

**Campus Improvement Plan  
2011-2012  
FMC 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 FMC 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.

## **FMC Elementary Campus Improvement Plan Ten Components Required for Schoolwide Title I Projects No Child Left Behind Act**

FMC Elementary is committed to the ten components for schoolwide 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 district goals which meet the component.

- Component 1: Comprehensive Needs Assessment; District Goals 1, 2, and 3
- Component 2: Schoolwide Reform Strategies (Scientifically Research-Based Strategies); District Goals 1, 2, and 3
- Component 3: Instruction by Highly Qualified Teachers; District 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); District Goal 1
- Component 5: Strategies to Attract High-Quality, Highly Qualified Teachers; District Goal 1
- Component 6: Parental Involvement Strategies (in accordance with §1118); District 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; District Goals 1, 2, and 3
- Component 10: Coordination and Integration of Federal, State, and Local Services and Programs; District Goals 1, 2, and 3

FMC Elementary School is a Title I Schoolwide Campus, and \$70,304.00 of State Compensatory Education funds will be spent to support the schoolwide plan.

# **FMC Elementary Campus Improvement Plan 2011-2012**

## **BISD District Goals and Supportive Data**

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

**Evidence of Need with Supportive Data:** According to the 2010 AEIS, FMC has a 77.2% SES and 12.5% mobility. TAKS scores for 2009-2010 showed 9% of the third-fifth grade did not pass the reading test, and 9% of the third-fifth grade students did not pass the math test. Attendance figures for the 2009 AEIS were 96.4% 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 85% of the students are identified as transitional or probable readers. STAAR scores will serve as the summative assessment for grades 3-5, documenting that 85% of the students met expectations after all administrations.

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

**Evidence of Need with Supportive Data:** More parent/community involvement in the educational process is needed in order to establish and maintain cooperative efforts among all responsible entities for the benefit of students.

**Performance Objective/Summative Evaluation Data:** Documentation of an increase in parental participation in all activities.

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

**Evidence of Need with Supportive Data:** According to the Texas STaR (School Technology and Readiness) Chart, the campus is at level 2 (Developing Tech) and the state goal is a level 4 (Target Tech).

**Performance Objective/Summative Evaluation Data:** Teachers will incorporate technology into the instructional setting. Students, with the teacher's direction, will meet or exceed the requirements for their grade level in the technology application TEKS.

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GOALS	ACTIVITIES	TIMELINE	EXPECTED OUTCOME	SUMMATIVE EVALUATION	COMPLETE
1. Meet the rigor of the STAAR testing standards.	A. Implement CSCOPE lessons along with other pertinent instructional resources.	Aug.- June	Through the appropriate use of CSCOPE, the instructional format and rigor, the students will be exposed to higher level standards of instruction thereby, exposing the students to higher order thinking skills which will be needed in order to be better prepared to pass the STAAR Tests.	Testing data / outcomes	
	B. <u>Teach Like a Champion</u> and <u>What Great Teachers Do Differently</u>	Aug.- May	Two book studies will be conducted and presented by all FMC staff members. The staff will work in teams to present the information to their peers. The ideas that are presented in the studies will be integrated into our daily professional classroom procedures.	All staff will use the research based information to create learner centered environments as well as continue to model professionalism. A more positive learning environment will be the outcome.	
	C. Implement research based instructional strategies in the classroom to enhance instructional delivery.	Aug.-June	Higher order thinking skills will be introduced on a daily basis throughout all academic areas.	Researched based instructional strategies will be utilized on a daily basis in all content areas and documented through CSCOPE lesson plans.	

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GOALS	ACTIVITIES	TIMELINE	EXPECTED OUTCOME	SUMMATIVE EVALUATION	COMPLETE
#1. Meet the rigor of the STAAR testing standards. (Continued)	D. Continue Teacher Planning Time.	Aug.-June	More collaborative planning among the grade level teachers.	Consistency among the classroom teachers and more sharing of information and strategies as evidenced in lesson plans.	
	E. National Elementary Honor Society	Aug.-June	Create an elementary honor society to promote Responsibility, Leadership, and Service as essential life skills.	Number of students that are inducted into the NEHS.	
# 2. Improve students 'academic scores for At-Risk, Economically Disadvantaged, and Sub-populations.	A. Use research based instructional strategies and lessons and methodologies as prescribed by CSCOPE.	Aug.-June	Through the use of instructional strategies and methodologies more students will demonstrate mastery of the grade level TEKS, thereby, closing the gaps between learners.	Testing outcomes and data taken from the STAAR administration, Benchmarks, report cards grades, etc.	
	B. Provide "intervention" time daily through tutorials.	Aug-June	Acquisition of skills through more intense instruction.	Report cards grades, testing pass rate, etc.	
	C. "ACE" Program	Sept.-June	Ace will provide additional instructional support for our students.	Increased pass rate for all students in the ACE Program as well as improved attendance for our campus.	

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# 2. Improve students 'academic scores for At-Risk, Economically Disadvantaged, and Sub-populations. (Continued)	D. Professional Development for staff	Aug.-March	Researched based methodologies and strategies will be integrated into our curriculum to reach the varied learning styles of our students.	Improved grades and data that reflects a reduction in the gap that exists between the different learners.	
	E. SAT Meetings	Aug.-June	Close review of the struggling learners will be used in order to match the students with the appropriate programs, and instructional opportunities.	Improved academic grades as reflected on the students' report cards, testing outcomes, Common Assessments, etc.	
	F. Pull out Reading program	Aug.-June	Intervention for struggling readers will assist the students through individualized instruction.	Improved reading scores as demonstrated via report card grades, testing, Common Assessments, etc.	
	G. Science Fair	February	Students will participate in the creation of a science project and will display their inventions/experiments in the cafeteria.	Students' projects will be judged for 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> places.	

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# 2. Improve students 'academic scores for At-Risk, Economically Disadvantaged, and Sub-populations. (Continued)	H. Parent Communication	Aug.-June	Positive and accurate communication will inform parents of student performance throughout the year through the use of report cards, meetings, written communication, phone conferences, and parent conferences.	Effective parent – school interaction as evidenced through sign in sheets and anecdotal notes.	
	I. Computer Lab	Aug.-June	Provide technology/computer based instruction that is prescriptive for the students in the areas of reading, math, writing and science.	Students will progress through varied levels of computer based instruction which will reinforce the skills needed to improve the students' level of academic understanding.	
# 3. Use data to improve instruction	A. Analyze /discuss Common Assessments, STAAR tests, AR Test	Aug.-June	Through the analysis of the information gained from the assessment data, instruction can be revised to meet the needs of the students to promote greater academic understanding.	Improved results and outcomes on all testing opportunities and classroom achievement.	
	B. Discuss academic strengths and weaknesses of students to create and implement intervention based on individual student needs.	Aug.-June	Improved academic performance for all students as a result of prescribed interventions.	Improved grades, higher success rate on tests, improved students' self-esteem.	



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GOALS	ACTIVITIES	TIMELINE	EXPECTED OUTCOME	SUMMATIVE EVALUATION	COMPLETE
# 3. Use data to improve instruction (Continued)	C. Meet Attendance Goal through monitoring of students' attendance on a daily basis. Attendance Awards will be presented during Awards Ceremonies every 6 weeks, Ice Cream Social mid-semester and 6 <sup>th</sup> six weeks period.	Aug.-June	Increase attendance rate to 97% for the 2011-2012 school year.	End of year outcome and stats for attendance as sent to TEA.	
# 4. Implement Inclusion for Special Ed. Students	A. Staff will attend workshops, in district mini-sessions, out of district campus visitations, review, discuss and study research information on "Inclusion" models.	Aug.-May	The campus will be able to meet the TEA requirement for creating and placing students in the "least restricted environment". All students will be provided better educational opportunities.	More increased success for Special Ed. students and implementation of the law for least restricted environment. Full inclusion when appropriate for the students based on their needs and academic levels.	
# 5. Prepare students with the proper tools both academic and behavioral in order to acclimate to the workforce and society.	A. Campus counselor will conduct "Character Building" lessons in each classroom on a monthly basis.	Aug. –May	Students that are confident, respectful, and have a positive self esteem and self worth.	Students that are willing to participate in community based projects that will exhibit a commitment to their school, community and their peers.	

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GOALS	ACTIVITIES	TIMELINE	EXPECTED OUTCOME	SUMMATIVE EVALUATION	GOALS
# 5. Prepare students with the proper tools both academic and behavioral in order to acclimate to the workforce and society. (Continued)	B. Staff will monitor and reinforce proper and positive student behavior on a daily basis. Students will be acknowledged during the 6 weeks Awards Ceremonies and through Behavior Bucks activities.	Aug.-May	Happier, better behaved students that will demonstrate positive interaction between and amongst themselves, their teachers, parents and the community.	More students receiving acknowledgement during the 6 weeks Awards Ceremonies, better classroom behavior .	
# 6. Continue to be a model campus by demonstrating a positive, caring image in the community, our students, parents, and staff.	A.Uphold our commitment to our campus vision as a road map throughout the school year to remind FMC staff to remain focused on our plight to provide educational quality, to all of our constituents (community, students and parents).	Aug.-June	Maintain the positive campus image that is currently associated with the FMC Campus, its staff and its students.	Parent survey at the end of the school year.	