

# North Elementary School

2010-2012 Campus Improvement Plan



The Bucks Grow Here

## **Table of Contents**

### **Introduction**

- Mission statement (Breckenridge ISD and North Elementary)
- Needs Assessment
- Vision Philosophy Statement
- Overview of SCE Programs and academic options for at-risk students/Title I School-wide campus
- FTE's
- Additional Comments
- Components addressed in Title I School-wide Campus
- Title I Parent Involvement Policy
- Title I School Compact

### **Plan of Action: Goals, Performance Objectives, Targets, School-Wide-Program Objectives**

- Goal I - Positive, effective and safe environment
- Goal II - Responsible citizenship of students and personnel
- Goal III - Mastery of Reading Objectives
- Goal IV - Mastery of Math Objectives
- Goal V - Long Range Campus Needs and Capital Improvements
- Goal VI - Remediation of At-Risk Students
- Long Range Technology Goal - continual upgrades and implementation in student instruction

### **Strategies for Improvement**

- Performance Objectives
- Activities
- Timelines
- Staff Responsibility
- Resources/Allocation
- Formative Evaluation
- Summative Evaluation

### **Additional Attachments**

- Committee Members
- RTI / Intervention Committee Members

## North Elementary School Comprehensive Needs Assessment Introduction Campus Improvement Plan 2010-2012

**BISD District Mission Statement:** The mission of the Breckenridge Independent School District is to provide an exemplary education to all students empowering them to become successful, productive citizens as well as life-long learners.

**North Elementary School Mission Statement:** North Elementary will continue to maintain excellence in addressing the academic needs of all students by involving parents and community, and maintaining a highly qualified professional and paraprofessional staff in a positive, safe, and student-centered environment.

**Campus Background:** North Elementary School is composed of all second and third grade students of Breckenridge ISD. Students who are transitioning from East Elementary (grades PK-1) and to South Elementary (grades 4-6) are an ongoing priority within this clustered elementary school structure. The average student population ranges from 220-240. The average teacher population is 20, 7 second grade teachers, 7 third grade teachers, two special education teachers, two Title I teachers, one PE teacher, half-time ESL teacher and half-time Fine Arts teacher, one full-time counselor (implemented 2009-2010) and one half-time nurse. All teachers and paraprofessionals meet the Highly Qualified Standards set forth by the No Child Left Behind (NCLB).

**Needs Assessment:** The North Elementary School Campus Improvement Plan for 2009-2010 was developed utilizing input from parents and teachers through surveys as well as two comprehensive needs assessments based on students' needs (see back of Campus Improvement Plan for results from Title I Parent Survey and Comprehensive Needs Assessment, which were used when developing and revising our Campus Improvement Plan). All North Elementary faculty, staff, and parents were given opportunities for relevant input in various settings, such as faculty meetings, written suggestions, surveys, team meetings, grade level collaborative meetings, Campus Improvement Team Meetings, LPAC and ARD meetings, Attendance and GPC Meetings, and through parent and teacher surveys. Grade levels met at least every other week to discuss curriculum and instruction, and the intervention team met four times. These meetings including working on objectives not yet completed, formulating priorities of campus needs in relation to TEKS, TAKS Objectives, technology, physical plant needs of the North campus and campus climate. Funding for meeting all students' needs will include state and local funds, SCE funds, SDFS funds, special education funds, activity and PTO funds, Title I, Title IV, and Title VII funds. The Campus Improvement Team met twice in 2008-2009, and grade levels meet at least twice monthly, while staff meetings occur at least once a month to overview/discuss areas of strength, areas of concern as they arise throughout the school year. At faculty and team meetings, ongoing needs are discussed and refined. Continuous and consistent communication is relied upon from staff members to meet the needs of all students; these refinements and prioritized objectives are reflected in the following campus plan. *This campus plan was originally created by Kim Castleberry in 2007 for a two-year 2008-2010 plan. Susan Fambrough, principal for 2008-2009 and 2009-2010 school years has revised and updated the campus plan for 2010-2012 plan.*

Administrators, teachers, parents, and other district and county personnel will work together to serve all at-risk students. SCE (State Compensatory Education) funds will be used on this Title I School-Wide campus along with other funds to upgrade the overall educational program.

Based on the 2008-2009 AEIS report, this campus is comprised of 64% students who qualify for Free and Reduced lunch.

Two Needs Assessments were conducted in the spring of 2009, one for Title I and one for Stimulus Funds. Items used in the Needs Assessments to determine student needs included reviewing and disaggregating data longitudinal TAKS data from the AEIS reports from the last three years, TPRI data, parent and staff surveys, staff development training, site visits from Region 14 ESC, collaborative and staff meetings, along with Campus Improvement Team Meetings. Other aspects considered included community social services, ongoing technology training, parent involvement, and physical plant requirements/updates/projected needs. After reviewing this information, specific academic and behavioral needs along with parental involvement needs were pinpointed.

**North Elementary Stimulus & Title I Needs Assessment Results:**

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and special programs considering the following six areas:

- Reading
- Math
- Science
- Parental Involvement
- Technology
- ESL

Information was disseminated to all faculty and staff. The staff broke off into six small groups with one of the above areas as the topic, and brainstormed areas of strength, areas of weakness, and created suggestions of interventions and programs to implement which would address the areas of weakness and improve student success.

**Current Areas of Strength for Reading**

97% on Reading TAKS  
Increased LEP scores  
Addressing needs of special populations

**Areas to Address**

Bubble/middle students not growing  
Because special education students are now expected to take TAKS tests, special education scores are dropping

**Current Areas of Strength for Math**

86% on Math TAKS  
Increasing Hispanic/LEP scores  
Implementing grade level standardized problem solving

**Areas to Address**

Students still struggle with basic math facts  
Students still struggle with higher-level thinking skills  
Special education scores decreasing

**Current Areas of Strength LEP/ESL**

Increasing Hispanic/LEP scores  
 Providing programs for ESL population (Cinco de Mayo)

**Areas to Address**

Communication with parents - language barrier  
 Build reading/vocabulary ESL program

**Current Areas of Strength for Science**

Providing more hands-on instruction  
 Teachers finding leveled readers/TEKS materials

**Areas to Address**

Provide even more hands-on instruction  
 Update Teacher Materials/instructional activities

**Current Areas of Strength for Technology**

Study Island software program  
 New computer stations in all classrooms (08-09)

**Areas to Address**

Purchase and install SmartBoards in all classrooms  
 More instruction in computer lab based on technology TEKS

**Current Areas of Strength for Parent Involvement**

Offer Family Reading and Math Nights with Book Fairs  
 Parent Conferences 2X per year  
 Regularly scheduled PTO meetings 1X per month

**Areas to Address**

Increase parent involvement at North Elementary  
 Offer parent trainings  
 Hold student programs along with parent meetings to increase attendance of parents

**Priority Needs:**

- All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and math.
- All Limited English Proficient (LEP) students will become proficient in English in reading, writing and speaking.
- All students will continue to be instructed by Highly Qualified teachers.
- All students will be educated in a learning environment that is safe, positive and holds high academic and behavioral expectations.
- All student will become lifelong learners and realize the importance of not only graduating from high school.

**Priority Needs added 2009-2010:**

- Earn Exemplary Rating.
- Earn 90%+ in Math (86% in 2009).
- Increase reading fluency and comprehension through guided reading and literacy stations.
- Administer DIBELS along with TPRI to identify students at-risk for reading failure; these students will receive reading intervention.
- Increase students' basic math facts with Otter Creek program and Lone Star Math in all classrooms.
- Increase the use of hands-on math instruction in all classrooms.
- Implement the dual language program in 2<sup>nd</sup> grade, build the Spanish teacher and student materials, and reach out to the Spanish-speaking parents with parent meetings/trainings.
- Increase the use of technology in instruction and with students.

- Increase parent involvement by offering parent trainings and holding parent meetings in conjunction with student performances.
- All students will also realize the importance of attending and graduating from college.

### **Overview of North Elementary's Use of State Compensatory Programs:**

Local board policy determines the definition/criteria for at-risk students for the district, while considering state criteria for at-risk as well. Academic options are made available for at-risk students to increase academic achievement, student success and student performance at the district level. In turn each campus refines these options to fit the needs of their students.

The Board of Trustees adopted policies setting forth criteria for North Elementary. The campus compiled a list of all students who met the criteria for at-risk. The list is given to each classroom and specials teacher. This builds awareness of which students are at-risk, as teachers know which students are at-risk and can build student self-esteem and do what it takes to assist those at-risk students in achieving success.

North Elementary offers many academic options for at-risk students to be successful academically, behaviorally and socially. Without the support of this funding, some of these programs would not be available and our students would not reach their ultimate potential.

### **Academic Options for At-Risk students:**

- **Counseling** - counselor on campus full-time for 2009-2010 (vs. half-time counselor in years past); counselor offers small group counseling 1X/week based on student needs such as social skills and anger management, as well as classroom guidance lessons 2X/month.
- **Pats for Encouragement** - Classroom teachers target students who are at-risk, and the counselor matches students with an adult in the building who makes contact with that student and develops a relationship with that student to build the students' self-esteem, which will hopefully increase students' academic and behavioral success.
- **Tutoring** - during school hours and offered two afternoons per week. Classroom teachers conduct the tutoring in small groups and sometimes one-on-one. Classroom teachers are required to tutor students performing below grade level for one hour two days per week at minimum, outside of the regular instructional day. Paraprofessionals assist classroom teachers with pull-out tutorials with at-risk students. There will be 14 classroom teachers, funded as FTE's as well as three instructional assistants.
- **Peer tutoring** - Classroom teachers match at-risk students with classroom peers to assist with tutoring. High school honors English students are paired as Study Buddies with at-risk students at North Elementary. These high school students come to North Elementary approximately 2X per month for a 30-minute study session, working on reading and math skills, as well as building relationships with these elementary students.
- **Computer assisted instruction** - The computer lab offers numerous software programs which assist students in increasing mastery of math and reading skills. Programs offered include Study Island, Compass Learning System, Math Facts in a Flash. In 2009-2010, the computer lab will also offer Edusystem software and will also deliver more instruction based on technology TEKS.

- **TAKS preparation** - courses are presented throughout the school year to second and third grade students. TAKS Impact is offered in the second semester; students are targeted based on specific needs and are provided instruction based on those needs. Success for all is the goal.
- **Cooperative Learning Strategies** - Classroom teachers are trained and practice cooperative learning strategies in the classroom, where students learn to work together to complete tasks. This helps students to learn to work cooperatively as a team, which will help prepare students for real-life situations. At-risk students are paired with other at-risk and non at-risk students in these cooperative group settings.
- **English as a Second Language (ESL)** - Classes are offered to all Limited English Proficient (LEP) students. If a student is identified as LEP, they are automatically classified as at-risk and intense instruction in the English language, vocabulary and reading are provided to help these ESL students to acquire the knowledge to read, speak, and write in the English language.
- **Extended Year (Summer School)** - Students who are below grade level, who are in danger of failing, or who have been absent more than 10% of the school year are given the opportunity to attend extended year instruction.
- **Learning Styles Inventory** - Teachers are trained to address the needs of the diverse learners in their classrooms, and to teach the different learning styles that are identified.
- **Placement in Classrooms** - When creating class lists, academic and behavioral information is gathered from the previous year's teacher. The principal and counselor take this information to look at the individual needs of all students. AT-risk students are placed in all classrooms, ensuring that each class is balanced academically, ethnically, and with gender. All of the teachers at North Elementary are Highly Qualified, therefore all of our classrooms are appropriate for all students.
- **Dyslexia Program** - This program is offered to students who are identified as having dyslexic tendencies beginning in second grade. A dyslexia specialist instructs these students in a small-group pull-out program for 45 minutes everyday.
- **Response to Intervention** - Any student who is below grade level in reading or math or is in danger of failing reading/language arts or math is provided small group instruction in the classroom. If the student is still struggling, he/she will be pulled out of the classroom and be tutored. If the student is still struggling, the Intervention Team will meet to review the student's data (TAKS, TPRI, benchmarks, grades attendance), review instructional strategies tried, and create a plan to assist that student in attaining academic and/or behavioral success.
- **Title I Reading** - Certified teacher (FTE) who serves all students who at-risk and/or are identified as below reading level or struggling with fluency and/or comprehension. In both second and third grades, end-of year TPRI scores, STAR results, grades, Reading Recovery and Literacy Group reports, beginning of the year TPRI, STAR and DIBELS (new for 09-10) will all be used to identify which students are at-risk and which students will be served in the Title I Reading pull-put program. TPRI and DIBELS are administered at the beginning, middle and end of the school year to determine student progress and/or areas of concern.
- **Title I Math** - Certified teacher (FTE) who served all students who are at-risk and/or are identified as below grade level in math or struggling with basic math facts, math fluency and problem solving. In conjunction with the Study Island and Compass computer-based programs, the teacher utilizes grades, benchmark tests, and information from the classroom teacher to determine who is at-risk and needs to be served and pulled out into the Title I Math program.
- **Fine Arts** - Certified teacher (FTE) who serves students two days per week, second grade one day and third grade another day, seeing every student one time per week.

**For the 2010-2012 school year, North Elementary total FTE's:**

The at-risk program has the commitment of the district administration. Each campus principal has been responsible for the implementation of the district plan with due consideration of the unique characteristics and circumstances of that campus. Administrators, teachers, parents, and other district and community members support personnel and work together to serve all at-risk students. SCE funds will be used on this Title I School-wide campus along with other funds to upgrade the overall educational program.

- This campus showed 74% students qualified for free and reduced lunch during the 2004-2005 school year.
- This campus showed 70.9% students qualified for free and reduced lunch during the 2005-2006 school year.
- This campus showed 72% students qualified for free and reduced lunch during the 2006-2007 school year.
- This campus showed 75% students qualified for free and reduced lunch during the 2007-2008 school year.
- This campus showed 64% students qualified for free and reduced lunch during the 2008-2009 school year.

**Additional Comments - Funding  
School-wide Title I Program  
North Elementary - Breckenridge ISD  
2009-2010**

1. State Comp Ed	\$ _____
2. Title I, Part A	\$ _____
3. Title I, Part C	N/A
4. Title II, Part A	Shared Services
5. Title II, Part D	Shared Services
6. Title III	Shared Services
7. Title IV, Part A	Shared Services
8. Title V, Part A	Shared Services

North Elementary School showed approximately 64% students who qualified for the free and reduced lunch program in the 2008-2009 school year, therefore \$\_\_\_\_\_ State Compensatory Education funds were budgeted and \_\_\_\_\_ FTE's were used to upgrade the Title I, Part A School-wide Title I program at this campus.

*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.*

## North Elementary School Campus Improvement Plan 2010-2012

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 - SWC1**

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 - SWC2**

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 - SWC3**

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 – SWC4**

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 – SWC5**

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 - SWC6**

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 - SWC7**

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. - SWC8**

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 - SWC9**

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 - SWC10**

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

## North Elementary School

### **Title 1 School Parental Involvement Policy**

*Students succeed best when there is a strong partnership between home and school. We seek a partnership with you which thrives on communication. Parents are partners with teachers, administrators, and the Board and are encouraged to:*

- Review the Student Handbook with your child prior to signing and returning to the school the written statement that you understand and consent to the responsibilities outlined in the Student Code of Conduct.
- Encourage your child to put a high priority on education and to commit to making the most of the educational opportunities provided by the school.
- Become familiar with the academic program offered in the district and feel free to ask the administrators and teachers any questions, including concerns about placement or assignment.
- Exercise your right to review teaching materials, textbooks and other aids and to examine your child's work, tests, and projects that are turned in for grades. Review your child's records and monitor their progress, and attend parent/teacher conferences when needed.
- Be aware of your rights to temporarily remove your child from an instructional activity that conflicts with your religious beliefs or moral beliefs. Such removal cannot be for the purpose of avoiding a test and may not prevent the student from satisfying grade level requirements as determined by the school and by the Texas Education Agency.
- The goal of North Elementary is for 100% of all students to pass the reading and math TAKS by the end of third grade. Parents will be provided reports on student progress throughout the year such as: Family Access (after attending training, on line access to child's grades), three week progress reports, STAR reading reports, TPRI reports, Six Weeks Assessments, Nine Week Benchmark data, Release TAKS, Other Curriculum Supplements for data collection, RPTE results, TAKS, TAKS M, and TAKS A results for third grade, standardized test results for second grade, SSI communication, and parent conferences.

North Elementary has established programs to encourage strong parental involvement at a school wide level:

- Visitor Sign-In Sheet in the Office (Student Safety)
- School Newsletter/ Lunch Calendars/ Campus Calendar on-line at <http://www.breckenridge.esc14.net:8085/northelementary>
- School Community Projects: Family Reading and Family Math Nights along with Fall and Spring Book Fairs, Six Weeks Trail Blazing Assemblies, Read-Across-America
- Annual beginning of the year Title 1 Parent Meeting/ Title 1 Parent Awareness Workshops
- Continuous Parent Communication
- Occasional School: Parties/ Field trips/ Assemblies with guest speakers
- School Meet the teacher Night/ Parent Conferences (Open Door Policy)
- Title 1/ Classroom/Principal (Open Door Policy)
- Parent Teacher Organization (PTO)
- Title 1 and Campus Site Based Decision Making Committee
- Title 1 School Policy
- Title 1 School Compact
- Parent Volunteers/Mentor program/Study Buddies
- End-of-Year Field Day
- Awards Assemblies

North Elementary will implement these and other activities that will encourage parental involvement through the Title 1 Program. Individual staff personnel must and will assist in carrying out these activities as well as participate in workshops and meetings.

If the school wide plan is not satisfactory to the parents of participating children, the school shall submit any parent comments on the plan to the District when the school makes the plan available.

### North Elementary Campus Improvement Plan

**Long Range Goal #1** To encourage positive attitude, enthusiasm, morale, and regular school attendance of all personnel. In creating a positive campus atmosphere, a safe, supportive environment is present for all students.

**Performance Objective** All stakeholders (students, staff and parents) will feel comfortable and confident in making changes in order to reach the high expectations in meeting NCLB, thus improving campus atmosphere and student performance using information from the campus improvement plan.

**Evaluation Design** 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.

<b>Activities</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
(1.1) PDAS, Walkthroughs, open-door policy SWC2	Local funds	Principal	Annual evaluations, visit to each classroom at least 1X/month August - May	Verbal and written feedback on walkthroughs. Annual summative conference and updates for overall teacher performance.	End of year PDAS report SWC 2,3,4
(1.2) Recognize student of the month SWC2	Activity, local funds	Classroom teachers, principal	Recognize student of the month at regularly schedule BISD school board meetings September - May	Bulletin Board to display student of the month picture, student of the month spotlighted in parent newsletter and Breckenridge American newspaper. SWC6	End of Year citizenship Awards
(1.3) Recognize honored employee SWC3,4	Activity funds	Principal	Monthly, September - May	Gift of appreciation, preferred parking space, half-day off coupon, bulletin board displaying staff member's picture and information about that employee	Improved morale, campus culture, and increase in positive attitudes

<b>Activities</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
(1.4) Tooth savers	Activity funds	Office Personnel	As needed	Provide students w/cute container for lost tooth	Pride/excitement from student
(1.5) Marquee, welcome sign, bulletin boards	Activity funds	All staff	Special events	Boosted morale	Parent and Staff surveys (SWC6)
(1.6) Staff and Student Birthday recognition	Activity funds	Principal	Daily announcements	Boosted morale	Parent and Staff surveys (SWC6)
(1.7) Manners Plan for cafeteria behavior	Activity funds	Principal/Staff	Daily/weekly - class compliments	Morale/manners	Parent and Staff surveys, (SWC6) decrease in office referrals
(1.8) Faculty/staff phone tree	Local	Office personnel / Principal	Update in August and as new staff are added	When needed	Communication
(1.9) Courtesy committee	Local	Committee of staff members / All staff / Principal	Staff Appreciation Week; Volunteers; Secretary; Nurse; Counselor Weekly	Recognize employees, Sick children; sympathy - benevolence; cards; boosted morale	Communication, newspaper clippings (SWC6)
(1.10) Staff and campus duty roster	Local	Principal / Staff		Campus duties covered, increased awareness and safety	Parent and staff surveys (SWC6), decrease in accidents and misbehavior/discipline referrals
(1.11) Annual cookie dough fundraiser	PTO	Principal / PTO	September	Notices to parents and community	Participation, increase in sales/funds raised
(1.12) Senior recognition of staff members' children	Courtesy Committee funds / Activity fund	Courtesy Committee / Staff / Principal	End of year - May	Boost morale	Staff and parent surveys (SWC 1, 2, 6)
(1.13) Teacher appreciation week	Activity funds / PTO funds	Principal / counselor / PTO	May	Boost morale	Staff surveys (SWC 1,2)
(1.14) Weekly Staff Newsletter	Local	Principal / Office staff	Weekly all year	Communication	School runs smoothly, decrease in complaints
(1.15) Monthly Staff Meetings	Local	Principal	Monthly August - May	Communication	Participation in meetings, sign-in sheets, staff surveys
(1.16) Weekly grade level collaborative meetings	Local / Title I	Principal / Teachers	Once a week all year	Communication; shared planning, data-driven decision making	Participation in meetings, sign-in sheets, agendas for meetings, staff surveys

<b>Activities</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
(1.17) Professional development workshop information is shared with staff	Local / Title I	Principal / All Staff / Region 14 ESC	During faculty meetings; during staff development days and early release days	Copy of shared information presented to staff members; copies kept in office	Sign-in sheets; agendas, summaries
(1.18) Identification of staff needed to implement CIP	Local	CIC, Grade level teachers, Principal	Fall and Spring	Coordination of efforts to improve student success	Staff and parent surveys (SWC1,2,6)
(1.19) Set timeline to reach CIP goals	Local	All staff, CIC, Grade level teachers, Principal	Fall and Spring	Increased productivity	Staff and parent surveys (SWC 1,2,6)

**Long Range Goal #2**

Responsible citizenship of each child will be emphasized by all staff members as well as interactions of students towards others and the world around them (SWC 1, 5, 6, 7, 10)

**Performance Objective**

Each student will be encouraged to develop and/or increase responsible citizenship in both academic and individual behavior, where monthly recognition will be awarded.

**Summative Evaluation**

The Campus Improvement Committee will meet at least three times per year to monitor progress toward this objective using both teacher and staff input and observations; Six weeks attendance reports; AEIS and PEIMS records, teacher's classroom monitoring of attendance, as well as discipline logs, discipline referrals.

<b>Activities</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
(2.1) Counselor, PE teacher will conduct individual and class sessions on topics of responsible citizenship and conflict resolution SWC2,3	Title I, Schoolwide, SCE	Counselor, PE teacher, All staff	At least 2X/month, September - May	Professional judgement of improvement in behavior; lesson plans, records of special presentations	Decrease in inappropriate behavior and discipline referrals; student recognition, Student of the Month nominations
(2.2) Counselor will hold small group counseling sessions with targeted students	Local / Activity	Counselor	Once per week all year September - May	Appropriate student behavior increases, less discipline referrals	Discipline referrals decrease, lesson plans, counselor's summaries/logs of sessions with students
(2.3) Counselor will conduct classroom guidance lessons	Title I, Schoolwide, Local, Activity	Counselor	Twice per month September - May	Teacher observations, Classroom discipline issues lessens	Teacher and parent surveys (SWC6)
(2.4) Homework and grading policies, cafeteria and playground discipline will reflect the need for accepting responsibilities,	Local, Activity	Principal, Counselor, All faculty and staff	Semester and six weeks reviews	Copies of forms distributed during school year. Use of school creed, records of orientation, newsletters, 6 weeks assemblies	Parent and teacher surveys, End of year awards, overall improved attitude on campus (SWC6)

<b>Activities</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
(2.5) Interpersonal skills as well as intrapersonal skills will be emphasized (including drug awareness, bullying, racism) with counseling program and schoolwide programs	Local, SDFS, ESC 14	All staff and faculty, Counselor, Principal	Weekly/Monthly	Counselor lesson plans, daily announcements, Red Ribbon Week, Jump Rope for Heart, St. Jude Math-a-Thon, Relay for Life	Students become aware of being a responsible citizen and how their efforts can positively affect others/the world
(2.6) The skills of listening, following directions and being organized will be emphasized with students and staff	Local funds	All North staff and faculty	Daily; weekly	Professional judgement, Teacher lesson plans turned in and on time,	Increase in productivity, Highly Qualified Staff assisting to make decisions with/for students (SWC3,4,5)
(2.7) Recognition of students with good behavior will be highlighted and rewarded throughout the year.	Activity, PTO	Counselor, Principal, Classroom teachers	Daily, monthly, each six weeks	Weekly fish given by teachers/counselors; students of week and month displayed on bulletin board	Schoolwide strategies for super citizenship,
(2.8) All at-risk students with special needs will be monitored closely with emphasis on personal contact as often as possible.	Local funds, Title I Special education funds, Accelerated Reading funds (SCE)	All staff, special monitoring by non-classroom teachers	Daily, weekly, 3-week and 6-weeks reports	Gradebooks, TAKS, other assessments such as TPRI, STAR, tutoring records, intervention meeting minutes, letters to parents	State-mandated testing (TAKS) will be monitored to see that all students and all sub populations are reaching high standards. Measured through yearly increases in passing rates for all TAKS tests
(2.9) The "At Risk" co-coordinator will be contacted for cases involving excessive absenteeism.	None	Principal, Office personnel, District at-risk coordinator	Daily, weekly, as needed	Skyward records, attendance reports from teachers and in office, call log in office	Decrease in absenteeism, more awareness from parents to bring notes to school
(2.10) Letters of notification sent to parents of children close to exceeding absences	Local	Principal, Office personnel	As needed	Attendance Records and copies of notification letters	Increase in student attendance at school, decrease in student absences

<b>Activities</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
(2.11) Variety of individual incentives and activities are provided to students showing excellent attendance	Local, Principal Activity, PTO	Principal, Classroom Teachers, community donors	Each six weeks and end of year assembly	Annual attendance reports, EOY attendance percentage	PEIMS reports for attendance
(2.12) Attendance meetings are held for any students not meeting attendance standards in relation to academic progress SWC 1,2,8,9	Local funds	All classroom teachers, principal, counselor	Continuous monitoring throughout year, end of year attendance meetings	Annual attendance meetings	Sign-in sheets, meeting documentation
(2.13) Personnel will model responsible citizenship	Local funds, Principal Activity	Principal, Office personnel, all North staff	On going	Proof of attendance, staff sign-in/out sheets	Staff attendance, carry over of unused days
(2.14) Parents will be involved in promoting positive interactions with other parents and bridging gaps with the school	Local funds, comp-ed, special education	All North personnel, ARD committee members, diagnostician	On going, training at beginning and throughout school year	Attendance records, personal interactions	Improved parent/school communications SWC6
(2.15) Students will be assisted in the transition from East Elementary	Local funds, comp ed funds, Title I	All North personnel, Principal, East staff	August - Meet the Teacher; May - 1 <sup>st</sup> graders and East staff tour of North	Report by counselor and 1 <sup>st</sup> grade teachers, Title I sign-in	Decreased anxiety by students and staff, parent and teacher surveys

**Long Range Goal #3**

Students will improve their reading skills as well as the reading portion of such assessments as STAR, TPRI, DIBELS (09-10), Study Island, and on the state goal of passing the Reading TAKS test in third grade.

**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<sup>rd</sup> grade TAKS test.

**Summative Evaluation**

TPRI, STAR, DIBELS, reading assessments in the classroom and TAKS practice as well as TAKS test will indicate grade level proficiency. TAKS scores will reflect objective.

<b>Activities</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
(3.1) A Title I Reading specialist (certified teacher) will work with all student who are below level or struggling in reading SWC 1,2,3,4,8,9	Title I Schoolwide, Comp-ed	Title I Reading Specialist	Daily, August - May	TAKS results, TPRI, DIBELS and STAR 3X/year, Fall records of attendance, benchmark testing	Comparison of BOY, MOY and EOY testing results to show improvement of individual students SWC1
(3.2) Students will be individually assessed and assigned to the appropriate intervention program	Local funds, Title I, Comp-Ed	Title I Reading specialist, classroom teachers, tutors, counselor, dyslexia teacher, principal	Daily, weekly, 3-weeks and 6-weeks, August - May	Records of attendance in Title I class, dyslexic attendance records, tutor logs, BOY/MOY/EOY reading assessment and grade reports	Percentage of students passing TAKS increases from year to year, along with subpopulations increasing, successful intervention programs
(3.3) Teachers will follow TEKS/TAKS obj for each grade level using a variety of instructional strategies such as guided reading, multidisciplinary approaches, focusing on phonics, reading fluency	Local funds, Title I, Comp-Ed	Title I Reading specialist, classroom teachers, tutors, counselor, dyslexia teacher, principal	On going all year	Lesson plans, walkthrough documentation	Percentage of students passing TAKS increases from year to year, SWC 1,2,3,4,8,9

and reading comprehension, and differentiated instruction

Activities	Resources	Staff Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p>(3.4) Programs in the computer lab, STAR, Study Island, Compass, and EducationCity will be used to assess student strengths/areas of need</p> <p>(3.5) Encouragement of community leaders, parents and other Readers to serve as role models for reading will be stressed throughout year</p>	<p>Local funds, Title I, Comp-Ed</p>	<p>Title I Reading teacher, Computer lab teaching assistant, classroom teachers, principal</p>	<p>At least 3 times per year, BOY, MOY, EOY</p>	<p>2<sup>nd</sup> grade pretests, DIBELS and TPRI and STAR results; 3<sup>rd</sup> grade TAKS benchmarks, DIBELS, TPRI, and AR for all students, weekly assessments</p> <p>Records of persons volunteering / guests will be kept</p>	<p>Percentage passing to exceed stat standards SWC 1,2,3,4,8,9</p>
<p>(3.6) Innovative techniques, such as Accelerated Reader program, Read-Ins, Read Across America will be implemented as often as possible SWC 1,2,6</p>	<p>Local funds, Activity, PTO</p>	<p>All North personnel, library aide, principal</p>	<p>Year round, daily</p>	<p>Record of students' AR points, record of books presented as rewards, record of reading accomplishments</p>	<p>Measured growth from beginning of the year to end of year with AR level, STAR level and Study Island reading</p>
<p>(3.7) Rewards are presented to students for benchmark successes in Accelerated Reading, Honor Roll</p>	<p>Activity funds, PTO</p>	<p>Principal, Classroom teachers</p>	<p>All year as earned</p>	<p>Record of books presented to students as reward for earning AR points</p>	<p>Six weeks award program, End of year awards assembly</p>
<p>(3.8) The Title I Reading program, 2<sup>nd</sup> grade Response to Intervention program, dyslexia class, tutoring, and TAKS Impact will be utilized to best serve student with individual needs</p>	<p>Local funds, Comp Ed, PTO</p>	<p>Title I Reading teacher, dyslexia teacher, RTI teacher aide, classroom teachers, Principal</p>	<p>All year, daily</p>	<p>Record of attendance in these classrooms, student grades and assessment results for TPRI, STAR, and benchmarks</p>	<p>Third grade students pass TAKS test with greater percentages SWC 1,2,9</p>

<b>Activities</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
(3.9) Computers in classrooms will be used to enhance reading skills with AR testing and Reading A-Z	Local, Title I, Comp Ed, SCE	All classroom teachers	Daily - August - May	Records of purchases and uses, lesson plans	Improved student scores SWC1
(3.10) All North personnel will emphasize the skills of inference, generalizations, and summarization using texts, novels and non-fiction materials SWC 1,2,3,4,5	Local funds, SCE, Title I	All North personnel	Daily - August - May	TAKS results, weekly lesson plans, walkthroughs, benchmark testing, Study Island data	Meeting or exceeding the TAKS state standards SWC 1,2,3,4,8,9
(3.11) At-risk students with special needs will be closely monitored and tutored for reading improvement	Local funds, Title I, SCE, Special Education funds	All faculty, Resource and Title I, parents	Three-week and six week reports	TAKS results, grades, reading results from DIBELS, TPRI, STAR	Exited at-risk students or decrease in number of students identified as at-risk
(3.12) ESL instruction will be enhanced by using ELPS, programs meeting individual needs and utilizing cultural diversity	Local funds, Title I	ESL teacher, all North personnel, principal	Daily - August - May	Records of attendance, lesson plans, student assessment results each six weeks	All LEP students become proficient in English and exit from ESL at end of 3 <sup>rd</sup> grade
(3.13) The number of teachers using computers/ SmartBoards, internet, other instructional tech. tools will increase SWC 1,2,3,4,8	Local funds	Principal, all classroom teachers, computer lab teacher aide	Daily - August - May	Observations/walkthroughs, lesson plans	PDAS SWC 3,4
(3.14) Parents will become more involved in reading improvement and mastery at school events/meetings and will give input in school programs	Title I, SCE, parent	Principal, Title I, classroom teachers, parents	All year, Literacy Nights in Fall and Spring, Meet the Teacher Night, parent-teacher conferences, Title I parent meeting	Records of attendance at all parent meetings/school events	Parent surveys, sign-in sheets SWC 1,2,3,4,5,6,7,8

<b>Activities</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
(3.15) Conferences will be held with all parents 2X per year and with students not meeting TEKS/TAKS requirements	Local funds, SCE	Classroom teachers, counselor	District-wide conferences in Fall and Spring and as needed	Records of conferences, sign-in sheets, phone logs, parent communication sheets	Documentation binders SWC 1,2,3,4,5,6,7,8,9
(3.16) North personnel attend staff development workshops on reading improvement/instructional strategies to streamline instruction SWC 3,4,5	Local funds, Title I, SCE	All North personnel	Year round, staff meetings/staff development, RESC14	Attendance records, sign-in sheets, implementation in classroom instruction, lesson plans	PDAS and self-reports, SWC 3,4,5
(3.17) Identified gifted and talented students will be challenged in all core areas, instruction differentiated; students given the opportunity to work on projects in small groups with other G/T students and individually	Local funds	All classroom teachers, counselor	Weekly, Monthly, Six weeks reports	Portfolio and individual teacher checklists and lesson plans, assessments at the end of each six weeks	Parent survey, displaying/sharing of student work SWC 1,2,5,6,9
(3.18) Extended year/day programs will be offered to those students failing/ did not pass TAKS	Local funds, SCE, OEYP	Principal, All classroom teachers, paraprofessionals	June summer school	TAKS, Proficiency of TEKS, TPRI, TELPAS	Tests to show objectives have been met SWC 1,2,8,9
(3.19) Measure progress toward the performance objectives to ensure academic improvement is being made	Local funds	Principal, Counselor, all classroom teachers	Fall and Spring	TAKS, Proficiency of TEKS, TPRI, TELPAS	Test to show objectives have been met SWC 1,2,8,9

**Goal #4**

Students will improve mastery of grade level math skills as well as performance on Math portion of standardized testing and benchmark testing with the goal of reaching 100% of mastery on 3<sup>rd</sup> grade TAKS test (even though state standard phase-in schedule is lower than is set by district) SWC 1,2,3,4,5,7,8,10

**Performance Objective**

Students will improve their performance on the math portion of the TAKS test by improving scores while moving toward state standards.

**Summative Evaluation**

The results of the TAKS test, computer/standardized tests (STAR Math, Study Island), and benchmark testing, as well as feedback from North personnel.

Activities	Resources	Staff Responsible	Timeline	Formative Evaluation	Summative Evaluation
(4.1) Students will use operations of addition, subtraction, multiplication and division by modeling the whole number process with manipulatives (concrete to abstract) and research-based strategies	Title I, Comp Ed	Title I Math teacher, classroom teachers, computer lab teacher aide, principal	Daily, Weekly, 3- and 6-week reports, end of year	TEKS Objectives, TAKS benchmark and Study Island reports	A greater percentage of students will pass the Math portion of the TAKS test when compared to the prior year's 3 <sup>rd</sup> grade students SWC 1,9
(4.2) Students will experience a variety of classroom instructional activities requiring solution strategies, including games, and analysis of problem-solving applications with the computer SWC 1,2,9,10	Local funds, Title I	All classroom teachers, Title Math teacher	Daily, all year August - May	Lesson plans, classroom observations, walkthroughs	A greater percentage of students will pass the Math portion of the TAKS test when compared to the prior year's 3 <sup>rd</sup> grade students SWC 1,9
(4.3) Students will be instructed on techniques of problem-solving with new Envision textbook	Local, Title I	All classroom teachers, Title Math teacher	Daily, Weekly, all year August - May	Lesson plans, classroom observations, walkthroughs	TAKS scores increase, especially at-risk students SWC 1,2,3,4,9

materials and use school-wide problem solving strategies

<b>Activities</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
(4.4) Students will work on problem-solving strategies in Title I Math lab and use manipulatives SWC 1,2,8,9	Title I, SCE	Title I Math teacher, classroom teachers	Weekly, daily	Lesson plans, classroom observations, walkthroughs	TAKS scores increase, especially at-risk students SWC 1,2,3,4,9
(4.5) Each student will be assessed individually using different assessment tools and methods as well as being given individualized instruction SWC 1,2,5,8,9	Title I, Local funds, SCE	Counselor, Principal, Math Title teacher, classroom teachers	On going all year August - May	OEYP, STAR Math, benchmarks, Study Island Math	TAKS scores increase, especially at-risk students SWC 1,2,3,4,9
(4.6) Teachers will follow TEKS/TAKS objectives for each grade level for math using small group instruction, individualized instruction, tutorials, and critical thinking processes SWC 1,2,5,8,9	Local funds, SCE, Title I	All classroom teachers, Math Title teacher	Weekly, all year	TAKS data, benchmarks, Study Island data	TAKS scores increase, especially at-risk students SWC 1,2,3,4,9
(4.7) At-risk, ESL and special needs students will be closely monitored for improvement in math SWC 1,2,3,4,5,8,9	Local funds, SCE, Title I	All classroom teachers, Math Title teacher, ESL teacher, Resource teacher	Three week and 6-week reports	TAKS results, Study Island data	TAKS scores increase, especially at-risk students SWC 1,2,3,4,9
(4.8) All North personnel attend staff development workshops on math, focusing on problem-solving and estimation	Local funds, Title I, SCE	Principal, All classroom teachers, Math Title teacher	All year	Attendance records, sign-in sheets, evidence of use in the classrooms, lesson plans, walkthroughs	PDAS< Certificates of staff development attended SWC 3,4,5
(4.9) Gifted and talented students are challenged in all four core areas SWC 1,2,9,10	Local funds	Principal, Classroom teachers	Weekly, daily, all year	Lesson plans, observations	Report cards, student products are shared

<b>Activities</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
(4.10) Extended year programs will be offered to students at-risk for failure or dropping out SWC 1,2 10	Local funds, SCE	Principal, OEYP, teachers, counselor, paraprofessionals	Summer School - 4 weeks in June	Informal testing, released TAKS tests, report cards	Attendance reports
(4.11) Measure progress toward performance objectives to ensure that academic achievement is being made	Local funds	Principal, Counselor, Classroom teachers, Title Math teacher	Fall and Spring	TAKS, Proficiency of TEKS/TAKS	Data to show objectives have been assessed and met SWC 1,2,8,9

**Goal #5**

An ongoing prioritized capital improvement/needs assessment plan is developed and technology requirements for instruction delivery are planned. (SWC 1,2,3,7,10)

**Performance Objective**

The capital improvements/needs of North Elementary will be prioritized and a sequence of obtainment will be formulated and presented to the school board or work orders submitted to district services.

**Summative Evaluation**

The campus improvement committee will meet at least three times per year to monitor the needs assessment and budgetary projections.

<b>Activities</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
(5.1) A Prioritized list of capital improvement needs will be created using recommendations from North personnel, parents in conjunction with the School Board facilities and needs studies SWC 1,2,5,6,9	Local funds, local businesses	All North personnel, Campus Improvement Committee, Principal	Budget planning time each year	CIC and staff meetings	Completed projects
(5.2) Short-term campus goals are formulated to expedite an obtainable capital improvement plan, including playground upgrading, landscaping, parking lots, building upgrades inside and out. In addition all sidewalks and concrete areas where students and staff walk should be leveled for safety reasons. SWC 1,2,5,8,9	Local funds, SDFS	Principal, North staff, maintenance department	Budget planning time each year	Building and travel ways are safe and attractive	Completed projects

<b>Activities</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
(5.3) Long-term campus goals to be formulated in conjunction with BISD district goals, computer/technology upgraded, add smartboards to every classroom, new elementary school	Local funds	All North personnel, CIC, Principal, Support personnel	By budget planning time every year	End of year	Improved classroom technology access and use, improved integration of technology in overall school SWC 2,4

**Goal #6**

**Performance Objective**

**Summative Evaluation**

North Elementary Compensatory Education Program will improve the quality of education for all students

Special programs will be designed to meet the needs of at-risk students, data collection will be kept on all students.

Attendance rates, TAKS scores, TPRI scores, discipline records from PEIMS< AEIS data SWC 1,2,8,9

<b>Activities</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
(6.1) TAKS remediation, tutorial s and enrichment will be provided in each grade SWC 1,2,8,9	Local funds	Administration, Principal, Classroom teachers	All year ongoing	Tracking, documentation, grades, tutorial logs	EOY testing results will increase compared to prior year's scores; TAKS scores for 3 <sup>rd</sup> grade and TPRI EOY results for 2 <sup>nd</sup> grade
(6.2) Benchmark testing, reading and math	Local funds	Classroom teachers	August, December, March	Disaggregating scores	3 <sup>rd</sup> grade TAKS results and EOY TPRI scpres from 2 <sup>nd</sup> grade SWC9
(6.3) Staff development in provided	Local funds	Teachers and paraprofessionals	All year ongoing	Attendance and sign-in sheets	Records, evaluations, certificates
(6.4) Reading and Math enrichment, Title I Reading and Math labs, computer labs	Local funds	Principal, Title Math and Title Reading teacher, Paraprofessionals	Each day	Attendance records	TAKS scores improved, PDAS appraisal SWC 3,4,9
(6.5) Reading and Math TAKS Impact, tutorial intervention during the day	Comp Ed	Principal, Classroom teachers, tutors	November - April, March	Attendance records, lesson plans, schedule	TAKS Scores improved SWC 3,4,9

**Long Range Technology Goal**

**Performance Objective**

**Summative Evaluation**

The technology provided at North Elementary will be continually upgraded to ensure adequate student use and teacher instructional use of computers and other technological advances.

North Elementary will continually upgrade technology to best serve the educational needs of its students.

The Campus Improvement Committee will yearly assess the effectiveness and needs of North Elementary's technology.

<b>Activities</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
(LR 2) The computer lab will be monitored and adjusted for upgrades on software and hardware SWC 2,4,10	Local funds/technology funds	Administration, Principal, Computer lab teacher aide	2008-2009	Hardware and software operational
(LR 3) The Follett card file system and library technology including AR Enterprise (newly added for 2008-2009) will be continually upgraded and changed	Local funds/technology funds	Principal, Library teacher aide	Annually	Card file system and related LMC technology upgraded
(LR 4) Classroom computers and software for TEKS/TAKS lesson planning and grading will be upgraded in each classroom	Local funds/technology funds	Principal, Classroom Teachers	2008-2009	Hardware and software operational
(LR 5) A campus technology staff member will begin a modified schedule	Local funds/technology funds	Principal/Barbra Clack	2008-2009	
(LR 6) Computers for students to use at home will be utilized SWC 1,2,6,9,20	Local, technology funds, grants	Principal, Classroom Teachers		Hardware and software operational, check out system

<b>Activities</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
(LR 7) The computer lab will continually assist in evaluation and serve as a formative evaluation of the reading and math levels of all students SWC 1,2,9,10	Local funds, SCE	Title I Schoolwide math lab teacher, paraprofessionals, classroom teachers	Daily	Pre-test (Sept), TAKS tests (Jan), posttest (EOY), Star math and reading, study island
(LR 8) ESL instruction will be enhanced by using software in the ESL room and classrooms	Local funds/Title I	All North personnel, ESL teacher	Daily	Record of attendance, student assessments
(LR 9) Students will experience a variety of classroom experiences acquiring solution strategies, including analysis application, uses of computer, internet use, including addition of terminal services to meet state technology objectives	Local funds	Classroom teachers, Title teachers	All year, semester checks	Lesson plans, classroom observation, PDAS, SWC 1,2,3,4,8,9
(LR 10) Students and teachers will use the computer lab to access the internet, distance lab, and virtual field trips to enhance the classroom instruction	Local funds	Classroom teachers, Title teachers, computer lab teacher aide, Principal	All year, semester checks	Record of attendance, log-ons, classroom observations
(LR 11) Pursue obtaining a wireless lab at North Elementary	Local funds	Teachers, Principal	2008-2009	Hardware and software are operational
(LR 12) Upgrade memory and software on all computers/computer lab	Local funds	Teachers, Principal	2008-2009	Hardware and software are operational

<b>Activities</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
(LR 13) Install SmartBoards and LCD projectors in all classrooms for daily instructional use	Local funds	Teachers, Principal	2008-2009	Lesson plans, classroom observations
(LR 14) Staff development opportunities will be utilized to improve technology knowledge as well as classroom integration - Intel training and teach to the future	Local funds	Teachers, Principal	2008-2009	Lesson plans, classroom observations
(LR 15) Install LCD projectors for daily classroom integration and instructional use	Local funds (2 or more a year)	Teachers, Principal	2008-2009	Lesson plans, classroom observations, hardware is operational

**Campus Improvement Committee  
Members  
2009-2010**

Susan Fambrough, Principal  
Kenna Groene, Counselor

Marlene Coplen, 2<sup>nd</sup> grade teacher, Math  
Cheryl Ridgeway - 2<sup>nd</sup> grade teacher, Reading  
Linda Walker - 3<sup>rd</sup> grade teacher, Reading/LA  
Wendy Wilcoxon - 3<sup>rd</sup> grade teacher, Math

Jennifer McKay - parent  
Kary Woodward - parent  
Nicole Cantrell - parent  
April Lechner - parent  
Carol Kannaday - parent

**Meetings held**  
(see meeting agendas at back of plan)