



***Smith Elementary School  
Campus Improvement Plan  
2009-2010***

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

**Grade Level: Pre-Kindergarten**

**Goal #1:** The Pre-K, Head Start, and PPCD students will demonstrate growth in vocabulary development, letter recognition, and phonological awareness skills 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 segment both words (syllable segmentation) and sentences.

The students will recognize two words that have the same sound at the beginning (alliteration) and two words that have the same sound at the ending (rhyming).

The students will use a variety of forms of writing. Teacher will note progress using portfolios to show growth throughout the year.

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

**Summative Data:**

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

**Goal #2:** The Pre-K, Head Start, and PPCD students will match 8 to 10 colors, count orally 1 to 20, name common shapes, recognize and compare heights and lengths of objects, and recognize and create patterns by EOY.

**Strategies:** The teacher will use small group instruction. The teacher will use the CIRCLE Assessment and 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.

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

**Summative Data:**

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

<b>Goal #3:</b> The Pre-K, Head Start, and PPCD students will identify good habits of nutrition and exercise, practice good habits of personal hygiene, and practice personal safety.					
<b>Strategies:</b> The teacher will model good habits and present opportunities to practice these habits.					
<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Assessment Tool</u></b>	<b><u>BOY</u></b>	<b><u>MOY</u></b>	<b><u>EOY</u></b>
Pre-K teachers, PPCD teachers, Head Start Teacher		Observations with Anecdotal Records Pre-K report card Portfolios Circle Assessment			

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

**Grade Level: Kindergarten**

<b>Goal #1:</b> 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)					
<b>Strategies:</b> 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.					
<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Assessment Tool</u></b>	<b><u>BOY</u></b>	<b><u>MOY</u></b>	<b><u>EOY</u></b>
Kindergarten teachers and support staff		TPRI			

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

<b>Goal #2:</b> Students will be developed "overall" in the areas of counting and number identification.					
<b>Strategies:</b> 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					



***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.

<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Assessment Tool</u></b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>
All first grade teachers and support staff		DRA	15%					

**Summative Data:**

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

**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.

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

**Summative Data:**

<b><u>Assessment Tool</u></b>	<b><u>Summative Data (Results)</u></b>	<b><u>Was the goal met?</u></b>	<b><u>Next Step toward success</u></b>
Published Compositions			

**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.

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

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

<b><u>Goal #4:</u></b> All first grade students will achieve 70% or above on science CBAs.													
<b><u>Strategies:</u></b> Teachers will provide TEKS based lessons, required labs, experiments, and hands on activities each 6-weeks for students to be successful.													
<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Assessment Tool</u></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>
All first grade teachers and support staff		Science CBAs	71%										

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

<b><u>Goal #5:</u></b> All first grade students will identify and practice healthy habits on a daily basis.								
<b><u>Strategies:</u></b> Teachers will focus on health by looking at the TEKS to create lessons and will demonstrate examples of healthy living for students.								
<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Assessment Tool</u></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
All first grade teachers and support staff		Student absences each six weeks						

<b><u>Summative Data:</u></b>			
<b><u>Assessment Tool</u></b>	<b><u>Summative Data (Results)</u></b>	<b><u>Was the goal met?</u></b>	<b><u>Next Step toward success</u></b>
1 <sup>st</sup> grade attendance record			

**Grade Level: Second Grade**

<b><u>Goal #1:</u></b> All 2 <sup>nd</sup> grade students will reach a DRA level minimum of 28 with 90 wpm fluency or show at least a year's growth. All second grade students will score a 70% or higher on ELA CBAs.
<b><u>Strategies:</u></b> 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 research based interventions and 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)	Level 24/75 wpm (minimum)	Level 28/90 wpm (minimum)
All second grade teachers and support staff		TPRI	Fluency: 50 wpm 2 <sup>nd</sup> Grade Story 4	Fluency: 75 wpm 2 <sup>nd</sup> Grade Story 4	Fluency: 90 wpm 2 <sup>nd</sup> Grade Story 4
All second grade teachers and support staff		ELA CBA	CBA 1	CBA 2	CBA 3 CBA 4
<u>Summative Data:</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>		
<u>Assessment Tool</u>					
DRA					
TPRI					
ELA CBA					

**Goal #2:** All second grade students will publish 3 compositions throughout the year.

**Strategies:** Students will write during the week in writer's workshop and/or "work on writing" 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		
<u>Summative Data:</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>		
<u>Assessment Tool</u>					
Writing rubric in curriculum bundle documents					

**Goal #3:** All second grade students will score a 70% or higher on Math CBAs.

**Strategies:** Teachers will monitor math progress with CBA and MClass math data. Instruction will be provided to meet the needs of each student based on the data acquired each three weeks from the CBA and three times a year from MClass. MClass Math progress monitoring of students below level every 2

weeks. Coach for Success in small group instruction and UPS√ for problem solving strategies.

<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	33%											
All second grade teachers and support staff		MClass Math	BOY			MOY			EOY					

**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			
MClass Math			

**Goal #4:** All second grade students will score 70% or higher on Science CBAs.

**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	26%											

**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			

**Goal #5:** All second grade students will identify and practice healthy habits on a daily basis therefore reducing their absences.

**Strategies:** Teachers will focus on health by looking at the TEKS to create lessons and with examples of healthy living for students.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	1	2	3	4	5	6
All second grade teachers and support staff		Student absences each six weeks						

<b><u>Summative Data:</u></b>			
<b><u>Assessment Tool</u></b>	<b><u>Summative Data (Results)</u></b>	<b><u>Was the goal met?</u></b>	<b><u>Next Step toward success</u></b>
2 <sup>nd</sup> grade attendance record			

**Grade Level: Third Grade**

<b><u>Goal #1:</u></b> All Smith 3 <sup>rd</sup> grade students will score on level 40 in DRA or advance a year or more from their Beginning of Year level and 100% of third graders will pass the reading TAKS test.					
<b><u>Strategies:</u></b> 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, benchmarks and small group instruction will be implemented.					
<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Assessment Tool</u></b>	<b><u>BOY</u></b>		<b><u>EOY</u></b>
All third grade teachers and support staff		DRA, guided reading groups			

<b><u>Summative Data:</u></b>			
<b><u>Assessment Tool</u></b>	<b><u>Summative Data (Results)</u></b>	<b><u>Was the goal met?</u></b>	<b><u>Next Step toward success</u></b>
DRA			
Reading TAKS Test			

<b><u>Goal #2:</u></b> 100% of third graders will pass the third grade math TAKS test.													
<b><u>Strategies:</u></b> By small group instruction, use of tutors, and benchmarks, all students will master third grade math TEKS.													
<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Assessment Tool</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>	<b><u>6</u></b>	<b><u>7</u></b>	<b><u>8</u></b>	<b><u>9</u></b>	<b><u>10</u></b>	<b><u>11/12</u></b>
All third grade teachers and support staff		Math TAKS, small group math, benchmarks and CBA's.											

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

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

**Strategies:** exposure to scientific method on required labs, use of science journals, vocabulary practice, reinforcement of “I can” statements and essential questions

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	1	2	3	4	5	6	7	8	9	10	11/12
3rd grade teachers, Alpha Phonics, Literacy Lab, Instructional Specialist, ESL, Special Education		Science CBAs											

**Summative Data:**

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

**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>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
All third grade teachers and support staff		Writing portfolio			

**Summative Data:**

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

**Goal #5:** All third grade students will identify and practice healthy habits on a daily basis.

**Strategies:** Teachers will provide TEKS based health lessons and examples of healthy living for students.

<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		Student absences											

**Summative Data:**

<u><b>Assessment Tool</b></u>	<u><b>Summative Data (Results)</b></u>	<u><b>Was the goal met?</b></u>	<u><b>Next Step toward success</b></u>
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***Grade Level: Fourth Grade***

**Goal #1:** 100% of Smith fourth grade subgroups will meet minimum expectations on **math** TAKS.

**Strategies:** Weekly tutoring using teacher created workbooks (TAKS Toppers and TAKS Master), teacher-led small group instruction, AM computer lab tutoring, benchmarks, weekly computer time to work on Pearson Success, Unitedstreaming Videos, UPScheck,

<u><b>Person Responsible</b></u>	<u><b>Funding Allocations</b></u>	<u><b>Assessment Tool</b></u>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>
4 <sup>th</sup> grade teachers and support staff		Math CBAs – African American											
		Math CBAs - Hispanic											
		Math CBAs – Eco. Dis.											
		Benchmarks	BOY=			MOY =			EOY =				
		Math TAKS Test											

**Summative Data:**

<u><b>Assessment Tool</b></u>	<u><b>Summative Data (Results)</b></u>	<u><b>Was the goal met?</b></u>	<u><b>Next Step toward success</b></u>
Math CBAs	African Amer. = Hispanic = Eco.Dis.=		
Math TAKS Test	African American = Hispanic = Economically Disadvantaged=		

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

**Strategies:** Ability groups for guided reading/Daily Five

<u><b>Person Responsible</b></u>	<u><b>Funding Allocations</b></u>	<u><b>Assessment Tool</b></u>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
4 <sup>th</sup> grade teachers, Alpha Phonics, Literacy Lab, Instructional Specialist, ELL, Special		DRA, guided reading groups			

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

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

**Strategies:** exposure to scientific method on required labs, use of science journals, vocabulary practice, reinforcement of “I can” statements and essential questions

<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Assessment Tool</u></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>
4 <sup>th</sup> grade teachers, Alpha Phonics, Literacy Lab, Instructional Specialist, ESL, Special Education		Science CBAs											

**Summative Data:**

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

**Goal #4:** All Smith 4<sup>th</sup> grade students will meet the minimum expectation on **TAKS writing**.

**Strategies:** focused lessons on Six Traits, Lucy Calkins, writer’s notebooks, examples of past TAKS writings, model good writing, benchmarks

<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Assessment Tool</u></b>	<b>1<sup>st</sup> 9-wks</b>	<b>2<sup>nd</sup> 9-wks</b>	<b>3<sup>rd</sup> 9-wks</b>	<b>4<sup>th</sup> 9-wks</b>
4 <sup>th</sup> grade teachers, Alpha Phonics, Instructional Specialist, ELL, Special Education		District required writing samples, Benchmarks, Campus writing days				
		Language CBAs				
		Writing TAKS Benchmarks TAKS	BOY =	MOY =	EOY =	

**Summative Data:**

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

**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.

<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Strategies</u></b>	<b><u>Comments on Progress/Success</u></b>
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.	

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

<b><u>Goal:</u></b> 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.			
<b><u>Strategies:</u></b> Keep in contact with the DAEP instructors to make sure the information being taught is of the same rigor as delivered in the classroom.			
<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Strategies</u></b>	<b><u>Comments on Progress/Success</u></b>
Smith Staff			

<b><u>Goal:</u></b> Students will be taught how to use technology in appropriate and safe ways.			
<b><u>Strategies:</u></b> Students will learn cyber safety through our computer classroom			
<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Strategies</u></b>	<b><u>Comments on Progress/Success</u></b>
Nancy Spaulding	NA	Learning.Com (TEKS) <a href="http://www.askkids.com">www.askkids.com</a> (safe research) and engaging lesson plans on Word, Paint, Powerpoint, Excel and Publisher	

**Goal:**

**Strategies:** Students will learn cyber safety through our computer classroom

<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Strategies</u></b>	<b><u>Comments on Progress/Success</u></b>
Nancy Spaulding	NA	Learning.Com cybersafety lesson, 55 minute class presentation on Internet safety, Facebook, My Space, via a Powerpoint presentation, <a href="http://www.ikeepsafe.com">www.ikeepsafe.com</a> , <a href="http://www.netsmartzkids.org">www.netsmartzkids.org</a> and discussion.	