

J.H. Moore Elementary Campus Improvement Plan 2010 - 2011

Date of School Board Approval

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *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

Our goal at J.H. Moore Elementary is to create the ultimate educational environment for our students by building relationships with all students, parents, staff and community members.

Vision Statement

Our vision is to remain an EXEMPLARY campus, where ALL of our children are fully prepared academically.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Crystal Pyle	Principal	
Melody Coleman	Student Support	
Kristy Ford	Interventionist	
Michelle VanDyke	PE Teacher	
Jerri Bates	4 th Grade Teacher	
Felicia Maden	ESL Teacher	
Sara Bliss	GT Teacher	
Shirley Harris	Resource Teacher	
Mendy Pyle	Parent Representative	
Donald Reeves	Community Representative	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on July 26, 2010.

Participants in Attendance	Data Sources Examined
<i>Crystal Pyle</i>	<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>Student attendance data</i></p> <p><i>Benchmark testing data</i></p> <p><i>TPRI data</i></p> <p><i>Campus parent participation records</i></p> <p><i>Truancy data</i></p> </div>
<i>Melody Coleman</i>	
<i>Shirley Harris</i>	
<i>Rene' Blohm</i>	
<i>Bobbie Johnson</i>	
<i>Sara Bliss</i>	
<i>Mendy Pyle</i>	
<i>Jerri Bates</i>	

Comprehensive Needs Assessment: Summary of Findings

You may provide a written summary of the findings from the data analysis, *J.H. Moore Elementary School has need for improvement in the areas of math, enrichment of vocabulary throughout the curriculum, parental involvement, and technology.* or choose to use something like the table below.

Prioritized Areas of Concern	
Areas of Concern	Data Source
<i>Math grades 3,4</i>	<i>State Accountability (AEIS)</i>
<i>Enriching vocabulary throughout the curriculum</i>	<i>State Accountability (AEIS)</i>
<i>Parental Involvement</i>	<i>Campus parent participation records</i>
<i>Technology</i>	<i>Student achievement; teacher surveys</i>

<p>In this plan, the term “student groups” refers to students who are H, W, AA, ED, 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_____

The process we use to identify students at risk is: State Criteria (see page 8)

The process we use to exit students from the SCE program who no longer qualify is:
Successful student performance on TPRI data, district benchmark assessment data, TAKS tests, and LPAC determinations.

*Optional for Title I Schoolwide schools:
At J.H. Moore Elementary School, State Compensatory Funds are used to support Title I initiatives.*

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

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	82%	85%	90%	82%	80%	84%	88%	86%	89%	NA	NA	NA	NA	NA	NA
Students Not At-Risk	94%	93%	98%	90%	94%	96%	97%	94%	96%	NA	NA	NA	NA	NA	NA

	Drop Out Data		Completion Data	
	2009	2010	2009	2010
Students At-Risk	N/A	N/A	N/A	N/A
Students Not At-Risk	N/A	N/A	N/A	N/A

The comprehensive, intensive, accelerated instruction program at this district/campus...consists of after school tutorials for students at-risk, AMI Coach to work with small groups of Math students, ARI Coach to work with small groups of Reading students, small group Reading Interventions, and campus mentors.

Upon evaluation of the effectiveness of this program the committee finds that these programs are extremely effective and we will continue to implement them during 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>Career/Technology Education</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
<i>Grants</i>

Goal 1: *The achievement of all students and student subgroups will continue to improve and hold the Exemplary rating in 2011 and be on track for 100% student proficiency by 2014 (NCLB).*

Objective 1: : By May 2011, 92% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment without TPM. J.H. Moore Elementary will meet AYP in every area measured.

Summative Evaluation: 92% of all students pass all portions of the state tests, meet ARD expectations, and J.H. Moore Elementary will meet AYP.

Data 2008-09	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
% Met Standard Reading	92%	91%	96%	91%T	91%						
% Met Standard Math	94%T	94%	91%T	91%T	94%T						
% Met Standard Writing	94%	93%	95%	95%	93%						

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
New Reading Adoption with the continuation of Reading Centers and Intervention	Teachers, Principal, Interventionist	Ongoing	Ready Made Centers Textbooks	Improved six weeks grades Reduced failure rate Progress monitoring TPRI, ITBS, TAKS
Full implementation of CScope Curriculum	Teachers, Principal, Interventionist	Ongoing	District Campus C Scope on-line Curriculum	Improved six weeks grades Reduced failure rate Unit assessments District Benchmarks Teacher Observation TAKS

Accelerated Reading	Teachers, Principal, Librarian	Ongoing	Computer Library Classrooms	AR tests, AR reading logs, STAR tests – pre/post, TAKS
Writing Academy	Teachers, Principal, Interventionist	Ongoing	Writing Academy Notebook	Writing portfolios, teacher observation, Showcase Writing, CWT, assessments, TAKS
Weekly Grade Level PLC Team Meetings	Teachers, Principals, Interventionist	Weekly	Teachers Principal	Team feedback sheets, minutes of meetings, data from assessments, TAKS
Review information and design instruction based on statistical data to ensure success for all	Teachers, Principal, Interventionist	Weekly	Teachers Principals Interventionist	Teacher observation, student performance results, student feedback, TAKS
Continuation of Foundations Safe and Civil Schools and CHAMPS Positive Behavior Management to ensure academic success	Principal, campus staff, Foundations Team	Ongoing	CHAMPS Teachers Principal	Outcome data from end of year discipline referrals, students in classes on task, and data on assessments, TAKS
Mentoring Minds Motivation Math	Teachers, Principal, Interventionist	Ongoing	Mentoring Minds	Unit assessments, teacher observation, six weeks grades, student feedback, TAKS
Mentoring Minds Vocabulary Adventure	Teachers, Principal, Interventionist	Ongoing	Vocabulary Kit	Unit assessments, teacher observation, six weeks grades, student feedback, TAKS
Math and reading tutorials	ARI and AMI Coaches (tutors), Principal, teachers	Ongoing	Title 1	Unit assessments, teacher observation, student feedback, six weeks grades, TAKS

Individual students and classes will be recognized and rewarded each semester for perfect attendance.	Principal, Campus staff	End of each semester	Local Funds	Awards assembly log sheets, Skyward attendance reports
Staff attendance will be tracked. Those with perfect attendance will be recognized and rewarded.	Principal, Secretary	Daily	Skyward	Staff absence reports from Skyward

***Identify the Title 1 Schoolwide Component that the activity/strategy addresses if applicable. This column will help ensure that the 10 Components for schoolwide schools have been addressed. Delete the column if desired.**

Goal 2: *At J.H. Moore Elementary School, 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: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Data 2009-2010	% 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, Human Resources Dept.	Once a semester	State Funds Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Develop and implement HQ strategies/activities to maintain HQ staff	Principal, Human Resources Dept.	Beginning and end of each semester	ESC VII Local Funds Title II 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.	Principal, Human Resources Dept.	Beginning of each semester	Local Funds State Funds Title II Funds	Low income and minority students are taught by HQ teachers

Goal 2: *At J.H. Moore Elementary School, 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.*

Objective 2: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

Summative Evaluation: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide differentiated instruction to all staff members	Principal, Curriculum Department	Ongoing	Title I Funds Rural Schools Funds	Walk-throughs, Increased TAKS/assessment results
Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	Principal, Staff Development Dept.	Ongoing	ESC VII Local Funds State Funds Title I Funds Title II Funds	Increased student performance, Higher teacher retention on campus
Identify teachers and paraprofessionals who do not meet NCLB HQ requirements and provide specific professional development	Principal, Human Resources Dept.	Beginning and end of each semester	ESC VII Local Funds Title I Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements

Goal 3: All students will be educated in learning environments that are safe, positive, and conducive to learning.

Objective 1: The environment at J.H. Moore Elementary School will be rated as 98% positive.

Summative Evaluation: The environment at J.H. Moore Elementary School will be rated as 98% positive.

Data 2009 - 2010	All Students
Discipline/Incidents	198

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continuation of Foundations Safe and Civil School CHAMPS Positive Behavior Management	Principal, Campus staff	Ongoing	Campus	Reduction in the number of office referrals, parent and student surveys, increased student time on task
Continued teaching of weekly social skills referred to as "Maverick Manners" , Guidelines to Success "BE MAVS", and campus objectives: Culture, Respect, Responsibility, Presence, and Confidentiality	Principal, Campus staff	Weekly	Campus	Reduction in the number of office referrals, increased student time on task

Continuation of the FISH Philosophy and the 4 Principles	Principal, Campus staff	Ongoing	Campus	Reduction in office referrals, increased student time on task
“Good Morning Lil Mavs”	Principal	Every morning	Campus	Relay information promoting safe and orderly campus conduct
Weekly Staff Newsletter	Principal	Weekly	Campus	Relay information and provide reminders in promoting safe and orderly campus conduct
Utilize campus discipline plan to establish guidelines for student behavior that supports the district code of conduct	Principal, Teachers, Student Support	Ongoing	“Stop and Think” Activity Lunch Detention ISS	Increased percentage of students exhibiting appropriate behavior
Practice regular safety drills	Principal, All Faculty and Staff	Local	Legal recommendations of guidelines	Documentation of drills (Fire drill once a month; Tornado drill four times a year)
Campus, MHS, and ETBU Mentors	Student Support, Teachers	2010-2011	MHS Student Mentors ETBU Mentors Teacher Mentors	Reduction in the number of discipline referrals

Goal 4: Parents and Community members will be partners in the education of students of J.H. Moore Elementary.

Objective 1: By May 2011, at least 95% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Summative Evaluation: School records indicate that at least 95% of students' parents/family members participated in partnership in education opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Meet the Teacher	Principal, Campus PR Contact	August 2010	Campus	Event sign-in sheets
Boo Hoo Breakfast	Principal, PTA	August 2010	Campus PTA	Event sign-in sheet, Increase of parent participation
PTA Membership Drive – Open House (to showcase our school)	Principal, PTA Board	September 2010	PTA	Event sign-in sheets, Increased percentage of PTA memberships
Student Council	Student Council Sponsors	Organization Fundraisers	2010 – 2011	Student Participation, Community involvement, Donations collected

Red Ribbon Week	PTA Red Ribbon Chairperson, Student Support	October 2010	PTA Safe and Drug Free Funding	Student Participation, Community Involvement
PTA Meetings / Campus Events	PTA Board, Principal	Every other month	PTA	Event sign-in sheets
Jump Rope for Heart	PE Coach	February 2011	Community Donations	Student participation, Community involvement, Donations collected
Texas Public School Week Activities	Principal, Campus Leadership Team	March 2011	Campus funds Parental Involvement funds	Student and parent participation
Fall Festival	PTA Board and members, teachers	October or November 2011	PTA	Community Attendance, Student/Parent participation
Team Building Pep Rallies	Principal, Teachers, Students	Once a month	Campus	Event sign-in sheets, Teacher participation

Goal 5: The needs of students will be addressed through the integration of carefully designed programs which complement the regular education program.

Objective 1: The percentage of students in attendance will exceed the district standard of ninety-six percent by two percent.

Summative Evaluation: Class rolls / Quarterly reports.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Academic Pep Rally (will include recognition for Perfect Attendance)	Principal, Student Support	Every six week period	Student Council funds	Increased percentage of students in daily attendance
Grade levels must implement a plan for recognizing Perfect Attendance	Principal, Classroom teachers	Every six weeks	Campus	Increased percentage of students in daily attendance
Daily contact with parents regarding student absences	PEIMS Secretary Teachers	Every Day	Campus	Log of calls, Log of responses
Formal letter to parents addressing attendance goals, state / district requirements and attendance incentives	Principal, PEIMS Secretary, Student Support	Ongoing	Campus	Copies of mailed letters on file

Utilize the Campus Attendance Committee to make recommendations to promote or retain based on academic progress and attendance	Principal, Campus Attendance Committee	April / May 2011	Campus	Documentation of committee notes and students' academic progress
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