

Robert E. Lee Elementary Improvement Plan 2010-2011

Date of School Board Approval

Legal References

- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall 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 Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

The mission of Robert E. Lee Elementary is to ensure that all stakeholders experience personal and professional success on a daily basis.

Our students...

Lee Elementary will provide a safe structured learning environment that challenges students' abilities daily and encourages them to maximize their learning potential. We will also encourage the development of social skills that will enable our students to make good choices while leading a productive and purposeful life.

Our faculty and staff...

Lee Elementary will provide an environment that encourages and supports its staff personally and professionally. We will exhibit professionalism daily and be positive role models for the students of our school.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc
Matt Calvert	Principal
Amanda Cain	Parent
Kathleen Herman	Parent
Johnny Dickson	Business Representative
Raymond Williams	Business Representative
Cecilia Wood	Community Representative
Dr. Paul Vickers	Community Representative
Grover Bishop	District Level Representative
Tamala Rodgers	Classroom Teacher
Lisa Carroll	Classroom Teacher
Jana Thompson	Classroom Teacher
Ruthie Walker	Classroom Teacher

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on April 23rd, 2010.

Participants in Attendance	Data Sources Examined
	<div style="border: 1px solid black; padding: 5px;"> <p><i>AEIS</i></p> <p><i>Federal Accountability Data for AYP</i></p> <p><i>TAKS Data--disaggregated</i></p> <p><i>Campus retention data</i></p> <p><i>Campus discipline referral data</i></p> <p><i>Student attendance data</i></p> <p><i>TPRI data</i></p> <p><i>Campus parent participation records</i></p> <p><i>Truancy data</i></p> <p><i>Teacher retention data</i></p> </div>
<i>Greg Morris</i>	
<i>Raymond Williams</i>	
<i>Lisa Carroll</i>	
<i>Jana Thompson</i>	
<i>Dr. Paul Vickers</i>	

Comprehensive Needs Assessment: Summary of Findings

You may provide a chart or written summary of the findings from the data analysis, i.e. Blank Elementary School has need for improvement in the areas of math, 3rd grade reading, 5th grade science, classroom discipline, and parental involvement. or choose to use something like the table below.

Prioritized Areas of Concern	
Areas of Concern	Data Source
<i>Reading scores for African Americans and Whites</i>	<i>TAKS data</i>
<i>Math scores for Whites</i>	<i>TAKS data</i>
<i>Reading scores for Economically Disadvantaged</i>	<i>TAKS data</i>
<i>Attendance</i>	<i>PEIMS Attendance Reports</i>
<i>Disciplinary Referrals to Office</i>	<i>PEIMS Discipline Reports</i>
<i>Truancy</i>	<i>PEIMS Attendance Reports</i>

<p>In this plan, the term “student groups” refers to students who are H, W, AA, ED, At-Risk, Migrant, LEP, G/T, and Special Education</p>
--

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District/Campus_____

Total FTEs funded through SCE at this District/Campus_____

The process we use to identify students at risk is:

The process we use to exit students from the SCE program who no longer qualify is:

At REL Elementary School State Compensatory Funds are used to support Title I initiatives.

**State Compensatory Education Program
Program Evaluation/Needs Assessment
Grades 3 and 4**

TAKS	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Students At-Risk	81%	79%	81%	75%	77%	77%	77%	89%	91%	N/A	N/A	N/A	N/A	N/A	N/A
Students Not At-Risk	88%	85%	86%	88%	80%	82%	94%	95%	96%	N/A	N/A	N/A	N/A	N/A	N/A

The comprehensive, intensive, accelerated instruction program at this district/campus...consists of before and after school tutorials for students at-risk and the purchase and implementation of supplies and materials.

Upon evaluation of the effectiveness of this program the committee finds that these programs were effective and will continue implementation for the 2010-2011 school year.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

Program/Funding Source
Federal Programs
<i>Title 1, Part A</i>
<i>Title I, Part C (Migrant)</i>
<i>Title II, Part A (TPTR)</i>
<i>Title II, Part D (Technology)</i>
<i>Title IV, Part A (Innovative)</i>
<i>ESEA Title VI (Innovative)</i>
<i>Carl Perkins</i>
<i>Title V, Part A (Innovative)</i>
State Programs/Funding Source
<i>Accelerated Reading Instruction Funds</i>
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Bilingual/ESL Program</i>
Local Programs/Funding Source

Goal 1: Robert E. Lee Elementary will have an Exemplary rating by 2012 and be on track for 100% student proficiency by 2014 (NCLB).

Objective 1: By May 2011, 90% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment. This Campus will meet AYP in every area measured.

Summative Evaluation:

Math Data 2009-2010	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
% Met Standard	85%*	78%*	81%	85%*	88%*	N/A					

“*”-indicates use of TPM or RI

Reading Data 2009-2010	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
% Met Standard	78%*	86%	81%	81%*	79%*	N/A					

“*”-indicates use of TPM or RI

Writing Data 2009-2010	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
% Met Standard	100%*	95%	100%*	100%*	90%	N/A					

“*”-indicates use of TPM

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide tutorial times for students who are at risk of failure in core subject areas	Core subject teachers Tutorial teachers	Every 3 weeks	Title I Funds SCE Funds \$ # FTE	Improved six weeks grades Reduced failure rate

Disaggregate and study test scores for each student	Core subject teachers	Every 6 weeks	State Funds Local Funds Test Scores	Improved student group test scores
Weekly meetings to plan and coordinate curriculum, discuss and evaluate teaching strategies	All teachers	Weekly	State Funds Local Funds Classroom Data	Improve teaching strategies Improve discipline
Implement Larry Bell strategies to increase student achievement. Focus on one of the twelve powerful words each week during morning announcements.	All teachers	Daily	Title I Funds SCE Funds	Improved Report Card grades Improved benchmark scores Improved TAKS scores
Provide early intervention to struggling learners to help lower referrals to special education	All teachers	Daily	Title I Funds Local Funds SCE Funds	Reduced number of special education referrals
C-Scope Curriculum	Principal All teachers Director of Curriculum & Instruction	Ongoing	District Campus C-Scope Online	Observations Lesson Plans District Assessments
Utilize Motivation Math in Grades 2-4	Core subject teachers	Ongoing	Local Funds	District Assessments Improved Report Card grades

Utilize Motivation Reading in Grades 3-4	Core subject teachers	Ongoing	Local Funds	District Assessments Improved Report Card grades
Implement PLC Planning and Methodology	Principal Teachers	One day per week	Classroom Data	Improved instructional strategies Improved assessment results
Implement MTA program for students identified with Dyslexia	MTA teacher	Ongoing	Classroom Data	TPRI District Assessment Data Star Report
Provide teachers with resources to enhance student learning. Provide story time to kindergarten students.	Library Staff	Ongoing	Local Funds	End of year evaluation of library services
Fast ForWord and Success Maker computer programs	Computer Lab Staff Teachers	Ongoing	Local Funds	Improvement of reading scores for struggling students
Implementation of Kagan Training	Principal Teachers	Ongoing	Local Funds	Improve instructional strategies Reduction in discipline problems Improve Report Card grades Improve assessment results
Implementation of Coaching 4 Success Training	Teachers	Ongoing	Local Funds	Improve instructional strategies Reduction in discipline problems

Goal 2: At Robert E. Lee Elementary 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 1: 100% of core academic classes will be taught by highly qualified teachers, 100% of paraprofessionals with instructional duties will meet NCLB requirements and 100% Highly Qualified staff will be maintained.

Summative Evaluation:

Data 2010-2011	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
	100%	100%	100%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Actively recruit highly qualified teachers, professionals, and paraprofessionals.	Principal District Human Resources Dept.	Once a semester	State Funds Local Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers by reviewing job assignments.	Principal District Human Resources Dept.	Beginning of each semester	Local Funds State Funds	Low income and minority students are taught by HQ teachers
Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	Principal Curriculum and Instruction Dept Counselor	End of each semester	ESC VII Local Funds State Funds Title I Funds	Increased student performance Improvement of instructional strategies

Identify teachers and paraprofessionals who do not meet NCLB HQ requirements and provide specific professional development	Principal District Human Resources Dept.	Beginning and End of each semester	ESC VII Local Funds Title I Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
--	---	------------------------------------	---	--

Goal 3: All students at Robert E. Lee Elementary will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By the end of the 2010-2011 school year there will be a 10% reduction in the number of disciplinary referrals.

Summative Evaluation:

Data 2009-2010	All Students
Discipline Incidents	213

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide bully prevention training for staff who has not been trained	Principal Counselor	Monitor: End of each semester	Bully Prevention Trainer ESC VII	Reduction in the number of bullying incidents and office referrals
Implement Character Counts Program	All faculty and staff Counselor	Every 6 weeks	Local Funds	Reduction in the number of discipline referrals
School Check-in Program	Principal Secretary	Weekly Reports	Local Funds	Electronic tracking and registration of all campus visitors.

Red Ribbon Week	Counselor PTA	October 2010	PTA Federal Red Ribbon Week Activities	Student Participation Community Involvement
Guidance lessons for all students grades K-4	Counselor	Every 6 weeks	Counseling Videos Guidance Lessons	Decrease the number of disciplinary referrals
Mentoring Partnership with East Texas Baptist University	Principal Counselor	Ongoing	ETBU students	Decrease the number of disciplinary referrals Improvement in report card grades

Goal 4: Parents and Community will be partners in the education of students at Robert E. Lee Elementary.

Objective 1: By May 2011, at least 90% of all students' parents and/or family will participate in at least one school sponsored activity for/with their child(ren).

Summative Evaluation:

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide state assessment results to parents in a language they can understand	Principal	Within 10 days of receipt of reports	Reports from testing company	Parents receive and understand assessment reports
"Meet the Teacher" and Open House nights	Principal Teachers	Before start of school and once per semester	N/A	90% of parents names on sign-in sheets
Provide correspondence to all parents in their home language	All staff	Ongoing	N/A	Parents receive and understand school communications
Texas Public Schools Week	Counselor Teachers	March 2010	Campus Funds Parental Involvement Funds	5% increase in parental involvement

PTA meeting with grade level musicals	PTA Music Teacher Grade Level Teachers	Monthly	N/A	Sign-in sheet with student names and their families
---------------------------------------	---	---------	-----	---

Goal 4: Parents and Community will be partners in the education of students at Robert E. Lee Elementary.

Objective 2: Increase the amount of community involvement with the education of students at Robert E. Lee Elementary to facilitate student achievement.

Summative Evaluation:

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Promote activities at REL using a variety of methods	Principal District Media Relations Office Campus CIT	Ongoing	School Marque Local Media School Web Page	Information regarding events at REL are published by local media and in district
Utilize ETBU Preservice teachers to impact student achievement	Principal ETBU Professors	Ongoing	N/A	Improved grades and behavior
Utilize ETBU student athlete mentors to help students create and achieve personal goal in life	ETBU Principal	Ongoing	N/A	Improved grades and behavior
Community donated school supplies for economically disadvantaged students	First Presbyterian Church	Beginning of School Year	N/A	Student performance

Dictionaries for Third Graders	Rotary Club	Spring 2011	N/A	Student have personal dictionaries for home use.
--------------------------------	-------------	-------------	-----	--

Goal 5 : Students will be at school and on time 97% of the time.

Objective 1: By May 2011, Robert E. Lee Elementary will have an attendance rate of 97%.

Summative Evaluation:

Attendance Rates

07-08	08-09	09-10
96.6%	95.9%	95.8%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Promote improved attendance, punctuality, and dependability through appropriate and early recognition	Principal PEIMS Clerk Secretary Truancy Officer	Ongoing	Local Funds	Improved attendance
Grade level classes who maintain a 97% attendance rate during each grading period will be rewarded	Principal PEIMS Clerk Secretary	End of each 6 weeks	Local Funds	Improved attendance
File thwarting charges against parents of students who do not attend school per Texas State Law	PEIMS Clerk	Ongoing	District Truancy Officer	Improved attendance

Contact parents when students have been absent 2 or more days	PEIMS Clerk Secretary Teachers	As Needed	Campus Staff	Log of Calls and Responses Improved attendance
---	--------------------------------------	-----------	--------------	---