



***Smith Elementary School
Campus Improvement Plan
2008-2009***

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

<u>Goal #1:</u> The Pre-K and PPCD students will demonstrate growth from BOY to EOY using Circle Assessment data.					
<u>Strategies:</u> 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%

<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>
CIRCLE, observation		We feel like the goal was met. Our students this year have increased their vocabulary.	Using the TEEM Project model, we will continue to introduce 30 new words a week.

<u>Goal #2:</u> The Pre-K and PPCD students will match 8 to 10 colors, count orally 1 to 10, and recognize basic shapes by EOY.					
<u>Strategies:</u> 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: 55% Counting: 53% Shapes: 41%	Colors: 83% Counting: 72% Shapes: 67%	Color: 92% Counting: 95% Shapes: 77%

<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>
Observation, Pre-K report card checklist		We still have a few students who did not meet this goal.	Continue to work in small groups and/or 1 on 1 with students to help them retain this information.

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	33%	71%	Weather: 95% Safety: 73%

<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>
Observation, Pre-K report card checklist		We still have a few students who did not meet this goal.	In the area of weather, the students just need the necessary vocabulary to express what they know. In the area of safety, we need to use strategies to better teach materials safety (such as role playing).

Grade Level: Kindergarten

Goal #1: All Kindergarten students will be developed on Inventory 6 and 7 on TPRI by EOY. (May) (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 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. 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	36.36% still developing on screening	25.81% Still developing	88% are now developed

<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>

TPRI			Each teacher talked to the parent of the children who were still developing. Parents were given suggestions to use to help the children. Materials were sent home with these students to work with this summer. Some are going to summer school.
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Goal #2: Students will be developed “overall” in the areas of counting and number identification.

Strategies: We will tutor and use support staff according to student’s 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		M-class Math		12.46% Still developing	95% are developed

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
Mclass			The teachers gave parents suggestions and materials to use to work with their child.

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>	1	2	3	4	5	6	7	8	9	10	11/12
Kindergarten teachers and support staff		Science CBAs	91%	97%	79%	91%	83%	79%	88%	87%	74%	95%	79%

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
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			These areas were re-taught again by the teacher. Kinder team will look at the content area and be more aware that we are covering bundles/CBA material fully.
CBA			

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, Lexia, 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	6%	25%	47%	67%	75%	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>
DRA	12% of students did not reach the goal.	No	TPRI interventions, LEXIA, small group instruction based on skill and level, one on one instruction when needed

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	D	D	D	D	C	C	

<u>Summative Data:</u>									
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<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
Published Compositions	Most students published more than 2 writings throughout the year.	Yes	Publishing more compositions throughout the year without taking away from the learning process of writing

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.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>BOY</u>	<u>MOY</u>	<u>EOY</u>
All First grade teachers and support staff		M-class	88%	95%	95%

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
MClass Math	95% of students reached the goal.	No	Math interventions and progress monitoring in addition to math small group instruction and one on one instruction 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.

<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 first grade teachers and support staff		Science CBAs	72%	80%	95%	90%	83%	81%	86%	88%	65%	92%	92%

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
CBA scores	Goal was missed once.	No.	Narrow in on specifics in the bundle. Work on vocabulary and ask questions in different ways.

Grade Level: Second Grade

Goal #1: All 2nd grade students will reach a DRA Level of 28 with a 90 wpm fluency or advance a year or more from the beginning of the year.

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 18/60 wpm (minimum) 78%	Level 24/75 wpm (minimum) 88%	Level 28/90 wpm (minimum) 89%
		TPRI	Fluency: 50 wpm 2nd Grade Story 73%	Fluency: 75 wpm 2nd Grade Story 4 83%	Fluency: 90 wpm 2nd Grade Story 4 88%
		Language CBA	65%	62%	67%

Summative Data:

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
DRA		Fluency Rate kept the grade level from achieving 100%	Focus on strategies to increase fluency rate in small group.
TPRI		Improvement, but fluency rate was main issue.	See Above
Language CBA		68% combined average- This is an area that needs improvement.	Strategies (similar to TAKS)

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	D	D	D

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 documents		No, but majority of second graders did publish 4 compositions.	Utilize Lucy Calkins and/or Six Traits consistently and work individually or small group with struggling writers.

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>	<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 second grade teachers and support staff		Math CBA	35%	68%	85%	75%	87%	37%	46%	81%	66%	83%	79%
		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		65% total average for the year	Use "UPS" problem-solving and Coach for Success to reinforce skills. Work with small groups consistently.
MClass Math		No	See above

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	32%	84%	97%	81%	52%	70%	96%	89%	88%	100%	91%

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		87% average for the year	Work with students in small group or individually that need reinforcement of skills.

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>	BOY	EOY
All third grade teachers and support staff	ARI	DRA	30% below level 30. 50% are on or above level 30. 20% have already reached level 40.	93% scored at 40 on DRA or showed 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	All but 7 students show one year's growth or scored 40 on DRA	No	For those below 30 BOY DRA, we will provide more individualized instruction. Use the summer to

			come up with tutoring materials divided into TEKS.
Reading TAKS Test			

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>	1	2	3	4	5	6	7	8	9	10	11/12
All third grade teachers and support staff	AMI	Math CBA	69%	37%	60%	99%	80%	78%	85%	69%	88%	85%	76%

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	85%	No	Tutoring, Mclass progress monitoring, Math small groups
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	68%	56%	60%	94%	79%	79%	85%	92%	94%	66%	73%

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	94%	No	More hands-on instruction, vocabulary bulletin boards, stations using science vocabulary

Goal #4: 100% of third graders will publish four writings by the end of the year.

Strategies: 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>	BOY	MOY	EOY
All third grade teachers and support staff		Writing portfolio			4 writing samples were placed in student's writing portfolio

<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 portfolio		yes	

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, AM computer lab tutoring, benchmarks													
<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	57%	14%	43%	43%	0%	80%	71%	86%	33%	71%	43%
		Math CBAs - Hispanic	60%	33%	67%	56%	67%	44%	67%	80%	36%	73%	50%
		Math CBAs – Eco. Dis.	36%	8%	38%	31%	8%	80%	64%	60%	21%	60%	33%
		Benchmarks	BOY=40.62% MOY = 60.2% EOY = 80.25%										
		Math TAKS Test	91%										

<u>Summative Data:</u> small group instruction and tutoring with Measure Up, Kamico games and manipulatives, used Unitedstreaming videos			
<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
Math CBAs	African Amer. = 4 out of 12 CBA's were at 70% or above Hispanic = 2 out of 12 CBA's were at 70% or above Eco.Dis.= 1 out of 12 CBA's were at	NO	Increase small group instruction with these groups on these objectives

	70% or above		
Math TAKS Test	African American =85.7% Hispanic =83% Economically Disadvantaged=73%	YES	Continue small group instruction and staff small group tutoring, departmentalization

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, Alpha Phonics, Literacy Lab, Instructional Specialist, ESL, Special Education		DRA, guided reading groups	24-40		34-50

Summative Data: guided reading groups, literacy lab support, used literacy closet materials

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
DRA	All but 2 students advanced one year level from BOY DRA.	NO	For those below 40 BOY DRA, we will provide more individualized instruction, departmentalization

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

Strategies: exposure to scientific method on required labs, weekly vocabulary practice, reinforcement of "I can" statements and essential questions

<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, Alpha Phonics, Literacy Lab, Instructional Specialist, ESL, Special Education		Lab reports, observation, vocabulary games, Science CBAs	77%	89%	91%	75%	93%	86%	69%	66%	90%	92%	80%

Summative Data: 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	8 out of 12 recorded Science CBA's were at 70% or above	no	Create review materials for students to review at home; use of vocab cards to study, focus on "I can" statements, departmentalization

Goal #4: All Smith 4 th grade students will meet the minimum expectation on TAKS writing .						
Strategies: Daily integration of a focused section of Six Traits, Lucy Calkins, writer's notebooks, examination of examples of past TAKS writings, modeling, benchmarks						
<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, Alpha Phonics, Literacy Lab, Instructional Specialist, ESL, Special Education		District required writing samples, Benchmarks, Campus writing days	78%	75%	95%	
		Language CBAs	82%	82%	92.93%	53.5%
		Writing TAKS Benchmarks TAKS	BOY = 78% 95%	MOY = 87.76%	EOY = 75.27%	

Summative Data: integrated writing into all subjects using journals, shared and scored students' writings, used Unitedstreaming videos			
<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
TAKS, teacher created rubric based on Six Traits	5 fourth grade students did not pass TAKS writing	no	Small groups based on writing needs, departmentalization

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		Provide drug, fire prevention and bicycle safety awareness programs throughout the year.	
		Crisis Plan will be practiced once a month throughout the year.	
		Crisis Plan will be reviewed with	

		staff at beginning of the school year and periodically throughout the year.	
		Fire, tornado, and lock down drills will be practiced throughout the year.	
		Facilitate the WatchDog program.	

<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>

<u>Goal:</u> The Smith family will provide a safe facility to encourage a positive learning environment for all students.			
<u>Strategies:</u> 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		Provide drug, fire prevention and bicycle safety awareness programs throughout the year.	
		Crisis Plan will be practiced once a month throughout the year.	
		Crisis Plan will be reviewed with staff at beginning of the school year and periodically throughout the year.	
		Fire, tornado, and lock down drills will be practiced throughout the year.	
		Facilitate the WatchDog program.	

<u>Goal:</u> Monitor students that are placed in the DAEP regarding academic progress as compared to all students at the campus.			
<u>Strategies:</u> Teachers will monitor work sent to students in order to maintain equivalent rigor to the classroom.			
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Strategies</u>	<u>Comments on Progress/Success</u>
Classroom teacher			

<u>Goal:</u> Monitor students who are placed in the DAEP to prevent over-representation of students from economically disadvantaged families, with either racial representations, and students with a disability who receive special education and limited English proficiency services.			
<u>Strategies:</u> Keep in contact with the DAEP instructors to make sure the information being taught is of the same rigor as delivered in the classroom.			
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Strategies</u>	<u>Comments on Progress/Success</u>
Smith Staff			