



Mathews Elementary School

2008-2009

Campus Improvement Plan

Austin Independent School District



Austin Independent School District

Mission Statement

All students will progress academically and intellectually, and will graduate prepared for personal success and inspired to contribute to society.

Mathews Elementary School

Belief Statement

We believe that students thrive in an environment in which diversity is embraced.

A MATHEWS GRADUATE:

- Demonstrates critical thinking
- Applies problem solving strategies
- Communicates effectively
- Thinks globally
- Values creativity
- Accepts and respects differences
- Contributes to community
- Works well with others
- Knows of world issues
- Displays an awareness of his/her community
- Shows an excitement to learn
- Possesses integrity
- Expresses actions reflective of a responsible citizen
- Learns with confidence and in a self-directed manner

This plan has been developed through the collaborative efforts of campus stakeholders and will guide campus level decision making and the work of the Campus Advisory Council.

Members of the Campus Advisory Council

Member's Role	Member's Name	Co-Chair (✓)	Secretary (✓)	Member's Signature
Principal	Amy Kinkade			
PTA president or designee				
Parent ¹	Beth Savercool			
Parent ²	Robert Adkins			
Parent ²	Joy Baskin	x	x	
Parent ²	Cristina Mauro			
Parent ²	Tim Tierney			
Parent ²	Lynn Rubinett			
Professional Staff Member ³	Jaclyn Sepp	x		
Professional Staff Member ³	Steve Outlaw			
Professional Staff Member ³	Jean Lopez			
Professional Staff Member ³	Diana McMillan			
Professional Staff Member ³	Barbara Flake			
Professional Staff Member ³	Vivien Carson			
Classified Staff Member ³	Ruthann Rushing			
Community Representative ²	Paul Seals			
Business Representative ²				
<i>Others (if applicable)</i>				

¹ Selected by PTA, or PTA may defer selection to consensus of principal and CAC officers

² Selected by consensus of principal and CAC officers

³ Elected by peers

EXECUTIVE SUMMARY

*The following goals are included in the District Improvement Plan.
Strategies and Performance Objectives are presented for implementation of these goals at the campus level.
Correlations to Board Results Policies and Strategic Plan Priorities are indicated.*

Goal 1: Improve Student Achievement	
Correlates to Board Results Policies 2 and 4, and Strategic Plan Priority 1	
Strategies	Performance Objectives
1. Provide extended, enrichment instruction for G/T students within the classroom setting.	1. Increase to 100% G/T students scoring at the Commended Level on TAKS.
2. Implement use of science interactive journals at each grade level.	2. Increase to > 85% passing on TAKS Science.
3. Implement use of Planet Earth Videos with 5 th grade students.	3. Increase to > 85% passing on TAKS Science.
4. Implement use of SRA Science Kits—3 rd – 5 th .	4. Increase to > 85% passing on TAKS Science.
5. Provide interventions for students in need before, during, and after school, and at TAKS camps.	5a. Increase to > 85% on level on EOY. 5b. Increase to > 85% passing TAKS. 5c. Increase to >75% on grade level for DRA at grades K-2. 5d. Increase to 100% the percent of ELL students advancing one level on RPTE.
6. Provide training for all teachers in Singapore Math.	6. Increase EOY Math and/or TAKS to >85 on level or passing.
7. Deliver instruction in guided math groups utilizing multi-sensory methods during school.	7. Increase EOY Math and/or TAKS to >85 on level or passing.
8. Maintain a science resource center for hands-on resources.	8. Increase number of “science labs” at each grade level to once weekly.
9. Post and use the academic language of science and math.	9. Increase student ability to use math and science vocabulary with 80% accuracy on classroom assessments.

Goal 2: Improve Student Preparation for College and Career (Graduation, Four-Year Completion, Advanced Academics, Attendance/Dropout Rates)	
Correlates to Board Results Policies 2 and 3, and Strategic Plan Priority 1	
Strategies	Performance Objectives
1. Conduct career awareness programs—5 th and 6 th grade: Implement Career shadowing day for 6 th graders.	1. Increase to 100% of students in 5 th and 6 th participating in career awareness programs.
2. Improve diversity of identified G/T students to represent the population.	2. Increase identification of minority student groups in G/T programs by 3% of student population.
3. Provide homework center three times weekly.	3. Increase to 100% homework completion by students attending.
4. Monitor attendance and tardiness of habitually absent/tardy students.	4. Decrease tardiness/absences by > 50%.

Goal 3: Improve Programs and Services to Students (Specialized Programs, Safety, Parent and Community Involvement)	
Correlates to Board Results Policies 5, 6, and 7, and Strategic Plan Priorities 2, 3 and 5	
Strategies	Performance Objectives
1. Continue with implementation of PALS to develop social skills and promote positive relationships with students PK – 2.	1. Decrease discipline referrals by 50%.
2. Promote increased parental involvement by having specific programs at each PTA event. Include Family Literacy, Family Math, and Family Science Nights.	2. Increase parent/student attendance and participation by 25%.
3. Translate key communication into Spanish, Korean, Chinese.	3. Increase parent satisfaction with communication translations by 25%.
4. Offer foreign language exploratory classes. (Spanish, German, French, Chinese)	4. Increase parent satisfaction with regard to foreign language offerings to 85%.

Goal 4: At the Campus Level, Reduce Number of Special Education Referrals, Ensure That No Ethnic or Racial Group Is Disproportionately Represented in Special Education, and Increase Inclusion of Special Education Students in General Education Classes	
Correlates to Strategic Plan Priorities 1, 2, and 3	
Strategies	Performance Objectives
1. Provide support for students in reverse inclusion settings as appropriate.	1. Special Education referrals will show a reduction of 3%.
2. Continue with outstanding IMPACT process already in place.	2. 100% of Special Education referrals received by the Associate Superintendents will meet criteria for a valid referral.
3. Establish schedules and student placements that will maximize staff effectiveness in providing support of special education students and general ed. teachers within general education classes.	3. 100% of Sp. Ed. Students will be served in general education classes for the majority of each day using IEP recommendations.
4. Allocate resources to purchase below-level non-fiction reading materials.	4. Increased number of high-interest, low vocabulary non-fiction reading materials, organized by topic (particularly in social studies and science), in the Literacy library by 25%.

Additional Strategies

1. Support new teachers and encourage veterans to become National Board Certified.	1. >90 of new teachers will rate their support as helpful and positive; 2 Mathews teachers will earn National Board Certification.
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**2008-2009 AISD USE OF PROFESSIONAL LEARNING DAYS
Academic Rigor in a Professional Learning Community**

Professional Learning Standards*

The objective of this document is to ensure a balanced, coherent plan for professional learning that advances student learning by enhancing the knowledge, skills, and performance of all individuals to create a responsive, aligned, and effective district learning community. The following are the standards by which these plans will be judged:

Context Standards	Process Standards	Content Standards
<ul style="list-style-type: none"> • Learning Communities - <i>Organizes adults into learning communities with aligned goals</i> • Leadership - <i>Campus and district leaders who guide continuous instructional improvement</i> • Resources – <i>Requires resources to support adult learning and collaboration</i> 	<ul style="list-style-type: none"> • Data-driven - <i>Uses disaggregated student data to guide adult learning</i> • Evaluative - <i>Uses multiple sources to guide improvement</i> • Research-based – <i>Prepares educators to apply research</i> • Design – <i>Strategies are appropriate to goal</i> • Learning – <i>Applies knowledge about human learning</i> • Collaboration – <i>Provides educators with the knowledge and skills to collaborate</i> 	<ul style="list-style-type: none"> • Equity – <i>Prepares educators to appreciate all students</i> • Quality Teaching – <i>Deepens teachers content knowledge</i> • Family Involvement – <i>Equips educators to appropriately involve families and other stakeholders.</i>

* AISD has adopted the National Staff Development Council’s Standards for Professional Development

2008-09 Professional Learning Objectives

AISD’s overarching objective for Professional Learning in the 2008-2009 school year is to focus on Context Standard One, which calls for organizing adults into learning communities with aligned goals. AISD intends to achieve this objective by:

- Developing a defined system of Professional Learning Communities (PLCs);
- Developing common expectations, operations, and outcomes for PLCs;
- Defining a way to execute, implement, and monitor the AISD PLC System.

Campus specific objectives for Professional Learning Communities in 2008-2009 are:

- Professional Learning Communities will be organized by grade levels and subject areas to study student data on a weekly or bi-weekly basis to make instructional decisions.
- Implement research-based instructional strategies school wide in the area of math through a vertical team PLC.
- Grade level PLC's will have 90 minute planning time four times yearly in order to review student work, create common assessments, and share effective strategies.

Rationale

Data Supporting Objectives:

- Teachers report that they find support when planning lessons and assessments as a team.
- Benchmark data comes too infrequently.
- TAKS data suggest that our methodology for math instruction must be improved school wide.
- New math adoption requires staff to work closely together to maximum consistency in implementation.

Achieving These Objectives

2008-2009 Campus Professional Development Days

Date	Designation	Intended Learning	Strategy to Achieve Results	Evidence of Effectiveness (i.e., Change in Adult Behavior)	Responsibility
8/18	Campus	-Use data from standardized assessments to drive planning. -All staff will be trained in enVision Math program.	-Principal and Assistant Principal will lead staff in discussion of TAKS; EOY Benchmark; DRA/TPRI results. -Trainer of Trainers model will be used for professional development.	-Staff will identify students in need of interventions. -Consistent use of envision Math across all grade levels.	Principal Assistant Principal Math Specialist Math Vertical PLC Trainers
8/19	Campus	-Review of school wide systems. -Review of PLC purposes, protocols and expected results.	-Distribution of folder to each teacher with schedules, belief statements, expectations, responsibilities, PLC's, etc. -Chapter 5 of Data Wise--discussion	-Follow through with expectations -Meetings that focus on review of student work and common assessment. -PLC meeting notes turned in regularly	Principal Assistant Principal
8/20	District-wide day	Increase academic rigor in content areas	Elementary: PLC on academic rigor Secondary: Laying the Foundation (meet in subject-specific groups)	Teachers use new strategies to provide for increased rigor in classrooms	District staff will develop
10/13	Campus	Improve how school and parents work together to meet the needs of all students.	-Parent-Teacher Conferences -Summary Conference Notes	-School communication is consistent and focuses on goals for students. -Each parent participates in either a school conference or phone conference.	Classroom Teachers
11/10	Vertical team	-Improve how students think and talk about literacy and math. -Promote discussion of effective instructional strategies through book reviews.	-Brian Mowry meets with vertical team PK – 2 teachers. -Book Study groups	-Teachers will implement new strategies in literacy and math. -Teachers will develop collaborative relationships with other teachers in the vertical team.	V.T. Principals V.T. Teacher committee Teachers
1/5	Campus	-Review Benchmark Data and formative	-Grade level meeting protocols for examining	-Creation of intervention groups and refocus on specific student	Teachers Principal

		assessments to drive instructional decisions and intervention groups.	student data and student work and developing common assessments.	expectations. -Common formative assessment.	Assistant Principal
2/13	District-wide day	Increase academic rigor in content areas.	Elementary: PLC on academic rigor.	Teachers use new strategies to provide for increased rigor in classrooms.	District staff
2/16	Campus	Improve how school and parents work together to meet the needs of all students.	-Parent-Teacher Conferences -Summary Conference Notes	-School communication is consistent and focuses on goals for students. -Each parent participates in either a school conference or phone conference.	Classroom Teachers

Vertical Team Day

The Austin High Vertical Team has planned a book study for all staff. Representatives from each school selected the books and each staff member will be participating in the book study with teachers at his/her grade level in our vertical team.

In addition, PK – 2 teachers in the vertical team will meet with Brian Mowry to enhance strategies for developing young learner’s literacy and math competencies.

NEEDS ASSESSMENT AND PLANNING PROCESS

Data Collected	AEIS data (TAKS, Student Demographics; Special Populations, attendance data; Achievement Gaps; Discipline Data); District/Campus Surveys; parent input including feedback about GT services; teacher staff development needs; Benchmark test performance, TPRI, Flynt-Cooter and DRA performance, student, staff and community surveys. CAC minutes and notes from "State Of Mathews" PTA meeting, professional development records
Sources	<p>From the State: TAKS, TPRI, other AEIS indicators</p> <p>From the District: DRA, Flynt-Cooter, Benchmark Tests</p> <p>At The Campus: Surveys, local disciplinary action, minutes and notes, item analysis of TAKS and Benchmarks, IMPACT and LPAC minutes, G/T selection committee report, ARD summaries,</p>
Identified Needs	Our identified need and focus will be Math instruction and achievement. In order to accomplish our goals, we will need to use some of our ARI/AMI money to hire an instructor to work with small groups during the day. In addition, Prime Time will fund part of our TAKS camps and summer tutorials. We are hopeful that we will receive funds through Project Help to hire a half-time math specialist.
Process	Conduct survey in the fall and in the spring asking for parent/community feedback. Meet monthly with PEIMS coordinator to assure that data is correctly entered. Review all student data with teachers following each benchmark test. Monitor student performance through observation, review of progress reports, and conferences with teachers. Post minutes from CAC and PTA meetings on community board.

Long-Range Matrix for Student Achievement

Annual Performance Objectives: Academic Excellence Indicator System

The following tables indicate performance results for TAKS 2003 through 2008. 2008-09 Improvement Goals are to be completed by working with the appropriate Associate Superintendent. High achievement for all students, including each student group and students served in special programs, is the ultimate goal.

End Goal Targets - Targets for 2009 were developed using 2008 TAKS at the Panel Recommended standard and the 2009 Gold Performance Acknowledgement Standards set by the Texas Education Agency. By default the 2009 target for all TAKS cells is greater than or equal to 90%, except when the TAKS 2008 Panel Recommended results are 90% or higher. In this case the 2009 target is, by default, set to 95%.

* 2008 Standard is at Panel Recommendation for Grades 3 through 11.

TAKS Estimated Accountability Subset Data was prepared from contractor's electronic files by the Management Information Systems (MIS) department.

Other Measures

It should be noted that assessments other than state-mandated academic assessments (e.g., benchmarks, 6-9 week tests) are administered during the year as instructional tools, to assist in identifying areas needing focused instruction.

TAKS Reading/ELA Met Standard

	2003 Actual	2004 Actual	2005 Actual	2006 Actual	2007 Actual	2008 Actual	08-09 Improvement Goal	End Goal Target
All Students	81%	83%	95%	97%	95%	95%	96%	>=95%
Asian					96%	100%	100%	>=95%
African-American	71%	53%	100%	83%	93%	78%	85%	>=90%
Hispanic	71%	75%	91%	94%	94%	92%	95%	>=95%
White	96%	96%	98%	100%	95%	100%	100%	>=95%
EcD	73%	74%	95%	90%	92%	90%	90%	>=95%
LEP	58%	94%	82%	100%	92%	100%	100%	>=95%
Special Ed.	88%	67%	100%	100%	86%	86%	88%	>=90%
3rd English-1st Admin	88%	89%	95%	95%	96%	92%	90%	>=90%
3rd English-Final	88%	89%	98%	98%	96%	94%	95%	>=95%
3rd Spanish-1st Admin	*	*	n/a	n/a	n/a	n/a		>=90%
3rd Spanish-Final	*	*	n/a	n/a				>=90%
4th English	76%	88%	91%	89%	98%	90%	92%	>=95%
4th Spanish	*	n/a	n/a	n/a				>=90%
5th English-1st Admin	n/a	n/a	94%	98%	90%	93%	90%	>=90%
5th English-Final	76%	71%	97%	100%	93%	95%	95%	>=95%
5th Spanish-1st Admin	n/a	n/a	n/a	n/a	n/a	n/a		>=90%
5th Spanish-Final	n/a	n/a	n/a	n/a				>=90%
6th English	85%	85%	96%	100%	91%	100%	100%	>=95%
6th Spanish	n/a	n/a	*	n/a		*		>=90%

TAKS Math Met Standard

	2003 Actual	2004 Actual	2005 Actual	2006 Actual	2007 Actual	2008 Actual	08-09 Improvement Goal	End Goal Target
All Students	74%	75%	94%	92%	79%	85%	90%	>=90%
Asian					91%	95%	95%	>=95%
African-American	64%	57%	100%	73%	67%	56%	75%	>=90%
Hispanic	59%	63%	88%	86%	68%	77%	85%	>=90%
White	92%	87%	95%	98%	88%	97%	95%	>=95%
EcD	62%	68%	90%	86%	72%	75%	85%	>=90%
LEP	69%	63%	90%	100%	92%	83%	85%	>=90%
Special Ed.	67%	60%	*	100%	54%	75%	80%	>=90%
3rd English	85%	70%	92%	93%	77%	78%	85%	>=90%
3rd Spanish	n/a	*	n/a	n/a				>=90%
4th English	59%	88%	93%	89%	91%	84%	88%	>=90%
4th Spanish	*	n/a	n/a	n/a				>=90%
5th English-1st Admin	n/a	n/a	91%	85%	66%	88%	88%	>=90%
5th English-Final	71%	68%	94%	95%	87%	98%	92%	>=95%
5th Spanish-1st Admin	n/a	n/a	n/a	n/a	n/a	n/a		>=90%
5th Spanish-Final	n/a	n/a	n/a	n/a				>=90%
6th English	85%	81%	96%	92%	55%	83%	90%	>=90%
6th Spanish	n/a	n/a	*	n/a		*		>=90%

TAKS Writing Met Standard

	2003 Actual	2004 Actual	2005 Actual	2006 Actual	2007 Actual	2008 Actual	08-09 Improvement Goal	End Goal Target
All Students	89%	94%	95%	89%	98%	91%	93%	>=95%
Asian					100%	*		>=90%
African-American	*	*	*	71%	*	*		>=90%
Hispanic	86%	91%	92%	80%	95%	90%	91%	>=95%
White	100%	100%	100%	100%	100%	93%	94%	>=95%
EcD	81%	91%	100%	75%	100%	84%	88%	>=90%
LEP	*	*	*	*	*	*		>=90%
Special Ed.	*	*	80%	*	*	*		>=90%
4th English	88%	94%	95%	89%	98%	91%	92%	>=95%
4th Spanish	*	n/a	n/a	n/a				>=90%

TAKS Science Met Standard

	2003 Actual	2004 Actual	2005 Actual	2006 Actual	2007 Actual	2008 Actual	08-09 Improvement Goal	End Goal Target
All Students	45%	26%	74%	74%	69%	82%	85%	>=90%
Asian					83%	88%	90%	>=90%
African-American	*	*	*	*	50%	*		>=90%
Hispanic	40%	14%	58%	43%	46%	76%	80%	>=90%
White	58%	54%	88%	95%	100%	94%	95%	>=95%
EcD	33%	16%	67%	82%	53%	79%	80%	>=90%
LEP	*	*	*	*	*	n/a		>=90%
Special Ed.	*	*	*	*	*	*		>=90%
5th English	45%	26%	74%	74%	69%	84%	85%	>=90%
5th Spanish	n/a	n/a	n/a	n/a		*		>=90%

TAKS Reading/ELA Commended

	2007 Actual	2008 Actual	08-09 Improvement Goal	End Goal Target
All Students	54%	59%	60%	>=30%
Asian	71%	80%	82%	>=30%
African-American	27%	50%	50%	>=30%
Hispanic	44%	35%	45%	>=30%
White	65%	76%	78%	>=30%
EcD	39%	45%	50%	>=30%
LEP	54%	33%	40%	>=30%
Special Ed.	43%	57%	57%	>=30%
3rd English-1st Admin	51%	58%		>=30%
3rd English-Final	51%	58%	58%	>=30%
3rd Spanish-1st Admin	n/a	n/a		>=30%
3rd Spanish-Final				>=30%
4th English	64%	54%	55%	>=30%
4th Spanish				>=30%
5th English-1st Admin	45%	57%	48%	>=30%
5th English-Final	45%	57%	57%	>=30%
5th Spanish-1st Admin	n/a	n/a		>=30%
5th Spanish-Final				>=30%
6th English	56%	68%	70%	>=30%
6th Spanish		*		>=30%

TAKS Math Commended

	2007 Actual	2008 Actual	08-09 Improvement Goal	End Goal Target
All Students	34%	50%	50%	>=30%
Asian	65%	85%	90%	>=30%
African-American	13%	22%	30%	>=30%
Hispanic	25%	31%	35%	>=30%
White	37%	64%	65%	>=30%
EcD	22%	42%	45%	>=30%
LEP	25%	33%	38%	>=30%
Special Ed.	15%	25%	28%	>=30%
3rd English	27%	50%	52%	>=30%
3rd Spanish				>=30%
4th English	52%	42%	48%	>=30%
4th Spanish				>=30%
5th English-1st Admin	34%	70%	50%	>=30%
5th English-Final	34%	71%	50%	>=30%
5th Spanish-1st Admin	n/a	n/a		>=30%
5th Spanish-Final				>=30%
6th English	18%	38%	50%	>=30%
6th Spanish		*		>=30%

TAKS Writing Commended

	2007 Actual	2008 Actual	08-09 Improvement Goal	End Goal Target
All Students	63%	47%	50%	>=30%
Asian	100%	*		>=30%
African-American	*	*		>=30%
Hispanic	58%	20%	30%	>=30%
White	56%	79%	79%	>=30%
EcD	58%	37%	45%	>=30%
LEP	*	*		>=30%
Special Ed.	*	*		>=30%
4th English	63%	47%	50%	>=30%
4th Spanish				>=30%

TAKS Science Commended

	2007 Actual	2008 Actual	08-09 Improvement Goal	End Goal Target
All Students	33%	52%	50%	>=30%
Asian	50%	50%	50%	>=30%
African-American	0%	*		>=30%
Hispanic	8%	59%	60%	>=30%
White	73%	56%	60%	>=30%
EcD	33%	43%	50%	>=30%
LEP	*	n/a		>=30%
Special Ed.	*	*		>=30%
5th English	33%	53%	55%	>=30%
5th Spanish		*		>=30%

Primary Reading Assessment

	2006 Actual	2007 Actual	2008 Actual	08-09 Improvement Goal	End Goal Target
Kinder DRA English	75%	87%	88%	89%	>=90%
Kinder DRA Spanish	n/a	n/a	n/a		>=90%
1st DRA English	77%	68%	80%	82%	>=90%
1st DRA Spanish	n/a	n/a	n/a		>=90%
2nd DRA English	92%	73%	84%	85%	>=90%
2nd DRA Spanish	n/a	n/a	n/a		>=90%

Data Source: AIMS, MOY Assessment

On grade level for KG is at least 1, for grade 1 is at least 10, and for grade 2, at least 20.

Attendance

	Actual						08-09 Improvement Goal	End Goal Target
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	
All Students	96.3%	96.8%	96.3%	95.9%	95.7%	95.8%	96%	>=97%
African American	96.2%	96%	95.6%	95.8%	94.5%	94.7%	95%	>=97%
Asian Pacific Islander	98%	98.7%	97.5%	96.9%	97.5%	97%	98%	>=97%
Hispanic	96.4%	96.6%	96.6%	95.9%	96.1%	96%	97%	>=97%
Native American	*	*	*					>=97%
White	95.7%	96.5%	95.5%	95.4%	94.7%	95.3%	96%	>=97%
EcD	96.2%	96.7%	96.3%	95.2%	94.8%	95.8%	96%	>=97%

Data Source, Current Year: PEIMS 3 (Preliminary)

Data Source, Prior Years: PEIMS 3

Highly Qualified Teacher Targets for Federal Accountability: Adequate Yearly Progress (AYP)

	Actual			End Goal Target
	2004-05	2005-06	2006-07	
% Classes Taught	100%	100%	100%	100%
% Teachers Receiving HQ Prof Devel	100%	100%	100%	100%
% of HQ Teachers				

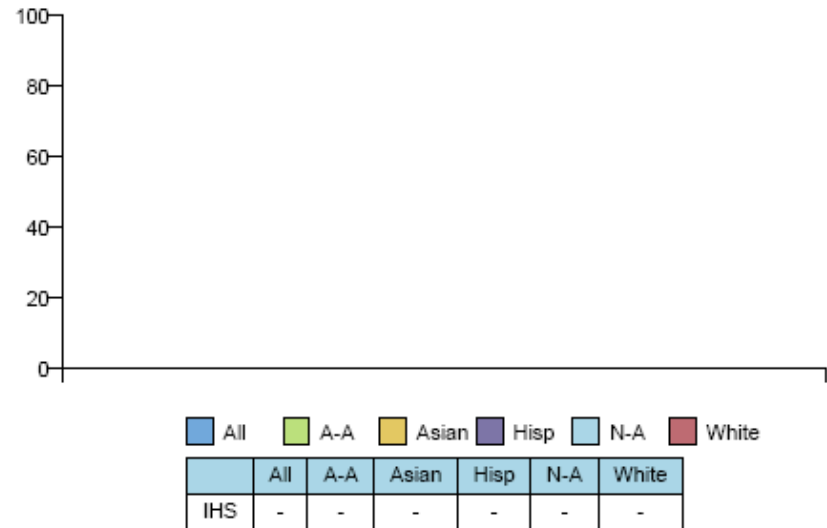
Data Source: Human Resources Compliance Report.

Student Discipline Aggregate Counts

Student Group	Enrollment 2007-08
All Students	475
African American	62
Asian Pacific Islander	78
Hispanic	164
Native American	
White	171

Counts as of discipline report date, June 4, 2008.
Includes both active and inactive students.

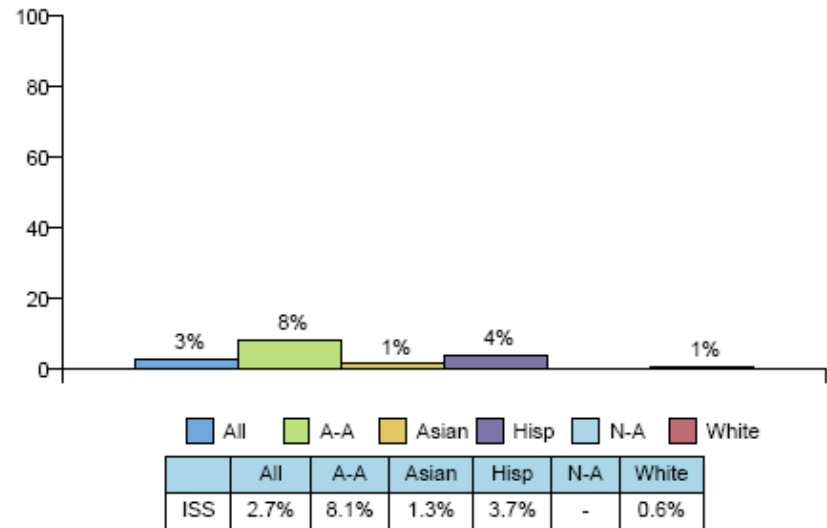
Campus Suspension to Home



Campus Discretionary Removals



Campus ACES or ISS



Discipline Targets

Campus Discretionary Removals

	Actual						08-09 Improvement Goal	End Goal Target
	2005-06		2006-07		2007-08		2008-09	
	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	% Ethnic Group Removed	
All Students	2	.41%	1	.2%			0.00%	No student group disciplined at a greater rate than another
African American	1	1.54%						
Asian Pacific Islander								
Hispanic	1	.64%						
Native American								
White			1	.51%				

Source: SASI Discipline Data for PEIMS. 2007-2008 data are draft. Final data reports will be disseminated in August 2008.

Campus Suspensions to Home

	Actual						08-09 Improvement Goal	End Goal Target
	2005-06		2006-07		2007-08		2008-09	
	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	% Campus Suspensions to Home	
All Students	7	1.42%	8	1.58%			0.00%	No student group disciplined at a greater rate than another
African American	2	3.08%	3	4.92%				
Asian Pacific Islander			1	1.18%				
Hispanic	3	1.91%						
Native American								
White	2	1.09%	4	2.05%				

Source: SASI Discipline Data for PEIMS. 2007-2008 data are draft. Final data reports will be disseminated in August 2008.

Campus ACES or In School Suspensions

	Actual						08-09 Improvement Goal	End Goal Target
	2005-06		2006-07		2007-08		2008-09	
	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	% Campus Suspensions to ISS	
All Students	18	3.65%	15	2.96%	13	2.74%	2.00%	No student group disciplined at a greater rate than another
African American	6	9.23%	5	8.2%	5	8.06%	4.00%	
Asian Pacific Islander	2	2.3%	1	1.18%	1	1.28%	1.00%	
Hispanic	5	3.18%	6	3.61%	6	3.66%	3.00%	
Native American								
White	5	2.73%	3	1.54%	1	.58%	0.50%	

Source: SASI Discipline Data for PEIMS. 2007-2008 data are draft. Final data reports will be disseminated in August 2008.

Fall Enrollment (PEIMS Snapshot)

	2003-04	2004-05	2005-06	2006-07	2007-08
All Students	394	410	393	426	413
African American	45	37	37	41	37
Asian Pacific Islander	81	84	78	78	73
Hispanic	141	136	134	143	148
Native American	1				
White	126	153	144	164	155

Data Source: PEIMS Submission 1.

Participation Rates: Adequate Yearly Progress (AYP)

AYP Reading Participation

	Actual				08-09 Improvement Goal	End Goal Target
	2004-05	2005-06	2006-07	2007-08	2008-09	
All	99%	99%	>99%		99%	>=95%
African American	>99%	>99%	>99%		99%	>=95%
Asian					99%	>=95%
Hispanic	>99%	>99%	>99%		99%	>=95%
Native American					99%	>=95%
White	99%	99%	>99%		99%	>=95%
EcD	>99%	98%	>99%		99%	>=95%
LEP	>99%	>99%	>99%		99%	>=95%
Special Ed.	>99%	>99%	>99%		99%	>=95%

Data Source:

Prior years: Prior CIPs
 2006-07 TEA AYP Campus Data Tables
 2007-08 data to be released in Summer 2008.

AYP Math Participation

	Actual				08-09 Improvement Goal	End Goal Target
	2004-05	2005-06	2006-07	2007-08	2008-09	
All	99%	99%	99%		99%	>=95%
African American	>99%	>99%	>99%		99%	>=95%
Asian					99%	>=95%
Hispanic	>99%	>99%	>99%		99%	>=95%
Native American					99%	>=95%
White	99%	97%	98%		99%	>=95%
EcD	>99%	97%	>99%		99%	>=95%
LEP	>99%	>99%	>99%		99%	>=95%
Special Ed.	>99%	>99%	>99%		99%	>=95%

Data Source:
 Prior years: Prior CIPs
 2006-07 TEA AYP Campus Data Tables
 2007-08 data to be released in Summer 2008.

ACTION PLAN

Goal 1: Improve Student Achievement (Literacy)

1. Increase to 100% G/T students scoring at the Commended Level on TAKS.
 - 5a. Increase to > 85% on level on EOY.
 - 5b. Increase to > 85% passing TAKS.
 - 5c. Increase to >75% on grade level for DRA at grades K-2.
 - 5d. Increase to 100% the percent of ELL students advancing one level on RPTE.

Status	Strategy	Owner(s)	Key Implementation Details/Needs	Actions/ Timeframes	Formative/Summative Data
●	1. Provide extended, enrichment instruction for G/T students within the classroom setting.	Classroom teachers G/T advocate Principal	-Providing strategies for differentiating instruction.	Cluster G/T students in groups of at least three. Daily differentiation in area of giftedness.	G/T progress report each semester. TAKS Commended Level Scores.
●	5. Provide interventions (literacy) for students in need before, during, and after school, and at TAKS camps.	Classroom teachers Literacy specialists UT PLC group Principal	-Provide opportunities to respond to a variety of texts. -Utilize Project Read for students needing - multisensory strategies. -Utilize non-fiction reading materials. -Collaborate with UT in offering Master Reading Teacher Institute at Mathews each summer. (Identify 25 students in 2 nd – 6 th needing tutorials. -Summer tutoring for incoming 1 st and 3 rd .	-Identify 1 st and 2 nd graders by October 1 st . -Organize literacy groups in grades 1 – 5 to meet four times weekly. -Organize tutoring groups following BOY and re-evaluate after MOY. -June, 2008; 2009	DRA; TPRI; TAKS; Benchmarks; Master Reading Institute evaluations.

Goal 1: Improve Student Achievement (Science)

1. Increase to 100% G/T students scoring at the Commended Level on TAKS.
- 2, 3, 4. Increase to > 85% passing on TAKS Science.
8. Increase number of “science labs” at each grade level to once weekly.
9. Increase student ability to use math and science vocabulary with 80% accuracy on classroom assessments.

Status	Strategy	Owner(s)	Key Implementation Details/Needs	Actions/ Timeframes	Formative/Summative Data
●	1. Provide extended, enrichment instruction for G/T students within the classroom setting.	Classroom teachers Principal Assistant Principal G/T advocate	Providing strategies for differentiating instruction.	Cluster G/T students in groups of at least three. Daily differentiation in area of giftedness.	G/T progress report each semester. TAKS Commended Level Scores.
●	2. Implement use of science interactive journals at each grade level.	Classroom teachers Principal Assistant Principal	Provide each student with a journal and specific instruction regarding use of journal on a weekly basis.	Journals will be utilized September – May.	TAKS; MOY and EOY Benchmarks; Teacher common assessments.
●	3. Implement use of Planet Earth Videos with 5 th grade students.	5 th grade teachers Principal	“Lunch and Learn” hour on Friday with accompanying interactive journal.	Each Friday, November - April	TAKS
●	4. Implement use of SRA Science Kits—3 rd – 5 th .	Classroom teachers 3 rd – 5 th Principal	Purchase SRA Science materials for 3 rd and 4 th . Utilize SRA Science during LA time.	Twice weekly, October through April.	TAKS; EOY
●	8. Maintain a science resource center for hands-on resources.	Science Vertical PLC	Inventory and order supplies/equipment. Maintain consumable inventory and reorder supplies, as needed. Purchase cabinet. Organize check-out system.	Inventory completed— August Check-out system established--August Cabinet purchased— August Restock supplies— September and January.	Teacher survey regarding availability of equipment and materials, usage, additional needs.
●	9. Post and use the academic language of science and math.	Classroom teachers Principal Assistant Principal	Maintain academic word walls/posters. Multi-lingual dictionaries	At the start of a unit and continuing throughout the year.	Walk-throughs; classroom vocabulary assessments.

Status	Strategy	Owner(s)	Key Implementation Details/Needs	Actions/ Timeframes	Formative/Summative Data
		Chinese and Korean bilingual teachers	and vocabulary lists in Chinese and Korean		

Goal 1: Improve Student Achievement (Math)

1. Increase to 100% G/T students scoring at the Commended Level on TAKS.
 - 5a. Increase to > 85% on level on EOY.
 - 5b. Increase to > 85% passing TAKS.

Status	Strategy	Owner(s)	Key Implementation Details/Needs	Actions/ Timeframes	Formative/Summative Data
●	1. Provide extended, enrichment instruction for G/T students within the classroom setting.	Classroom teachers Principal G/T Advocate	Providing strategies for differentiating instruction.	Cluster G/T students in groups of at least three. Daily differentiation in area of giftedness. Group by ability/need in 5 th grade.	G/T progress report each semester. TAKS Commended Level Scores.
●	5. Provide interventions for students in need (Math) before, during, and after school, and at TAKS camps.	Classroom teachers Principal Math Specialist ARI/AMI tutors Math Vertical PLC	Utilize strategies for developing numerical fluency, mastery of multi-step problem-solving, use of equations to represent solutions. ARI/AMI money. Prime Time funds.	Identify K–2 students, Oct. Organize math groups K–5 twice weekly with Math PLC members Organize math groups 2–6 three times weekly with Math Specialist. Sept.-May Organize ARI/AMI tutoring groups after BOY, MOY.	Classroom assessments. Benchmarks. TAKS. ARI/AMI progress reports. Math specialist progress reports.
●	6. Provide training for all teachers in Singapore Math.	Chad Rackowitz Principal Math Specialist	Work with enVision presenter.	October	Benchmarks. TAKS. ARI/AMI progress reports
●	7. Deliver instruction in guided math groups utilizing multi-sensory methods during school.	Classroom teachers Principal Math Specialist Math Vertical PLC	Present organizational techniques for implementation. Provide instruction in guided math groups once weekly. Math specialist—3 X weekly.	September – May	Classroom assessments. Benchmarks. TAKS. ARI/AMI progress reports. Math specialist progress reports.
●	9. Post and use the academic language of science and math. <i>Name of Elementary School</i> <i>Page 27 of 52</i>	Classroom teachers Principal Assistant Principal Chinese and Korean bilingual teachers	Maintain academic word walls/posters. Multi-lingual dictionaries and vocabulary lists in Chinese and Korean	At the start of a unit and continuing throughout the year. Sept. - May	Walk-throughs; classroom vocabulary assessments.

**Goal 2: Improve Student Preparation for College and Career
(Graduation, Four-Year Completion, Advanced Academic Programs, Dropout Rates)**

1. Increase to 100% of students in 5th and 6th participating in career awareness programs.
2. Increase identification of minority student groups in G/T programs by 3% of student population.
3. Increase to 100% homework completion by students attending.
4. Decrease tardiness/absences by > 50%.

Status	Strategy	Owner(s)	Key Implementation Details/Needs	Actions/ Timeframes	Formative/Summative Data
●	1. Conduct career awareness programs—5 th and 6 th grade: Implement Career shadowing day for 6 th graders.	Ruthann Rushing Principal Counselor 6 th grade teachers and parents	-Secure community businesses willing to participate in shadowing day. -Counselor leads career awareness programs.	-Spring semester.	Student and business surveys following shadowing day.
●	2. Improve diversity of identified G/T students to represent the population.	G/T advocate G/T vertical PLC Principal Assistant Principal Classroom teachers	-Conduct parent information session. -Study characteristics of minority and underachieving G/T students.	September 2008; February 2009	List of nominated and identified G/T students.
●	3. Provide homework center three times weekly.	Classroom teachers Principal Homework Center director Prime Time directors	-Identify students needing support. -Secure volunteers from UT and businesses. -Schedule each teacher twice per year to volunteer. -Develop procedures for teachers to use in assigning homework.	September - May	Prime Time Report; Teacher survey and student survey regarding homework center.
●	4. Monitor attendance and tardiness of habitually absent/tardy students.	Attendance Clerk Principal Classroom teachers	-Review attendance reports every 3 weeks. (SASI and tardy list) -Personal phone calls to habitually late families.	September - May	SASI attendance reports.

**Goal 3: Improve Programs and Services to Students
(Specialized Programs, Safety, Parent and Community Involvement)**

1. Decrease discipline referrals by 50%.
2. Increase parent/student attendance and participation by 25%.
3. Increase parent satisfaction with communication translations by 25%.
4. Increase parent satisfaction with regard to foreign language offerings to 85%.

Status	Strategy	Owner(s)	Key Implementation Details/Needs	Actions/ Timeframes	Formative/Summative Data
●	1. Continue with implementation of PALS to develop social skills and promote positive relationships with students PK – 2.	Counselor Principal PK – 2 Teachers	-Refresher discussion about PALS strategies. -Train new teachers and provide materials.	September - May	Discipline referral information; Teacher Surveys.
●	2. Promote increased parental involvement by having specific programs at each PTA event. Include Family Literacy, Family Math, and Family Science Nights.	Language Arts Vertical PLC Math Vertical PLC Science Vertical PLC Principal Classroom Teachers Prime Time	-PTA money for speakers -Secure community involvement. -Each grade level takes responsibility for planning.	September, November, February	Parent survey State of Mathews meeting
●	3. Translate key communication into Spanish, Korean, Chinese.	Bilingual Korean, Chinese, Spanish teachers Classroom teachers	-All written communication needing translation needs to be provided 2 weeks in advance. -Teachers need to request translator for conferences; IMPACT.	September – May	Parent survey State of Mathews meeting
●	4. Offer foreign language exploratory classes. (Spanish, German, French, Chinese)	Ruthann Rushing Principal Foreign Language Teachers	-Advertise and sign up students. -Award scholarships. -Secure classroom space and develop schedule. -School-wide plan for 7:30 – 8:00 activities.	September – May Monday – Thursday; twice a week	Parent and student survey State of Mathews meeting

Goal 4: At the Campus Level, Reduce Number of Special Education Referrals, Ensure That No Ethnic or Racial Group Is Disproportionately Represented in Special Education, and Increase Inclusion of Special Education Students in General Education Classes

1. Special Education referrals will show a reduction of 3%.
2. 100% of Special Education referrals received by the Associate Superintendents will meet criteria for a valid referral.
3. 100% of Sp. Ed. Students will be served in general education classes for the majority of each day using IEP recommendations
4. Increased number of high interest, low vocabulary non-fiction reading materials, organized by topic (particularly in social studies and science), in the Literacy library by 25%.

Status	Strategy	Owner(s)	Key Implementation Details/Needs	Actions/ Timeframes	Formative/Summative Data
●	1. Provide support for students in reverse inclusion settings as appropriate.	Special Education Teachers Classroom Teachers Principal	-Review IEP's and determine personnel needed to support students.	August - May	IEP goal achievement Student progress reports
●	2. Continue with outstanding IMPACT process already in place.	Counselor Assistant Principal Classroom Teachers Principal	-Train all teachers in use of computerized IMPACT forms. -Train new teachers in IMPACT process.	September	IMPACT records
●	3. Establish schedules and student placements that will maximize staff effectiveness in providing support of special education students and general ed. teachers within general education classes.	Special Education Teachers Teaching Assistants Classroom Teachers Principal	-Meet with special education teachers to review IEP. -Place Sp. Ed. Students in classes for optimal inclusion settings. -Develop schedule for support in regular ed. Classes and special areas.	August - May	IEP goal achievement Student progress reports
●	4. Allocate resources to purchase below-level non-fiction reading materials.	Literacy specialists Sp. Ed. teachers Classroom Teachers Principal	-Review materials and inventory and purchase books.	December	Inventory of Literacy Library

Goal 5: At the Campus Level, Ensure That There are No Achievement Gaps Among Groups

Decrease gap by ≥ 10 points between White and African American; White and Hispanic; White and Economically Disadvantaged

Status	Strategy	Owner(s)	Key Implementation Details/Needs	Actions/ Timeframes	Formative/Summative Data
●	Provide math intervention for struggling students by increasing instructional time, either during or outside the school day	Campus administrators Teachers	Time during school day Time outside school day AMI/OEYP Funds Training of teachers in intervention strategies Instructional materials (including enVision at elementary level)	<ul style="list-style-type: none"> By Oct. 1, 2008 identify students needing intervention as those scoring at or below 2200 on the math TAKS or below the passing standard on the BOY benchmark and/or enVision diagnostic assessment Organize math interventions to focus on pre-teaching and math academic vocabulary 	Data analysis of MOY benchmarks enVSION assessments 2009 math TAKS

Additional Strategies

- >90 of new teachers will rate their support as helpful and positive; Two Mathews teachers will earn National Board Certification.

Status	Strategy	Owner(s)	Key Implementation Details/Needs	Actions/ Timeframes	Formative/Summative Data
●	1. Support new teachers and encourage veterans to become National Board Certified.	Assistant Principal Lead Mentor Mentors Principal	-Monthly new and second year teacher meetings led by Assistant Principal. -Assign mentors to new teachers. -Provide support and guidance for teachers working towards National Board Certification.	September - May	Teacher survey

IMPLEMENTATION PROGRESS

The preceding "Action Plan" section will also be used for CIP monitoring purposes. When completed, make a separate copy of the Action Plan section for monitoring purposes, according to the monitoring schedule for your plan designated by the Associate Superintendent. For each reporting period, under "Status" turn the black circles to the appropriate color (green, yellow, or red).

Status	Description
●	On track and being implemented as designed. Action plan in place for all key implementation details.
●	Generally on track; however, certain key implementation details are in need of attention.
●	Not started or off track. May be blocking issues (<i>e.g. lack of necessary resources</i>) preventing full implementation.

IMPLEMENTATION PROGRESS

The preceding “Action Plan” section will also be used for CIP monitoring purposes. When completed, make a separate copy of the Action Plan section for monitoring purposes, according to the monitoring schedule for your plan designated by the Associate Superintendent. For each reporting period, under “Status” turn the black circles to the appropriate color (green, yellow, or red).

Status	Description
●	On track and being implemented as designed. Action plan in place for all key implementation details.
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●	Not started or off track. May be blocking issues (<i>e.g. lack of necessary resources</i>) preventing full implementation.

**USE OF STATE COMPENSATORY AND EXTERNAL GRANT FUNDS FOR
IMPROVED STUDENT ACHIEVEMENT**

In accordance with the district mandate for high academic achievement for all students, this CIP is based on addressing the district’s performance goals and specifically targets the needs of students performing below potential and students with special needs. On this campus, students identified as “At-Risk” primarily include students who did not pass one or more portions of the TAKS. We also provide programs and support for other students who are having difficulty.

The “Long-Range Matrix for Student Achievement” outlines specific Annual Performance Objectives with targets. This CIP contains action plans addressing major areas of concern identified by campus stakeholders. In turn, each action plan contains Key Strategies and incremental activities designed to address student needs and to achieve the outlined objectives and student outcomes. All currently implemented programs for special needs students and those funded by State Compensatory Education funds or grant funds are evaluated for effectiveness as part of the Needs Assessment.

Programs and services currently being implemented on this campus that are partially or fully supported through State Compensatory Education or grant funding include the following:

Program/Service: State Compensatory Education	Source
General Supplies for at-risk students	BTO
Reading specialists	BTO
Elementary Counselors	BTO

The figures above include the salaries (in part or whole) of the equivalent of [Number](#) full-time staff members (FTEs), added to the faculty in order to support the supplemental programs and services funded through State Compensatory Education.

Program/Service: Grant Funds	Source
After school enrichment	Prime Time
Extended learning opportunities	OEY, ARI, AMI
Support for ELLs	Title III

APPENDICES

INDEX TO KEY COMPLIANCE REQUIREMENTS

Indicate in the right-hand column the page(s) on which the described compliance items are addressed.

PERFORMANCE OBJECTIVES	Page(s)
<ul style="list-style-type: none"> • Annual performance objectives for every applicable AEIS indicator, including at-risk, and for every NCLB group including LEP and Special Education 	4-5
<ul style="list-style-type: none"> • Additional required annual performance objectives: <ul style="list-style-type: none"> ○ Special Education (addressed in annual performance objectives but additional ones could be added) ○ Bilingual/ESL (addressed in annual performance objectives but additional ones could be added) ○ G/T ○ Dyslexia and 504 ○ Career and technology ○ Migrant (if migrant students) ○ Violence prevention/intervention ○ Parent/community involvement ○ Highly qualified staff targets 	4-5
	4-5
	4-5
	4-5
	4-5
	4-5
	4-5
	4-5
	4-5

COMPREHENSIVE NEEDS ASSESSMENT	Page(s)
<ul style="list-style-type: none"> • Hard data, including AEIS and other data, has been reviewed/analyzed 	10 - 14
<ul style="list-style-type: none"> • Soft data: surveys or other information related to staff development needs and parent involvement 	10 - 14
<ul style="list-style-type: none"> • For middle schools and high schools: must document analysis of: <ul style="list-style-type: none"> ○ Dropout rates ○ Evaluations of school-based dropout prevention programs 	
<ul style="list-style-type: none"> • For high schools: must document analysis of: <ul style="list-style-type: none"> ○ Completion rates ○ High school equivalency certificate rates including number completed program, number completed program but did not take exam, or number completed program, took exam but did not obtain high school equivalency certificate ○ % of students in high school more than 4 years after entering 9th grade ○ Academic credit hours earned, retention rates, and placements in AEPs/exclusions for 9th and 10th graders 	

ACTION PLANS	Page(s)
• Persons responsible	16 - 20
• Specific timelines (ongoing is not sufficient)	16 - 20
• Resources including funding, as well as time, personnel, materials, equipment, and staff development	16 - 20
• Recruitment/retention Plan	36
• Sources of funding (state compensatory education, federal entitlement funds, state and private grants, local, etc.)	16 – 20; 24
• Formative evaluation (regular monitoring at scheduled times throughout the year)	16 - 20
• Summative evaluation (end of year or end of project evaluation of effectiveness)	16 - 20
• Strategies to address performance, participation and/or completion/dropout areas that did not meet state and/or federal standards	16 - 20
• Strategies to address character education	16 - 20
• Strategies for at-risk students (tutorials, interventions, specialized materials/equipment, dropout recovery/interventions, etc.)	16 - 20
• Migrant-specific services offered (i.e., tutorials, support services, etc.) if applicable to your campus	
• Parent and community involvement activities	20
• Strategies and/or other documentation that addresses GT requirements:	
○ Plan for ensuring that identified GT students score at the commended level on TAKS in the area or areas in which they have been identified	16 - 20
○ Evaluation of GT services at your campus. What data will you collect and use, and how will the results be reported? Parent input into the evaluation is mandated.	16 - 20

FUNDING	Page(s)
<ul style="list-style-type: none"> • For campuses receiving Title II funds, (e.g., high schools for class size reduction at 9th grade, etc.), a description of how funds are being used must be included (this is addressed in the funding charts) 	
<ul style="list-style-type: none"> • Table outlining (funds and FTEs) of state compensatory education, federal entitlements, and state and private grants. For SCE, look at BTO and pull totals from PIC of 24 and 30. For grants, use IFAS figures. 	24

TITLE I SCHOOLWIDE PLAN COMPONENTS	Page(s)
<ul style="list-style-type: none"> • Comprehensive needs assessment (including needs of migratory children) 	
<ul style="list-style-type: none"> • School wide reform strategies that: <ul style="list-style-type: none"> ○ Provide opportunities for all students to meet state’s standards and advanced levels of achievement ○ Use effective methods/strategies based on scientifically based research 	
<ul style="list-style-type: none"> • Instruction by highly qualified staff (addressed through the chart included in template) 	
<ul style="list-style-type: none"> • High quality/ongoing professional development for teachers, principals, and paraprofessionals...to enable all students to meet state’s standards 	
Strategies to attract highly qualified teachers to high-need schools (complete recruitment and retention plan in appendix)	
<ul style="list-style-type: none"> • Strategies to increase parental involvement 	
<ul style="list-style-type: none"> • For elementary only: Transition to K assistance to Pre-K/EC students 	
<ul style="list-style-type: none"> • Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.) 	
<ul style="list-style-type: none"> • Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards 	
<ul style="list-style-type: none"> • Coordination and integration of federal, state, and local services and programs 	
<ul style="list-style-type: none"> • Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results 	

TITLE I NEEDS IMPROVEMENT, STAGES 1-5, CAMPUS REQUIREMENTS	Page(s)
<ul style="list-style-type: none"> • CIP must be for two-years 	
<ul style="list-style-type: none"> • Strategies are based on scientifically based research that will strengthen the core academic subjects at the campus 	
<ul style="list-style-type: none"> • Plan addresses the specific academic issues that caused the campus to not meet AYP 	
<ul style="list-style-type: none"> • Plan reflects policies and practices concerning the school’s core academic subjects that have the greatest likelihood of ensuring all groups will meet the state’s proficient level of achievement by 2013-2014 (included in SIP addendum) 	
<ul style="list-style-type: none"> • Details how the campus will spend not less than 10% of their Title I, Part A campus allocation for providing teachers and the principal high-quality professional development that: <ul style="list-style-type: none"> ○ Directly addresses the academic achievement problem that caused the campus to not meet AYP ○ Meets the requirements for of high-quality professional development under Section 1119 ○ Is provided in a manner that affords increased opportunity for participating in that professional development 	
<ul style="list-style-type: none"> • Establishes specific annual, measurable objectives for continuous and substantial progress by each NCLB group of students to meet state’s standards by 2013-2014 (annual performance objectives meet this standard) 	
<ul style="list-style-type: none"> • Describes how the school will provide written notice about Needs Improvement status to parents in a format, and to the extent practicable, in a language that parents understand (included in SIP addendum) 	
<ul style="list-style-type: none"> • Specifies the responsibilities of the school and district, including the technical assistance that the district provides under Section 1120A (included in SIP addendum) 	
<ul style="list-style-type: none"> • Includes strategies to promote effective parental involvement in the school 	
<ul style="list-style-type: none"> • Incorporates, as appropriate, activities before school, after school, during the summer, and during any extension of the school year 	
<ul style="list-style-type: none"> • Incorporates a teacher mentoring program 	

TITLE 1, PART A
Explanation of Expenditures – Improving Student Performance

This table provides an executive summary of Title I, Part A expenditures, and ties them directly to improving student performance, as identified in the Needs Assessment and corresponding strategies of the Action Plan. As appropriate to ensure clarity, please provide a brief description for line items (e.g., rather than simply listing “Field Trip,” list “Field Trip to Art Museum”). Please insert additional rows in the table as needed.

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	Summative Assessment of Impact
	Needs Assessment	Action Plan Strategy		
<i>Personnel</i>				
			\$	
			\$	
			\$	
<i>Instructional Supplies, Materials, and Equipment</i>				
			\$	
			\$	
			\$	
<i>Staff Training</i>				
			\$	
			\$	
			\$	
<i>Community Services (Function 61)</i>				
			\$	
			\$	
			\$	
<i>Other Requests</i>				
			\$	
			\$	
			\$	
<i>TOTAL (Must Match BTO Total)</i>			\$	

ADDITIONAL NCLB SCHOOL IMPROVEMENT REQUIREMENTS

Parent Notice

By the date required by the Texas Education Agency, all parents will be informed of AYP status via letters sent home in both English and Spanish. Assistance to families seeking choice and/or SES options will be provided. Student assessment results were shared with parents in both English and Spanish whenever possible.

Support

This plan was developed collaboratively with CAC members and central support. The district is committed to providing the campus support in school improvement efforts. Support includes but is not limited to:

Guidance, Leadership, and Monitoring	Associate Superintendent
Compliance and Fiscal Monitoring as per Section 1120A	Departments of State and Federal Accountability and Finance
Data Analysis	Campus and District Accountability
Curriculum and Benchmark Data, Professional Development	Department of Curriculum
Professional Development and Support in Determining Student Needs	Department of Special Education and Bilingual Education
Dropout Recovery	School Community Liaisons
Parental Involvement Planning and Training Opportunities	Family Resource Center

TEA, through the School Improvement Resource Center, provides technical assistance in the areas of needs assessment, scientifically based research, and best practices. The technical assistance provider (TAP), approved by SIRC, will support the principal in improvement efforts.

As evidenced throughout the plan, the campus, in working with central support is implementing policies and practices that have the greatest likelihood of ensuring that all groups of students will meet proficiency levels of achievement as set by the state by no later than 2013-2014. Programs and practices are based on current scientifically based research. Enhancing rigor and relevance in math for all students is critical since performance is not what we would like it to be.

Evaluation and Outcomes

The ultimate goal for this plan is to significantly improve student achievement for all students, including those served in special programs. The principal, CAC, and campus staff will monitor action plans and strategies on a regular basis to determine the level of implementation and the effectiveness in bringing about desired student outcomes. These outcomes target closing any disparity in achievement levels among student groups. Strategies, if successful, will create a positive learning environment in which all students are actively engaged in a challenging meaningful curriculum, based on TEKS and Principles of Learning. Specific evaluation measures and performance targets are included in the “Long-Range Matrix for Student Achievement” and in each action plan.

SCHOOL SAFETY CHECKLIST

Areas of School Safety Concern	Priority of Concern?		
	Low	Medium	High
1. Risks students encounter between home and school	x		
2. Risks posed in areas directly adjoining school		x	
3. Ability of office staff to observe approaching visitors before they enter school		x	
4. Ability of office staff to physically stop visitors from entering school		x	
5. Ability for staff to observe activity on school campus		x	
6. Lockdown capability in classrooms and other locations	x		
7. Positive school environment	x		
8. Identifiable or predictable trouble spots or high-risk locations	x		
<i>Other areas of concern (please list):</i>			
9.			
10.			
11.			
Summary and Explanations of Areas of Concern			
<p>1. Front door entrance is not visible to office staff. People entering the building can easily go down the hallways without checking in to the office if they desire to do so.</p> <p>2. Fencing needed to prevent students from being behind portables and falling off of wall separating back driveway and playground.</p> <p>3. Speed humps recommended on West Lynn in front of school or flashing lights for pedestrian safety.</p> <p>4. Recommendation to add double doors at front entry steps and reconfiguration of entry door to office to solve #1.</p>			

Based on CPTED Survey in *Safe and Secure: Guides to Creating Safer Schools*. Portland, Oregon: Northwest Regional Educational Laboratory, 2003. For more information consult this website <http://www.ncjrs.org/pdffiles1/ojdp/book4.pdf>

School Safety and Security Checklist

Part Two

The following checklist was developed utilizing The Central Texas School Safety Consortium and Texas School Safety Center safety and security audit tools. If you have any questions please contact Emergency Management Bureau at (512) 414-7815.

Criterion	Not Applicable	Yes	No	Comments
A. Interior Safety and Security				
1. There is a clearly identified visitor sign-in and identification procedure in place.		x		
2. All staff members are required to wear photo ID badge.		x		Staff doesn't always wear them
3. Your campus has a weather/all hazard radio and office personnel monitor it.		x		
4. Your campus has local two-way campus radios that are used on a daily basis and during emergency situations.		x		
5. There is a current list of staff that are trained in CPR, First Aid or the use of AEDs.			x	1 staff member trained; two more need to be trained.
6. If the building is used after school or on weekend campus personnel are present.		x		
7. Your campus has security cameras.		x		
8. Your campus has a buzzer access system in place and is used daily.			x	Not a workable system at our school.
9. Are areas of special security concern identified, is access restricted to these locations (e.g. skylights, basements, telecommunications, computer control areas, and loading docks.)	x			
10. Signs are posted to indicate any restricted areas.		x		
11. Double exterior and interior doors have a sturdy center mullion.			x	Not sturdy.
12. All exterior and interior doors are labeled and numbered.			x	Exterior doors not numbered.
13. Exits are correctly marked for egress.		x		
14. There is adequate lighting in stairwells, hallways, and restrooms.		x		
15. All room doors can be locked from the inside or			x	Classroom doors are not locked during the school day.

Name of Elementary School

Criterion	Not Applicable	Yes	No	Comments
are secured during the school day.				
16. Windows can be quickly covered if needed (lockdown).		x		
17. All chemicals, poisons, flammable materials, and any science materials are properly stored in appropriate cabinets, are labeled and kept locked.		x		
18. Material Safety Data sheet logs are kept and posted near chemical storage areas.		x		
19. Science and custodial staff received appropriate safety training.		x		
20. Hallways and passageways of the campus are clear of debris and obstructions.		x		
<i>Other areas not specified:</i>				
B. Exterior Safety and Security				
1. Your campus keeps all exterior entryway doors locked during school hours.			x	Some doors from playgrounds into the building are not locked but are within a locked gated area.
2. Grounds are fenced in appropriate areas.			x	See info regarding needed fencing on p. 1.
3. Gates, if present, are securable when not in use.		x		
4. Campus personnel easily monitor the main entry.			x	Motion detector for front doors
5. Your campus has access control system (card readers) in place.		x		
6. Signs are posted to indicate any exterior restricted areas.		x		
7. All portables are labeled/numbered		x		
8. All portables remain locked at all times.			x	Portable S3 is not locked
9. Roof access is locked and secured at all times.			x	
10. Signs are posted directing visitors to report to main office.		x		
11. Signs are posted warning of criminal trespassing.		x		
12. Fire lanes and fireplugs are appropriately labeled and unobstructed.			x	Access from 9 ½ street is not available at this time.
13. Your campus has alternate transportation areas identified.			x	
14. Playground, courtyards, portables, and any		x		

Criterion	Not Applicable	Yes	No	Comments
outdoor common areas have a working system in place for communication (PA system)				
15. Staging and evacuation areas are identified for drills and emergencies.		x		
16. Parking lots are securable	x			Wish we had one ☺
17. Landscaping is maintained to ensure visibility and prevent hiding places.		x		
<i>Other areas of concern not specified:</i>				
C. Work orders are submitted in a timely manner for the following building issues:				
1. Exposed or loose wires or lines		x		
2. Loose floor coverings		x		
3. Missing/Loose handrails		x		
4. Broken windows		x		
5. Splintered wood		x		
6. Problems with stairs		x		
7. Damaged fencing		x		
8. Locking problems		x		
9. Loose brick/siding		x		
10. Water leaks		x		
<i>Other areas of concern not specified:</i>				
D. Emergency Operation Plan (EOP) is:				
1. Reviewed and updated on an annual basis and a copy is provided to the district Emergency Management Bureau		x		
2. Developed by a school safety planning team.		x		
3. Distributed to personnel and used for training.		x		
<i>Other areas not specified:</i>				
E. Other Safety and Security				
1. Administrators, teachers, officer personnel, and other staff members receive annual training on emergency, safety, and security procedures.		x		
2. There is a designated on campus emergency management coordinator.		x		
3. There is an updated map of the school's layout			x	Utility shut off not marked

Criterion	Not Applicable	Yes	No	Comments
with room numbers, evacuation routes, utility shut-offs, location of AED, first aid kits, go kit, weather radio, and campus emergency radio.				
4. The evacuation plan includes procedures for persons with limited mobility, special health needs, and an alternative evacuation sites.		x		
5. Classrooms are prepared with emergency information that include student rosters, emergency procedures (from EOP), red and green status cards, and any other necessary information.		x		
6. You conduct regular training and drills required such as fire drills, lockdowns, severe weather, reverse evacuation, bus evacuation, and shelter in place as required.		x		
7. Your campus nurse is prepared with a go-kit well stocked with student medication, first aid supplies and other emergency supplies.		x		
<i>Other areas not specified:</i>				

**RECRUITMENT AND RETENTION PLAN
2008-2009**

Area 1: Increase percentage of highly qualified (HQ) teachers to meet and/or maintain 100%.

Strategies (check all that apply):

x	Work with staffing coordinator, identify staff not meeting HQ standards
x	Notify staff of deficit area(s)
x	Agree with staff on appropriate ways to meet the standard
x	Provide adequate time for staff to attend trainings and/or take needed exams
	Other:

Area 2: Ensure low-income students and minority students are not taught at higher rates than other student groups by teachers who are not HQ.

Strategies (check all that apply):

x	Offer early-bird signing bonuses to teachers at Title I campuses
x	Provide bilingual and special education stipends
x	Collaborate with HR to identify staffing needs so that qualified candidates are available
	Other:

Area 3: Attract and retain HQ teachers.

Strategies (check all that apply):

x	Participate in district-sponsored job fairs
x	Participate in recruiting trips
x	Provide mentors to first and second year teachers
x	Offer high-quality professional development
x	Provide leadership opportunities for teachers
x	Encourage participation in National Board program
x	Meet on a regular basis with new teachers to review needs/issues
	Other:

Area 4: Assist teachers not currently HQ to meet the HQ requirements in a timely manner.

Strategies (check all that apply):

<input checked="" type="checkbox"/>	Assign teachers to areas in which already meet HQ
<input checked="" type="checkbox"/>	Provide high-quality professional development in area(s) needed
<input checked="" type="checkbox"/>	Pay for study courses for required exams
<input checked="" type="checkbox"/>	Pay for passed exams
<input checked="" type="checkbox"/>	Provide substitutes or stipends for professional development
	Other:



AUSTIN INDEPENDENT
SCHOOL DISTRICT

2008-2009
Campus Advisory Council Orientation Confirmation Form

According to Article IV, Section Seven of CAC Bylaws, the principal shall ensure that new CAC members receive orientation to service. As instructed by the Associate Superintendents, this form is to be completed by the campus principal each year to confirm that new CAC members received an adequate orientation.

Name of Campus:

Name of Principal:

New Member Orientation Provided:

Check Any As Applicable	Method of Orientation	Date(s) Provided
x	Direction to Orientation Materials on CAC Web Site	
x	Orientation Session Provided by Campus	
	Orientation Session Provided by Office of Planning and Community Relations	
	Orientation Session Provided by DAC Members	
	Other (please describe):	

I confirm that new CAC members received an orientation during the period of report:

Signature of Principal:

Date:

2008-2009
CAMPUS ADVISORY COUNCIL MEETING SCHEDULE

According to Article II of CAC Bylaws, each CAC shall hold regular meetings.
Following are CAC meetings scheduled for 2008-2009:

Month and Day	Year
Monday, August 11	2008
Monday, September 8	2008
Monday, October 6	2008
Monday, November 3	2008
Monday, December 1	2008
Monday, January 12	2009
Monday, February 2	2009
Monday, March 2	2009
Monday, April 6	2009
Monday, May 4	2009
Monday, June 1	2009