

East Elementary School

Campus Improvement Plan

2009-2010



Mission

The mission of East Elementary is to develop life long learners empowered with the skills to succeed in a changing world. We will attain this by providing a challenging curriculum taught by a dedicated staff in an environment conducive to learning.

Beliefs

- ✓ All children can learn, but all children do not learn in the same way.
- ✓ All children learn best in a safe, nurturing, and stimulating environment.
- ✓ All children learn best when they are active participants in the process.
- ✓ All children have immeasurable, inherent worth and thrive on positive recognition.
- ✓ All children should have access to excellent educational opportunities.
- ✓ The education of all children is the responsibility of the family, school district, and community.

Profile

East Elementary School is a campus wide elementary school composed of PPCD, Head Start, Pre-Kindergarten, Kindergarten, and 1st grade students within the Breckenridge Independent School District. The student enrollment normally varies between 320 and 340 students each year. During the 2008-2009 school year our enrollment remained steady around 323 students. The staff consists of one full time principal, 28 professional

staff members, 12 paraprofessionals, and 6 auxiliary staff. Three of our professional employees (nurse, ESL, and speech teacher) are shared equally with the North Elementary campus that consists of 2nd and 3rd grade students.

The East Elementary 2009-2010 Campus Improvement Plan was formulated by evaluating a variety of assessment criteria. The criteria consisted of 3rd grade TAKS summary reports, AEIS data, assessment and disaggregating of TAKS scores, the TPRI Test, MClass data, SuccessMaker Cumulative reports, and the evaluation of the 2008-2009 Campus Improvement Plan. Other criteria used in the development of the campus plan also included the results of student and parent surveys.

The campus committee consists of:

1 campus administrator	4 business representatives	4 parent representatives
1 non-teaching staff member	6 Classroom teachers	1 community representative

The campus committee meets a minimum of twice annually to discuss, evaluate, and establish the campus goals and objectives. The results of student assessment, campus facilities, budget needs, present and future technology needs, and other related issues concerning the campus are some of the topics discussed at these meetings. The total Campus State Compensatory Education Funding budgeted for East Elementary was \$204,096.00 and 6.32 FTE'S. State Compensatory Education Funds will be used on this Title I School wide campus along with other funds to upgrade the overall educational program. 79% of the students at East Elementary are economically disadvantaged.

A review of the student assessment scores indicates that students need to continue to improve in math and reading scores. The committee has identified the groups of students whose assessment scores are below the campus expectations. It has been determined that there is a genuine need to concentrate especially on those at-risk students with limited English language proficiency and those who qualify for low socio-economic category.

Strong parental involvement remains one of the most important goals at East Elementary. The campus staff continues to encourage the parents and community of Breckenridge to become more involved with their children and their schools. The key to successful learning is the sincere and eager involvement that parents and community members can give to the children of the Breckenridge ISD. Their involvement with the students will help to open many doors that otherwise would remain closed therefore depriving the students of the education that they deserve.

The attendance rate has remained at or above the state level for several years at East Elementary. The campus committee recognizes the importance of students attending school regularly and continues to maintain high expectations of student attendance. The committee also recognizes the importance of an above average attendance rate for the students and therefore expects the same from the campus staff.

The main campus facility was constructed in the late 1950's. A new wing was completed in 2005. The new wing houses six of seven kindergarten classes, PPCD, Pre-Kindergarten and Head Start full day programs. This building project allows greater safety and comfort for our young children and creates a unified campus where we are all housed together. Safety is a primary concern at East Elementary School. All outside doors are kept locked during school hours with the exception of the front (south) door and the two doors that open to the playground (north). The two doors that open to the playground are protected by the playground fence. A "crash bar" was recently added to the door by the loading dock (east) allowing this door to remain locked during the school day. Alarms have been installed on the two doors that open to the west. These alarms will sound anytime the doors are opened while the alarms are "armed".

The campus committee continues to support the goal of providing opportunities for campus staff to attend workshops and professional training workshops at the district, regional, and state level. Professional development

in the areas of teaching strategies, discipline management, learning styles, dual languages, conflict resolution, and computer technology are strongly recommended to the staff.

**East Elementary School
Highly Qualified Teacher
Recruitment and Retention Plan
June, 2009**

1. Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.
2. Require any instructional aides not considered highly qualified to complete TOP training at the service center.
3. Continue to hire and assign highly qualified teachers in all areas to maintain the 100% HQT status.
4. Attract highly qualified teachers through job fairs, college departments, bonus incentives, and our District and Regional Web Sites.
5. Continue to encourage paraprofessionals to pursue and complete a Bachelor's degree and teacher certification.
6. Continue to encourage individuals who have Bachelor's degrees in other fields to pursue and complete alternative teacher certification.

Campus Improvement Committee 2009-2010

Members:

Principal	Molly Peterson
Non-Teaching Professional member	Leslie Dempsey
Classroom Teacher (Elected for 2 years)	to be elected in Aug. 2009
Classroom Teacher (one year left on term)	Linda Harris
Classroom First Grade Teacher	Anne Holcomb
Classroom Kindergarten Teacher	Shelle Crenshaw
Classroom Special Programs Teacher	Julie Harris
Classroom Teacher	Diane Tennison
Parent Representative	Michelle Woodward
Parent Representative	Vicki Bonnette
Parent Representative	Kelley Farner
Parent Representative	Antonia Arellano
Business Representative	Rob Durham
Business Representative	Kathy O'Shields
Business Representative	Joan Sechrest
Business Representative	Gary Fambro
Community Representative	Kay Warner

Address and Phone Numbers:

Antonia Arellano	308 W. 5 th	559-7038
Vicki Bonnette	107 Medina Ct	559-2576
Rob Durham	202 Penbrook Dr	559-5400 / 2815
Gary Fambro	4101 CR 146E	559-9639
Kelley Farner	2501 Sha Ln	559-9845
Kathy O'Shields	606 W. Elm	559-2106
Joan Sechrest	P.O. Box 903	559-9428
Kay Warner	4511 CR 206	246-3242
Michelle Woodward	11 Chaparral Lane	559-6000

East Elementary
A Campus Improvement Plan
2009-2010

Campus Long Range Goals:

- ❖ Highly qualified staff will be recruited, developed, and retained so that students receive the best possible instruction.
- ❖ Attendance will remain at or above the state average.
- ❖ Instructional methods will reflect research-based strategies in order to maximize student achievement in all areas. Walk through and feedback will encourage top grade instruction. Focus will be on content, context, and cognitive questioning.
- ❖ Parents will be full partners with educators in the education of their children.
- ❖ Students will receive an education in a safe, drug-free environment conducive to learning.
- ❖ Technology will be implemented in every classroom and used to increase the effectiveness of student learning.
- ❖ Strategies and recognitions will be utilized to enhance students' self-esteem and motivation to succeed.
- ❖ The Dual Language will expand to 2nd grade in 2009-2010.
- ❖ Utilize RtI (Response to Intervention) to meet the needs of struggling students. This will include academics, speech, and behavior issues
- ❖ Plan for new school. Begin to gather ideas and plans to implement in a new elementary.

Comprehensive Needs Assessment Summary
East Elementary

DATA REVIEWED:

- AEIS Report
- TAKS Report
- Student Assessments (TPRI / MClass / SuccessMaker / RTPE)
- District Goals
- Teacher and Parent Survey

MAJOR FINDINGS:

- Dual Language program was successful and the addition for 1st grade is in place.
- Increase in TAKS scores in 3rd grade reading and math.
- Fluency is a concern according to student assessments.
- Science continues to be a struggle for some grade levels.

MAJOR CONCERNS:

- Increase fluency through guided reading and a variety of strategies to increase reading.
- Address Science TEKS at all levels.
- Provide parents with help in parenting skills and homework assistance.
- Continue to implement technology in the classroom.

This document is a general plan, with some specific goals, objectives, and proposed strategies/actions to improve weaknesses and maximize strengths. It is not all-inclusive, but rather a guideline for continuous, comprehensive improvement study, evaluation and implementations.

East Elementary School Campus Improvement Plan 2009-2010

The "Ten Components of Effective Schools" are listed below and are identified in the long-range goals and strategies and activities as listed within the campus plan.

Component #1: Comprehensive Needs Assessment

Includes measures to....

- Assess TAKS and AEIS data
- Conducts a needs assessment
- Addresses the needs of migratory students
- Addresses identified at-risk students
- Addresses the areas of student needs, staff needs, organizational structure, facilities, and curricular and instructional needs
- Results of the comprehensive needs assessment are evidenced in the campus plan through a list of strengths and prioritized needs that the current improvement plan addresses.

Component #2: School-wide Reform Strategies

Includes strategies....

- To ensure that all students meet the state's proficient and advanced levels of performance
- That are based on scientific research strategies that...
 - Strengthen the core academic program
 - Increase the amount and quality of learning
 - Provide and enriched and accelerated curriculum
 - Meet the needs of historically underserved populations
 - Meet the needs of all children; particularly those of low-achieving students and those of at-risk that do not meet expectations
 - Meet the needs of those students involved in counseling and mentoring activities.
- That include measures to address how the campus will determine if the needs are met
- Measures that are consistent with and designed to implement state and local improvement plans

Component #3: Instruction by highly qualified teachers, including paraprofessionals

Paraprofessionals...

Measures to assist instructional paraprofessionals to...

- Complete at least 2 years of study at an institution of higher education OR
- Obtain an Associate Degree OR
- Meet rigorous standards and can demonstrate through local or state assessment knowledge and ability to assist in instructing in reading, writing, and mathematics or knowledge and ability to assist in instructing in reading readiness, and mathematics readiness, as appropriate.

(Measures will be taken by the campus to ensure that no paraprofessionals are hired after January 8, 2002, who does not meet the above criteria.)

Teachers...

By 2005-2006, Includes measures to....

- Ensure that all teachers are certified to teach in core academic areas, regardless of the number of classes/hours in the core subject.
- Decrease the number of unqualified staff.
- Assist teachers to meet certification requirements and funds are evident in plan to support this effort.

Component #4: High Quality and Ongoing Professional Development

Includes measures to ensure that....

- Professional development is ongoing and linked to assisting teachers to help students meet the state standards.
- Professional development is more than a one-day workshop and that follow-up is included.
- Professional Development as per assurances of the application for federal funding...
- Is outlined in the School Wide Plan
- Is linked to content and academic achievement standards.
- Is intensive and classroom-focused
- Is designed by teachers, principals, and parents, as appropriate.
- Is based on scientifically based research.
- Is designed to support language minority students.
- Is regularly evaluated to gauge impact on teacher effectiveness.
- Is evaluated in terms of improved student performance.
- Is designed to assist teachers in working with children with special needs
- Includes instruction in the use of data and assessments to inform classroom practice.
- Includes instruction in ways to work with parents more effectively.

Component #5: Strategies to attract highly qualified teachers in high needs schools

Might include such measures as....

- Sound recruiting practices
- Mentoring programs for new teachers
- Signing bonuses
- Incentive pay
- Differential pay
- Tenure pay
- Testing

Component #6: Parent Involvement

Includes measures to....

- Educate school staff, with the assistance of parents in the value of parent contributions and measure to reach out to and to communicate with parents as equal partners.
- Provide training to parents to enable them to work with their children
- Provide training to parents to help them understand the State's standards.
- Train parents to understand the curriculum and assessment of the school
- Involve parents in an organized way to design/plan, review/evaluate, and revise
 - The Parent Involvement Policy
 - The Parent-School Compact
 - The overall School Wide Plan
- Provide parents with information regarding programs funded by Title I and other funds to upgrade the educational program.
- Offer meetings to parents to formulate suggestions, to share experience with other parents, and to participate in decisions relating to their children's education.
- Provide family literacy services, where possible and necessary.
- Provide parents information in the language of the home, in particular, in Spanish.

Component #7: Transition from Early Childhood Programs

Measure to ensure smooth transition for children in early childhood programs. Services might include...

- Orientations to the new setting for children and parents.
- Collaborative planning sessions with staff from the early childhood programs.
- Collaborative planning sessions with parents of early childhood students to ensure their understanding of the public school.

Component #8: Measures to include teachers in the decisions regarding the use of academic assessments to provide improvement of individual students and the overall instructional program.

Might include...

- Collaborative planning sessions to review assessment information and to determine the kinds of benchmark assessments to be utilized.
- Planning for TEKS curricular assessments
- Planning for periodic assessments of special populations.

Component #9: Mastery-Assisting all students to achieve mastery

Includes measures to....

- Provides timely assistance be given to struggling students.
- Provides for staff development to assist teachers in identifying the needs of students and to provide effective instruction designed to meet individual needs.
- Define what the school will do to help the child.
- Offers information to parents regarding ways they can help their children.

Component #10: Coordination and integration among federal, state, and local services and programs

In particular, for programs such as the following...

- Violence prevention programs
- Nutrition programs
- Housing programs
- Head Start
- Adult education
- Vocational and technical education
- Job training
- Collaborative planning meetings
- Coordinated funding efforts
- Partnered professional development
- Exchange of and partnering with staff from programs

East Elementary Campus Improvement Plan

Goal #1	Maintain a Highly Qualified Instructional Staff Through Effective Hiring Practices, On-Going Staff Development, and Team Decision Making.
Performance Objective	100% of the staff members will complete the required staff development during the 2009-2010 school year.
Summative Evaluation	A record of attendance will be taken at the conclusion of each staff development and Site-Based Decision-Making session as well as an evaluation of each session. This information will be reviewed and assessed by the administration.

Activities/Strategies	Target Population	Staff Responsible	Budget / Resource	Formative Assessment	Benchmark/Timeline
Teachers, paraprofessionals and administrative staff each attend 2 researched-based workshops during the school year that apply to their fields and grade levels.	Teachers Paraprofessional	Molly Peterson, Principal Linda Sims, Director of Instruction	Region XIV contracted services Local budget for staff development	Teachers will share what they have learned with their colleagues during staff meetings and in-service workshops	August, 2009- July, 2010
Attract and retain the highest qualified staff possible by utilizing a variety of practices.	Teachers Paraprofessionals	Molly Peterson, Principal SBDMC	Local budget; Job Postings on District and Region 14 web site; Tasanet; Job Fairs	100% of staff meets NCLB highly qualified requirements	As positions are vacated and based on enrollment needs.
Vertical grade level meetings	East and North staff members	Principals from both campus'	Title I funding Special Education funding OEYS funding	Correlation and consistency of program based on TEKS/TAKS/TPRI and benchmark testing.	August, 2009-May, 2010
Provide on-going professional development to include, but limited to, G/T and technology.	Staff	Principal and Director of Curriculum	Local budget; Region 14; East End Co-op	Certificates and evaluations of workshops	Continued Certification

Goal #2	To maintain student attendance at or above the state average.
Performance Objective	To increase student attendance.
Summative Evaluation	The accountability tables for East Elementary will show that the attendance rate for the 2009-2010 school year will remain at or above the state average.

Activities/Strategies	Target Population	Staff Responsible	Budget / Resource	Formative Assessment	Benchmark/Timeline
Perfect attendance awards presented to students at school	Students	Principal Secretary	Local Budget	Attendance records will be maintained by the campus administration and monitored on a daily basis.	Increase attendance rate at or above 95.5%
Local media coverage given to those with perfect attendance.	Students Community	Principal Secretary Local Newspaper	None	Articles kept on file	October, 2009-May, 2010
Teachers will call the homes of absent students.	Students	Teachers	None	Parent Contact Logs are turned in to office every 6 week.	October, 2009-May 2010
The "At Risk" co-coordinator will be contacted for cases involving excessive absenteeism.	Parents	Principal At Risk Coordinator	Local Budget	Contact Logs are kept by At Risk Coordinator	August, 2009-May, 2010
Shot records will be reviewed and parents encouraged to update vaccinations before school starts	Students	Principal School Nurse	None	Records and contact logs will be kept.	June 24, 2009 August 6, 2009 August 24, 2009 As needed
Letters of notification sent to parents of children close to exceeding absences per semester.	Students Parents	Principal Secretary	Skyward Attendance Program	Attendance Records and copies of notification letters	Pre-attendance meetings when a student misses 10 days within the first semester.

					Attendance meetings held in May
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Goal #3	Implement instructional strategies and TEKS based curriculum to improve the academic achievement of all students.
Performance Objective	Students will complete each year on grade level. 90% of all students will meet the minimum expectations on the mathematics and reading portions of the 3 rd grade TAKS test.
Summative Evaluation	TPRI, MClass, DRA, and SuccessMaker assessments will indicate grade level proficiency. TAKS scores will reflect object.

Activities/Strategies	Target Population	Staff Responsible	Budget / Resource	Formative Assessment	Benchmark/Timeline
Guided Reading will be implemented in the First Grade Classroom.	Students	Teachers	Local Budget	Benchmark Testing TPRI DRA SuccessMaker	August, 2009-May, 2010
Kindergarten will begin study on guided reading techniques	Staff	Principal	Local Budget	Staff Development Sign In Sheets	October, 2009-May, 2010
Disaggregation of student data	Students	Teachers	None	Team Meeting sign in sheets	October, 2009-May 2010
Reading Discovery / Literacy Groups	1 st Grade students	Linda Harris Alicia Waller	Title I	Progress Reports	August, 2009-May, 2010
Math Learning Lab	Students	Judy Hart	Title I	Progress Reports	August, 2009 - May, 2010
Reading Learning Lab	Students	Katherine Mauldin	Title I	Progress Reports	August, 2009-May, 2010
Response to Intervention	Students struggling with core subjects or behavior	Principal Intervention Committee	Title I	Intervention Committee Meetings	2 nd Six Weeks-6 th Six Weeks
Instruction for special education students will be researched based.	Identified students	East End Co-op Diagnostician / Speech Therapist/Resource	East End Co-op Funds	ARD Meeting and IEP Documentation	August, 2009-May 2010

		Teacher/PPCD Teacher/PT/OT			
504 Meetings will be held as needed.	Identified Students	Principal/Counselor	Local Budget	Minutes of meetings	August, 2009-May, 2010
G/T Students will be provided with extension lessons in the classroom.	Identified Students	Principal Teachers (k/1)	Local Budget	Lesson Plans will indicate extension lessons.	August, 2009-May, 2010
Transition activities will be provided for students as they progress through early childhood programs to elementary.	Students	PPCD/Head Start/Prekindergarten Principal Counselor	Local and federal funding	Classroom visits and lessons to promote the next grade level expectations.	May, 2010
On going tutorials will be provided before, during, and after school.	Students	Staff Members Mentors	None	Increase in academic success through benchmarking data.	August, 2009-May, 2010
Benchmark testing will be given 3 times a year to evaluate student success.	Students	Staff Principal Counselor	Local budget	Data will be reviewed from benchmark test, TPRI, MClass, DRA, and SuccessMaker	Beginning / Middle / End of the year

Goal #4	Campus policies and procedures will reflect improvement in school management and student academic performance through the utilization of technology.
Performance Objective	<ol style="list-style-type: none"> 1. Utilize computer lab and integrate technology throughout the curriculum within the classroom. 2. Staff will be provided opportunities for knowledge and growth in technology.
Summative Evaluation	Increase in use of technology in the classroom.

Activities/Strategies	Target Population	Staff Responsible	Budget / Resource	Formative Assessment	Benchmark/Timeline
Provide ongoing training for teachers to enhance technology proficiency.	Staff	Principal	Title I, Part A	Certifications from training	August, 2009-May, 2010
Send staff members to TCEA conference.	Staff	Principal	Title I, Part A	Evaluation and report of conference to remaining staff and administrators'	February, 2010
Utilize Computer Lab	Students	Ruth Spivey	Title I, Part A	Schedules	August, 2009-May, 2010
Classroom computers and software to align with TEKS	Students	District Technology Coordinator Principal	Title I	Daily Use	August, 2009-May, 2010
SuccessMaker will be updated and utilized to enhance student growth in reading and math.	Students	Ruth Spivey	Title I Stimulus Money	Progress Reports	August, 2009 - May, 2010
Replace computers in computer lab and move computer lab computers to the classrooms.	Students	District Technology Coordinator Principal Ruth Spivey	Title I	Number of computers replaced in lab.	August, 2009-May, 2010
Smartboards and projectors added to classrooms	Students	District Technology Coordinator Principal	Stimulus Money	Number of smartboards and projectors purchased.	August, 2009-May, 2010

Goal #5	Campus policies and procedures will reflect an emphasis on positive parent/community relations.
Performance Objective	<ol style="list-style-type: none"> 1. Provide opportunities for parenting skills classes. 2. Increase parent volunteers in the school. 3. Increase communication between home and school.
Summative Evaluation	Parent Participation

Activities/Strategies	Target Population	Staff Responsible	Budget / Resource	Formative Assessment	Benchmark/Timeline
Continue and expand volunteer programs	Volunteers	Principal / Counselor / Staff	Title I	Participation Sign in sheets	August, 2009-May, 2010
Provide parent education events to provide assistance to parents concerning skills to assist with school work.	Parents /Grandparents/ Guardians	Principal Counselor Staff	Title I	Participation Sign in sheets Parent survey	Monthly
Provide weekly updates via newsletter in English and Spanish	Parents and community	Principal	Title I	Parent and community feedback	August, 2009-May, 2010
Progress Reports sent home at 3 rd week of six weeks for students receiving 70 or below.	Students Parents	Teachers	Title I	Progress Reports	Every 3 weeks
Meet the Teacher night will be held the week before school starts.	Students Parents Community	Principal Staff	Title I	Sign in sheet	August 20, 2009
Parent Compacts will be provided at first parent conference	Parents Students Teachers	Principal Teachers	Title I	Sign in Sheet	October, 2009
Special Events will be held to promote parent and community involvement	Parents Community	Staff	Title I	Sign in Sheets	Grandparent Day - Sept. Thanksgiving Meal - Nov. 100 th Day - Feb. Read Across America - March

					Reading Café - May
Parents will be encouraged to join and participate in PTO	Parents Community	PTO Leaders Principal Staff	None	Sign in sheets	August, 2009-May, 2010

Goal #6	Campus policies and procedures will reflect an emphasis on making the school a safe and secure environment.
Performance Objective	1. Practice safety procedures for fire, tornado, and lock down. 2. Promote a healthy and drug free lifestyle.
Summative Evaluation	Increase in safe behavior while students travel on school busses. Increase in healthy lifestyles and habits.

Activities/Strategies	Target Population	Staff Responsible	Budget / Resource	Formative Assessment	Benchmark/Timeline
Participate "Red Ribbon Week" with extended activities throughout the week	students	Principal / Counselor / Staff	Title I	Participation	October, 2009
Visitors to the campus will sign in at the office and students will be signed out through the office.	Parents Community	Principal Secretary Staff	Title I	Sign-in/sign out sheets kept on file in office	Daily
Criminal history checks will be processed on all volunteers.	Students Parents Community	Principal Supt. Secretary	Title I	Volunteer list will be kept in the office	August, 2009-May, 2010
Mentor Program	Students	Counselor	Title I	Sign in Sheet	August, 2009-May, 2010
Playground equipment will be maintained to ensure safety.	Students	Principal Maintenance Department	Title I	Decrease in accidents on playground.	August, 2009-May, 2010
Have routine fire drills (monthly), tornado drills (1 per semester), and lock down drills (2 per semester).	Staff Students	Principal	No Cost	Documentation	August, 2009-May, 2010

