



***Smith Elementary School
Campus Improvement Plan
2007-2008***

Each child at Smith Elementary will reach mastery in the areas of Reading, Math, Writing and Science through a challenging curriculum and assessment of individual student achievement.

Grade Level: Pre-Kindergarten

Goal #1: The Pre-K and PPCD students 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.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>BOY</u>	<u>MOY</u>	<u>EOY</u>
Pre-K teachers, PPCD teachers, Head Start Teacher		Observations with Anecdotal Records Pre-K report card Portfolios Circle Assessment	0%	100%	100%

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
Circle Assessment	All students increase vocabulary	Yes	Continue meet each child where they are to help them grow while they are with us.

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.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>BOY</u>	<u>MOY</u>	<u>EOY</u>
Pre-K teachers, PPCD teachers, Head Start Teacher		Observations with Anecdotal Records Pre-K report card Portfolios Circle Assessment	Colors: 32% Counting: 29% Shapes: 29%	Colors: 87% Counting: 82% Shapes: 61%	Color: 94% Counting: 91% Shapes: 86 %

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
Observations Pre-K report card Portfolios	Most students showed growth by EOY.	Not 100%	We need to do small group instruction or center activities for the students struggling MOY in all areas.

Goal #3: The Pre-K and PPCD students will recognize changes in the weather and use materials and tools safely by EOY.					
Strategies: By EOY, the students will match weather symbols with current weather to demonstrate mastery. The teachers will model safe practices and correct use of materials. The teacher will observe students doing the same and record in anecdotal records.					
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>BOY</u>	<u>MOY</u>	<u>EOY</u>
Pre-K teachers, PPCD teachers, Head Start Teacher		Observations with Anecdotal Records Pre-K report card Portfolios Circle Assessment	Weather: 11% Safety: 12%	Weather: 66% Safety: 61%	Weather: 91 % Safety: 89 %

Summative Data:			
<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
Observations with Anecdotal records Pre-K report card	Most students understood weather but some still struggled with using materials safely.	Not 100%	Take more of our weather learning outdoors. In the area of safety, continue to work with each child struggling on a 1 to 1 basis.

Grade Level: Kindergarten

Goal #1: All Kindergarten students will be developed on Inventory 6 and 7 on TPRI by MOY. (January) (Inv. 6: Letter Name Identification) (Inv. 7: Letter to Sound Linking)					
Strategies: Students at risk at BOY screening will have additional tutoring and instruction so that they will no longer be at risk by MOY. Students still at risk at MOY will continue to receive intense tutoring so that by EOY testing they will no longer be at risk. We will use parent involvement at home to provide additional reinforcement.					
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>BOY</u>	<u>MOY</u>	<u>EOY</u>
Kindergarten teachers and support staff		TPRI	N/A	89%	92%

Summative Data:			
<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
TPRI	8% of our students do not reach our goal.	Not by all students.	Continue using small groups and one on one when needed.

Goal #2: Students will be developed “overall” in the areas of counting, number identification, missing number, and quantity discrimination.					
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>	<u>BOY</u>	<u>MOY</u>	<u>EOY</u>
Kindergarten teachers and support staff		Mclass Math	N/A	56%	89%

<u>Summative Data:</u>			
<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
Mclass	11% of our students did not meet our goal.	Not by all students.	Continue using small groups and one-on-one when needed.

Goal #3: Kindergarten teachers will use CBA data for assessing students’ knowledge of the district science curriculum.													
Objectives: In class we will do hands on projects to help 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>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11/12</u>
Kindergarten teachers and support staff		Science CBAs	75%	90%	75%	84%	79%	82%	81%	85%	66%	91%	88%

<u>Summative Data:</u>			
<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
CBA	Many of our children had difficulty understanding the questions. The way the questions were worded sometimes seemed to confuse children.	No.	Work on vocabulary and ask questions in different ways.

Grade Level: First Grade

Goal #1: All first grade students 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, literacy lab, earobics and TPRI interventions.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>
All first grade teachers and support staff		DRA	16%	24%	35%	67%	80%	83%

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
DRA	17% of our students didn't reach the goal	No	Use additional research based strategies to teach comprehension in small groups

Goal #2: All first grade students will publish two compositions during the school year.

Strategies: Through writer's workshop, students will learn the writing process. Teachers will use resources such as Lucy Calkins and 6+1 Traits to guide instruction.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>
All first grade teachers and support staff		2 published writings	C	C	C	C	C	M

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
Proof of published writings	All students completed 2 published writings	Yes	Continue to use writer's workshop and plan to focus more time on writing on Fridays

Goal #3: All students will have a basic understanding of number sense and addition facts to 18.					
Strategies: Teachers will use M-class strategies in small groups to monitor progress.					
Person Responsible	Funding Allocations	Assessment Tool	BOY	MOY	EOY
All First grade teachers and support staff		M-class	20%	51%	95%

Summative Data:			
Assessment Tool	Summative Data (Results)	Was the goal met?	Next Step toward success
Mclass Math	5% of our students didn't reach the goal	No	Continue using small groups and one-on-one when needed.

Goal #4: All first grade students will achieve 70% or above on science CBAs.													
Strategies: Teachers will provide TEKS based lessons, required labs, experiments, and hands on activities each 6-weeks for students to be successful.													
Person Responsible	Funding Allocations	Assessment Tool	1	2	3	4	5	6	7	8	9	10	11/12
All first grade teachers and support staff		Science CBAs	N/A	62%	90%	99%	82%	76%	100%	82%	75%	N/A	88%/89%

Summative Data:			
Assessment Tool	Summative Data (Results)	Was the goal met?	Next Step toward success
Mclass Math	11% of our students didn't reach the goal	No	Continue to engage students while making real life connections. Incorporate an experiment once a week.

Grade Level: Second Grade

Goal #1: All 2 nd grade students will reach a DRA Level of 28 with a 90 wpm fluency and/or score developed on TPRI assessment.
Strategies: Students will be assessed during the beginning, middle and end of the year with DRA and TPRI. These assessments will be used to monitor and assess progress on fluency, comprehension and accuracy on grade level texts. Teachers will use Intervention and research based strategies during small group direct instruction to meet the needs of their students.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>BOY</u>	<u>MOY</u>	<u>EOY</u>
All second grade teachers and support staff		DRA	Level 24/90 wpm (minimum) 15%	Level 28/90 wpm (minimum) NA	Level 28/90 wpm (minimum) 57%
		TPRI	Fluency: 50 wpm 2nd Grade Story	Fluency: 75 wpm 2nd Grade Story 4	Fluency: 90 wpm 2nd Grade Story 4
		Word Screening	76%	NA	NA
		Spelling Inventory	14%	39%	53%
		Story	82%	87%	93%
		Fluency	42%	41%	38%
		Comprehension	63%	80%	88%
		Language CBA	32%		

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
DRA	Data showed progress	No but showed growth	Look for an additional support as far as professional development and or resources to enhance student growth
TPRI	Each sub category increased on TPRI	Overall students increased	Use additional strategies to teach comprehension, and other reading skills
Language CBA			

Goal #2: All second grade students will publish four compositions this year.

Strategies: Students will write daily in writer's workshop to become proficient writers. Six Traits writing curriculum/Lucy Calkins will be used to guide instruction during the writer's workshop.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>BOY</u>	<u>MOY</u>	<u>EOY</u>
All second grade teachers and support staff		Writing rubric	C	C	M

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
Writing rubric on Curriculum Bundle	All students completed compositions	Yes	Continue to teach Six Traits/Lucy

documents			Calkins
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Goal #3: All second grade students will score a 70% or higher on Math CBA assessments.

Strategies: Teachers will monitor math progress with CBA data. Direct/re-teach instruction will be provided to meet the needs of each student based on the data each three/six weeks. MClass Math will also be used to assess and drive instruction beginning in November 2007.

<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		Math CBA	50%	62%	44%	72%	71%	18%	71%	83%	50%	67%	68%
		MClass Math	NA				NA				NA		

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
Math CBA	Half the time we met our goal	Sometimes during the year	Teach small group math
MClass Math	NA	NA	NA

Goal #4: All second grade students will score a 70% or higher on Science CBA assessments

Strategies: Teachers will provide TEKS based lessons using higher order thinking skills during Science instruction. Required labs will be completed to provide students with the background knowledge and necessary skills to draw conclusions communicate and discuss investigations.

<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		Science CBA	14%	75%	92%	76%	74%	63%	77%	96%	62%	93%	95%

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
Science CBA	Most skills were improved	8 times out of 12	Continue to teach science in a hands on way for students to be engaged

Grade Level: Third Grade

Goal #1: All Smith 3rd grade students will score on level 40 in DRA or advance a year or more from their Beginning of Year level.

Strategies: Using DRA all students will either score on level 40 or show a year's growth. Students can be tested up to level 40 in third grade. To accomplish this goal, tutors, the Alpha Phonics program, and small group instruction will be implemented.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>BOY</u>	<u>MOY</u>	<u>EOY</u>
All third grade teachers and support staff		DRA	72% are on level 30 or higher. 29% are already on level 40		85% are on level 40 or have shown a years growth.

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
DRA			
Reading TAKS Test	91% Passing; 55% Commended		

Goal #2: 100% of third graders will score at least 70% or higher on math CBAs by the end of the year.

Strategies: By small group instruction, use of tutors, the PAT bag program, and benchmarks, all students will master third grade math TEKS.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11/12</u>
All third grade teachers and support staff		Math CBA	70%	36%	65%	82%	74%	84%	89%	63%	93%	71%	74%

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
Math CBA			
Math TAKS Test			

Goal #3: 100% of third graders will score at least 70% or higher on science CBAs by the end of the year.

Strategies: Through classroom experiments, whole group discussion and individual research, all students will master third grade science TEKS.

<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 third grade teachers and support staff		Science CBA	78%	43%	63%	90%	78%	76%	75%	79%	95%	60%	66%

<u>Summative Data:</u>			
<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
Science CBA			

<u>Goal #4:</u> 100% of third graders will publish four writings by the end of the year.					
<u>Strategies:</u> The third graders will use the writing process, the Lucy Calkin's program, and Six Traits to create four published writings.					
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>BOY</u>	<u>MOY</u>	<u>EOY</u>
All third grade teachers and support staff			C	C	M

<u>Summative Data:</u>			
<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
Writing in class using Lucy C and six traits.	Taking writings to final copy	Yes	Continue to focus on writing

Grade Level: Fourth Grade

<u>Goal #1:</u> 100% of Smith fourth grade subgroups will meet minimum expectations on math TAKS.													
<u>Strategies:</u> Weekly tutoring, teacher-led small group instruction													
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	1	2	3	4	5	6	7	8	9	10	11/12
4 th grade teachers and support staff		Math CBAs – African American	50%	25%	44%	44%	44%	88%	75%	43%	50%	75%	30%
		Math CBAs - Hispanic	73%	21%	60%	47%	40%	93%	73%	71%	57%	92%	50%

		Math CBAs – Eco. Dis.	50%	10%	47%	47%	25%	81%	86%	56%	51%	100%	33%
		Benchmarks	2004 Released Test: 71%; 2006 Released Test: 93%										
		Math TAKS Test	100%										

Summative Data: small group instruction and tutoring with Measure Up, Kamico games and manipulatives, used Unitedstreaming videos and Classworks Gold in the computer lab for support

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
Math CBAs			
Math TAKS Test	100%	YES	

Goal #2: All Smith 4th grade students will advance a year or more from their BOY DRA level.

Strategies: Ability groups for guided reading

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>BOY</u>	<u>MOY</u>	<u>EOY</u>
4 th grade teachers and support staff		DRA, guided reading groups	96% are on level 40 F		97% 50 F

Summative Data: guided reading groups, literacy lab support, used literacy closet materials, used Classworks Gold in the computer lab for support

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
DRA	3 students did not advance one year from their BOY DRA	no	Use literacy lab more, focus more on fluency, use sound cards

Goal #3: All Smith 4th grade students will meet the minimum expectation on Science CBAs.

Strategies: Weekly exposure to scientific method, weekly vocabulary practice

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11/12</u>
4 th grade teachers and support staff		Lab reports, observation, vocabulary games, Science CBAs	69%	66%	85%	69%	90%	81%	48%	70%	78%	92%	89%

<u>Summative Data:</u> focused on essential questions and vocabulary, summarized bundle info into Ppt, used Unitedstreaming videos for support			
<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
CBA	See % above	Yes (on majority of CBA's)	Break down bundles even more on the CBA's above that had below 70?

Goal #4: All Smith 4th grade students will meet the minimum expectation on TAKS writing.

Strategies: Daily integration of Six Traits

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>1st 9-wks</u>	<u>2nd 9-wks</u>	<u>3rd 9-wks</u>	<u>4th 9-wks</u>
4 th grade teachers and support staff		District required writing samples				
		Language CBAs	72%	74%	97%	
		Writing TAKS Test	100%			

Summative Data: integrated writing into all subjects, shared and scored students' writings, used Unitedstreaming videos and Classworks Gold in the computer lab for support

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
Writing TAKS Test	100%	YES	

Goal: The Smith family will provide a safe facility to encourage a positive learning environment for all students.

Strategies: Continually review and update the crisis management plan to ensure efficiency and effectiveness.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Strategies</u>	<u>Comments on Progress/Success</u>
Smith Staff	City of Wylie	Provide drug, fire prevention and bicycle safety awareness programs throughout the year.	Great show for our kids and very informative.
All Staff	N/A	Crisis Plan will be practiced once a month throughout the year.	We practiced 2 times this year and did not reach our goal of once a month.
All Staff	N/A	Crisis Plan will be reviewed with staff at beginning of the school year and periodically throughout the year.	This was done during pre-service week. All teachers were informed of the district and campus crisis plans.
All staff	N/A	Fire, tornado, and lock down drills will be practiced throughout	We did four fire drills last year and one tornado drill.

		the year.	
All Staff	PTA	Facilitate the WatchDog program.	Great involvement from our dads and community members.

<u>Summative Data:</u>			
<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
Staff planning	Dates of actual drills and trainings	No	Make sure we make our once a month goals.