

**Campus Improvement Plan
2011-2012
R. A. Hall Elementary School**

District Goal #1 All students will be exposed to a broad base of knowledge, which will lead to self-empowerment.

- A. The campus will ensure through its curriculum that all R. A. Hall students are prepared to master or exceed the Texas Essential Knowledge and Skills (TEKS).
- B. The campus will meet or exceed state performance standards on required outside assessments.
- C. The campus will support instruction beyond the basics to include the fine and performing arts.
- D. The campus will continue to align instructional programs and assessments in the core content areas.
- E. The campus will close the achievement gap among all subpopulations.
- F. Teachers and teacher assistants will be provided training in strategies which will improve student performance, improve classroom management and take into account students' needs / individual learning styles.
- G. The campus will address interpersonal and intrapersonal skills that will contribute to students' healthy, confident lifestyles.
- H. Student attendance will be increased by at least 1 percentage point.
- J. The Effective Schools philosophy will be reviewed by the campus and considered in all instructional programming.
- K. The district will continue to decrease the dropout rate annually with the ultimate goal of eliminating dropouts in B.I.S.D.

District Goal #2 The district will increase positive public relations, community involvement, and meaningful parental involvement.

- A. The principal will ensure communication to parents regarding academic performance, attendance and discipline of students.
- B. The campus will provide educational programs that strengthen parenting skills and help parents to provide educational assistance to their children.
- C. Parents and other members of the community will be partners in the improvement of schools.
- D. The campus will provide to the media and through the campus newsletter, accurate information on a timely basis.

District Goal #3 - Technology and real-world experiences will be integrated into instructional activities.

- A. The campus will provide direction and support for professional development and training of staff members, which will improve student performance and enhance the work environment for employees.
- B. The campus will continue to expand the number of teachers who integrate the Internet into instructional activities so that students can become communicators in a technological world.
- C. The campus principal will ensure that teacher training will be provided in appropriate instructional technology, following the district plan.
- D. The campus will use student services software.
- E. The campus will incorporate workplace/employability skills in instructional activities.
- F. Administrators will use technology to enhance efficiency in administrative work.
- G. The campus will continue to provide a point of contact for technical support to ensure timely use of technology.

**R. A. Hall Elementary Campus Improvement Plan
Ten Components Required for School-wide Title I Projects
No Child Left Behind Act**

R. A. Hall Elementary is committed to the ten components for school wide Title I projects. Through the campus and district planning and decision making process, all components are addressed. Listed below is each component and the corresponding pages in the campus improvement plan where this component is met.

- Component 1: Comprehensive Need Assessment - Section 1
- Component 2: School wide Reform Strategies (Scientifically Research-Based Strategies) - Goal 1
- Component 3: Instruction by Highly Qualified Teachers - Goal 1
- Component 4: High-Quality and Ongoing Professional Development (in accordance with Section 1119)(teachers, principals, and paraprofessional and, if appropriate, pupil services personnel, parents, and other staff) -Goal 1
- Component 5: Strategies to Attract High-Quality, Highly Qualified Teachers - Goal 1
- Component 6: Parental Involvement Strategies (in accordance with §1118) – Goal 2
- Component 7: Transition Activities for Preschool Children (see Hampton-Moreno-Dugat Early Childhood Center Improvement Plan)
- Component 8: Inclusion of Teacher in Academic Assessment Decisions; Signature page of campus improvement plan
- Component 9: Assisting Students Experiencing Difficulties Mastering Proficient and Advanced Levels of Achievement Standards - Goal 1
- Component 10: Coordination and Integration of Federal, State, and Local Services and Programs

R. A. Hall Elementary is a Title I School-wide campus and State Compensatory Education funds are spent to support the school wide plan.

R. A. Hall Elementary Campus Improvement Plan 2011-2012

District Goal 1: All students will meet the rigor of STAAR testing standards.

Evidence of Need with Supportive Data: According to the 2009-10 AEIS, R. A. Hall has a 77.7% SES and 14.9% mobility. TAKS scores for 2009-2010 showed 30% of the third grade, 24% of the fourth grade, and 36% of the fifth grade did not pass all tests after the first administration. Attendance figures for the 2009 AEIS were 96 % with the state standard of 97%. These figures indicate a need for the following goals and activities.

Performance Objective/Summative Evaluation Data: The end of the year STAR Early Literacy results will be used to evaluate grades 1 and 2 and will indicate that 90% or above of first grade students should be transitional readers by the end of the year and 2nd grade students should be probable readers at the end of 2nd grade and will serve as a summative for reading. STAAR scores will serve as the summative assessment for grades 3-5, documenting that 80% of the students met expectations after all administrations.

Activity/Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start/ End	Special Populations	Evaluation
General Staff Development: A variety of staff development opportunities will be made available to all staff to meet the needs of the students.	<i>Essential Reading Strategies for the struggling Reader: Activities for an Accelerated Reading Program; TEA; 2001</i>	Principal, Consultant, and Teachers	Local; NCLB	Disaggregation of the benchmark/ Assessments. ARD (Admission, Review and Dismissal) meeting minutes will show that students are working at or moving toward grade level instruction and assessment.	August 2011- May 2012	At-Risk, special education, LEP, subpopulations	Sign-in sheets Certificates
1st /2nd grade Reading skills will be met	<i>Neuhaus; Guided Reading by Fountas & Gay</i>	Principal, Consultant, and Teachers	Local; NCLB	Progress Monitoring Benchmarks, Assessments Tier Interventions	August 2011- May 2012	At-Risk, special education, LEP, subpopulations	Star testing 90% students will be fluent readers Documentation

CSCOPE Lessons: Teachers will implement CSCOPE lessons along with other higher-order instructional strategies.	www.cscope.us/	Principal, Consultant, and Teachers	Local	Walk through evaluations, STAAR results, benchmark/assessment results	August 2011- May 2012	At-Risk, special education, LEP, subpopulation	Lesson Plans will show CSCOPE activities
Teacher Planning Time: Teachers will collaborate with grade level teachers in planning student lessons.	Fullan, M. (2006). <i>Leading professional learning</i> . School Administrator <i>Classroom Instr. that Works</i> by Marzano	Principal, Consultant, Teachers	Local	Lesson plans reflecting collaboration Roll-Outs	August 2011- May 2012	At-Risk, special education, LEP, subpopulation	Lesson Plans, lesson will be CSCOPE lesson Sign in log
Benchmarks/ Assessments: Benchmarks/ assessments for all subjects and grade levels will be reviewed and revised to correlate to STAAR	Fullan, M. (2006). <i>Leading professional learning</i> . School Administrator, 63(10), 10-14.	Principal, Consultant, and Teachers	Local, State and Federal	Disaggregate assessments/ benchmarks	August 2011- May 2012	At-Risk, special education, LEP, subpopulation	Mastery of TEKS Progress , 6 weeks report card grades DMAC
National Elementary Honor Society: Students in grades 4 and 5 will be inducted to NEHS based upon academic and citizenship criteria.	www.nehs.org.au	Principal, Consultant, and Teachers	Local	Number of NEHS student members	August 2011- May 2012	All Students	NEHS inductions

Coordinated School Health Program: Students will participate in a Coordinated School Health Program	19 Texas Administrative Code (TAC) §74.3(a)	Principal, Consultant, Physical Education and Health Teachers	Local	Students in grades 3-5 will participate in the Fitness Gram program , “The Great Body Shop”, using state textbooks and materials.	August 2011- May 2012	All students	Increase in student PE capabilities from the beginning to end of the year using Fitness Gram information
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District Goal 2: R.A. Hall will improve in closing the achievement gap among subpopulations in Reading, Writing, Math, and Science (ex. At-risk, special education, ESL, economically disadvantaged, and Hispanic students.)

Evidence of Need with Supportive Data: According to 2010-2011 TAKS results, economically disadvantaged students had 81% passing in Reading, 84% in Math, 82% in Writing, and 74% in Science.

Performance Objective/Summative Evaluation Data: Documentation of an increase in passing rate on students' benchmark and STAAR testing results.

Activity/Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start/End	Special Populations	Evaluation
STAAR Pull-Out Intervention Program: The STAAR Intervention Program will be an intensive reading and math pull-out program designed to enhance students' abilities to succeed on the STAAR tests.	<i>Correlates of Effective Schools: The First and Second Generation.</i> Lezotte, Lawrence W	Principal, Consultant, Teachers,	Local and Federal; NCLB I	80% of students served will meet the standards on the STAAR tests	Aug. 2011- May 2012	At-Risk, special education, LEP, subpopulation	Report Card Progress reports Progress Monitoring RTI DMAC STAAR
At Risk/Dropout Prevention	T.E.C. 29.081	Principal, Consultant and, Counselor	Local, S.C.E.	10% reduction in number of students identified at risk	Aug. 2011- May 2012	At-Risk	Make life-long learners by contributing to an increase in high school graduation rate set by state
Least Restrictive Environment/Inclusion	Individuals with Disabilities Education Act (IDEA)	Principal, Consultant, Teachers, and other Staff	Local	Students' schedules documenting time spent with mainstream classrooms	Aug. 2011- May 2012	Special education subpopulation	Passing report card grades, progress reports IEP goals met

Intervention: Students in need of additional assistance in language arts and/or math/science will be provided supplemental instruction 3 times a week.	<i>Correlates of Effective Schools: The First and Second Generation.</i> Lezotte, Lawrence W. Intervention Strategy Guide by TEA	Principal, Consultant, and Teachers	Local	Records of students served for each 6 weeks to be turned in, report card grades, passing rates, assess.	Aug. 2011-May 2012	At-Risk, special education, LEP, subpopulation	Passing progress monitoring, progress reports, report cards, assessments DMAC
Progress Monitoring: Teachers will monitor students' progress during intervention/tutorials sessions.	<i>What Works Clearing House</i> http://ies.ed.gov/ncee/wwc/	Principal, Consultant, Teachers,	Local	Teacher documentation of progress monitoring, log sheets	Aug. 2011-May 2012	At-Risk, special education, LEP, subpopulation	90% of students will show a passing score on interventions every 2 wks. DMAC
SAT Meetings: Teachers will meet with principal/counselor/consultant to monitor students' academic needs.	<i>What Works Clearing House</i> http://ies.ed.gov/ncee/wwc/ Brain Research	Principal, Consultant, Teachers	Local	Teacher will document Tier levels and provide info. of activities used.	Aug. 2011-May 2012	At-Risk, special education, LEP, subpopulation	90% of SAT students will pass regular curriculum using 6 wks. Report cards DMAC
Meet STAAR Performance Science Standards. Science Fair: Students will create a science project and display their experiments for competition.	<i>Doing What Works- U.S. Department of Education</i> http://dww.ed.gov NSF <i>Empowering the Nation Through Discover & Innovation</i> Science TEKS	Principal, Consultant, Teachers	Local	Science Labs TEKS, CSCOPE Student projects will be judged by grade level for 1 st -5 th place ribbons.	Aug. 2011-May 2012	All students	STAAR Benchmark passing rate of 80% 90% of the student will participate in the Science Fair and use the Scientific Method by producing a project

Parent Communication/ Contacts	<i>Creating Effective Schools: An In-Service Program for Enhancing School Learning Climate and Achievement</i> ; W.B. Brookover, F. J. Erickson, A.W. McEnvoy; 1996	Principal, Consultant, , Teachers, and other Staff	Local	PTO events and parent communication documents; Tuesday Folder; Website Calendar	Aug. 2011-May 2012	At-Risk, special education, LEP, subpopulation	Teacher will show document of parent contact to increase learner performance
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District Goal 3: Prepare students for real-world workforce and create scholars.

Evidence of Need with Supportive Data:

Performance Objective/Summative Evaluation Data: Teachers will incorporate real-world activities into the instructional setting. Students, with the teacher's direction, will gain knowledge of real world opportunities and college information.

Activity/Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start/End	Special Populations	Evaluation
Real World Instruction Correlation/ College Day	<i>Connecting Classroom Learning to the Real World</i> by Elizabeth Fletcher Foy, President, Leadership Teacher	Principal, Consultant, Teachers	Local	Career related activities will be noted in lesson plans	August 2011- May 2012	At-Risk, special education, LEP, subpopulations	Teachers will relate obj. to real world during walk-thru, PDAS
Monthly Citizenship Assemblies	<i>Connecting Classroom Learning to the Real World</i> by Elizabeth Fletcher Foy, President, Leadership Teacher	Principal, Counselor, & Staff	Local	A record of Citizenship assemblies with students' assisting in presenting character building skits.	August 2011- May 2012	At-Risk, special education, LEP, subpopulations	Referrals to the office will decline
Academic Meet	Academics -University Interscholastic League (UIL) www.uil texas.org/academics	Principal, Consultant, Teachers	Local	Students will compete in academic events against area elementary schools.	August 2011- May 2012	All Students	Student participation

District Goal 4: R.A Hall will be labeled an Advanced Academic Performance campus.

Evidence of Need with Supportive Data: According to the 2009-10 AEIS, R. A. Hall has a 77.7% SES and 14.9% mobility. TAKS scores for 2009-2010 showed 30% of the third grade, 24% of the fourth grade, and 36% of the fifth grade did not pass all tests after the first administration. Attendance figures for the 2009 AEIS were 96 % with the state standard of 97%. These figures indicate a need for the following goals and activities.

Performance Objective/Summative Evaluation Data: STAAR scores will serve as the summative assessment for grades 3-5, documenting that students met expectations and the campus will receive a Level III label of Advanced Academic Performance.

Activity/Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start/ End	Special Populations	Evaluation
Campus Vision Statement: (see below)	Association for Supervision and Curriculum Development; Task Force on Developing Research in Educational Leadership (2003)	Principal, Consultant, and Staff	Local	Teachers will collectively create a campus vision statement providing guidelines to becoming an Advanced Academic campus.	August 2011- May 2012	At-Risk, special education, LEP, subpopulations	STAAR scores Benchmarks Report card grades Assessments Star reports

District Goal 5: Student attendance rate will meet the 97% state standard.

Evidence of Need with Supportive Data: Attendance figures for the 2009 AEIS were 96 % with the state standard of 97%. These figures indicate a need for the following goals and activities.

Performance Objective/Summative Evaluation Data: Student attendance rate will meet the 97% state standard.

Activity/Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start/ End	Special Populations	Evaluation
Perfect Attendance Awards	Association for Effective Schools, Inc., retrieved from http://www.mes.org/correlates.html .	Principal, Clerk, Teachers, Truancy Officer	Local	Students will receive awards for perfect attendance	August 2011- May 2012	At-Risk, special education, LEP, subpopulations	Meet 97% attendance goal

R.A. HALL ELEMENTARY VISION STATEMENT

WE, the staff at R.A. Hall Elementary, are COMMITTED in teaching our students reading, math, science, and the attributes of good citizenship.

WE will have HIGH EXPECTATIONS for our students. Our students will be guided firmly, but with kindness and respect in order to create SCHOLARS!

WE will use DATA to assess how well our students are performing and use the results to improve our instruction by using RESEARCH BASED instruction. WE will find SUCCESS in each student, some way, everyday! In order to become an exemplary campus,

WE will teach LIKE A CHAMPION!