

AKIN ELEMENTARY



Akin Elementary School Campus Improvement Plan 2009-2010

P.M. Akin Elementary School, in partnership with parents and the community, will provide a positive, safe, and nurturing environment where all children will become successful learners and responsible citizens.

Grade Level: Pre-Kindergarten

Goal #1: The Pre-K and PPCD students, including at-risk, LEP, and special education, will demonstrate growth from BOY to EOY using Circle Assessment data.

Strategies: The teachers will model and use vocabulary so students will increase their vocabulary on the units taught. Anecdotal records of progress will be kept to note growth. The students will recognize their individual symbol and/or letters in their name by identifying them in a group of symbols and/or letters. The students will use a variety of forms of writing. Teacher will note progress using portfolios to show growth throughout the year. Teachers will participate in campus/grade level PLC's

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<i>BOY</i>	<i>MOY</i>	<i>EOY</i>
Pre-K teachers, PPCD teachers	Campus Budget	Observations with Anecdotal Records Pre-K report card Portfolios Circle Assessment	0%		

Goal #2: The Pre-K and PPCD students will match 8 to 10 colors, count orally 1 to 10, and recognize basic shapes by EOY.

Strategies: The teacher will use Pre-K report card to chart mastery starting MOY. Students not able to complete goal by MOY will be given increased instruction in these areas. Teachers will participate in campus/grade level PLC's.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<i>BOY</i>	<i>MOY</i>	<i>EOY</i>
Pre-K teachers, PPCD teachers	Campus Budget	Observations with Anecdotal Records Pre-K report card Portfolios Circle Assessment	Colors: Counting: Shapes:	Colors: Counting: Shapes:	Color: Counting: Shapes:

Goal #3: The Pre-K and PPCD students, including at-risk, LEP, and special education, will recognize changes in the weather. Students will use materials and tools safely by EOY.

Strategies: By EOY, the students will match weather symbols with current weather to demonstrate mastery. Teachers will model safe practices and correct use of materials. The teacher will observe students doing the same and record in anecdotal records. Teachers will participate in campus/grade level PLC's.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<i>BOY</i>	<i>MOY</i>	<i>EOY</i>
Pre-K teachers, PPCD teachers, Head Start Teacher	Campus Budget	Observations with Anecdotal Records Pre-K report card Portfolios Circle Assessment	Weather: Safety:	Weather: Safety:	Weather: Safety:

Grade Level: Kindergarten

Goal #1: All Kindergarten students, including at-risk, LEP, and special education, will be developed on TPRI by EOY.

Strategies: Students at risk at BOY screening will have additional tutoring and instruction so that they will no longer be at risk by EOY. Students still at risk at MOY will continue to receive intense tutoring so that by EOY testing they will no longer be at risk. Teachers will also use small group instruction, differentiated instruction, and campus/grade level PLC's. We will use parent involvement at home to provide additional reinforcement with areas of concern.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	BOY	MOY	EOY
Kindergarten teachers and support staff	Campus Budget	TPRI Progress Monitoring			

<u>LEP</u>			
<u>Special Education</u>			

Goal #2: All students, including at-risk, LEP, and special education, will be developed "overall" in the areas of counting, number identification, missing number, and quantity discrimination on MClass by EOY. Teachers will also use small group instruction, differentiated instruction, and campus/grade level PLC's.

Strategies: We will tutor and use support staff according to students' needs. We will help and encourage parents to assist at home with tools that will reinforce areas of concern.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	BOY	MOY	EOY
Kindergarten teachers and support staff	Campus Budget	mClass Math Progress Monitoring			

<u>LEP</u>			
<u>Special Education</u>			

Goal #3: Kindergarten teachers will use CBA data for assessing all students' knowledge of the district science curriculum.

Strategies: In class and in the Science Lab, the teachers will do hands on projects to help all children understand the concepts of science in day to day living. We will use the district provided assessments to monitor understanding.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	1	2	3	4	5	6	7	8	9	10	11/12
Kindergarten teachers and support staff	Campus budget	Science CBAs											

<u>LEP</u>			
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Special Education			
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Grade Level: First Grade

Goal #1: All first grade students, including at-risk, LEP, and special education, will reach a DRA level of 16 by the end of the year.

Strategies: Students will be assessed each 6 weeks to monitor progress. Teachers will use intervention strategies in small group, differentiated instruction, SMART lab, Earobics, Lexia, and campus/grade level PLC's. We will use parent involvement at home to provide additional reinforcement with areas of concern.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<i>1st</i>	<i>2nd</i>	<i>3rd</i>	<i>4th</i>	<i>5th</i>	<i>6th</i>
All first grade teachers and support staff including special education, LEP teacher, Reading/Math Instructional Specialist	Campus Budget, 1 FTE from NCLB Title I Funds	DRA						

<u>LEP</u>			
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<u>Special Education</u>			
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Goal #2: All first grade students, including at-risk, LEP, and special education, will read story 3,4,or 5 of TPRI with a fluency of at least 60 wpm by the end of the year.

Strategies: Teachers will use TPRI intervention guide, TPRI progress monitoring, intervention strategies in small group, differentiated instruction, SMART lab, Earobics, Lexia, and campus/grade level PLC's. We will use parent involvement at home to provide additional reinforcement with areas of concern.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<i>BOY</i>	<i>MOY</i>	<i>EOY</i>
All first grade teachers and support staff including special education, LEP teacher, Reading/Math Instructional Specialist	Campus Budget, 1 FTE from NCLB Title I Funds	TPRI/TPRI progress monitoring			

<u>LEP</u>			
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<u>Special Education</u>			
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<u>Responsible</u>	<u>Allocations</u>												
All first grade teachers and support staff including special education and LEP teacher.	Campus Budget	Science CBAs											

<u>LEP</u>			
<u>Special Education</u>			

Grade Level: Second Grade

Goal #1: All 2nd grade students, including at-risk, LEP, and special education will read story 4 or 5 on TPRI with a fluency of at least 90 wpm by EOY.

Strategies: Teachers will utilize TPRI intervention guide, TPRI progress monitoring, Earobics, SMART Lab, Lexia, ELA curriculum bundles, small group instruction, differentiated instruction, and campus/grade level PLC's to ensure student success. We will use parent involvement at home to provide additional reinforcement with areas of concern

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<i>BOY</i>	<i>MOY</i>	<i>EOY</i>
All second grade teachers and support staff including special education, LEP teacher, Reading/Math Instructional Specialist, and Alpha Phonics teacher	Campus Budget, 1 FTE from NCLB Title I Funds	TPRI/TPRI progress monitoring			

<u>LEP</u>			
<u>Special Education</u>			

Goal #2: All second grade students, including at-risk, LEP, and special education, will publish three compositions during this year.

Strategies: Through writer's workshop using literature and authentic writing, students will learn the writing process. Teachers will use resources such as Lucy Calkins and 6+1 Traits, ELA curriculum bundles, small group instruction, and differentiated instruction to guide instruction. Teachers will also participate in campus and grade level PLC's to ensure student success. We will use parent involvement at home to provide additional reinforcement with areas of concern.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<i>BOY</i>	<i>MOY</i>	<i>EOY</i>
All second grade teachers and support staff including special education, Reading/Math I.S., and	Campus Budget, 1 FTE from NCLB Title I Funds	3 published writings Writing Rubric			

education, and LEP teacher													
<u>LEP</u>													
<u>Special Education</u>													

Goal #5: 100% of second graders, including at-risk, LEP, and special education, will score at least 70% or higher on math CBAs .													
Strategies: Teachers will use small group instruction, differentiated instruction, and math bundles. Teachers will also participate in campus and grade level PLC's. We will use parent involvement at home to provide additional reinforcement with areas of concern.													
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	1	2	3	4	5	6	7	8	9	10	11/12
All second grade teachers and support staff including special education, Reading/Math I.S., and LEP teacher	Campus Budget, 1 FTE from NCLB Title I Funds	Math CBA											
<u>LEP</u>													
<u>Special Education</u>													

Grade Level: Third Grade

Goal #1: All 3 rd grade students, including at-risk, LEP, and special education, will read story 4 or 5 of TPRI with a fluency of at least 120 wpm by EOY.					
Strategies: Teachers will utilize TPRI intervention guide, TPRI progress monitoring, SMART Lab, Lexia, ELA curriculum bundles, small group instruction, differentiated instruction, and campus/grade level PLC's to ensure student success. We will use parent involvement at home to provide additional reinforcement with areas of concern					
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	BOY	MOY	EOY
All third grade teachers and support staff	Campus Budget, 1 FTE from NCLB Title I Funds	TPRI/TPRI progress monitoring			

Special Education

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Goal #6: 100% of third graders, including at –risk, LEP, and special education will meet expectations on 3rd grade reading TAKS, TAKS Acc., or TAKS M.					
Strategies: By utilizing small group instruction, differentiated instruction, use of tutors, campus/grade level PLC’s, and benchmarks all students will master third grade reading TEKS. We will use parent involvement at home to provide additional reinforcement with areas of concern					
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<i>FALL Benchmark</i>	<i>SPRING Benchmark</i>	<i>TAKS Test</i>
All third grade teachers and support staff including special education, LEP teacher, Reading/Math Instructional Specialist, Alpha Phonics teacher	Campus Budget, 1 FTE from NCLB Title I Funds	Released TAKS tests as benchmarks			
		<u>LEP</u>			
		<u>Special Education</u>			

Goal #7: 100% of third graders, including at –risk, LEP, and special education will meet expectations on 3 rd grade math TAKS, TAKS Acc., or TAKS M.					
Strategies: By utilizing small group instruction, differentiated instruction, use of tutors, campus/grade level PLC’s, and benchmarks all students will master third grade math TEKS. We will use parent involvement at home to provide additional reinforcement with areas of concern					
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<i>FALL Benchmark</i>	<i>SPRING Benchmark</i>	<i>TAKS Test</i>
All third grade teachers and support staff including special education, LEP teacher, Reading/Math Instructional Specialist	Campus Budget, 1 FTE from NCLB Title I Funds	math benchmarks			

<u>LEP</u>			
<u>Special Education</u>			

Goal #8: 60% of third graders will receive commended performance on the TAKS Reading and TAKS Math Test.					
Strategies:					
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>FALL Benchmark</u>	<u>Spring Benchmark</u>	<u>TAKS</u>
All third grade teachers and support staff including special education, LEP teacher, Reading/Math Instructional Specialist	Campus Budget, 1 FTE from NCLB Title I Funds	Benchmark	<u>MATH:</u> <u>READING:</u>	<u>MATH:</u> <u>READING:</u>	<u>MATH:</u> <u>READING:</u>
		<u>LEP</u>	<u>MATH:</u> <u>READING:</u>	<u>MATH:</u> <u>READING:</u>	<u>MATH:</u> <u>READING:</u>
		<u>Special Education</u>	<u>MATH:</u> <u>READING:</u>	<u>MATH:</u> <u>READING:</u>	<u>MATH:</u> <u>READING:</u>

Grade Level: Fourth Grade

Goal #1: 100% of fourth graders, including at-risk, LEP, and special education will meet expectations on 4th grade reading TAKS, TAKS Acc., or TAKS M.					
Strategies: By utilizing small group instruction, differentiated instruction, use of tutors, campus/grade level PLC's, and benchmarks all students will master fourth grade reading TEKS. We will use parent involvement at home to provide additional reinforcement with areas of concern					
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>FALL Benchmark</u>	<u>SPRING Benchmark</u>	<u>TAKS Test</u>
All fourth grade teachers and support staff including special education, LEP teacher, Reading/Math Instructional Specialist, Alpha Phonics teacher	Campus Budget, 1 FTE from NCLB Title I Funds	Released TAKS tests as benchmarks			
		<u>LEP</u>			
		<u>Special Education</u>			

Goal #2: 100% of fourth graders, including at –risk, LEP, and special education will meet expectations on 4th grade math TAKS, TAKS Acc., or TAKS M.					
Strategies: By utilizing small group instruction, differentiated instruction, use of tutors, after school Math Club, campus/grade level PLC’s, and benchmarks all students will master fourth grade math TEKS. We will use parent involvement at home to provide additional reinforcement with areas of concern					
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<i>FALL Benchmark</i>	<i>SPRING Benchmark</i>	<i>TAKS Test</i>
All fourth grade teachers and support staff including special education, LEP teacher, Reading/Math Instructional Specialist	Campus Budget, 1 FTE from NCLB Title I Funds	math benchmarks			
		<u>LEP</u>			
		<u>Special Education</u>			

Goal #3: All Akin 4 th grade students will meet the minimum expectation on TAKS writing .					
Strategies: Daily integration of Six Traits using literature and authentic writing, Writers Club, use of tutoring, small group instruction, differentiated instruction, campus/grade level PLC’s, and benchmarks will lead to student success. We will use parent involvement at home to provide additional reinforcement with areas of concern					
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<i>FALL Benchmark</i>	<i>WINTER Benchmark</i>	<i>TAKS Test</i>
4 th grade teachers and support staff including special education, and LEP teacher	Campus Budget, 1 FTE from NCLB Title I Funds	District required writing samples Released TAKS tests as benchmarks			
		<u>LEP</u>			
		<u>Special Education</u>			

Goal #4: 60% of fourth graders will receive commended performance on the TAKS Math, Reading, and Writing Tests.

Strategies:

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	FALL Benchmark	Spring Benchmark	TAKS
All fourth grade teachers and support staff	Campus Budget	Benchmark	<u>MATH:</u>	<u>MATH:</u>	<u>MATH:</u>
			<u>READING:</u>	<u>READING:</u>	<u>READING:</u>
			<u>WRITING:</u>	<u>WRITING:</u>	<u>WRITING:</u>
		<u>LEP</u>	<u>MATH:</u>	<u>MATH:</u>	<u>MATH:</u>
			<u>READING:</u>	<u>READING:</u>	<u>READING:</u>
			<u>WRITING</u>	<u>WRITING:</u>	<u>WRITING:</u>
		<u>Special Education</u>	<u>MATH:</u>	<u>MATH:</u>	<u>MATH:</u>
			<u>READING:</u>	<u>READING:</u>	<u>READING:</u>
			<u>WRITING</u>	<u>WRITING:</u>	<u>WRITING:</u>

Goal #5: All Akin 4th grade students, including at-risk, LEP, special education, will advance a year or more from their BOY DRA level.

Strategies: Teachers will use leveled reading groups, differentiated instruction, SMART Lab, word study, and campus/grade level PLC's to meet the needs of all students. We will use parent involvement at home to provide additional reinforcement with areas of concern

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	BOY	MOY	EOY
4 th grade teachers and support staff including special education, LEP teacher, Reading/Math Instructional Specialist, A/P teacher, SMART Lab instructors	Campus Budget, 1 FTE from NCLB Title I Funds	DRA/ word analysis			

Goal #8: 100% of fourth graders, including at-risk, LEP, and special education, will score at least 70% or higher on **ELA CBAs**.

Strategies: Teachers will utilize SMART Lab, Lexia, ELA curriculum bundles, small group instruction, differentiated instruction, and campus/grade level PLC's to ensure student success. We will use parent involvement at home to provide additional reinforcement with areas of concern

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	1	2	3	4	5	6	7	8	9	10	11/12
All fourth grade teachers and support staff including special education, Reading/Math I.S., and LEP teacher	Campus Budget, 1 FTE from NCLB Title I Funds	ELA CBA											
		<u>LEP</u>											
		<u>Special Education</u>											

Safe and Positive Learning Environment

Goal 1: All Akin students will follow grade level discipline plans and make positive behavior choices.

Strategies: Classroom social contracts, grade level discipline plans.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tools</u>	<u># of office referrals</u>
All professional staff	Campus budget	Daily take home folders, office referrals	

Goal 2: Discipline and negative behavior choices will not impede the learning of Akin Elementary students.

Strategies: Classroom social contracts, grade level discipline plans.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tools</u>	<u>ISS Placement</u>	<u>OSS Placement</u>	<u>DAEP Placement</u>
All professional staff	Campus budget	Daily take home folders, office referrals, PEIMS data			

Goal 3: Students will participate in weekly health activities and required physical activity.			
Strategies: Grade level Health TEKS, Grade level PE TEKS, movement integrated into all rotation classes			
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tools</u>	<u>Student Participation</u>
Grade level teachers, Rotation teachers	Campus budget	Master Schedule Lesson Plans	

Goal 4: Students will learn cyber safety and appropriate use of technology for learning purposes.			
Strategies: Grade level Technology TEKS, Teacher training on cyber safety and preferable internet sites for student learning, TEA online resources for internet safety,			
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tools</u>	<u># of students receiving instruction</u>
Grade level teachers, Computer/Technology teachers	Campus budget	Master Schedule Lesson Plans	

Parent Involvement

Goal 1: All Akin parents will participate in at least one parent/teacher conference.			
Strategies: Campus mentors and administrators will provide training and support for parent/teacher conferences.			
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tools</u>	<u>% of parent participation</u>
All professional staff	Campus budget	Parent/ Teacher sign in sheet	

Goal 2: All Akin parents will receive daily communication from teachers.			
Strategies: Teacher will send home communication folders and communication logs.			
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tools</u>	<u>% of parent receiving daily communication</u>
All professional staff	Campus budget	Daily take home folders, teachers logs	

Goal 3: Parents of at-risk students will participate in parent training which supports a home-school connection in reading and math.

Strategies: Akin Elementary will provide parent training for incorporating reading and math skills into every day home life.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tools</u>	<u>% of parent participation</u>
All professional staff including special education, A/P teacher, LEP teacher, Reading/Math Instructional Specialist	Campus budget, 1FTE from NCLB Title I funds, PTA donations	PAT Bag night Parent sign in sheets	

Goal 4: Parents of Title I students will participate in parent training which supports a home-school connection in reading and math.

Strategies: Akin Elementary will provide parent training for incorporating reading and math skills into every day home life.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tools</u>	<u>% of parent participation</u>
All professional staff including special education, A/P teacher, LEP teacher, Reading/Math Instructional Specialist	Campus budget, 1FTE from NCLB Title I funds, PTA donations	PAT Bag night Parent sign in sheets	