



**Akin Elementary
Campus Improvement Plan
2008-2009**

Campus Goal #1: Increase academic performance and student success to become an exemplary campus.

Objective 1: Ninety-five (95) percent of Akin students will meet expectations on TAKS in all subjects and subgroups; Forty (40) percent will meet Commended Performance.

Strategies/Activities:	Person Accountable:	Resource Allocations:	Formative Evaluation:	Timeline:	Summative Results:
1. Use a variety of disaggregate tools to identify students for specific intervention strategies.	Principal, Testing Coord., Counselor, Reading Instructional Specialist (Kathy Hammond), Teachers	Campus Funds Title I Funds	CBAs, TPRI, mClass, DRA Results	8/08-6/09	97% passed reading TAKS; 92% passed math TAKS; 93% passed writing TAKS
2. Conduct during-school and after-school tutorials for students with identified deficiencies.	Principal, Assistant Principal, Teachers	Campus Funds, ARI/AMI Funds, TexSHEP Funds	Tutorial Rosters	9/08-5/09	59 students received tutoring in math and/or reading.
3. Design specific and effective intervention strategies to increase the percentage of <i>Commended Performance</i> on all tests.	Teachers, Reading Instructional Specialist (Kathy Hammond)	Campus Funds, Title I Funds	CBAs, TPRI, mClass, Benchmarks	8/08-4/09	3rd grade: 52% commended on reading TAKS; 45% commended on math TAKS 4th grade: 37% commended on reading TAKS; 49% commended on math TAKS; 40% commended on writing TAKS.
4. Implement instructional practices including inclusion and SIOP to meet the needs of all students.	Teachers, Reading Instructional Specialist (Kathy Hammond), ELL and Special Ed.	Campus Funds, Special Education Funds, ELL Funds, Title I Funds	List of Strategies/Techniques, Progress Reports	8/08-6/09	Staff meetings, grade level meetings, collaborative sessions included discussions/training on Inclusion/SIOP instructional practices. Eight teachers attended a two-day SIOP training provided by the district.
5. Utilize parental involvement activities to engage parents.	Principal, Assistant Principal, Counselor, Teachers	Campus Funds, Title I Funds	List of Activities	8/08-6/09	20 parents participated in PAT Night. Other parent involvement activities included Open House, parent/teacher conferences and RESULTS meetings.
6. Implement intervention strategies focusing on Economically Disadvantaged, At-Risk and Hispanic students.	Principal, AP, Reading Inst. Specialist (Kathy Hammond), Teachers	Campus Funds, Title I Funds	CBAs, TPRI, mClass, Benchmarks	9/08-6/09	Intervention strategies included ARI/AMI, after-school tutoring, and targeted small group instruction.
7. Design interesting and engaging lessons for students using the Schlechty Framework.	Teachers	Campus Funds	Lesson Plans, Walk-Throughs	8/08-6/09	Identified inservice/team planning days were dedicated for Lesson Design. A Lesson Design portfolio was developed.
8. Utilize mClass math screening, progress monitoring and interviewing in grades 1-3.	Principal, AP, Reading Inst. Specialist (Kathy Hammond), Teachers	Campus Funds, AMI Funds, Title I Funds	Grade Level/Campus mClass Reports	8/08-6/09	Evidence of an increased number of children showing progress in mClass skills.
9. Monitor CBA data, measure student academic progress, and measure interventions for students not achieving the expected standard.	Principal, AP, Teachers, Reading Inst. Specialist (Kathy Hammond)	Campus Funds Title I Funds	CBA Reports	8/08-6/09	Evidence of an increased number of children meeting mastery in ELA, math, and science CBA's; evidence of students meeting grade standard of 70 or above in all core content areas.



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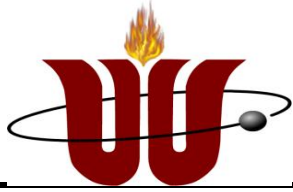
Objective 2: Ninety-five (95) percent of K-2 students will master TPRI expectations in fluency and comprehension.

Strategies/Activities:	Person Accountable:	Resource Allocations:	Formative Evaluation:	Timeline:	Summative Results:
1. Disaggregate TPRI data to determine fluency and comprehension deficiencies.	Principal, AP, Teachers, Reading Inst. Specialist (Kathy Hammond)	Campus Funds Title I Funds	TPRI Results	8/08-5/09	61 students received tutoring in reading based on TPRI data.
2. Provide fluency and comprehension resources to teachers.	Principal, AP, Reading Inst. Specialist (Kathy Hammond)	Campus Funds, Title I Funds	List of Resources	8/08-6/09	Resources used included Scholastic Fluency Formula, 6 Minute Fluency Solution, Quick Read, Elements of Comprehension.
3. Implement specific strategies, including repeated readings, to improve fluency and comprehension.	Reading Instructional Specialist (Kathy Hammond), Teachers	Campus Funds, Title I Funds	TPRI Results, Monitoring Tools	8/08-6/09	As a result of utilizing available resources, 53 first grade students met fluency standard of 60 wpm; 35 second grade students met fluency standard of 90 wpm.
4. Utilize the SMART Lab to assist children with reading difficulties.	Lab Teacher, Reading Instructional Specialist (Kathy Hammond)	Campus Funds Title I Funds	CBAs, TPRI, DRA, TAKS, Lab Rosters	9/08-6/09	61 students received assistance through SMART Lab. Small group instruction for each grade level was organized through the SMART Lab. 18 mentors served 40 students.
5. Design interesting and engaging lessons for students using the Schlechty Framework.	Teachers	Campus Funds	Lesson Plans, Walk-Throughs	0/08-6/09	Identified inservice/team planning days were dedicated for Lesson Design. A Lesson Design portfolio was developed.

Objective 3: Ninety-five (95) percent of K-2 students will master numeracy expectations as measured by mClass math and/or CBA's.

1. Disaggregate mClass data to determine numeracy deficiencies.	Principal, AP, Teachers, Reading Inst. Specialist (Kathy Hammond)	Campus Funds Title I Funds	mClass Results	8/08-5/09	35 students received tutoring in math based on mClass data .
2. Provide numeracy resources to teachers.	Principal, AP, Reading Inst. Specialist (Kathy Hammond)	Campus Funds Title I Funds	List of Resources	8/08-6/09	Resources used included mClass Intervention Guide, Success Tracker, math centers available through math textbook, Math Diagnostic and Intervention Kit.
3. Implement specific strategies to improve numeracy.	Reading Instructional Specialist (Kathy Hammond), Teachers	Campus Funds Title I Funds	mClass Results, Monitoring Tools	8/08-6/09	K-Overall red (deficient) decreased from BOY (14 students) to EOY (5 students). Grade 1-Overall red (deficient) decreased from BOY (33 students) to EOY (12 students). Grade 2-Overall red (deficient) decreased from BOY (18 students) to EOY (10 students).
4. Utilize the SMART Lab to assist children with math difficulties.	Lab Teacher, Reading Instructional Specialist (Kathy Hammond)	Campus Funds Title I Funds	CBAs, mClass, TAKS, Lab Rosters	9/08-6/09	35 students received assistance through SMART Lab. Small group instruction for each grade level was organized through the SMART Lab.
5. Design interesting and engaging lessons for students using the Schlechty Framework.	Teachers	Campus Funds	Lesson Plans, Walk-Throughs	0/08-6/09	Identified inservice/team planning days were dedicated for Lesson Design. A Lesson Design portfolio was developed.

Objective 4: Implement intervention strategies to ensure the success of At-Risk students.



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1. Utilize ELL strategies in the classrooms.	ELL Teacher, Teachers	Campus Funds, ELL Funds	CBAs, RPTE, TPRI, DRA, mClass, TAKS	8/08-6/09	50 students received ELL strategies through ELL inclusion.
2. Utilize the RESULTS process including individual intervention plans for students At-Risk.	RESULTS Committee	Campus Funds	CBAs, TPRI, mClass, DRA, TAKS, Meeting Minutes	8/08-6/09	64 students were referred to RESULTS for interventions.
3. Provide appropriate services for students served in various settings, i.e., 504, Alpha Phonics, ELL, Special Education.	Principal, Assistant Principal, Counselor, Teachers	Campus Funds, ARI/AMI Funds, Special Education Funds	CBAs, RPTE, TPRI, mClass, DRA, TAKS, Lists/Schedule of Activities, Progress	8/08-6/09	27 students served in 504; 21 served in Alpha Phonics; 50 served in ESL; 16 served in Special Education.
4. Provide in-school and after-school tutorials for students At-Risk, targeting Economically Disadvantaged and ELL students.	Principal, Assistant Principal, Teachers	Campus Funds, ARI/AMI Funds, TexSHEP Funds	CBAs, RPTE, TPRI, mClass, DRA, TAKS, Progress Reports	8/08-5/09	In/After-school intervention programs included ARI/AMI, Math Club, Writers' Club, tutoring and targeted small group instruction.
5. Implement early intervention dyslexia strategies for students in grades K-1, i.e., <i>Earobics</i> .	Principal, Alpha Phonics Teacher, Reading Instructional Specialist (Kathy Hammond)	Campus Funds Title I Funds	TPRI, Dyslexia Program Assessments	8/08-5/09	40 students served in <i>Earobics</i> ; 33 students served in Lexia.
6. Disaggregate assessment data, i.e., TPRI, mClass, RPTE, TAKS, ITBS, CBA's, to determine appropriate intervention strategies.	Principal, Testing Coordinator, Teachers, Reading Instructional Specialist (Kathy Hammond)	Campus Funds Title I Funds	CBAs, RPTE, TPRI, mClass, TAKS, ITBS	8/08-6/09	Teachers collected own data and used it to drive instruction. Periodic meetings were held to adjust groups as appropriate.
7. Utilize the SMART Lab to assist children with reading and math difficulties.	Lab Teacher, Reading Instructional Specialist (Kathy Hammond)	Campus Funds Title I Funds	CBAs, TPRI, mClass, DRA, TAKS, Lab Rosters	8/08-6/09	Small group instruction for each grade level was organized through the SMART Lab.
8. Provide intensive instructional support for students At-Risk, i.e., literacy support, math support and ELL support.	Principal, AP, Teachers, Reading Inst. Specialist (Kathy Hammond)	Campus Funds, Title I Funds	AMI, SIOP Strategies	8/08-6/09	Instructional support included small group instruction through the SMART Lab, in/after-school tutorials, ARI/AMI, Math Club, Writers' Club.
9. Develop a Title I Parent Involvement Policy.	Principal, AP, Reading Inst. Specialist (Kathy Hammond)	Title I Funds	Title I Policy	11/1/2008	A Title I Parent Involvement Policy was developed.
10. Design interesting and engaging lessons for students using the Schlechty Framework.	Teachers	Campus Funds	Lesson Plans, Walk-Throughs	0/08-6/09	Identified inservice/team planning days were dedicated for Lesson Design. A Lesson Design portfolio was developed.
11. Monitor students who are placed in the DAEP regarding academic progress as compared to all students.	Principal, Assistant Principal	Campus Funds	Progress Reports, Report Cards	8/08-6/09	No students placed in DAEP.



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12. Monitor students who are placed in the DAEP to prevent over-representation of students from economically disadvantaged families, with either and racial representations, and students with a disability who receive special education and limited English proficiency services.	Principal, Assistant Principal	Campus Funds	DAEP Referral List	8/08-6/09	No students placed in DAEP.
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Objective 5: Implement advanced academic programs to improve student services and student performance.

Strategies/Activities:	Person Accountable:	Resource Allocations:	Formative Evaluation:	Timeline:	Summative Results:
1. Continue to identify and serve G/T students through pull-out and cluster classes.	Principal, G/T Teacher, Teachers	Campus Funds	Campus Schedule, Student Roster	8/08-6/09	34 students served in the G/T program.
2. Provide co/extra-curricular activities, e.g., Gardening Club, Science Club, Fourth Grade Honors Choir, Writers' Club, and UIL.	Activity Coordinators/Coaches	Campus Funds, TexSHEP Funds	List/Schedule of Activities, List of Participants	8/08-6/09	45 students participated in Science Club; 12 participated in Gardening Club; 44 participated in Fourth Grade Honors Choir; 25 participated in Writers' Club; 42 participated in UIL.
3. Provide <i>Book Buddies</i> peer-reading program across grade levels.	Principal, Teachers	Campus Funds	List of <i>Buddies</i> , Schedule	8/08-6/09	Grades 2, 3 and 4 classrooms paired with grades K and 1 classrooms to peer read and complete related projects.

Objective 6: Maintain student attendance rate at ninety-seven (97) percent.

1. Reward students with perfect attendance.	Principal	Campus Funds	List of Students	Each Six-Week Period	Students awarded during each six week A-Team Assemblies.
2. Contact parents of children who have excessive absences and/or tardies.	Attendance Clerk	Campus Funds	List of Students	Weekly	Parents of children with excessive absences contacted by letter, phone, and/or e-mail.
3. Recognize classrooms with attendance 97% and above.	Principal	Campus Funds	List of Classrooms	Each Six-Week Period	Classrooms awarded each six week period.

Objective 7: Ninety-five (95) percent of all students will meet expectations in Science as measured by the CBA's.

1. Disaggregate science CBA data to determine deficiencies.	Principal, Assistant Principal, Teachers	Campus Funds	CBA Results	8/08-5/09	Evidence of students meeting mastery on science CBA's at all grade levels.
2. Provide science resources to teachers.	Principal, Assistant Principal	Campus Funds, Science Lab	List of Resources	8/08-6/09	Science lab sign-up sheets; certificates from science based professional development
3. Implement specific strategies for improvement in science.	Teachers	Campus Funds	CBA Results, Monitoring Tools	8/08-6/09	Evidence of students meeting mastery on science CBA's at all grade levels.
4. Utilize the Science Lab.	Teachers	Campus Funds	Lab Sign-Up Schedule	9/08-6/09	Classrooms utilized the Science Lab throughout the year.
5. Utilize the Science Club for enrichment.	Science Club Sponsor, Teachers	Campus Funds, TexSHEP Funds	List of Students	9/08-6/09	45 students participated in the Science Club.
6. Design interesting and engaging lessons for students using the Schlechty Framework.	Teachers	Campus Funds	Lesson Plans, Walk-Throughs	0/08-6/09	Identified inservice/team planning days were dedicated for Lesson Design. A Lesson Design portfolio was developed.



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Campus Goal #2: Akin learners will achieve academic success in a positive, safe, and nurturing environment.

Objective 1: Utilize Capturing Kids' Hearts to foster a positive, safe, and nurturing environment.

Strategies/Activities:	Person Accountable:	Resource Allocations:	Formative Evaluation:	Timeline:	Summative Results:
1. Provide opportunities for staff to attend <i>CKH</i> conferences.	Principal	Campus Funds	List of Participants	10/08-3/09	No participation due to travel budget cuts.
2. Utilize attendees as campus facilitators to encourage others in program practices and philosophies.	Principal, CKH Participants	Campus Funds	Meeting Agenda, Staff Survey	8/08-6/09	N/A

Objective 2: Focus on Character Education to strengthen students' self-esteem and confidence in their abilities..

1. Implement activities to reinforce positive character, e.g., <i>Character Traits</i> , Words of the Week, golden tickets, <i>Can Do Kids</i> .	Principal, Counselor, Teachers	Campus Funds	Calendar of Activities	8/08-6/09	Six-week Character Trait and Words of the Week emphasized daily; Golden tickets drawn weekly; Can Do Kids recognized each six-week period.
2. Utilize Leadership Team and Safety Patrol to assist with positive character.	Principal, Counselor	Campus Funds	List of Participants, Schedule of Activities	8/08-6/09	110 fourth graders served on the Leadership Team; 81 served on Safety Patrol.
3. Participate in campus-wide activities/assemblies to reinforce positive character, e.g., <i>Just Say Yes</i> , <i>Red Ribbon Week</i> , etc.	Principal, Counselor	Campus Funds	Schedule of Activities	8/08-6/09	Campus-wide activities/assemblies involved all students and staff.

Objective 3: Implement the campus Crisis Management Plan.

1. Review and update the Crisis Management Plan to ensure efficiency and effectiveness.	Principal	Campus Funds	Campus Action Plan	9/8/2008	<i>Crisis Management</i> update training provided to all staff.
2. Conduct "code blue" (total lockdown drills) twice each semester.	Principal	Campus Funds	Drill Schedule	Fall 08, Spring 09	Lockdown drills conducted September, November, January and March.
3. Conduct tornado drills twice each semester.	Principal	Campus Funds	Drill Schedule	Fall 08, Spring 09	Tornado drills conducted October, December, February and April.
4. Conduct fire drills monthly.	Principal	Campus Funds	Drill Schedule	Monthly	Fire drills conducted monthly from September-May.

Objective 4: Celebrate student accomplishments and successes.

1. Recognize students as <i>Can Do Kids</i> who demonstrate positive character.	Staff	Campus Funds	Recognition Lists/Schedules	9/08-6/09	<i>Can Do Kids</i> recognized each six-week period at <i>A-Team Assemblies</i> .
2. Recognize students with golden tickets who demonstrate academic success and positive character.	Staff	Campus Funds	Recognition Lists	9/08-6/09	Students recognized weekly during <i>Frog Fest</i> and morning announcements.
3. Conduct <i>A-Team Assemblies</i> to celebrate student successes, e.g., honor roll, perfect attendance, and positive behavior.	Staff	Campus Funds	Assembly Schedule	9/08-6/09	<i>A-Team Assemblies</i> conducted each six-week period.
4. Contact parents of children who demonstrate academic success and positive character.	Principal, Assistant Principal, Teachers, Counselor	Campus Funds	Contact Logs	9/08-6/09	Parents contacted by teachers/administrators throughout the school year.



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Campus Goal #3: Improve communications among students, staff, parents, and community.

Objective 1: Improve communication with parents and community.

Strategies/Activities:	Person Accountable:	Resource Allocations:	Formative Evaluation:	Timeline:	Summative Results:
1. Conduct parent/teacher conferences at least two times per year.	Teachers	Campus Funds, Title I Funds	Conference Records, Sign-in Sheets	Fall 08, Spring 09	Parent/Teacher Conferences held on October 4 and March 26.
2. Utilize a variety of tools to communicate and keep parents informed, e.g., <i>Frog Express</i> , marquee, <i>Wylie Community News</i> , <i>Frog Fest</i> , <i>A-Team Assemblies</i> , entryway monitor, weekly campus/classroom newsletters, Skyward, and campus website.	Principal, Staff, Web Master	Campus Funds, Title I Funds	Campus Records/ Documents	8/08-6/09	Frog Express available monthly; marquee updated weekly; Frog Fest held weekly; A-Team Assemblies held each six weeks; Frog News available weekly; and website updated weekly.

Objective 2: Increase parental involvement and participation.

1. Utilize PTA to increase parent involvement.	Principal	Campus Funds	Sign-in Logs, PTA Membership Logs	8/08-6/09	PTA meetings held monthly.
2. Utilize classroom/grade level/school-wide activities to actively involve parents, e.g., parties, guest speakers, PTA meetings, <i>Field Day</i> , field trips, etc.	Principal, Teachers	Campus Funds	Sign-in Logs, Schedule of Activities	8/08-6/09	High parent involvement in all activities.
3. Utilize parents as volunteers.	Reading Inst. Specialist (Kathy Hammond)	Campus Funds, Title I Funds	Sign-in Logs	8/08-6/09	Parents served as volunteers in a variety of activities including SMART Lab, classroom activities, Chili Cook-Off, Art Night, Field Day, class parties and field trips.
4. Invite parents to participate in school wide "celebration" activities, e.g., <i>Frog Fest</i> , <i>A-Team Assemblies</i> , <i>Donuts for Dads</i> , <i>Muffins for Mom</i> , etc.	Principal, Teachers	Campus Funds	Sign-in Logs	8/08-6/09	High parent participation in all activities.

Objective 3: Provide opportunities for parents to enhance students' educational experiences.

1. Conduct teacher-led TAKS training sessions.	Grade 3 and 4 Teachers	Campus Funds	Agendas, Sign-in Logs	9/08-3/09	20 parents participated in PAT Night.
2. Recruit parents to assist in the SMART Lab.	Principal, Lab Teacher, Reading Inst. Specialist (Kathy Hammond)	Campus Funds, Title I Funds	List of volunteers, Sign-in Logs	8/08-6/09	18 parents participated.



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Campus Goal #4: Provide quality professional learning opportunities for all staff.

Objective 1 : Provide professional learning opportunities based on individual/staff needs.

Strategies/Activities:	Person Accountable:	Resource Allocations:	Formative Evaluation:	Timeline:	Summative Results:
1. Notify staff of available workshops/conferences.	Principal, Assistant Principal	Campus Funds, Region 10	List of Workshops/ Conferences	8/08-6/09	Lists of available workshops/conferences provided monthly through WISD Staff Development newsletters, Eduphoria and Region 10.
2. Provide adequate resources for staff to attend workshops/conferences.	Principal, Assistant Principal	Campus Funds, Title I Funds	Budget	8/08-6/09	Limited due to travel budget cuts.
3. Provide opportunities for staff to share new learning with others.	Principal, Assistant Principal	Campus Funds	Meeting Reflections, Agendas	8/08-6/09	Sharing time offered at weekly grade level/staff meetings.
4. Provide an ongoing mentoring program for new teachers.	Principal, Assistant Principal, Mentor(s)	Campus Funds	Schedule of Activities	8/08-6/09	Three new teachers participated in the mentoring program; high teacher retention rate.
5. Provide opportunities for teachers to observe other teachers.	Principal, Assistant Principal, Teachers	Campus Funds	Observation Schedule	8/08-6/09	Opportunities provided to teachers.
6. Provide mClass Training.	WISD Staff, Reading Instructional Specialist (Kathy Hammond)	Campus Funds Title I Funds	Training Roster	8/08-11/08	Training provided by WISD Math Coordinator to all teachers, K-3.
7. Provide SIOP (Sheltered Instruction Observation Protocol) Training.	WISD Staff, Region 10 Staff, ELL Teacher	Campus Funds, ELL Funds	Training Roster	8/08-12/08	Eight teachers attended SIOP training.
8. Conduct a book study, <i>What Great Teachers Do Differently</i> .	Principal, Assistant Principal, Teacher Mentors, Teachers	District Funds	Sign-In Sheets, Reflection Time	10/08-12/08	Staff participated in book study.

Objective 2 : Utilize staff as leaders/facilitators for staff meetings.

1. Identify specific topic(s).	Principal, Assistant Principal	Campus Funds	Needs Survey, Training Rosters	9/08-5/09	Specific topic/sessions determined by Design Team. Grade 4 teachers provided Stasney training.
2. Identify specific teachers to lead.	Principal, Assistant Principal	Campus Funds	Strengths and Needs Surveys, Training Rosters	9/08-5/09	Sessions led by Design Team and grade 4 teachers.