

William B. Travis
Campus 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

Together we will make W.B.T. a safe and effective community of learners where excellence is the key to our school wide success. We will expect the best and give our best each and every day..... So that we will develop productive citizens who can:

Think
Reason
Achieve and
Problem Solve
In order to have a successful future.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Amy Dickson	Principal	
Stephanie Henderson	Assistant Principal	
Tangela Spencer	Counselor	
Kelli Childress	Kindergarten	
Lee Ann Thomas	First	
Christopher Dean	Second	
Tessa Hall	Third	
Melisa Lewis	Fourth	
Dr. Paul Vickers	Community Representative	
Makiah Odom's mom	Parent Representative	
Susan Forester	Paraprofessional Rep	

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Comprehensive Needs Assessment

Participants in Attendance	Data Sources Examined
<i>Amy Dickson</i>	<div style="border: 1px solid black; padding: 10px;"> <p><u>Examples:</u> AEIS Federal Accountability Data for AYP TAKS Data--disaggregated District PEIMS reports Student attendance data TPRI data Teacher retention data Technology Needs Assessment Materials/Professional Development</p> </div>
<i>Stephanie Henderson</i>	
<i>Tangela Spencer</i>	
<i>Kelli Childress</i>	
<i>Lee Ann Thomas</i>	
<i>Christopher Dean</i>	
<i>Tessa Hall</i>	
<i>Melisa Lewis</i>	
<i>Susan Forester</i>	
<i>Paul Vickers</i>	
<i>Makiah Odom's mom</i>	

Comprehensive Needs Assessment: Summary of Findings

You may provide a written summary of the findings from the data analysis, *William B. Travis Elementary School* has need for improvement in the areas of *Math, Reading, RTI, and Attendance*

Prioritized Areas of Concern	
Areas of Concern	Data Source
<i>Math Grade 3, 4</i>	<i>State Accountability (AEIS)</i>
<i>Reading Grade K-4</i>	<i>State Accountability (AEIS), TPRI</i>
<i>Attendance</i>	<i>PEIMS</i>
<i>RTI</i>	<i>AIMSWEB, Special Ed Department, Curriculum Department, Region VII</i>

**In this plan, the term “student groups” refers to students who are
H, W, AA, ED, Migrant, LEP, G/T, and Special Education**

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:

*Optional for Title I Schoolwide schools:
At ___William B. Travis Elementary_____ School State Compensatory Funds are used to*

**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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
Students At-Risk															
Students Not At-Risk															

	Drop Out Data		Completion Data	
	2005	2006	2005	2006
Students At-Risk				
Students Not At-Risk				

The comprehensive, intensive, accelerated instruction program at this district/campus...*consists of after school tutorials for students at-risk, adult and peer mentors for students that are “at promise.”*

Upon evaluation of the effectiveness of this program the committee finds that...

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 I, 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: 100% of our campus staff will contribute to an analysis of our needs and have opportunity to give input and receive feedback a minimum of 6 times a year. Collaborative emphasis in all areas of our school will focus on campus data and student learning/results toward student and school improvement/success. **100% of our staff will have the required credentials/certifications necessary for their particular job assignment by or within the first eight weeks of the school year.**

Objective 1: In order for our school to be a safe and effective community of learners, all Travis teachers and support staff will receive the proper training, support, and feedback to create the most effective school environment to recognize staff/student needs, maximize student safety, student achievement for all of our students

Summative Evaluation:

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

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1A. PROFESSIONALISM AND REQUIREMENTS – All staff members will be expected to have necessary certification and possess a working knowledge of State Assessment objectives for grade levels. Our Sp.Ed. paraprofessionals and educational aides will receive training in Crisis Intervention strategies to help assist when necessary. Our support staff will be trained in CPR or attend CPR refresher course related to		Principal Human Resources Director Mable King Sp. Ed. Director	Aug.10- Jan 11	Substitute funding for teachers observing other classes/training	Staff Appraisals Data Intervention Plans

their job as well.					
<p>1B. TEACHERS AS LEARNERS & LEADERS – Highly qualified teachers will be utilized to teach & use differentiated instruction in all core subjects in every grade level. They will be expected to collaborate weekly in order to share data and learn about student needs and determine instructional strategies to be implemented. Different degrees of growth plans will be utilized by the principal/ teacher for any area needing improvement in order to meet expected standards for our campus. They will be expected to take on leadership roles in support of their grade level team, Travis Campus Plan and Travis PLC.</p>		Principal Human Resources Director Assistant Principal “The A Team” Or RTI team	Aug. 10- Jun. 11	Substitute funding for teachers observing other classes/ training	PDAS Lesson plans will be monitored for use of higher order thinking and differentiated instruction application & feedback given They will also be monitored for use of team building and Kagan structures
<p>1C. MENTOR PAIRING - Mentor teachers will be assigned to all new teachers and any new employees for their first year at Travis. The principal, assistant principal, and interventionist will</p>		Principal CIS Coordinators	Aug. 10- June 11	Substitute funding for teachers observing other classes/ training Contract Labor	Classroom visits, conferences, documentation

<p>schedule regular classroom visits for first year teachers. We want our expectations as a campus to be met by all teachers and we will support any needed improvement. We also have the new district representative to train teachers. I would also like to bring in contract labor to work/coach new teachers.</p>					
<p>1D. SPECIAL EDUCATION: CONTINUOUS IMPROVEMENT – Our teaching staff will receive training regarding educational terminology, differentiated instruction, behavior management, cultural awareness, and support through student intervention plans, counselor tracking, ARI, AMI. Our resource teacher and aide will be utilized to provide support in the regular classrooms as well as the resource room. Our life skills classroom will receive support from necessary In-Services through Region VII and other sources based in identified student/ classroom needs.</p>		RTI Coach Cynthia Taylor Special Ed. Teachers Sp. Ed. Director	Aug. 10 - June 11	Substitute funding for teachers observing other classes/ training	Staff In-Services Sign In Sheets Certifications

<p>1E. PLC PRACTICES – Our staff will continue to receive training on PLC as a staff body and in small groups throughout the school year. Teachers will be scheduled to observe each other to gain ideas and better understanding of different grade level dynamics and learning practices. We will “care to confront” what needs to be changed, improved or deleted from our programs and practices. We will establish PLC Leadership Teams and look for ways to creatively meet to avoid taking teacher conference/ planning time – which we want to protect for other grade level needs/sharing/ conferencing. Teachers will also meet once a six weeks to plan for the upcoming six weeks.</p>		<p>Principal Assistant Principal Team Leaders “The A Team”</p>	<p>Aug. 10- June 11</p>	<p>Substitute funding for teachers observing other classes/ training</p>	<p>Staff In-Services Sign In Sheet PLC Communication – What to Expect</p>
<p>1F. TECH TRAINING – Our teachers will receive training on campus identified needs: Moodle, TPRI, Skyward, Smartboard training. We will conduct a STAR survey and further identify campus needs</p>		<p>CIT Ron Lehr and crew Principal Assistant Principal</p>	<p>Sep. 10 – June 11</p>	<p>Substitute funding for teachers observing other classes/ training</p>	<p>Staff In-Services Sign In Sheet Certifications Star Chart Survey Campus Needs Assessment</p>

regarding tech equipment and needed staff training.					
<p>1G. TRAVIS TEAM LEADERS – A special committee will be selected by the 10-11 staff to work in collaboration with the principal to generate ideas and new ways of operating to further improve any area of our school. Grade level and support staff representation will be key factors in the composition of this team. They will meet whenever there is an area that needs to be addressed to improve school conditions, and at least once a month.</p>		Principal Assistant Principal	Aug. 10 – June 11	Interested in some leadership literature-book studies, etc.	Monthly meetings

Goal 2: We will achieve an entire percent higher than last year’s attendance percentage of 95.9%

Objective 1: To obtain an attendance percentage of 96.9% for the 20010-2011 school year.

Summative Evaluation:

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<p>2A. ABSENCE IDENTIFICATION SYSTEM- Students with more than 10 absences will be identified. We will review past attendance records of those identified students to determine patterns of excessive/unexcused absences and tardies (previous years). We will request home visits by the attendance officer. We will communicate to parents via a series of letters regarding attendance requirements and court notification possibilities.</p>		<p>PEIMS person Attendance Officer Principal Assistant Principal</p>	<p>August 10 June 11</p>		<p>At-Risk Notebook</p>
<p>2B. STUDENT TARDIES-RUNNING RECORD – We will monitor students who are frequently tardy by using individual students tracking cards and</p>		<p>Attendance Officer PEIMS Clerk Principal</p>	<p>Aug. 10 –June 11</p>		<p>Student Tardy Data Logs Attendance Notebook</p>

communication via phone and letters to parents with tardy/ attendance concerns/ patterns over time. Student tardiness will affect the students' attendance recognition and could initiate attendance notice to the court.					
<p>2C. SBDM INPUT & PARENT COMMUNICATION – We will stress student attendance concerns and attendance policy. We will be assertive in regards to sending letters to parents when tardiness or absences become a problem or a pattern develops that needs attention. Travis SBDM will develop/ monitor strategies to improve our student attendance. We will enlist the support of our P.T.A. as well.</p>		PEIMS Person Principal SBDM Members	Sept. 10 Handbook Aug. 10 Parent Newsletter AEIS Public Meeting		Parent Communication Notebook Parent Newsletter Staff Memo
<p>2D. STUDENT ATTENDANCE INCENTIVES & RECOGNITION – Students with perfect attendance each 6 weeks will be recognized & receive an award. End of the Year:</p>		P.T.A. Committee Principal Assistant Principal Counselor Classroom Teachers	End of each Six Weeks June 2010	Perfect Attendance Awards/Medals- P.T.A. funded	Attendance Records Student Records PEIMS Report

<p>Medal-students with perfect attendance-no absences & no more than 5 tardies for the year.</p> <p>Certificate-students with no absences but more than 5 tardies for the year.</p> <p>\$75 Savings Bond will be given to students who have had Perfect Attendance Kindergarten through 4th grade(to be recognized @ end of 4th grade)</p>					
<p>2E. TEACHER/STAFF ATTENDANCE INCENTIVE</p> <p>Staff members with perfect attendance each six weeks will be entered in a drawing for a special prize as determined/can afford vi input. Staff members with perfect attendance for the year will be eligible for a monetary award.</p>		<p>Secretary PEIMS Clerk</p>	<p>End of each 6 weeks End of year</p>		<p>Staff Attendance Data</p>

Goal 3: All of our students and student subgroups will experience improved success and achievement on all parts of the TAKS test. K-4th will work cohesively and effectively toward “Exemplary” status.

Objective 1: In order to meet the diverse needs and learning styles of all our students in all our content areas, we will provide the type of instructional delivery that provides for the “what, how and why” of learning in all of our lesson content. We will address student learning styles and learn how to teach in a way that each of our students learns best in such a way that there are less than 5% of our students needing to be retained for the following school year.

Summative Evaluation: 90% of all students will pass all portions of state tests, meet ARD expectations, and the campus will meet AYP.

Data 2010- 2011	All Students	H	W	AA	ED	Migrant	LEP	Spec.Ed.	GT	Male	Female

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
3A. CPR FOR TEKS FOR ALL CHILDREN- Instructional strategies in all subject areas of the TEKS will show evidence of the following components in all grade levels: *Connection to other subject areas-Interdisciplinary approach to ensure all TEKS		Principal Assistant Principal “The A Team” All teachers and Staff	Aug. 10 – May 11		Classroom observations & walk-throughs

<p>are taught appropriately in each grade level and application/ higher order thinking applied consistently within each classroom.</p> <p>*Personalization- involving student's interest and names in math transparencies, and charts in order to personalize content and therefore increase memory retention.</p> <p>*Relationship- what the students will need to know/ use in the different jobs that they have a career interest in for the future.</p>					
<p>3B. ENSURE SUCCESS- Remediation & enrichment: A 6 week failure collaboration report will be used as a tracking system for students being tutored within the school day and to ensure success for all learners. The Fast ForWord program will be utilized for students needing additional assistance in reading to ensure the success of all learners. For students not needing the extra help there will be the opportunity for additional enrichment through the use of our</p>		<p>All Teachers Principal Assistant Principal Fast ForWord Team</p>	<p>Aug. 10 – May 11</p>		<p>Tracking Documentation</p>

computer lab and technology.					
<p>3C. STUDENT TEACHER ASSISTANT TEAM – Students experiencing lack of improvement/success will be discussed with our STAT team to review/develop other possible effective strategies/ changes that the teacher will need to implement including: within school day tutoring to help the student succeed before any consideration of Special Ed. Testing. African American boys will be closely reviewed to make sure we are meeting the needs of this particular population. For ones being unsuccessful in the Reading Intervention Program- teachers will collaborate with Reading Coach & Principal to determine appropriate RTI tiers. A major focus will be shifted to Tier 1 Instruction. A counselor checklist will be used to prepare for the STAT meeting. Checklist will identify student strengths and weaknesses as well as data such as tutoring</p>		Counselor Cynthia Taylor Assistant Principal Reading Intervention Teachers Classroom Teachers ESL Dyslexia Teacher Principal Speech Therapist Otherwise known as “The A Team”	Aug. 10– May 11		STAT Meeting Minutes/Notes

opportunities, grades, modifications, TPRI & other data. The STAT team will have a pre-STAT meeting before meeting with parents. The personnel that provides services that are being considered for the student success will be included in the STAT meeting.					
3D. LIFE SKILLS PROGRAM Our inclusion students will participate in hands on learning activities set up in structured picture card/task center rotations for functional living and incorporate (ABA) Applied Behavioral Analysis techniques. They will also be required to participate in some identified class field trips to extend their learning into the real world.		Life Skills Teachers Life Skills Staff	Sept. 10 – May 11		Student IEP's ARD's TAKS Alt.
3E. Response To Intervention – For any student who is At Risk for not passing any subject area. This will occur in a variety of ways with the needs of support, as well as small group/ individual settings will be maximized within and outside of our		K-4 th grade teachers Reading Intervention Teachers Principal Assistant Principal Counselor	Sept. 10 – May 11		TPRI data Progress Monitoring data TAKS data DMAC data At Risk reports

<p>school day. Grade placement procedures will be followed and identification of students with learning difficulties will be addressed by our STAT team and our Reading Intervention program. Teachers will use DMAC to desegregate data and Performance Indicators from C Scope to determine help needed. MTA (Multisensory Teacher Approach) for Dyslexia will be implemented. Parents will be given tips/ tools to help their child at home. TPRI, district benchmarks, TAKS data, and DMAC reports will be tools used to effectively plan for this additional support.</p>					
<p>3F. GIFTED AND TALENTED OPPORTUNITIES – Students identified as Gifted and Talented will be effectively served and challenged with higher level thinking skills. They will problem solve and use creative thinking in order to achieve success with their research. Gifted and Talented Teacher will be</p>		<p>GT Teacher</p>	<p>Aug. 10 – May 11</p>		<p>PDAS Evaluations</p>

held responsible for students in the Gifted program performing at the Commended Performance Level.					
3G. TAKS TEAM MENTORS – Staff volunteers will serve as mentors to be used to encourage students who are at risk in various areas of the school and need personal intervention in order to taste success. The mentors will be positive role models to identified students.		Counselor Classroom Teachers Principal Assistant Principal	Sept. 10 – May 11		Teacher Recommendation At Risk Report

Goal 4: Our students will model improved behavior skills and apply what has been learned in daily interactions.

Objective 1:

Summative Evaluation: Students will model improved behavior skills and apply what has been learned in daily interactions. There will be fewer students engaged in put downs and bullying behavior with a decrease in bullying reports and office referrals. We will use strategies from Tools for Teaching, Kagan, and Coach 4 Success to aid in behavior skills. We will also use character education provided by the counselor to help.

Data	All Students
Discipline/Incidents	

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<p>4A. CHARACTER COUNTS Our counselor will provide lessons and class meetings for each classroom for a 30 minute time period on a six week basis – where bullying and its effects will be discussed. Conflict solving strategies will be taught to decrease bullying & aggressiveness and increase problem solving by utilizing interactive student activities, role play through literature and folk tales. These materials will address cultures and communicate appreciation for diversity.</p>		Counselor	Sept. 10 – May 11 Once a six weeks	District purchased materials	Counselor schedule Counselor plans Counselor Discipline Tracking

<p>4B. STUDENT FAMILIES – Our students having a history of :</p> <ol style="list-style-type: none"> 1. Aggression 2. Poor organizational skills 3. Lack of motivation 4. Low self esteem <p>Will be identified by individual teachers and referred to our counselor for forming “Student Groups” based on student needs in order to meet/ learn coping techniques to help improve areas that are interfering with their academic or behavior progress.</p>		Classroom Teachers Counselor	Sept. 10 – ID student groups to meet regularly through entire school year.		Teacher Data Counselor Schedule & notes
<p>4C. EXCELLENT CITIZENSHIP REFERRAL Students have the opportunity to receive excellent citizenship referrals anytime a teacher or employee desires. Students come to the office for a phone call home & a prize.</p>		Classroom Teachers Travis Staff Principal	Aug.10 – June 11	Activities Fund	

<p>4D. IN-SCHOOL SUSPENSION PLACEMENT – There will be a designated area and staff member to provide supervision and work for students assigned to ISS. Students assigned to ISS will have a discipline essay to copy as a part of their ISS requirement. Our campus will use the established forms/ actions by the district in determining student ISS or detention assignment.</p>		Classroom Teachers Principal Assigned ISS Aide Assistant Principal	Aug. 10 – June 11		Discipline Referrals Office referral paperwork to review most common misbehaviors and students who are repeating misbehavior to determine effectiveness
<p>4E. DISTRICT-WIDE DISCIPLINE ACTIONS – We will utilize the MISD established student referral form and student action rubric to determine a student consequence and level of severity in order to maintain consistency regarding student referrals connecting to a resulting action across any of our district campuses.</p>		Principal Assistant Principal	Aug. 10 – June 11		PEIMS spreadsheet and Referral Data

Goal 5: The achievement of all our students and student subgroups will experience improved success on all parts of the TAKS Math test. K-4th will work cohesively and effectively toward “Exemplary” status.

Objective 1: By the end of the 2010-2011 school year, in support of ‘No Child Left Behind,’ we will be effective in meeting our Adequate Yearly Progress %- AYP – in all student subgroups in Mathematics by cohesively implementing the following outlined activities. We will increase our number of students making commended performance on TAKS Math by at least 10% over last year. This campus will meet AYP in every area measured.

Summative Evaluation: 90% of all students pass all portions of the state tests, benchmarks, meet ARD expectations, and the Campus/ District will meet AYP.

Data 2010-2011	All Students	H	W	AA	ED	Migrant	LEP	Spec.Ed.	GT	Male	Female
Dropout Report											

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
5A. MATH C-SCOPE – K-4 th will be utilizing C-Scope in conjunction with other resources that enable mastery of TEKS		K-4 th Teachers Contract Labor/Tutor	Aug. 10 – June 11	C-Scope Lessons Various other resources including TAKS practice books, textbooks, etc.	Math lesson plans Walkthroughs
5B. MAPPING BEST PRACTICES – All classroom teachers will use C Scope VADS and YAGS as their Scope & Sequence framework. Best Practices/ High Yield Instructional Strategies will be added to curriculum plans. Practices include: weekly use of		K-4 th Teachers Principal Assistant Principal Contract Labor	Aug. 10 – June 11		Review of lesson plans Walkthroughs Collaborative Math meetings

<p>manipulatives, math literature, math centers (including math fact recall), cooperative groups/pairs, math vocabulary building, students generating their own math problems.</p>					
<p>5C. MATH MADE MEANINGFUL – Teachers will utilize math manipulatives, moving from concrete to semi-concrete to semi-abstract in an effective, sequential plan in all grades in order to help the slow/and or tactile learner to understand/ visualize math concepts before expecting them to memorize abstract information. Math skills will be connected to students’ use in their world & connected to their interest and future occupation. Math vocabulary will also be utilized across the curriculum.</p>		<p>K-4th Teachers Principal Assistant Principal Tutors</p>	<p>Aug. 10– June 11</p>		<p>Review of lesson plans Walkthroughs Collaborative Math Meetings</p>

1E. MATH COLLABORATION OF DATA – Each grade level will meet weekly to develop & share effective lesson plans to be utilized in all classrooms. Data will determine what needs to be shared and what needs to be changed.		K-4 th grade teachers Principal	Aug. 10 – June 11		C-Scope assessments Math Benchmarks
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Goal 6: The achievement of all our students and student subgroups will experience improved success on all parts of the TAKS Reading K-4th will work cohesively and effectively toward “Exemplary” status.

Objective 1: By the end of the 2010-2011 school year, in support of ‘No Child Left Behind,’ we will be effective in meeting our Adequate Yearly Progress %- AYP – in all student subgroups in Reading by cohesively implementing the following outlined activities. We will increase our number of students making commended performance on TAKS Reading by at least 10% over last year. This campus will meet AYP in every area measured.

Summative Evaluation: 90% of our students in K-4th will be on grade level by the end of the 2010-2011 school year. 90% of our students in 1st-3rd will be at the TPRI standard for their grade level fluency by the end of the school year. 90% of our 4th grade students will be on the TEKS fluency level by the end of the school year. 90% of our 3rd & 4th graders will pass TAKS Reading. There will be a 10% increase in number of students who receive commended performance over 08/09. There will be a 10% increase in library circulation, along with a 10% increase in use of A.R. testing with greater proficiency.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
6A. COMPLETE AND BALANCED READING – Phonemic Awareness and phonics will be provided daily incorporating Alpha Code (K-1 st), Spelling Rule Flashcards (2 nd -4 th). Small group instruction		K-4 th teachers “The A Team” Principal Assistant Principal	Aug. 10 – June 11		Lesson Plans Wireless Generation M –Class data Classroom observations Walkthroughs

<p>will be utilized on a daily basis in K-4th. Grapho-phonemic lessons will be used daily (K-3rd). Higher Order Thinking for all students will be used in K-4th classes on a daily/weekly basis. Fluency will be stressed to help increase comprehension (K-4th). Explicit teaching incorporating vocabulary will be used daily (K-4th). 4th grade will use Motivation Reading to supplement C-Scope curriculum. Coach 4 Success will be used in grades 2-4 for teachers that signed on. Kagan strategies will be used throughout the campus for Reading Content.</p>					
<p>6B. PROGRESS MONITORING/ COLLABORATION – Reading Coach and K-3rd grade teachers will meet to review At Risk student reports to recognize effective improvement and diagnose problems and</p>		<p>K-4th grade Teachers “The A Team” Principal Assistant Principal</p>	<p>Aug. 10 – June 11</p>		<p>DMAC Data TPRI District Benchmarks TAKS</p>

<p>recommend remedies. Teachers will closely/effectively monitor each student's progress and communicate to parents and principal when reports are not meeting expectations – which will be connected to PDAS.</p>					
<p>6C. TARGET READING – 2nd, 3rd, 4TH GRADE – Our 4th grade Language Arts Teachers will effectively use Target Reading</p>		<p>2nd, 3rd, 4th grade Language Arts Teachers</p>	<p>Aug. 10 – June 11</p>		<p>Lesson Plans Walkthroughs</p>

Goal: By the end of the 2010-11 school year, we will be effective in meeting our Adequate Yearly Progress – AYP - in all our student subgroups in Writing by cohesively implementing the following aligned activities. 90% of our students will pass their TAKS Writing test and the number of students receiving commended performance will increase by at least 10%. There will also be a 10% gain in our student subgroups passing the TAKS Writing test.

Objective: The achievement of all our students and student subgroups will experience improved success on all parts of the TAKS Writing test. K-4th will work cohesively and effectively toward “Exemplary” status – within our campus and in support of our district goals

Summative Evaluation: Students’ benchmark assessments/data will show that our students meet or surpass the district averages. 90% of our students will pass the TAKS Writing test.

Data 2010- 2011	All Students	H	W	AA	ED	Migrant	LEP	Spec.Ed.	GT	Male	Female

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
3A. Data Driven Assessments/Products We will share student writing products, writing centers, and share across grade levels student samples of writing products. We will utilize student data from Writing assessments to compare expectations and student performance within each grade level and across		Classroom Teachers, Principal Assistant principal Contract Labor/Tutor	Oct. 2010 Jan. 2011 Apr. 2011		Student writing products Writing benchmark data

grade levels					
<p>3B. Coach 4 Success Writing Strategies- Grades 2-4</p> <p>Teachers in grades 2-4 will successfully implement Coach 4 Success Strategies for all learners.</p>		<p>Coach 4 Success Coach, Principal AP Classroom teachers Tutor</p>			
<p>3C. Writing Expectations K-4th Grades</p> <p>By the end of Kinder, the students will be familiar with the prewriting process (teacher directed) and be able to write a sentence using a capital letter at the beginning and punctuation at the end.</p> <p>By the end of 1st Grade, the students will be able to use a graphic organizer to create a story. They will be able to use describing words in their stories and identify nouns and adjectives. The students will also be able to</p>		<p>Classroom Teachers</p>	<p>Sept. 2010-June 2011</p>	<p>6+1 Traits Training @ Region 7</p>	<p>Student / Teacher test data results using TEKS score Writing Portfolios</p>

<p>use beginning editing strategies.</p> <p>By the end of 2nd Grade, the students will be able to create sentences that connect and stay on topic. They will also be able to use a variety of graphic organizers to be used throughout the writing process. They will begin focusing on good beginnings.</p> <p>By the end of 3rd Grade, the students will be able to write a story using graphic organizers and the writing process to edit and revise. They will focus on sentence connections, staying on topic and good endings.</p> <p>By the end of 4th Grade, the students will be able to write a 2-page story with a strong beginning, middle and ending. They will use voice and writing strategies to focus on conventions.</p>					

<p>3F. Vocabulary Enrichment Daily explicit teaching of vocabulary and K-3rd Vocabulary kits will be used effectively to increase vocabulary of students to transfer into their writing.</p>		Classroom Language Arts Teacher Reading Coach	Sept. 2010-June 2011		Walkthroughs
<p>3G. Writing Integration Enrichment Classroom teachers will plan for a wide range of authentic writing experiences across the curriculum aligned with TEKS. Students will be expected to do some type of writing on a daily basis.</p>		*Classroom Teachers *GT Teacher *ESL Teacher	Sept. 2010-June 2011		Lesson Plan review Student writing products
<p>3H. Spelling words – Spelled out Teachers will send students' spelling words home weekly. Teachers will effectively display weekly spelling words for student reference and connection.</p>		Classroom Teachers	Sept. 2010-June 2011		Weekly Spelling lists displayed in room and sent home

<p>3I. Language Arts Connections Teachers will effectively teach language connections through reading texts and students' written work. Word Walls will be developed in each classroom to increase vocabulary to be used in students writing.</p>		Classroom Teachers	Sept. 2010-June 2011		Lesson Plans Student Writing Products Walkthroughs
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