

Vernon Independent School District

Central Elementary School

2009-2010 Campus Improvement Plan

Accountability Rating: Exemplary



Mission Statement

The Central Elementary Campus will provide quality educational opportunities, including character education, for all children to enable today's learners to become tomorrow's leaders.

Vision

Central Elementary will provide a safe, orderly and positive learning environment in which all learners succeed.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Central Elementary attained Exemplary status in 2008-2009. Central had 94% in Reading TAKS and 85% in Math TAKS. All populations were over 90% in Reading except Hispanics who were at 89%. In Math all populations were over 80% except African-American and Economically Disadvantaged who were 74% and 79% respectively. Commended Performances in Reading have improved overall from 28% to 40%, a gain of 12 points. Commended Performances in Math improved overall from 16% to 28%, a gain of 12 points.

Student Achievement Strengths

Central Elementary strengths are;

All students improved in Math from 79% to 85%, a gain of 6 points.

Hispanic students improved in Math from 71% to 82%, a gain of 11 points.

White students improved in Math from 84% to 90%, a gain of 6 points.

Economically Disadvantaged student improved in Math from 75% to 79%, a gain of 4 points.⁹

Student Achievement Needs

Central Elementary Performance needs are;

All Students declined in Reading from 98% to 94%, a loss of 4 points.

African American Students declined in Reading from 100% to 91, a loss of 9 points.

Hispanic Students declined in Reading from 93% to 89%, a loss of 4 points.

White Students declined in Reading from 99% to 94%, a loss of 5 points.

Economically disadvantaged Students declined in Reading from 97% to 92%.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Central Elementary is fortunate to have an experienced, professional staff who have demonstrated their abilities with a school rating of EXEMPLARY.

Staff Quality, Recruitment, and Retention Strengths



Central Elementary has implemented the following programs and procedures for the 09-10 school year:



Skyward Computerized Peims and Gradebook.



Capturing Kids Hearts.



Professional Learning Communities with time allotted during the school day to meet and collaborate about effective strategies and problem solve.



CSCOPE Curriculum is now available to enrich and insure that Lesson Plans have meet TAKS standards.



Response To Intervention policies and procedures are now in place to insure every student has the best chance for success.



Accelerated Math has been added to Central's curriculum.



AIMSWebb has been added as a tool to track RTI students and provide benchmarks for students who are behind in the curriculum.

- Every Classroom Teacher now has a Laptop computer to assist in grading, teaching, research and using the online gradebook from home.

- All Central Elementary Teachers and Teachers Aides are Highly Qualified.

- A Clerical Secretary has been added to assist in providing service to parents, teachers, students and administrators.

- Central has added an additional Spec. Ed. Aide to provided assistance to physically and mentally handicapped students.

- Central Elementary is using the Internet to share Sharon Wells training with Childress ISD, saving both districts the loss of Teacher instruction due to travel time.

Staff Quality, Recruitment, and Retention Needs

Central Elementary will continue training our teachers in the following areas:

CSOPE Curriculum,

RTI, Skyward gradebook,

AIMSWebb,

Accelerated Reading and Math,

Capturing Kids Hearts.

Family and Community Involvement

Family and Community Involvement Summary

Central Elementary's parents are a vital part of the school community. PTO provides an annual fund raiser. Last year they built a Covered Picnic area for students and the community to use and enjoy.

Family and Community Involvement Strengths

Central Elementary's parents are invited to attend all assemblies as well as after school programs such as Book fairs, Meet the Teacher Night, Parent Orientations, GT Meetings, Awards Assemblies, the Annual X-Mas Program, Holiday Meals, First Report Card night, etc.. We also communicate with our parents using, daily planners, Tuesday folders, Event Notices, Monthly Calendars, Online Calendars, Newsletters, etc..

Family and Community Involvement Needs

Parent attendance needs to improve for Title 1 meetings and other required information sharing events.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

- District goals
- Campus goals
- AEIS data - current
- AYP data
- Professional learning communities discussions
- Benchmark assessments results

Goals

Goal 1: Central Elementary will retain an Exemplary or equivalent rating. Ninety-five percent of 3rd graders will pass the reading portion of TAKS and eighty-five percent will pass the math portion of TAKS.
























Performance Objective 1: 95% of all 3rd grade students will pass the Reading TAKS

Summative Evaluation: AEIS Report 09-10

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
PLC Colaboration	Teachers, Principal, Counselor	Local	PLC Agendas				
Benchmark Testing	Teachers, Principal, Counselor	Local	Local Benchmark Tests, Sharon Wells 6 weeks Benchmarks Released TAKS Tests				
CSCOPE Curriculum	Teachers, Principal	Local	Staff Development Region 9 Training PLC Training				
RTI Remediation	Teachers, Aides, Principal	Local	RTI Meeting Agendas and Student Notes AIMSwebb data review				
Accelerated Reading Program and ReadRite Program	Teachers, Principal	Local	AR Reports, Readrite class reports AR March Report				
Success Maker and Waterford Computer Programs	Teachers, Principal	Local	Summary Successmaker and Waterford Report Data				
= Discontinue = No Progress = Some Progress = Considerable Progress = Accomplished							

Performance Objective 2: 85% of Central Elementary 3rd grade students will pass the TAKS math test.

Summative Evaluation: AEIS Reports 09-10

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
PLC Colaboration	Classroom Teachers Principal Counselor	Local	PLC Agendas				
Benchmark Testing	Teachers, Principal, Counselor	Local	Local Benchmark Tests				
CSOPE Curriculum	Teachers, Principal	Local	Staff Development				
RTI Remediation	Teachers, Principal, Counselor	Local	RTI Agendas and AIMSwebb data				
Accelerated Math Program	Teachers, Principal	Local	Staff Development				
Successmaker and Waterford Computer Programs	Teachers, Principal	Local	Summary an Independent Report Data				
 = Discontinue  = No Progress  = Some Progress  = Considerable Progress  = Accomplished							

Goal 2: Central Elementary School students will demonstrate respect for staff and each other.

Performance Objective 1: Discipline referrals from classroom teachers will be reduced by 10%.









Summative Evaluation: 6 Week and End of Year Skyward discipline reports.

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Use of CKH	Teachers, Staff, Principal, Counselor	Local	6Week and EOY Skyward discipline reports.				
= Discontinue = No Progress = Some Progress = Considerable Progress = Accomplished							

Goal 3: Central Elementary School will provide a safe, orderly, and positive environment.

Performance Objective 1: Teacher, Parent and Student surveys will reflect a 10% decrease of negative comments and responses.











Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Capturing Kids Hearts Program	Teachers, Principal	Local	Teacher, Parent and Student surveys.				
 = Discontinue  = No Progress  = Some Progress  = Considerable Progress  = Accomplished							

Goal 4: Central Elementary School will provide a variety of quality curricula in a variety of learning styles to promote maximum opportunities for all students to be successful learners.









Performance Objective 1: Cental Elementary will use CSCOPE Curriculum to maintain its Exemplary or Equivilent rating.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
CSCOPE Curriculum	Teachers, Principal	Local	Lesson Plans				
CSCOPE Teacher Training	Teachers, Principal	Local	Professional Development Training Records				
 = Discontinue  = No Progress  = Some Progress  = Considerable Progress  = Accomplished							

Performance Objective 2: Central Elementary will use Accelerated Math to maintain its Exemplary or Equilient rating.












Summative Evaluation: Math TAKs scores.

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Accelerated Math Curriculum	Teachers, Principal	Local	Lesson Plans, Teacher Professional Development				
 = Discontinue  = No Progress  = Some Progress  = Considerable Progress  = Accomplished							

Goal 5: Central Elementary School will provide opportunities for forming partnerships with parents and community in the education of children.

Performance Objective 1: Central will continue to communicate with Parents and Community members, informing and inviting them to participate with us in the education of children.









Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Event Notices	Students, Teachers, Principal, District Admin.	Local	Increase in attendance at Central Events				
Daily, Weekly, Monthly Written Communication	Teachers, Principal	Local	Tuesday folders, Report cards, Progress reports, Monthly Calendars,				
 = Discontinue  = No Progress  = Some Progress  = Considerable Progress  = Accomplished							

Goal 6: Central Elementary School will employ, retain, and help develop highly qualified and motivated personnel.

Performance Objective 1: Provide a supportive, courteous and collaborative atmosphere for Teachers and Aides.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Supportive Administrative staff. Problem solving teamwork approach. Hospitality Committee. Readily available supplies.	Principal and Office Staff, Hospitality Committee	Local, Activity Fund, PTO	Staff Meetings, Teacher Surveys, Informal Observation				
 = Discontinue  = No Progress  = Some Progress  = Considerable Progress  = Accomplished							

State Compensatory

Budget for Central Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
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Personnel for Central Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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Title I

Schoolwide Program Plan

c. Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program include:

§ Counseling, pupil services, and mentoring services.

§ College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.

§ The integration of vocational and technical education programs.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

A comprehensive needs assessment of the entire school (including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the state academic content standards.

2: Schoolwide Reform Strategies

Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards as required by Section 1111(b)(1). Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance.

3: Instruction by highly qualified professional teachers

All Central Elementary's Teachers and Instructional Aides meet Highly Qualified requirements.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards in accord with Section 1119 and subsection 1114 (a)(4).

5: Strategies to increase parental involvement

High quality and impactful communication using, daily planner, Tuesday folder, PTO meetings, Newsletters, Calendars, Awards assemblies, Holiday meals, Holiday programs, and Meet the Teacher and First Report Card night.

6: Strategies to attract highly qualified teachers

Strategies to attract highly qualified teachers to high-need schools include competitive salaries, positive and supportive work environments, as well as being part of a successful team.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Measures to include teachers in decisions regarding the use of academic assessments (described in Section 1111[b][3]) to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Use effective methods and instructional strategies based on scientific research that:

§ Strengthen the core academic program in the school.

§ Increase the amount and quality of learning time, by providing an extended school year, before- and after-school and summer programs and opportunities, and an enriched and accelerated curriculum.

§ Include strategies for meeting the educational needs of historically underserved populations.

10: Coordination and integration of federal, state and local services and programs

Coordination and integration of federal, state, and local services and programs, including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

2009-2010 Campus Planning and Decision Making Committee

Committee Role	Name	Position	Signature
Business Representative	Craig Martindale	Business Owner	
Business Representative	Allen Smith	United Supermarkets	
Classroom Teacher	Ellen Coffee	Teacher 3rd	
Classroom Teacher	Susan White	Teacher 2nd	
Classroom Teacher	Lauri Colbert	Teacher 3rd	
Classroom Teacher	Cindy Woodard	Teacher 3rd	
Classroom Teacher	Susan McMahan	Teacher 2nd	
Classroom Teacher	Denise Woods	Teacher 3rd	
Classroom Teacher	Becky Smith	Teacher 2nd	
Classroom Teacher	Sueann Haseloff	Teacher 2nd	
Classroom Teacher	Tammy Wendler	Teachers Aide	
Classroom Teacher	Susan Hardin	ReadRite Teacher	
Community Representative	Carrie Castleberry	PTO President	
Parent	Donna Hager	Parent	
Principal	Fred Bush	Administrator	

2009-2010 Campus Improvement Plan	1
Comprehensive Needs Assessment	4
Student Achievement	4
Staff Quality, Recruitment, and Retention	6
Family and Community Involvement	8
Comprehensive Needs Assessment Data Documentation	9
Goals	10
Goal 1: Central Elementary will retain an Exemplary or equivalent rating. Ninety-five percent of 3rd graders will pass the reading portion of TAKS and eighty-five percent will pass the math portion of TAKS.	10
Goal 2: Central Elementary School students will demonstrate respect for staff and each other.	12
Goal 3: Central Elementary School will provide a safe, orderly, and positive environment.	13
Goal 4: Central Elementary School will provide a variety of quality curricula in a variety of learning styles to promote maximum opportunities for all students to be successful learners.	14
Goal 5: Central Elementary School will provide opportunities for forming partnerships with parents and community in the education of children.	16
Goal 6: Central Elementary School will employ, retain, and help develop highly qualified and motivated personnel.	17
State Compensatory	18
Budget for Central Elementary School:	18
Personnel for Central Elementary School:	19
Title I	20
Schoolwide Program Plan	20
Ten Schoolwide Components	20
2009-2010 Campus Planning and Decision Making Committee	23

Title I Part C

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Title I-C : Migrant Students

Central Elementary School migrant program services will include the areas of focus, instructional interventions appropriate to the grade level and preschool migrant children. Included in the areas of focus will be migrant services coordination with migrant coordinator, identification and recruitment, early childhood education, graduation enhancement, parental involvement, secondary credit exchange and accrual, and utilization of the New Generation System.