

# South Marshall Elementary Campus Improvement Plan 2010-2011

# South Marshall Elementary

## 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)*

## Belief Statement

### **Mission:**

The purpose of our school is to ensure a safe environment where students learn to think critically in an ever changing diverse and global society. We must work collaboratively to achieve that purpose because it is impossible to accomplish if we work in isolation. We must continually assess our effectiveness by monitoring students' progress of acquiring the knowledge, skills and dispositions essential to their future success.

## Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Elida H. Lopez	Principal	
Vickie Burns	Assistant Principal	
Anita Denise Williams	Counselor	
Allison Jimerson	Kinder Teacher	
Courtney Parker	First Grade	
Natalie Post	Second Teacher	
Jennifer King	Third Teacher	
Sandra Zaragoza	Third Teacher	
Karen Foster	CIT / Teacher	
Candace Luviano	Assistant	
Tiffany Calloway	ESL	

# Comprehensive Needs Assessment

**A Comprehensive Needs Assessment was conducted with the  
Committee on September 29, 2010.**

Participants in Attendance	Data Sources Examined
<i>All of the committee members</i>	<div style="border: 1px solid black; padding: 10px;"> <ul style="list-style-type: none"> <li>AEIS</li> <li>Federal Accountability Data for AYP</li> <li>TAKS Data</li> <li>Campus PEIMS data</li> <li>Benchmark Testing data</li> <li>TPRI data</li> <li>Tejas Lee data</li> <li>Teacher Survey                             <ul style="list-style-type: none"> <li>Parental Involvement</li> <li>Professional Development</li> <li>Instructional Materials and Supplies</li> <li>Personnel</li> <li>Tutorials</li> <li>Technology</li> <li>Facilities</li> </ul> </li> <li>Attendance Report</li> <li>Discipline Report</li> </ul> </div>
<i>Faculty and staff</i>	

## **Comprehensive Needs Assessment: Summary of Findings**

<b>Prioritized Areas of Concern</b>	
<b>Areas of Concern</b>	<b>Data Source</b>
<b>Reading and Math test scores in Third Grade Reading, Math, and Writing test scores in Fourth Grade</b>	<b>Results from a release TAKS tests and TPRI BOY data and 6 wks. Assessments/benchmarks</b>
<b>Percent of Spanish-speaking students in Reading First Tier II</b>	<b>Results from TPRI and Tejas Lee BOY</b>
<b>Additional training is needed to help teachers address the needs of at-risk students and students with special needs</b>	<b>Walk-throughs, Observations, Evaluations, and teacher concerns</b>
<b>Average Daily Attendance percentage needs to be increased</b>	<b>PEIMS Report, AEIS data</b>
<b>Fluency of English speakers in Spanish Language Acquisition</b>	<b>Woodcock-Muñoz (OLPT)/similar instrument</b>
<b>Securing campus (Safe environment) Parking for teachers and parents is limited</b>	<b>Faculty and Staff Observation and teacher survey (30+ cars on street daily)</b>

## 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

### ***Option for Title I Schools:***

*At South Marshall Elementary School, state compensatory funds are used to support Title I initiatives.*

# State Compensatory Education

## State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in pre-kindergarten – 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.

<b>Program/Funding Source</b>
<b>Federal Programs</b>
<b>Title I Part A</b>
<b>Title IV</b>
<b>State Programs/Funding Source</b>
<b>Accelerated Reading Instruction</b>
<b>Accelerated Math Instruction</b>
<b>Special Education</b>
<b>ESL/Bilingual/Dual</b>
<b>Gifted / Talented</b>
<b>Local Programs/Funding Source</b>
<b>Reading First Grant and Exxon Mobile Grant</b>

# South Marshall Elementary Campus Improvement Plan Goals and Objectives

**Goal I:** South Marshall Elementary will have an Exemplary rating in the spring of 2011.

**Objective 1:** By March 2011, 90% of all students will be at or above grade level and score at or above “developed” according to TPRI, Tejas Lee, and TELPAS.

**Objective 2:** In spring of 2011, 90% of third and fourth grade students will pass the reading state assessment and 90% of kindergarten through third grade students will score at or above grade level according to the end of the year TPRI, Tejas Lee, and TELPAS results.

**Objective 3:** By May 2011, 90% of third and fourth grade students in the dual language program will pass campus, district, and state assessments, and will be “developed” on the TPRI, Tejas Lee, and TELPAS assessments.

**Objective 4:** In spring of 2011, 90% of fourth grade students will pass the objective portion of the writing state assessment and score at least a 2 on the written composition.

**Objective 5:** In the spring of 2011, 90% of third and fourth grade students will pass the math state assessment and 90% of students in kindergarten through third grades will pass campus and district assessments in math.

**Goal II:** South Marshall Elementary students will utilize technology to increase achievement in all core subject areas.

**Objective 1:** Equip all classrooms and the computer lab with technology to enhance student learning.

**Goal III:** The educational needs of students at South Marshall Elementary will be met in a school climate that is safe and orderly.

**Objective 1:** Improve facilities and procedures to effectively monitor campus visitors.

**Objective 2:** Improve student discipline referral process.

**Goal IV:** Develop partnerships with South Marshall Elementary parents in order to increase student achievement and attendance.

**Objective 1:** Provide training and volunteer opportunities and for parents and utilize community sponsors to increase student achievement and attendance.

**Goal I:** South Marshall Elementary will have an Exemplary rating in the spring of 2011.

**Objective 1:** By March 2011, 90% of all students will be at or above grade level and score at or above “developed” according to TPRI, Tejas Lee, and TELPAS.

**Summative Evaluation:** 90% of all students will pass all portions of the state tests, score “developed” on TPRI and Tejas Lee, meet ARD expectations, and the Campus/District will meet AYP.

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
All core academic classes will be taught by highly qualified teachers.	3	Principal, Asst. Principal, HR Director	August 2010- June 2011	Applications, Credentials	PDAS instrument, Observations, Walk-Throughs
Assign a mentor to teachers who are new to SME.	5	Principal, HR Director, Teachers	August 2010 - June 2011	Dist. Guidelines	Reports from Mentor teachers
Analyze the 2010 Spring TAKS data (reading, math, writing) to group students, plan instruction and conduct TAKS talks.	1	Principal, Asst. Principal, Teachers, Interventionists	Sept. 2010	TAKS results	TAKS results by objectives
Review TAKS (reading, math, writing) content to ensure teachers understand what is tested and how it is tested.	4	Principal, Asst. Principal, Teachers (2 <sup>nd</sup> 3 <sup>rd</sup> and 4 <sup>th</sup> )	October 2010	Data Driven Workshops, DMAC, Clarified TEKS	DMAC Reports

**Goal I Objective 1 (cont.)**

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Provide teachers with TAKS objective specifications in reading, math, writing	4	Principal, Asst. Principal, Teachers (2 <sup>nd</sup> , 3 <sup>rd</sup> and 4 <sup>th</sup> )	October 2010	TEA's TAKS Informational Booklets, Study Guides online	Teachers will make instructional material similar to that in booklets and guides.
Analyze the Beginning of the Year (BOY) data from TPRI and Tejas Lee to group students and plan instruction.	1	Principal, Asst. Principal, Interventionists, Teachers (K, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> )	October 2010	Reading First assessments	TPRI data, Tejas Lee data
Provide the district's aligned scope and sequence for the core subjects to all teachers.	2, 4	Dist. Coordinators, Principal	August 2010	C-Scope online	Informative six-weeks assessments
Conduct weekly grade level meetings to ensure curriculum alignment with all of the core subjects and TAKS objectives and develop effective lesson plans	1, 2	Principal, Teachers	August 2010 - May 2011 (weekly)	Notebook to keep minutes	Minutes and Agendas, Sign-in sheet
Conduct vertical curriculum planning sessions and staff development in all the core subject area.	4	Principal, Asst. Principal, Interventionist, Teachers	October 2010 – May 2011 (monthly)	Read, Math, Writing, Science, and S. Studies TEKS C-Scope	Agendas and minutes, Sign-in sheet

**Goal I Objective 1 (cont.)**

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Ensure a free appropriate education to all children with disabilities by providing services of a special education teacher, speech teacher and instructional assistant through inclusion. Services will be determined through Student Instructional Team, RTI, and ARD committees and an IEP.	1	Principal, Asst. Principal, Special Ed Director, Counselor, Diagnostician, Teachers, Parents	August 2010- June 2011	Student work, SIT information, Test data, Minutes from mtgs.	ARD minutes and IEP
Ensure teachers know which students are identified for special services – Special Education, 504, Dyslexia, Gifted/Talented, ESL, etc.	2	Principal, Asst. Principal, Counselor, Special Ed, Teacher, PIEMS clerk	August 2010	Teachers sign off when given information	IEP, Accommodations, Modifications
Provide Fast For Word services to students identified as needing intervention (TIER II).	2	Principal, Asst. Principal, Teachers, Computer Tech	September 2010 - June 2011	TPRI data, Tejas Lee data, TAKS release test data	Fast For Word student reports printed by computer lab aide
Provide more learning time for students needing extra help through during-school and after-school Optional Flexible School Year (OFSY), and volunteers	9	Principal, Asst. Principal, Teachers, Counselor, Volunteers	October 2010 - April 2011	Students' progress, Grades, Campus and district assessments	TAKS results, TPRI data, Tejas Lee data, End of year grades

**Goal I Objective 1 (cont.)**

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Provide opportunities to increase higher-level thinking skills through a dual language program, a gifted-talented program, and field trips	9	Principal, Asst. Principal, ESL/Bilingual/ Dual Director, Teachers	August 2010 – June 2011	Rigorous curriculum	TAKS results, End of year grades, TPRI, Tejas Lee
Align Music, PE and ART curricula with TEKS and TAKS objectives.	2	Principal, Asst. Principal, Teachers	August 2010 - June 2011	Lesson Plans, Projects, Programs	TAKS results, TPRI data, Tejas Lee data
Continue to provide staff development opportunities on implementing instructional strategies to help students be successful in the core subject areas.	4	Principal, Asst. Principal, Teachers	October 2010 – April 2011	Lesson Plans, Observations, Grade Mtg. Discussions	TAKS results, TPRI data, Tejas Lee data, Students' end of the year grades
Involve the Campus Improvement / Leadership Team in the decision making process to ensure student success.	8	Principal, Asst. Principal, Grade level team leaders	September 2010 - June 2011	Agendas and Minutes, Walk-Through And observation forms	TAKS results, TPRI data, Tejas Lee data, End of the year grades, Walk-Throughs, Observations

**Goal I:** South Marshall Elementary will have an Exemplary rating in the spring of 2011.

**Objective 2:** In spring of 2011, 90% of third and fourth grade students will pass the reading state assessment and 90% of kindergarten through third grade students will score at or above grade level according to the end of the year TPRI, Tejas Lee, and TELPAS results.

**Summative Evaluation:** All students and student groups will pass the reading portion of the state test, score developed on TPRI, Tejas Lee and TELPAS.

Reading Test 2009-2010	All Students	H	W	AA	ECD
% Met Standard	87%	88%	91%	85%	84%

Activity/Strategy	Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Implement the reading TEKS in grades K-4.	2	Principal, Asst. Principal, Teachers	August 2010 - June 2011	Copy of TEKS, Lesson Plans	TAKS results, TPRI data, Tejas Lee, AR Star data, Grade level TEKS
Administer a TAKS reading release test in grades 3 and 4 to assess students' needs and plan instruction.	1	Principal, Asst. Principal, Teachers	Sept. 2010 Jan. 2011 March 2011	TAKS Release Test, Lesson Plans	Test results, Lesson Plans
Continue to implement the Reading First strategies in grades K – 3.	7	Principal, Asst. Principal, Teachers	August 2010 - June 2011	Reading First Materials	TPRI data, Tejas Lee data, TAKS Data
Provide Reading training to new teachers	4	Principal, Asst. Principal, Mentors District Mentor Director	August 2010	Reading First Material	TAKS results, TPRI data, Tejas Lee data
Administer the TPRI (to identify students' needs, plan instruction and monitor students' progress throughout the year in grades K-3.	1	Principal, Asst. Principal, Interventionists, Teachers	Sept. 2010 May 2011	Reading First testing materials, Palm pilots, mClass data service	Progress Monitoring data

**Goal I Objective 2 (cont.)**

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Provide 90 minutes of uninterrupted reading instruction daily for grades K-4.	2	Principal, Asst. Principal, Interventionists, Teachers	August 2010 - June 2011	Schedules, Lesson plans	TAKS results, TPRI data, Tejas Lee data, Walk-Throughs and Observations
Provide intervention reading (Tier II and III) instruction for students reading below grade level in grades K-4.	2	Principal, Asst. Principal, Interventionists, Teachers	Sept. 2010 - June 2011	Intervention Teachers, Schedule, Lesson Plans	TAKS results, TPRI data, Tejas Lee, Walk-throughs, Observations
Continue Reading Renaissance's Accelerated Reading Program in grades K-4 to increase student reading achievement.	2	Principal, Librarian, Teachers, Computer Lab aide	Sept. 2010 - May 2011	Monthly circulation reports, AR reports	TAKS results, TPRI data, Tejas Lee data
Administer the STAR test to determine students' independent reading levels for AR (Accelerated Reading) and to monitor students' reading progress throughout the year.	1	Teachers, Librarian	Sept. 2010 Jan. 2011 May 2011	STAR licenses, Computers	STAR report, TAKS results, TPRI data, Tejas Lee data
Maintain and promote the Accelerated Reading Program to increase students' reading levels by recruiting business sponsors to provide library books and incentives to enhance participation.	7	Principal, Librarian, Teachers, Dist PR Director	Aug. 2010 May 2011	Campus AR information, Library inventory, Report on avg. age of books in the library.	AR Reports, Library Inventory

**Goal I Objective 2 (cont.)**

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Continue to provide staff development opportunities on implementing the reading TEKS and TAKS objectives.	4	Principal, Asst. Principal, Interventionists, Teachers	September 2010 - April 2011	Region VII, Dist. Staff Development, TAKS Strategies	TAKS results, TPRI data, Tejas Lee data
Develop test-taking strategies to improve student achievement in reading by using a variety of materials-- Measuring Up, TestSmart, TAKS Master, TAKS-ercise, TAKS Reading study guide.	2	Principal, Teachers	Sept.2010- May 2011	Measuring Up, TexStar, TexMaster TAKS Coach, TAKS Study guide online	TAKS results TPRI data Tejas Lee data
Integrate technology to enhance reading achievement through Success Maker, Fast For Word, STAR test, AR test, Rosetta Stone	9	Principal, Teachers, Comp. Lab aide, Campus CIT	Sept. 2010 – June 2011	Computer lab, Computers in classrooms	Success Maker reports, Fast For Word reports, Rosetta Stone reports, TAKS results, TPRI data, Tejas Lee data
Use volunteers to read to students and listen to students read.	9	Principal, Asst. Principal, Teachers	September 2010 – May 2011	List of volunteers, Books, Sign-in sheet	TAKS results, TPRI data, Tejas Lee data
Continue during school and after-school tutorials for students needing additional help in reading.	2	Principal, Teachers, Transp. Dept., Boys and Girls Club	October 2010 – May 2011	Release TAKS data, Tutorial list	TAKS results, Release test, TEKS

**Goal I Objective 2 (cont.)**

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Provide parents with ideas on how they can help their children with reading by scheduling a TAKS Reading Night for Parents in grades 3 and 4.	6	Principal, Teachers	October 2010	TAKS handout, Sign-In sheet, Training Materials	TAKS results, Release test, TEKS

**Goal I:** South Marshall Elementary will have an Exemplary rating in the spring of 2011.

**Objective 3:** By May 2011, 90% of third and fourth grade students in the dual language program will pass campus, district, and state assessments, and will be “developed” on the TPRI, Tejas Lee, and TELPAS assessments.

**Summative Evaluation:** 90% of students in grades K- 2 will be developed in all areas of the TPRI, Tejas Lee and TELPAS. 90% of third and fourth grade dual students will pass all portions of the state assessments.

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Establish criteria and procedures for students and teachers selected for the dual program.	1	Principal, Asst. Principal, Dist. Director, Teachers, HR Director	April 2011	Procedures and criteria from other dual programs	TAKS, TPRI data, Tejas Lee, Woodcock-Muñoz, TELPAS
Dual teachers will meet to discuss curriculum, instruction, and student progress.	2	Principal, Asst. Principal, Dist. Director, Teachers	August 2010 – June 2011	Agendas, Sign-in sheets Minutes	TAKS, TPRI data, Tejas Lee, TELPAS, Language Acquisition Checklist, and Cumulative tests

**Goal I Objective 3 (cont.)**

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Teachers will implement the ELPS (English Language Proficiency Standards) – identify students’ English language proficiency levels in the domains of listening, speaking, reading and writing. Provide instruction to accommodate the students’ levels of English language proficiency. Provide second language acquisition instruction and strategies in grades K-4	2	Principal, Asst. Principal, Dist. Director for ESL/Dual, Teachers	August 2010 - June 2011	Lesson Plans, Walk-through and observation forms	TPRI data, TAKS data, Tejas Lee data, TELPAS, Walk-Throughs, Observations
Enhance language acquisition through the Rosetta Stone English and Spanish Programs	2	Principal, Dist. Director for Dual, Teachers, CIT	Sept. 2010- June 2011	Report card grades, Rosetta Stone reports	Tejas Lee data, TELPAS data
Teachers will align the curriculum for the core subjects (math and science) by implementing C-Scope.	2	Principal, Asst. Principal, Teachers	August 2010 – June 2011	Lesson Plans, Grade level minutes, C-Scope	TAKS, TPRI data, Tejas Lee, TELPAS, Walk Throughs and Observations
Paired dual teachers will meet daily to discuss curriculum and instruction in the core subject areas.	2	Principal, Asst. Principal, Teachers	August 2010 – June 2011 (daily)	Lesson Plan notes	TAKS, TPRI data, Tejas Lee, TELPAS

**Goal I Objective 3 (cont.)**

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Students will receive 90 minutes of reading instruction in his/her first language in grades K-1 the first semester. Grades 1-4 will mix instruction in reading and the other core subjects the first semester at teacher's discretion.	2	Principal, Asst. Principal, Teachers	August 2010 – June 2011	Lesson Plans, Walk-through and observation forms	TAKS, TPRI data, Tejas Lee, TELPAS, Walk-Throughs, Observations
Teachers will use the 50% English and 50% Spanish model for teaching math, science and social studies.	2	Principal, Asst. Principal, Teachers	August 2010 – June 2011	Lesson Plans	Campus and district assessment data
Teachers will monitor students' progress throughout the year.	1	Principal, Asst. Principal, Teachers	August 2010 – June 2011	Reading First material, Palm Pilots Observations Benchmarks	TAKS, TPRI data, Tejas Lee, TELPAS
The Gifted / Talented teachers will provide an enrichment program for dual students in grades 1 thru 3.	9	Principal, Asst. Principal, Teachers, GT Teacher	August 2010 – June 2011	Lesson Plans	TAKS, TPRI data, Tejas Lee, TELPAS, Writing Portfolios

**Goal I Objective 3 (cont.)**

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Teachers in the dual program will receive staff development in implementing strategies in Kagan, Coach 4 Success, GT, Sheltered Instruction Observation Protocol (SIOP), vocabulary, thinking maps, comprehension, and language acquisition.	4	Principal, Asst. principal, Dist Director, Teachers	October 2010 - April 2011	Workshops, Training Materials, TABE, NABE	TAKS, TPRI data, Tejas Lee, TELPAS, Writing Portfolios, Workshop certificates
Campus administration and dual teachers will meet with the dual language consultant twice a year to discuss curriculum and instruction.	1	Principal, Dist. Director, Teachers	August 2010 January 2011 April 2011	Agendas, Sign-in sheet, Minutes	TAKS, TPRI data, Tejas Lee, TELPAS, Writing Portfolios
Kinder teachers will visit Washington ECC to distribute information about South Marshall Elementary	8	Principal, Asst. Principal, Teachers	March 2011	Agenda Information	Completed Visits
Qualified Pre-Kinder students at Washington ECC and out of district will visit South Marshall's campus	8	Principal Asst. Principal, Transp. Dept., Teachers	May 2011	Planned activities	Completed Visits

**Goal I Objective 3 (cont.)**

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Evaluate the dual program at the end of the school year through students' achievement in writing and on the TPRI, Tejas Lee and TAKS data.	1, 10	Principal, Dist. Director, Consultant, Teachers	April 2011	Agendas, Sign-in sheets, Minutes	TAKS, TPRI data, Tejas Lee, TELPAS, Writing Portfolios, Woodcock-Muñoz

**Goal I:** South Marshall Elementary will have an Exemplary rating in the spring of 2011.

**Objective 4:** In spring of 2011, 90% of fourth grade students will pass the objective portion of the writing state assessment and score at least a 2 on the written composition.

**Summative Evaluation:** 90% of the fourth grades students and student groups will pass the writing portion of the state writing assessment.

Writing Test 2009-2010	All Students	H	W	AA	ECD
% Met Standard	97%	100%	100%	97%	97%

Activity/Strategy	Title 1 School-wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Implement the writing TEKS in grades K- 4.	2	Principal, Asst. Principal, Teachers	August 2010 - June 2011	TEKS, Lesson Plans	TAKS writing data, Campus and District data, Walk-throughs, Observations
Use the district's curriculum which aligns the writing TEKS and the TAKS writing objectives.	2	Principal, Asst. Principal, Teachers	August 2010 - June 2011	TAKS Study guide, District guidelines	TAKS writing data, Campus and District data, Walk-throughs, Observations
Use campus and district benchmark results to plan and implement instruction to increase student performance in writing.	1	Principal, Asst. Principal, Teachers	August 2010 - June 2011	TAKS release test, Benchmark Results	TAKS writing data, Campus and District data, Walk-throughs, Observations
Integrate writing across the curriculum to facilitate transfer of learning.	2	Principal, Asst. Principal, Teachers	August 2010 - June 2011	District guidelines, Lesson Plans	TAKS writing data, Campus and District data, Walk-throughs, Observations
Develop test-taking strategies to improve student achievement in writing.	2	Principal, Asst. Principal, Teachers	August 2010 - June 2011	TAKS writing study guide, Lesson Plans	TAKS writing data, Campus and District data

**Goal I Objective 4 (cont.)**

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Provide an atmosphere conducive to learning by playing relaxing music during writing	2	Teachers	October 2010 - June 2011	CD and CD player, Computer	TAKS writing data, Campus and District data
Maintain a writing portfolio for all students.	1	Teachers	October 2010 - May 2011	Writing portfolios, Writing guidelines	TAKS writing data, Campus and District data
Provide grade level "Sharing Sessions" to horizontally and vertically align instructional strategies in writing.	2, 4	Principal, Asst. Principal, Teachers	October 2010 December 2010	Agendas, Sign-in Sheet, Materials	TAKS writing data, Campus and District data
Continue to provide staff development on the Writing TEKS, TAKS objective, writing strategies and the writing process	5	Principal, Asst. Principal, Teachers	September-December 2010	Agendas, Sign-In sheet	Students' writing Campus and district assessments, TAKS Writing data
Coordinate the services of the ESL and Special Ed teachers with the classroom teachers to enhance students' writing skills	7	Principal, Asst. Principal, Teachers, ESL Teacher, SpEd teacher	August 2010 - June 2011	Teachers' schedules, Lesson Plans	Students' writing TAKS writing data

**Goal I:** South Marshall Elementary will have an Exemplary rating in the spring of 2011.

**Objective 5:** In the spring of 2011, 90% of third and fourth grade students will pass the math state assessment and 90% of students in kindergarten through third grades will pass campus and district assessments in math.

**Summative Evaluation:** 90% of the students in grades three and four, and the student groups will pass the math portion of the state assessment on math.

<b>Math Test 2009-2010</b>	<b>All Students</b>	<b>H</b>	<b>W</b>	<b>AA</b>	<b>ECD</b>
<b>% Met Standard</b>	84%	90%	88%	85%	81%

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Implement the math TEKS.	2	Principal, Asst. Principal, Teachers	August 2010 - June 2011	Math TEKS, Lesson Plans	TAKS math data, Walk-throughs, Observations
Use the district's curriculum C-Scope which aligns the math TEKS and the math TAKS objectives.	2	Principal, Asst. Principal, Teachers	August 2010 - June 2011	C-Scope, Lesson Plans	TAKS math data, Campus and District data, Walk-throughs, Observations
Use campus and district benchmarks results to plan and implement instruction to increase student performance in math.	1	Principal, Asst. Principal, Teachers	Sept. 2010 Jan. 2011 March 2011	TAKS release test and reports	Test results
Enhance math skills and concepts through manipulatives.	2	Teachers	August 2010 - June 2011	Materials with new textbook	TAKS math data, Campus and District data

**Goal I Objective 5 (cont.)**

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Develop test-taking strategies to improve student achievement in math by Measuring Up, Test Smart, TAKS Master, TAKS Study guide and Mentoring Minds.	2	Principal, Asst. Principal Teachers	September 2010 - June 2011	TAKS Study Guide, TAKS Informational booklet, Measuring Up, Mentoring Minds	TAKS math data, Campus and District data
Integrate computer technology to investigate mathematical concepts and patterns through Success Maker.	2	Principal, Teachers, Computer Lab Tech	September 2010 - June 2011	Computer Lab, Success Maker Program, Lesson Plans	Students' reports TAKS math data, Campus and District data, Walk-throughs, Observations
Provide tutorials for students needing additional help with math.	2	Principal, Teachers, Transp. Dept.	October 2010 - April 2011	AMI, Time sheet, Attendance sheet	TAKS math data, Campus and District data

**Goal II:** South Marshall Elementary students will utilize technology to increase achievement in all core subject areas.

**Objective 1:** Equip all classrooms and the computer lab with technology to enhance student learning.

**Summative Evaluation:** 90% of the students will pass the state assessments, TPRI, Tejas Lee, TELPAS.

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Implement math and reading skills through the Success Maker Program.	2	Principal, Teachers, Computer Lab aide	Sept. 2010 - June 2011	Success Maker Program	TAKS data, TPRI, Tejas Lee, TELPAS
Improve TAKS instruction through the use of technology by implementing Fast For Word, Success Maker, STAR testing, Waterford, Rosetta Stone, MP3's and Accelerated Reading testing.	2, 9	Principal, Teachers, Computer Lab aide	Sept. 2010 - June 2011	Fast For Word, Success Maker, STAR testing, Waterford, Rosetta Stone, and Accelerated Reading	TAKS data, TPRI, Tejas Lee, TELPAS
Utilize DMAC Solution program with a scanner to gather student testing data.	2	Counselor, Asst. Principal	October 2010 - June 2011	DMAC Program, Scanner, Computer	TAKS data, TPRI, Tejas Lee, TELPAS
Ensure accessibility by all students to technology based instruction.	2	Principal, Teachers, Computer Lab aide, CIT	Sept. 2010 - June 2011	Computer Lab, Computers in the classrooms	TAKS data, TPRI, Tejas Lee, TELPAS

**Goal II Objective 1 (cont.)**

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Provide staff development for integrating technology into planning, teaching and learning, and instructional management.	5	Principal, Teachers, Computer Tech CIT	August 2010 – June 2011	Moodles, Fast For Word, Success Maker	TAKS data, TPRI, Tejas Lee, TELPAS
Align campus technology planning with the district's long-range technology plan.	2	Principal, Dist. Director, Teachers, Computer Lab aide, CIT	August 2010 - June 2011	District Technology Plan	TAKS data, TPRI, Tejas Lee, TELPAS
Use technology to manage campus and district student data for achievement, attendance, health and discipline.	1, 2	PEIMS Clerk, Principal, Secretary, Nurse, Teachers	August 2010 - June 2011	Computer, Skyward Software	PEIMS data

**Goal III:** The educational needs of students at South Marshall Elementary will be met in a school climate that is safe and orderly.

**Objective 1:** Improve facilities and procedures to effectively monitor campus visitors.

**Summative Evaluation:** All visitors will have a name badge / visitor's pass.

Activity/Strategy	Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide and maintain facilities to promote student safety by putting the following in place: <ol style="list-style-type: none"> <li>1. a parking area</li> <li>2. Canopy for playground on Hollis Taylor St</li> <li>3. playground equipment that is in compliance with state</li> <li>4. provide all classrooms in the dual building with cabinets with closing doors</li> </ol>	10	Principal, Secretary, Teachers, Jobbie King	August 2010 - June 2011	Maintenance Dept.	System ensures buildings and campus are secure reducing the number of people entering the campus
Provide a sign-in and sign-out sheet and badges for visitors	1, 10	Principal, Asst. Principal, Secretary, Teachers, Support Staff	August 2010 - June 2011	Sign-In and Out Sheet, Badges	Maintained sign-in/sign-out sheets in a cumulative binder

**Goal III Objective 1 (cont.)**

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Review campus crisis plan each month by conducting crisis drills.	1	Principal, Asst. Principal, Teachers	Sept. 2010 -June 2011	Schedule	Monitoring Sheet
One staff member will receive Crisis Prevention Intervention training		Principal, Asst. Principal, Teachers, Mabel King	Oct. 2010 – June 2011	Sign-In sheet, Certificate	Certificate of Completion

**Goal III:** The educational needs of students at South Marshall Elementary will be met in a school climate that is safe and orderly.

**Objective 2:** Improve student discipline referral process.

**Summative Evaluation:** Reduced number of student discipline referrals by 50%.

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Implement the campus and district discipline management plan outlined in the Student Code of Conduct and South Marshall Student Handbooks.	10	Principal, Asst. Principal, Counselor Teachers	Aug. 2010 -June 2011	Handbooks	Reduced number of referrals
Provide counseling services to students in developing social skills in group and individual formats.	2, 7	Counselor	Sept. 2010 -June 2011	Documentation of student and classroom visits	Reduced number of referrals
Provide space and personnel to implement ISS (In-School Suspension) for students with continuous disruptive behavior.	2	Principal, Asst. Principal, ISS Personnel	Sept. 2010 -June 2011	Documentation of student referrals	Reduced number of referrals
Recognize students with good behavior at assemblies each six weeks period.	10	Principal, Asst. Principal, Teachers	Sept. 2010 -May 2011	Triple A List, Ribbons, Teacher list	Attendance Data, Achievement Data, TAKS results, TPRI, Tejas Lee, TELPAS Report Cards

**Goal III Objective 2 (cont.)**

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Provide staff development and strategies on implementing effective classroom management skills.	7	Principal, Asst. Principal, District Mentor Director	Sept. 2010 - June 2011	Agenda, Sign-in sheet, Classroom Observations	Reduced number of referrals
Visit classrooms to discuss bus, campus and district rules with students.	1	Principal, Asst. Principal	Sept. - June 2011	On-going visitations to classrooms	Reduced number of referrals

**Goal IV:** Develop partnerships with South Marshall Elementary parents in order to increase student achievement and attendance.

**Objective 1:** Provide training and volunteer opportunities and for parents and utilize community sponsors to increase student achievement and attendance.

**Summative Evaluation:** Campus attendance rating at the end of the year will be 97.5%. The school will have a campus rating of Exemplary.

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Organize a campus PTA to enhance parental involvement.	6	Principal, Asst. Principal, Parents, Teachers, PTA Pres.	August 2010	PTA Schedule of Events, PTA Meeting Agenda	Parent Sign-In sheets, Volunteer Logs
Send home-school folder daily.	6	Principal, Asst. Principal, Teachers	August 2010 - June 2011	School folders	Parent Signatures on home folders
Provide parents with information through newsletters and pamphlets on how he/she can help their child be successful in school in both English and Spanish	6	Principal, Asst. Principal	August 2010 - June 2011	Newsletter, Pamphlets	Binder with collection of newsletters, pamphlets, Website usage report
Teachers will conference with parents once each semester.	6	Principal, Asst. Principal, Teachers	October 2010 May 2011	Sign in Sheets, Conference Forms	Conference Forms with appropriate documentation

**Goal IV Objective 1 (cont.)**

<b>Activity/Strategy</b>	<b>Title 1 School-wide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Conduct TAKS Parent Nights for parents of students taking the state assessments in grades 3 and 4.	6	Principal, Asst. Principal, Teachers	October 2010 February 2011	TAKS material, Agenda, Sign-in Sheet	Sign-In Sheets with parent signatures
Advise all teachers, students and parents of attendance regulations.	6	Principal, Asst. Principal	August 2010 – May 2011	Teacher Handbook, Student Handbook	Increase in student attendance
Give perfect attendance awards each six weeks.	2	Principal, Teachers, PEIMS Clerk	August 2010 - June 2011	Triple A List, Ribbons	Parent attendance sign-in list for awards assemblies
Give certificates for perfect attendance for one year.	2	Principal, Asst. Principal, Teachers, PEIMS Clerk	August 2010 - June 2011	Triple A list, Ribbons	Awards Ceremony
Monitor absences daily. Make contact after two consecutive absences. Request parent conference as needed.	6	Principal, Asst. Principal, Teachers, PEIMS clerk	August 2010 - June 2011	Attendance report	Parent Contact Log