5% to 10% of our enrollment per campus. Increasing our educational leave days will enable us to ensure better training for all teachers for programs like Inclusion and Professional Learning Communities. Ultimately, these will enhance the learning for all students.

Summary – Campus Improvement Plans

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>

**BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2008-2009
SAVANNAH ELEMENTARY SCHOOL**

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<p>Increase overall end of the year citizenship score on the Gator Citizenship Survey from an overall satisfactory score of 3.3 to an overall satisfactory score of 4.0 by May of 2008</p> <p>Increase TAKS passing rate of all students from Recognized level to Exemplary Level in Schience by May 2008</p> <p>Increase the number of Reading Counts tests taken and passed from an average of 12 tests per student to 30 tests per student by the end of the 5th six weeks (April 2008)</p>	<p>All goals were met with the exception of the citizenship goal. Due to the retirement of the former school counselor, we do not have the data needed to determine if the citizenship goal was obtained. We will continue this goal for the upcoming school year.</p> <p>Savannah earned a Texas Education Agency Exemplary Rating</p>	<p>Increased instructional budget for new schools that are experiencing growth that has not yet been stabilized</p> <p>Creation of a New School manual that will answer many of those questions that are going to come up for administrators who are opening new schools for the first time. A manual that would guide the administration through the process and procedures of budget, purchasing, set-up, etc.</p>	<p>Needs for the 2007 – 2008 School year were met.</p>	<p>Increase the Math TAKS passing rate for all grade levels and subgroups from Recognized level (80% or above) to Exemplary level (90% or above) in Math by May 2009</p> <p>Increase the level of parental involvement. An average of 35% of Savannah parents will attend school sponsored events.</p> <p>Increase overall end of the year citizenship score on the Gator Citizenship Survey from an overall satisfactory score of 3.3 to an overall satisfactory score of 4.0 by May of 2008</p>	<p>MATH GOAL Implement content specific vertical team meetings once a semester for all grade levels in order to communicate expectations in instruction and to create instructional continuity in the district scope and sequence.</p> <p>Continued implementation of Calendar Math and Target the Question</p> <p>Monitoring student progress as it relates to TEKS and TAKS objective master. Benchmark results will be tracked and used to set classroom objectives and learning targets.</p>	<p>Create opportunities for professional dialog for grade level teams and vertically across grade levels to discuss best practices</p> <p>Ongoing staff development and monitoring is needed to implement Envision Math adoption</p> <p>Create and execute a campus wide new staff member induction / mentoring plan</p> <p>Increased operational budget to support and provide teacher release time for instructional planning and collaboration.</p>

<u>Important Goals</u> From 2007-2008	<u>Did you reach the goals</u> listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.	<u>Needs Identified</u> For 2007-2008	<u>Were the Needs Met for</u> 2007-2008? If not, please explain.	<u>Wildly Important</u> Goals for 2008-09	<u>Plans to Meet</u> Goals for 2008-2009	<u>Needs Identified</u> For 2008-2009 (be specific)
					<p>PARENTAL INVOLVEMENT GOAL</p> <p>Offer parents a variety of events that are relevant, providing useful information.</p> <p>Increase frequency and modes of communicating with parents to inform them of school sponsored activities</p> <p>Identify and target parents that do not regularly attend school sponsored events</p> <p>CITIZENSHIP GOAL</p> <p>Target monthly character quality during morning announcements.</p> <p>Implement “Gators who Care” program to spotlight students who are going above and beyond in the area of behavior and character.</p>	<p>Develop targeted tutorial program to address the needs of specific subgroups in an effort to close the achievement gap between the white subgroup and Hispanic subgroup in math</p>

<u>Important Goals</u> <u>From 2007-2008</u>	<u>Did you reach the goals</u> <u>listed in 2007-2008?</u> <u>If not, explain what</u> <u>prevented your success and</u> <u>how you will continue to</u> <u>try to meet the goals.</u>	<u>Needs Identified</u> <u>For 2007-2008</u>	<u>Were the Needs Met for</u> <u>2007-2008?</u> <u>If not, please explain.</u>	<u>Wildly Important</u> <u>Goals for 2008-09</u>	<u>Plans to Meet</u> <u>Goals for</u> <u>2008-2009</u>	<u>Needs Identified</u> <u>For 2008-2009</u> <u>(be specific)</u>
					<p>Create a character calendar that highlights a different character trait each month.</p> <p>Administer the Gator Citizenship survey to all 5th grade students to identify areas of growth and areas needing improvement as it relates to citizenship</p> <p>Establish a reward program to highlight students who excel in the area of citizenship</p>	

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2008-2009
WILSON ELEMENTARY SCHOOL

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008? If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<ul style="list-style-type: none"> To be a Title One Exemplary Campus. To begin the Dual Language Program in First grade. 	<ul style="list-style-type: none"> Yes, Wilson is DISD's first Title One Exemplary Campus. Program is started and has expanded to second grade. 	<ul style="list-style-type: none"> Monies for TAKS materials, and intervention staff member Continued training and support of Dual Language. 	<ul style="list-style-type: none"> Yes Yes 	<ul style="list-style-type: none"> Maintain passing rate for all students at the 90% (Exemplary) level and increase commended rate to 60% in Math, Science, Language Arts. Out attendance rate will be improved .5% points. Continue Dual Language Program to include three grade levels with students on grade level. Increase TAKS M and Accommodated passing rate to 90%. 	<ul style="list-style-type: none"> Continue to align and improve instructional focus using best practices. Continue Dual Language and Parent Education Activities. Use an inclusive model of instruction for students served by resource moving to full implementation. 	<p>In an effort to advance campus goals and master district initiatives, we would like to request an increase of Campus Educational Leave days from 5% to 10% of enrollment per campus. Increasing our educational leave days will enable us to ensure better training for all teachers for programs like Inclusion and Professional Learning Communities. Ultimately, these will enhance the learning for all students.</p> <p>Our 5th grade bilingual Science taking the test in Spanish need extra support (i.e. summer school, Saturday school, and transportation. A training ins Spanish Science Vocabulary is needed for teachers to develop fluency.</p> <p>Expand Saturday school to include instruction for sub groups in the area of Science. Focus would be to</p>

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						<p>increase Science and academic vocabulary use on the Science TAKS test. For increased student participation and benefit, the district should provide transportation.</p>

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2008-2009
W. S. RYAN ELEMENTARY SCHOOL

<u>Important Goals From 2007-2008</u>	<u>Did you reach the goals listed in 2007-2008?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2007-2008</u>	<u>Were the Needs Met for 2007-2008?</u> <u>If not, please explain.</u>	<u>Wildly Important Goals for 2008-09</u>	<u>Plans to Meet Goals for 2008-2009</u>	<u>Needs Identified For 2008-2009 (be specific)</u>
<ul style="list-style-type: none"> Increase student's success in TAKS math for Hispanic (from 82% to 92%) and Economically Disadvantaged (from 82% to 92%) subgroups 	<ul style="list-style-type: none"> WS Ryan had mixed results with gains for Hispanics in 4th grade to 100% and 5th grade to 94%; and for Economically Disadvantaged in 5th grade to 95%. We did not reach our goals for Hispanics in 3rd grade (69%) and for Economically Disadvantaged in 3rd grade (73%) and 4th grade (91%) 	<ul style="list-style-type: none"> Hire a math specialist to offer accelerated instruction to those students "at-risk" and on-going professional development to the teachers on incorporating best practices in the classroom 	<ul style="list-style-type: none"> Not for the 2007-2008 school year; however, beginning in the 2008-2009 school year we now have a half-time math specialist 	<ul style="list-style-type: none"> Increase academic achievement of all students on TAKS math from 92% to 94% and the accountable subpopulations of Hispanics from 84% to 86% and Economically Disadvantaged from 85% to 87% 	<ul style="list-style-type: none"> Utilize the math specialist to provide support and professional development to our staff Utilize the math specialist to provide support for "at-risk" students Create a math materials resource room 	<ul style="list-style-type: none"> Curriculum materials and instructional supplies for math specialist Curriculum materials and instructional supplies for math materials resource room

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<ul style="list-style-type: none"> Increase student's success in TAKS science for all students from 76% to 90% 	<ul style="list-style-type: none"> WS Ryan did not reach our goal for all students (80%) Our continued efforts to improve student academic success include: hosting the Family Fun Science & Math Night, provide a weekly Science Club, and expanding the number of student-based activities offered at our Outdoor Learning Center 	<ul style="list-style-type: none"> Conduct a Family Fun Science & Math Night Teach science a minimum of 45 minutes daily Provide training for staff in teaching science 	<ul style="list-style-type: none"> Yes 	<ul style="list-style-type: none"> Increase academic achievement of all students on TAKS science from 80% to 82% and the accountable subpopulation of White students from 94% to 96% 	<ul style="list-style-type: none"> Host Family Fun Science & Math Night Provide Science Club every week for 45 minutes Host parent information meeting on how Camp Classen supports the science TEKS Expand the number of student-based activities for the Outdoor Classroom Utilize common science vocabulary terms throughout the building 	<ul style="list-style-type: none"> Curriculum materials and instructional supplies Outdoor Classroom Curriculum materials and instructional supplies for weekly science club Instructional supplies for activities presented at Family Fun Science & Math Night