

Addendum

Lake Ridge
Elementary
2010-2011



CEDAR HILL
INDEPENDENT SCHOOL DISTRICT

Campus Improvement Plan Checklist

Each school year the principal of each school campus, with the assistance of the campus-level committee, must develop, review and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, subchapter A, with respect to the academic excellence indicators and any other appropriate performance measures for special needs populations. Education Code 11.252 (b). Each campus improvement plan must:

- Utilize a school wide planning team to complete the needs assessment (NCLB).
- Assess the academic achievement for each student in the school using the academic excellence indicator system (AEIS). Identify data sources and analyze data (NCLB).
- Set the campus performance objectives based on the academic excellence indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, subchapter A. Clarify the vision for reform (NCLB).
- Identify how the campus goals will be met for each student.
- Determine the resources needed to implement the plan.
- Identify staff needed to implement the plan.
- Set time lines for reaching the goals.
- Measure progress toward the performance objectives systematically to ensure that the plan is resulting in academic improvement.
- Provide for a system to document and analyze parental and community involvement at the campus.
- Create a school profile that includes (NCLB):
- Identify all funding sources in the Resources Needed column of the SMART Goals document.
- Have not met Adequate Yearly Progress see AYP Section after Professional Development Section.

Principal Signature

Date

Addendum

Comprehensive Needs Assessment

The data used for our needs assessment is derived directly from the results of TAKS, ITBS, and Formative Assessments.

TAKS Performance

Table 1 represents a summary of areas of achievement. It illustrates that reading scores for grades 3 & 4 fall just below the exemplary range. Math scores were slightly below the recognized range at both grades 3 & 4. Grade 4 writing scores were in the exemplary range.

Table 1: Comparison of 2009 and 2010

Grade	Subject	TAKS 2009	TAKS 2010
3 rd	Reading	100	89
	Math	86	79
4 th	Reading	92	89
	Math	96	77
	Writing	98	90

Tables 2 – 5 present a summary of areas for improvement:

Grade 3 Reading -With the exception of the Hispanic student group, all groups experienced a decrease in performance when compared to last year’s data. The Hispanic subgroup maintained 100 percent. (See Table 2).

Table 2: Areas for Improvement Grade 3 Reading

Student Groups	TAKS Reading 2009	TAKS Reading 2010
All Students	100	89
African-American	100	86
Hispanic	100	100
White	100	92
Econ. Disadvantaged	100	86

Grade 3 Math- With the exception of the Hispanic student group, all groups experienced a decrease in performance when compared to last year’s data. However, the Hispanic subgroup showed an increase of three percentage points. (See Table 3).

Table 3: Areas for Improvement Grade 3 Math

Student Groups	TAKS Math 2009	TAKS Math 2010
All Students	86	79
African-American	75	73
Hispanic	83	86
White	100	92
Econ. Disadvantaged	77	75

Grade 4 Reading - With the exception of the Hispanic student group, all groups experienced a decrease in performance when compared to last year’s data. The Hispanic subgroup showed an increase of twelve percentage points. (See Table 4).

Table 4: Areas for Improvement Grade 4 Reading

Student Groups	TAKS Reading 2009	TAKS Reading 2010
All Students	92	89
African-American	91	83
Hispanic	88	100
White	100	94
Econ. Disadvantaged	95	80

Grade 4 Math - With the exception of the Hispanic student group, all groups experienced a decrease in performance when compared to last year's data. The Hispanic subgroup maintained 100 percent. **(See Table 5)**.

Table 5: Grade 4- Math TAKS

Student Groups	Math 2009	Math 2010
All Students	96	89
African-American	94	83
Hispanic	100	100
White	100	94
Econ. Disadvantaged	95	80

Iowa Test of Basic Skills (ITBS)

Using norm-reference data from the ITBS, the percentile scores for 2009 revealed the following: **(See Table 6)**

- Reading- A comparison between the 2008 and 2009 campus scores showed an increase in grades K (28 to 31), 1 (47 to 53), and 2 (51 to 58) and a decrease in grades 3 (55 to 51) and 4 (57 to 56).
- Math-A comparison between the 2008 and 2009 campus scores showed an increase in grades 1 (31 to 37) and 2 (24 to 30) and a decrease in grades K (40 to 37), 3 (34 to 31), and 4 (59 to 45).

Table 6: ITBS Data -2008 and 2009

Grade	Subject	At or above the 50% of NPR	
		ITBS 2008	ITBS 2009
K	Reading	28	31
	Math	40	37
1	Reading	47	53
	Math	31	37
2	Reading	51	58
	Math	24	30
3	Reading	55	51
	Math	34	31
4	Reading	57	56
	Math	59	45

Commended Performance

Table 7 shows a summary of commended performance for both grades. All grades and subjects decreased in commended performance.

Table 7: TAKS Commended Performance Comparison Summary

Grade	Subject	Commended Performance 2009	Commended Performance 2010
3	Reading	54	50
	Math	46	21

4	Reading	36	33
	Math	55	33
	Writing	31	20

Formative Assessment

While the formative assessment data fluctuated, the overall summative data for all grades and subjects was 80% or higher (except ELA in 3rd grade and Social Studies in 1st, 2nd, 3rd, and 4th) (**See Table 8**).

Table 8: Formative Assessment Data -2009-2010

Grade	Subject	#1	#2	#3	Summ.
1	Reading	93	96	91	96
	Math	91	100	100	96
	Science	80	94	80	91
	Social Studies	82	80	73	64
2	Reading	70	57	91	82
	Math	85	98	93	98
	Science	74	85	91	98
	Social Studies	55	85	72	70
3	Reading	63	67	77	75
	Math	56	83	90	81
	Science	83	68	61	84
	Social Studies	63	53	39	52
4	Reading	74	80	66	80
	Writing	57	61	95	N/A
	Math	84	82	86	80
	Science	87	83	59	81

	Social Studies	57	56	40	33
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Attendance

Based on the average daily attendance report, the campus did not meet the state attendance standard of 97% (See Table 9).

Table 9: Attendance Data - 09-10

Marking Period	1st	2nd	3rd	4th	5th	6th	End of the Year Avg.
ADA	96%	95%	95%	94%	95%	96%	95%

10 Components of a Title I Program

1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals and the Executive Summary for the next school year. The components of the campus needs assessment include the: establishment of a school wide planning team, clarification of the campus vision with a focus on reform, creation of the school profile, identification of data sources and analysis of the data.
2. **School-wide reform strategies** – The continued use of the student information system to identify and monitor student growth, the continued use of C-Scope and the staff development which accompanies it, the use of best practice lesson plans and the meeting by content and grade level to monitor and develop instructional plans are part of our school-wide reform strategies.
3. **Instruction by highly qualified teachers** –100% of our teachers are certified for the position they hold. They have varying levels of experience, and support is given to less experienced teachers by their colleagues. Parents are notified if a teacher is not certified and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
4. **High-quality and on-going professional development** – Lead Teachers who receive training during the summer and during the school year, provide on-site training and monitoring to assist in professional development. The Shared Decision-Making Committee identifies areas in which staff development is needed. Staff members participate in staff development. Staff development may also be done on site by in-house instructional leaders and also by administrative district instructional support staff.

5. **Strategies to attract high-quality highly qualified teachers** – Recruitment and retention of teachers who are certified for positions for which they are appropriately certified is ongoing. We closely work with our district's Personnel officer and network with other principals to help in this effort; our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
6. **Strategies to increase parental involvement** – Family, PTA, Science and Math, and Game Nights are held to increase parent involvement in the school's programs. Open Houses, frequent telephone contact and weekly folder updates/newsletters are methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example ESL classes or TAKS information programs.
7. **Transition from early childhood programs** – Early Childhood Centers collaborate with receiving elementary schools to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns, on-site meetings at the ECCs and Head Start programs, and round up and registration days to distribute information about programs and registration. Newsletters are distributed from receiving elementary schools. Not applicable to secondary schools.
8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Ongoing staff development is available on site to analyze assessment data, whether national, state or teacher produced, to use in making instructional decisions. Grade level or departmental meetings and the SDMC provide forums to discuss assessment issues.
9. **Effective, timely additional assistance** – The use of formative and summative assessments and AWARE allow for individual student progress to be monitored at the teacher level, building and administrative district levels so that interventions and assistance will be timely.
10. **Coordination and integration of Federal, State, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to best address student needs; this coordination of services and programs is reflected in the activities listed in the campus goals and activities.

Organizational Structure

Our campus Shared Decision-Making Model (SDM) is designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and CHISD board policy. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students.

The SDMC is the shared decision-making body. SDMC representatives are elected by the faculty and parents are elected by the PTO membership. It meets monthly and as needed to discuss issues brought forth by the administration, staff, parents, or community. The Council is supported by standing committees that address budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. Standing committees meet as needed. Parents are encouraged to serve on standing committees.

The SDMC functions under the direction of the Principal. Members of the SDMC attend SDMC meetings for the term of his/her office, monitor the implementation of the School Improvement Plan, address issues presented by the principal, present issues for discussion and recommend resolutions to the SDMC, create ad hoc committees by consensus of the SDMC, chair standing committees and ad hoc committees, submit minutes to the principal for committee meetings, and report the recommendations to the SDMC. The SDMC is responsible for approving all professional development plans for the school.

The Principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations from the community, SDMC, and standing committees, and makes decisions based on those recommendations.

Shared Decision-Making Process

Consensus is the ultimate goal of the SDMC. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues.

Members of the committees discuss and make recommendations to the SDMC. The SDMC reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented. If general agreement is not reached, further study of the issue will occur and alternatives will be presented until agreement is reached. After all alternatives have been explored, a deadlock can be broken by a majority vote. As issues come up for discussion, the chairperson is responsible for ensuring that all present have a legitimate opportunity to state their case. The principal retains the authority to exercise a veto over decisions made by the SDMC.

Method of Communication

Members of the school community may submit non-personnel issues for consideration through the shared decision-making process. Written issues or concerns are submitted to any SDMC member or placed in the SDMC box located in the main office. A school community member may attend a meeting of any committee to discuss or present an issue. All meetings are on the monthly calendar. The SDMC delivers issues to appropriate standing committees for action. Communications from all committees is transmitted to faculty, staff, and parents.

Membership Composition of the Shared Decision-Making Committee			
Number of Classroom Teachers (2/3)	4	Number of Parents	1
Number of School-based Staff (1/3)	2	Number of Community Members	1
Number of Non-Instructional Staff	1	Number of Business Members	1
Name of SDMC Member		Position (Term expires)	
Janet Forney		Classroom Teacher	
Carol Brazill		Classroom Teacher	
Liz Fegan		Classroom Teacher	
Beverly Green		Classroom Teacher	
Jacqueline Elliott		School-Based Staff	
Patricia Murphy		School-Based Staff	
Santos Garcia		Non-Instructional Staff	
Kim Gunn		Parent	
Rev. Edsel		Community Member	
Vacant		Business Member	
Winnifred Goodman		Principal	

State Compensatory Education	
Total amount of State Compensatory Education Funds.	\$64,335
Personnel funded with State Compensatory Education Funds (number of FTEs.)	
Literacy Specialist	1.0
Instructional Aide (2)	0.5
Total FTEs funded with State Compensatory Education Funds.	1.5

Gifted/Talented Program Goal

For 2010-2011, provisions to modify services for students identified as Gifted/Talented (G/T) are provided through the implementation of the Standard Practice Memorandum (SPM) 5610.A and the G/T Curriculum

Framework Scholars & Knowledge.

Formative

Differentiation strategies for instruction and assessment are documented weekly in lesson plans.

Summative

Students identified as G/T shall be expected to score above grade level on the district required ITBS and score at the commended level on TAKS.

Strategy

Provide a program designed to reach beyond the learning experiences of the regular curriculum. Students are clustered into one class per grade level to address higher order thinking needs with trained personnel.

Parent and Community Involvement Goal

For 2010-2011, the percent of parents and community members attending campus events will increase by **10%**.

Formative

At the end of the first semester, the percent of parents and community members attending campus events will be reviewed to determine progress.

Summative

At the end of the school year, the percent of parents and community members attending campus events will be reviewed to determine if the goal was met.

Strategy

Provide a variety of methods and appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend campus events.

Violence Prevention and Intervention Goal

For 2010-2011, discipline referrals for drugs, alcohol, and tobacco will be reduced by **10%** from the previous year.

Formative	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Strategy	Use "Red Ribbon Week and Character Education" to provide students with awareness activities.

Violence Prevention Goal

For 2010-2011, the discipline referrals for fighting will be reduced by **10%** from the previous school year.

Formative	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for fighting.
Strategy	Implement and monitor the school wide discipline plan.

Attendance Goal

For 2010-2011, the ADA student attendance will be at or above **98%**.

Formative	Monthly attendance rates by grade level and total school will be reviewed in addition to a list of students with more than three absences per month.
Summative	The year end ADA will be reviewed to determine if the annual attendance objective was met.
Strategy	Send letters to parents of students with three or more unexcused absences. Initiate attendance referrals for students with more than five unexcused absences.

Highly Qualified Teacher Goal

For 2010-2011, the percent of highly qualified teachers in the core academic areas will be at or above 100%.
 For 2011-2012, the percent of special education students meeting TAKS standard will be at or above 70%.

Formative	Each grading period, students progress on PEKS will be monitored and reviewed.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.
Summative	Results of the TAKS M and/or TAKS Alt tests will be reviewed to determine if the ARD objectives were met.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.	
Strategy		Recruit teacher who are certified and highly qualified in their specific area.

District and State Waivers

The district utilizes the following four waivers:

Staff Development Waiver- This waiver allows the district to add additional days to train staff on various educational strategies designed to improve student performance in lieu of a maximum of three days of student instruction.

Reading/ELA, Mathematics, Science, and Social Studies Staff Development Waiver- This waiver allows the district to conduct additional staff trainings in these specific content areas to provide strategies aligned with the TEKS in lieu of a maximum of two days of student instruction.

Early Release Waiver- This waiver allows the district to conduct school for less than seven hours for a total of six days of instruction to provide additional training in educational methodologies and to provide time to meet the needs of students and local communities.

Modified Schedule/TAKS Testing Days Waiver- This waiver allows the district to modify the schedule of classes on TAKS testing days during the current school year to reduce interruptions during the testing period.

Staff Development Plan 2010 – 2011		
Date	Who should attend	Purpose
Full Day Staff Development		
August 12, 2010 8:00 – 3:30	All Staff	District Convocation; Data Analysis
August 13, 2010 8:00 – 3:30	All Staff	Boys Town Training
August 16, 2010 8:00 – 3:30	All Staff	Boys Town Training
August 17, 2010 8:00 – 3:30	All Staff	Campus Work Day; Sexual Harassment; Blood Borne Pathogens; C-Scope/Curriculum Mapping
August 18, 2010 8:00 – 3:30	All Staff	Campus Work Day; ARD Decision Making; CPS/Counseling; Technology Agreement

August 19, 2010 8:00 – 3:30	All Staff	PDAS; Campus Operating Procedures; “R” Time; Campus Improvement Plan/ Data Review
August 20, 2010 8:00 – 3:30	All Staff	Team-Building Activities: “ <u>Five Dysfunctions of a Team</u> ”; Parent Communication; “LRE Tomado Drill Week”; Brain-Based Teaching Strategies; Extended Day Plan Development (Tutoring/Enrichment); Technology Integration
October 8, 2010 8:00 – 3:30	All Staff	Math Staff Development
November 8, 2010 8:00 – 3:30	All Staff	“Best Practices” - Staff will participate in learning “Learning Walks” and “Best Practices Review”
January 3, 2010 8:00 – 3:30	All Staff	Student Portfolio Review
February 21, 2010 8:00 – 3:30	All Staff	Reading Staff Development
Early Dismissal Staff Development		
September 24, 2010 11:30 – 3:30	All Staff	Math Staff Development
January 14, 2010 11:30 – 3:30	All Staff	Formative Assessment Data Review & Disaggregating; Review Student Academic Plans
February 18, 2010 11:30 – 3:30	All Staff	Region 10 Math Workshop
June 2, 2010 11:30 – 3:30	All Staff	Year End Campus Data Review