

Campus Improvement Plan 2008-2009

Campus Name: West Elementary School

Date of Committee Approval: 9/18/2008

District Name: West ISD

Date of Board Approval: 10/8/08

Goal #1 - Student Achievement: All students at West Elementary will demonstrate exemplary academic and social performance and exceed the standards set by the state and federal government.

Performance Objective(s): The passing rate on all state assessments for the individual student groups at West Elementary School will be 92% or above in the year 2008-2009.

Summative Evaluation: AEIS; TAKS; TAKS-A TAKS-M; TPRI; PBMS; ITBS; TELPAS; PEIMS Data; Attendance Data

Goal 1 - Documenting Evidence: (Data Collected/Analyzed)

- AEIS Reports
- Adequate Yearly Progress Report
- Iowa Test of Basic Skills for first and second grade
- TAKS, TAKS-M, TAKS-A Reading and Math for third grade
- Texas Primary Reading results and DIBELS disaggregated data for K – 2
- ARI Report
- Rolls for accelerated reading and dyslexic groups
- Parent and faculty surveys for 2007-2008.
- TELPAS results for writing, speaking, reading, and listening.
- Rosters from Parent Teacher Organization meetings
- West ISD School Board survey results

Revised 1/25/06

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

Initiatives Programs/Strategies	School- Wide Comp.	Timeline	Person Responsible	Resource (Human/Material/Fiscal)	Formative Evaluation (Benchmarks/Assessments)	Benchmark Dates
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Goal 1 - Target Actions/Implementations for 2008-2009: (Subject and Grade Specific, if applicable)

- Increase achievement for all third grade students on the TAKS, TAKS-M and TAKS-A (including reading and math).
- Teachers will monitor the progress of each identified subgroup and implement targeted instruction for each group (ethnic and economically disadvantaged)
- Students in grades Pre K – 2 will have 45 to 60 minutes of a research-based phonics program daily in the classroom – as defined by No Child Left Behind.
- Research the possibility of hiring a full time counselor to ensure all students work to their academic potential.
- The number of students attending pullout services for Reading will decrease by 10% for 2009-2010.
- The number of students attending pullout services for Math will decrease by 15% for 2009-2010.
- Open Court Phonics will continue daily in every Pre K, Kindergarten, First and Second grade classroom.
- Students identified as RTI TIER II will receive 30 additional minutes of Reading, and/or Math remediation with a qualified teacher every day.
- Teachers will receive additional training to ensure the successful implementation of a Full Inclusion program.
- Teachers will also receive additional staff development in RTI and the campus will continue to develop their Student Intervention Teams.
- Continue serving TIER I students with regular classroom intervention (Trojan Mastery),
- Classroom teachers continue to benchmark in Math and Reading every 3 weeks and modify instruction based on the disaggregated results.
- Purchase MySatori and Study Island software to use in the computer lab and classroom to supplement classroom instruction.
- Design creative learning opportunities through the use of Distance Learning.
- Teachers in grades Pre K- 3 will implement the new Saxon Math program adopted in 2008.

Initiatives Programs/Strategies	School- Wide Comp.	Timeline	Person Responsible	Resource (Human/Material/Fiscal)	Formative Evaluation (Benchmarks/Assessments)	Benchmark Dates
<ul style="list-style-type: none"> • Speech • Resource room • OT/PT • Content Mastery • Preschool Program for Children with Disabilities (PPCD) <p>Continue to institute an effective RTI policy.</p> <p>Continue to decrease the number of children using the RTI initiative to stay in line with the state average. Utilize the campus pre-referral process to ensure all alternatives are considered prior to Special Education testing, fulfilling Response to Intervention requirements and working towards the 1% cap as defined by NCLB.</p> <p>Use staff development to increase teacher expertise and comfort level with special needs children.</p> <ul style="list-style-type: none"> • Strategies to meet AYP • Characteristics of learning disabilities & ideas for inclusion • Conference on Autism • Pre K teachers attend state Pre K Conference in Lubbock. 			<p>Jan Hungate Rob Fleming, Carla Sykora, Alison Janek, S. Melton Becky Holloman</p> <p>Donna Sepeda, Misty Gerik Stephanei Pavlas</p>	<p>Jan Hungate Student Intervention Team Title I Student Intervention Team RBEC</p> <p>Local Funds Special Ed Funds Title I Funds</p> <p>Local Funds</p>	<p>IEPs RTI documentation</p> <p>Benchmark Checks: 1)Number of identified students 2)Number by Gender/Diversity 3)Percentage of Mastery on Benchmark Assessments</p> <p>Program Evaluation: Surveys from parents and students; TAKS, TAKS A, TAKS M CLASS tests.</p> <p>Sign-in Sheets Conference materials, receipts</p>	<p>10/08 10/08 6/09</p>
<p>1.3 Provide the following migrant program services: Work with the ESC Region 12 in the implementation of the areas of focus, which are pertinent to elementary Migrant students.</p> <p>1) Identification and Recruitment by</p>		8/08 – 6/09	Rob Fleming, Alison Janek, Debbie Ivy, Jan Hungate LuAnn Olsen, Becky	ESC Reg. 12 Title 1	<p>Staff Development; Assessment Records; Progress Reports; Report Card Grades</p> <p>Benchmark Checks: 1) Number of identified Migrant Students</p>	9/08 6/09

Revised 6/17/08

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Initiatives Programs/Strategies	School- Wide Comp.	Timeline	Person Responsible	Resource (Human/Material/Fiscal)	Formative Evaluation (Benchmarks/Assessments)	Benchmark Dates
Region 12. 2) Early Childhood 3) Migrant Services Coordination Services Provided <ul style="list-style-type: none"> • Forms (English/Spanish) • Monitoring (Program & Retention) • Intervention Strategies 			Holloman		2) Parent Advisory Council identified as needed 3) Identification of 4 year olds Program Evaluation: Annual Performance Report; Migrant Application/Form required at Title I, Part A School wide Campuses	
1.4 Provide the following additions/improvements to the campus technology infrastructure: <ul style="list-style-type: none"> • Train staff to use distance learning equipment. • Use AEIS-IT to disaggregate TAKS and benchmark data. • Use Eduphoria software to record and track PDAS data • Encourage and provide teachers with opportunities to participate in on line staff development opportunities offered in “How to Master”. • Monitor and update teacher websites on the district web page. • Continue to use EducationCity and Learning.com 		8/08-6/09	Jan Hungate, Cori Chappell	Title Funds Local Funds State Technology Funds	Completed projects Group Wise participation sheets Region 12 sign in sheets	06/-09
1.5 Provide the following Dyslexic program services: Continue programs/services for students identified with Dyslexic tendencies: <ul style="list-style-type: none"> • Policies/Procedures/Notification • Parent Notification/Consent 		8/08 – 6/09	Rob Fleming, Alison Janek, Debbie Ivy, Jan Hungate, Patricia Kolar, Donna Hykel, Linda Franke	ESC Region 12 ARI AMI Local Funds Title I \$33,445.43 (2-FTEs) State Comp. Ed.	Benchmark Checks: 1) Number of identified students 2) Percentage of mastery on benchmark assessments. Program Evaluation: TAKS;	9/08-6/08

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Initiatives Programs/Strategies	School-Wide Comp.	Timeline	Person Responsible	Resource (Human/Material/Fiscal)	Formative Evaluation (Benchmarks/Assessments)	Benchmark Dates
<ul style="list-style-type: none"> • Identification/Student Assessment by Master Reading Teacher • Continue with Scottish Rite program for students identified with dyslexia. • Staff Development • Early Identification • TAKS bundled accommodations for identified students. • Ensure the successful transition of individual student dyslexic records to the intermediate campus. 					TAKS-A,; TAKS-M; TPRI; DIBELS results, benchmark test results	
<p>1.6 Provide the following At-Risk (State Compensatory Education) program services in such a manner as to meet Response to Invention requirements.</p> <ul style="list-style-type: none"> • Full time academic counselor • Policies/procedures/Notification • Student Identification • Student Intervention Team • Program Activities/content mastery • Expand services to include math • Staff Development <ul style="list-style-type: none"> ➢ At-Risk Criteria ➢ Services/Programs ➢ Confidentiality 		8/08-6/09	Rob Fleming, Alison Janek, Debbie Ivy, Jan Hungate, Rebecca Holloman, Linda Franke, Classroom teachers	<p>ESC Reg. 12 Local Funds Title I ARI funds AMIfunds</p> <p>State Comp Ed: \$23,760.73 (1.60-FTE)</p> <p>ARI AM</p>	<p>Benchmark Checks:</p> <p>1) Number of identified students 2) Percentage of achievement on Benchmark assessments.</p> <p>Program Evaluation: (Local Evaluation of Student Progress—ex. Pre/post Assessment results) Texas Primary Reading Inventory, DIBELS results, TAKS, TAKS-A, and TAKS- M scores</p>	<p>9/08 10/08 4/09 5/09</p>

Initiatives Programs/Strategies	School-Wide Comp.	Timeline	Person Responsible	Resource (Human/Material/Fiscal)	Formative Evaluation (Benchmarks/Assessments)	Benchmark Dates
1.7 Provide the following Title I program services: <ul style="list-style-type: none"> • Accelerated Reading • Content Mastery • Math Remediation • Annual review of the Parental Involvement Policy • Annual review of the Home/School Compact 		8/08 – 6/09	Rob Fleming, Alison Janek, Debbie Ivy, Jan Hungate, Linda Franke, Rebecca Holloman, Classroom teachers.	Local Funds Title I ARI AMI State Comp. Ed. \$44,748.82 (1-FTE) ARI AMI	Benchmark Checks: <ol style="list-style-type: none"> 1) Number of Identified Students 2) Percentage of achievement on benchmark assessments Program Evaluation: ITBS scores for first and second grades, TPRI, TAKS, TAKS-A, TAKS-M, Pre and post tests, DIBELS results.	11/08
1.8 Continue to provide Pre-kindergarten and Kindergarten programs and activities for the young learners and their parents. <ul style="list-style-type: none"> • Policies/Procedures • Pre-Kindergarten-Kindergarten Notification on website, newspaper, notices (English and Spanish) • Student Assessment • Continue Open Court Phonics • Implement Saxon Math 		8/08 – 6/09	Rob Fleming, Alison Janek, Debbie Ivy, Jan Hungate, Stephanie Pavlas, Donna Sepeda, Misty Gerik ,Rachel Curin	ESC Reg. 12 contact Local Funds Federal Funds Tuition Title I	Benchmark Checks: <ol style="list-style-type: none"> 1) Number of Identified Students 2) Percentage of achievement on benchmark assessments Program Evaluation: (Local Evaluation of Student Progress— ex. Pre/Post Assessment results) Texas Primary Reading Inventory	8/08 4/09
1.9 Provide the following Homeless Education program services: <ul style="list-style-type: none"> • Policies/Procedures outlined in district policy. • Identified District Homeless Liaison • Student Identification through residency forms and pre-k registration packets. 		8/08 – 6/09	Rob Fleming, Alison Janek, Debbie Ivy, Jan Hungate	ESC Reg. 12 contact Local Funds Title I	Benchmark Checks <ol style="list-style-type: none"> 1) Number of identified students 2) Percentage of mastery on benchmark assessments. 3) DIBELS results 4) Benchmark achievement test 5) TAKS, TAKS-M, and TAKS-A results. 	9/08-10/08

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<p>1.10 Provide the following Reading and Writing program/strategies for improvement: Provide an enriched curriculum, which is scientifically research-based, to ensure academic success for all students in all subject areas. Continue Open Court Phonics as a research-based program for all Pre Kindergarten, Kindergarten, 1st and 2nd grades</p> <ul style="list-style-type: none"> • Accelerated Reading • Reading Counts • Instructional Aides/CM • Dyslexia Programs • Leveled Readers in small groups • Computer lab • Open Court Phonics for Pre-Kindergarten -2ndGrades • Saxon Phonics • ESL • Send one teacher from each grade level to the writing academy. 		6/0-6/09	Rob Fleming Linda Franke Becky Holloman Karen McKenzie Deanna Mayes Patricia Kolar, Donna Hykel, Denae Buzbee Classroom Teachers Intervention Specialist	Membership in Core Curriculum ESC Reg. 12, Local Funds Title I ARI funds AMI funds	<p>Benchmark Checks:</p> <ol style="list-style-type: none"> 1) Number of students in programs 2) Mastery percentages on benchmark assessments 3) TELPAS results 	8/08 10/08 12/08 3/09 5/09
<p>1.11 Provide the following Math program/strategies for improvement: Implement MySatori and Study Island software in lab and classrooms, continue Level 2 Saxon and supplemental materials.</p> <ul style="list-style-type: none"> • Daily math board/calendar • Manipulatives • Saxon Math • Motivation Math for 3rd TAKS practice • Tutorials • Emphasis on math facts 		8/08–5/09	Rob Fleming Classroom Teachers Becky Holloman	Core curriculum ESC Reg. 12 Local Funds Title I AMI	<p>Lesson Plans</p> <p>Benchmark Checks</p> <ol style="list-style-type: none"> 1) Mastery percentages on benchmark assessments 2)TAKS, TAKS-M and TAKS-A results 	9/08 11/08 2/09 4/09

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<ul style="list-style-type: none"> Analyze TAKS math data to identify objectives which need improving Purchase Study Island for computer lab and for student use at home. 						
<p>1.12 Provide the following Social Studies Program strategies for improvement:</p> <ul style="list-style-type: none"> Continue with adopted text and supplementation for TEKS. Integrate Social Studies into other curriculum areas as appropriate Conduct field trips that enhance and enrich the S.S. curriculum Use multi-media materials (such as United Streaming) to enhance the curriculum 		8/08– 6//09	Rob Fleming Classroom teachers Karen McKenzie	Core Curriculum ESC Reg. 12 Local Funds	Lesson Plans Benchmark Checks: 1) Lesson Plans 2) Mastery percentages on tests	12/08 4/09
<p>1.13 Provide the following Technology program/strategies for improvement to support the overall curriculum:</p> <ul style="list-style-type: none"> Continue On Course Lesson Planning Program Starcharts E-class grade program (1-3) Tview video converters United Streaming Education City Typing to Learn Typing to Learn Junior Study Island Learning.com “How to Master” for the teachers. 		8/08– 6//09	Cori Chappell Karen McKenzie Classroom teachers	RBEC Title I Funds ESC Reg. 12 contact person	Certificates Charts, Lesson Plans Computer Purchase orders	8/08-9/09 1/09-2/09 4/09-5/09

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<ul style="list-style-type: none"> • MySatori • AEIS-IT • CSCOPE 						
<p>1.14 Provide the following Staff Development to support campus programs and provide for school improvement:</p> <ul style="list-style-type: none"> • High Performing Schools Conferences • G/T Updates • Writing Academy • Texas PreKindergarten conference • RTI Updates • TxPep program for principal • Writing Academy • CSCOPE training for Science 		6/08-6/09	Jan Hungate Rob Fleming	ESC Reg. 12 Local Funds Title II Funds Title I Funds	Sign-in sheets, agendas ESC Evaluations	6/09
<p>1.15 Conduct the following Assessments to benchmark student success in the curriculum areas: Based on teacher input, develop/administer appropriate assessments to monitor student progress.</p> <ul style="list-style-type: none"> • ITBS (First & Second) • TAKS, TAKS-M, TAKS-A (Third) • OLSAT (First) • Reading Benchmarks • Math Benchmarks • TELPAS • Renzuli Screening test 		8/08-6/09	Rob Fleming Alison Janek Classroom Teachers Denae Buzbee	Local Funds State Funds AEIS-IT AEIS-IT on -line	Test Reports Student achievement on Benchmark assessment. Percent of Mastery on standardized tests	6/09
<p>1.16 Conduct the following Transition activities to support campus programs/activities: Continue activities to transition students successfully through the educational process.</p> <ul style="list-style-type: none"> • Meet the teacher events • Kindergarten Round up 		8/08-6/09	Rob Fleming Michele Scott Alison Janek Classroom teachers	Local Funds	Tours at WIS Meet the teacher events Sign-in sheets	6/09

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<ul style="list-style-type: none"> Third grade orientation visit to West Intermediate School 						
<p>1.17 Conduct annual review of Highly Qualified Teachers and Paraprofessional staff requirements: Continue plans for meeting NCLB requirements for staff qualifications and certification:</p> <ul style="list-style-type: none"> All Teachers – Highly qualified All paraprofessionals – Certified and Highly Qualified 		8/08–11/08	Jan Hungate Rob Fleming	Training/ Coursework MCC Title II Funds	Certificates of completion on record HQ forms for paraprofessionals and teachers Teacher transcripts SBEC certificates	11/08
<p>1.18 Provide the following programs/activities to support overall increased Attendance: Continue strategies to assure high student attendance</p> <ul style="list-style-type: none"> Daily calls home Monthly award tags Lunch with the principal Bicycle drawings for perfect attendance Letters home as appropriate Conduct attendance committee meetings as necessary 		8/08–6/09	Rob Fleming Alison Janek Susan Mercer Classroom Teachers Attendance Committee: Rob Fleming Alison Janek Classroom teacher	PIEMS Campus Improvement Team Sykora Ford	Benchmark Checks 1. ADA Weekly Reports 2. Monthly Reports 3. 6 Weeks Reports 4. ADA Yearly Reports	10/05/08 11/16/08 1/18/09 2/29/09 4/17/09 5/30/09
<p>1.19 Provide the following Planning Opportunities for all staff to promote overall school improvement: Provide various opportunities for the staff and others to be involved in planning for campus improvements</p> <ul style="list-style-type: none"> Staff meetings Planning meeting for Campus Improvement 		8/08– 6/09	Rob Fleming	Campus Improvement Team	Agenda, sign-in sheets Completed Campus Improvement Plan Staff meeting agendas and minutes	

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Plan <ul style="list-style-type: none"> • Campus Improvement Team meetings • Student Intervention Team meetings 						
1.20 Provide all Major Campus Documents in English/Spanish and in a language and format understandable to parents: <ul style="list-style-type: none"> • Parents Right To Know • Enrollment Forms • Home Language Survey • Parents Rights Booklets • Parent Involvement Policies • Home/School Compact • 		6/08–6/09	Robert Fleming, Denae Buzbee, Christy Bailey, Melanie Baranowski		Documents in Spanish and English	8/09
1.21 Ensure compliance with the requirements of Title VI (Civil Rights) : <ul style="list-style-type: none"> Posted Notice Application Form Student/Staff Handbooks Parent Rights Booklets 		8/08-6/09	Jan Hungate Rob Fleming	ESC Region 12	Completed documents	6/09
1.22 Provide a quality physical education program that increases self esteem, decreases body fat, increases strength and endurance and provides a foundation for a life of fitness and healthy lifestyle choices.		10/08-6/09	Rob Fleming, John Knutson, Becky Barton, Alison Janek, Becky Kolar	Local funds SHAC	Lesson plans Fitness Gram Results	6/09
1.23 Provide the following strategies to improve Science scores. <ul style="list-style-type: none"> ▪ Continue with adopted text and supplement materials to ensure all TEKS are covered. ▪ Implement the CSCOPE 		8/0806/09	Rob Fleming, Cori Chappell, Karen McKenzie, classroom teachers	Core Curriculum ESC Reg. 12 Local Funds	Benchmark tests Report card grades	6/09

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<p>program to ensure a viable guaranteed curriculum and help facilitate vertical planning.</p> <ul style="list-style-type: none"> ▪ Integrate Science into other curriculums. ▪ Conduct Science field trips to enrich the instruction. ▪ Use United Streaming to enhance the curriculum. 						

Goal #2 – Parent/Community Involvement: All parents, community members, and educators at West Elementary School will be active partners in the education of our children.

Performance Objective: In 2008- 2009, 100% parent involvement will occur at West Elementary School.

Summative Evaluation: AEIS; TAKS; TAKS-A; TAKS-M; Achievement Records; Survey Information

PARENTAL INVOLVEMENT:	2005-2006	2006-2007	2007-2008	2008-2009 (Goal)
Attended Parent / Teacher Conferences	97%	100%	100%	100%
Attended parent training/ information sessions	83%	100%	100%	100%
Served as a Campus Volunteer	33%	35%	43%	50%
Participated in Campus Fund-Raising Activities	92%	95%	95%	97%
Returned Parent Surveys	60%	90%	71%	90%

Goal 2 - Summary of Needs Assessment Findings:

- Student success depends on parental involvement and support.
- Parents and teachers need open lines of communication.
- Parents may need help with ways to keep up with student assignments and notes from school.
- Parents are requesting guidance on how they can play a bigger part in their child’s success.
- Parents need immediate feedback on their child’s progress in all academic areas.

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Goal 2 - Documenting Evidence: (Data Collected/Analyzed)

- Campus planning meetings
- Student assessment data.
- AEIS and AYP data
- Sign-in Sheets
- Teacher – Parent contact logs
- Parent Surveys
- Teacher Surveys

Goal 2 - Target Actions/Implementations for 2008 - 2009 (Subject and Grade Specific, if applicable)

Provide opportunities for parents to be involved in the school.

Maintain accuracy of parent information.

Increase parent awareness of the importance of homework and completing assignment.

Distribute school calendars to all parents.

Continue with the parent newsletter (Little Trojan News).

Improve school website and update as needed.

Require teachers to update their district teacher websites.

Maintain and update a Principal's Email list.

Grant parents access to their child's grades by utilizing Parental Portal

Develop a comprehensive Parent Involvement Plan.

Initiatives: Programs/Strategies	School- Wide Comp.	Timeline	Person Responsible	Resource (Human/Material/Fiscal)	Formative Evaluation (Benchmarks/Assessments)	Benchmark Dates
<p>2.1 Continue the following approaches to assure open and effective communication between the school and home:</p> <ul style="list-style-type: none"> • Newsletters • Campus Marquee • City Hall Marquee in the square • Website • Progress Reports/Report Cards • Surveys • Personal calls and notes • Card stock school calendar • Communication folders • Student Success Initiative information to 3rd parents. • Emails to parents • Parent Portal for grades and attendance • October 13 – Parent Conference Day 		8/08– 6/09	Rob Fleming Alison Janek Debbie Ivy Susan Mercer Lindsay Hill Classroom Teachers	Local Funds Title I Funds Activity Funds No Child Left Behind Funds Federal Funds	Newsletters; Marquees; Website; Progress Reports; Report Cards; Surveys Parent portal	<p>Report Cards: 10/9 11/20 1/22 3/5 4/23 5/30</p> <p>Meet the Teacher: 8/14 8/19 8/21</p>
<p>2.2 Conduct parent/teacher conferences as indicated below:</p> <ul style="list-style-type: none"> • Formal conferences with all parents • Conferences with parents of children at risk as needed • Send home Student Success Initiative information to third grade parents. • Grade Placement Committee conferences for parents of students failing Reading TAKS. • ARDs, and Student Intervention Team meetings. 		8/08– 6/09	Rob Fleming Alison Janek Classroom teachers	Local Funds No Child Left Behind	Sign-in sheets Parent Logs RTI documents	10/13/08 6/09
<p>2.3 Create a Parent Involvement Program to encourage active involvement in the programs of the school through:</p> <ul style="list-style-type: none"> • PTO 		8/08– 6/09	Rob Fleming, Alison Janek, Campus Improvement	ESC Reg. 12 PTO Funds Local Funds Activity Funds	Sign-in Sheets Membership lists	8/08– 6/09

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<ul style="list-style-type: none"> • Classroom Sponsors • Mentors/Tutors • Field Trips • Class Volunteers • Campus Improvement Team • Book Fair • Field Day • Cafeteria duty • Hall monitoring during the health screenings. • Kindergarten graduation • Teacher Appreciation Day activities • Faculty luncheons • Thanksgiving luncheon • Class parties • Parent workshops 			Team, Classroom teachers, PTO President			
<p>2.4 Provide the following training/information sharing sessions with parents/community members:</p> <ul style="list-style-type: none"> • Newsletters • Parent Meetings • Handouts • Training by Counselor • Website • Parenting classes • Committee opportunities 		8/08– 6/09	Rob Fleming Alison Janek Classroom Teachers	ESC Reg. 12 Local Funds	Copies of items and agendas Newsletters Parent workshops sign in sheets	8/08– 6/09
<p>2.5 Provide the following opportunities for parents and community members to be involved in planning for overall school improvement:</p> <ul style="list-style-type: none"> • Campus Improvement Team • SHAC • WISDAC 		8/07 – 5/08	Rob Fleming Jan Hungate Faculty & Staff Committee members	Local Funds	Membership List Sign-in sheets, documents	8/08– 6/09

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<ul style="list-style-type: none"> • Surveys • Exhibit student projects in local business 						
<p>2.6 Continue / expand partnerships with the following local businesses and organizations:</p> <ul style="list-style-type: none"> • Kiwanis – Reading to Classes • West Rest Haven – Pre-Kindergarten & Kindergarten visits at Christmas & Easter • Service Project • St Mary’s School 		10/07 – 5/08	Rob Fleming, Alison Janek, Karen McKenzie, Tommy Muska (Kiwanis), Kathy Brown (Rest home, Activity Director)	Local Funds	Sign In Sheets	12/10/08 4/9/09
<p>2.7 Ensure parents and students are informed of their rights and responsibilities:</p> <ul style="list-style-type: none"> • Student Handbook • Student Code-of-Conduct • Parental Involvement Policy • School/Parent Compact • G/T Policy and Procedures • Special Education Rights • Parents Right-to-Know • School/Parent/Student Compact • Supplemental Educational Services (if applicable) • Section 504 • Student Success Initiative • ESL 		9/08-6/09	Dr. Hart Jan Hungate Rob Fleming Alison Janek Debbie Ivy Misty Gerik Christy Bailey Carla Sykora Classroom teachers	Local Funds Title Funds Special Education Funds ESL Funds	Returned Documents, etc.	6/09

Revised 6/17/08

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

Initiatives: Programs/Strategies	School- Wide Comp.	Timeline	Person Responsible	Resource (Human/Material/Fiscal)	Formative Evaluation (Benchmarks/Assessments)	Benchmark Dates
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Goal #3 – Safe and Orderly Environment: The West Elementary School staff will provide a safe and orderly campus that focuses on respect, responsibility and high expectations for students, parents and faculty members.

Performance Objective: The West Elementary School staff will provide a safe, orderly environment that promotes student success and learning.

Summative Evaluation: AEIS Data; TAKS; Annual S/DFSC Evaluation; Technology Plan/Inventory; State Disaster Report.

Goal 3 - Summary of Needs Assessment Findings:

- Safety for students and staff is an ongoing concern.
- Office staff cannot monitor and control front door traffic.
- A specific campus crisis plan is needed, in addition to the existing district plan.
- It is impractical to have to pull trained people from other parts of the building when a child is out of control.
- Emergency release form needs to be updated.
- Classrooms cannot be locked from the inside.
- Crisis Management training needs to continue and expand.
- The condition of the fall zones on the Broadway Street playground is deteriorating.
- Shaded area is needed on the Broadway Street playground.
- Fire alarm system is outdated.
- Students, drivers and aides need more training on bus safety.
- Carpets are deteriorating in all areas. It is hard to keep them clean. Some are wrinkled and/or torn and present a safety hazard.
- Halls are cold in winter.
- Walls need painting.
- Lighting in the front and rear of the building is inadequate.

Initiatives: Programs/Strategies	School- Wide Comp.	Timeline	Person Responsible	Resource (Human/Material/Fiscal)	Formative Evaluation (Benchmarks/Assessments)	Benchmark Dates
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Goal 3 – Target Actions/implementations for 2008 – 2009:

- Develop a specific campus crisis plan.
- Train one teacher on each grade level in Crisis Prevention Intervention.
- Update emergency release forms to include additional information needed to notify parents in case of emergency.
- Change locksets to be locked from inside or install deadbolts on classroom doors.
- Continually check equipment for repairs.
- Add a pavilion or other shaded area to Broadway Street playground.
- Transform the front show case into a bulletin board recognizing students that exhibit random acts of kindness (Trojan Spirit).
- Participate in the Region 12 Bus Safety Program.
- Install an additional set of lights on the back parking lot and repair the lights on the front entrance.
- Remove the metal building from the Oak Street playground.
- Collaborate with the district maintenance director to create a Long range master maintenance improvement plan.
- Audit our current fire alarm system.

Initiatives: Programs/Strategies	School- Wide Comp.	Timeline	Person Responsible	Resource (Human/Material/Fiscal)	Formative Evaluation (Benchmarks/Assessments)	Benchmark Dates
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Safe/Drug-Free Schools and Communities Data / Goals	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009 Goal
Number of students placed in AEP	1	1	0	0	0
Number of code of conduct violations (PEIMS 425 Code 21)	11	6	18	2	1
Number of incidents related to tobacco (PEIMS 425 Code 33)	0	0	0	0	0
Number of incidents related to alcohol (PEIMS 425 Code 05, 37)	0	0	0	0	0
Number of incidents related to other illegal drugs (marijuana, cocaine, etc. (PEIMS 425 Codes 04, 06, 36)	0	0	0	0	0
Number of fights (mutual combat – PEIMS 425 Code 41)	0	0	0	0	0
Number of assaults or retaliation on school personnel, volunteer, and other adults (PEIMS 425 Code 08, 27, 29, 31)	0	0	0	0	0
Number of assaults on students (PEIMS 425 Code 28, 30)	0	0	0	0	0
Number of weapons (firearms, knives, clubs) on campus (PEIMS 425 Code 11, 12, 13)	0	0	0	0	0
Number of incidents related to targeted violence threats (PEIMS 425 Code 26, 35)	0	0	0	0	0
Number of incidents related to gang violence (PEIMS 425 Code 34)	0	0	0	0	0
Number of other felonies (PEIMS 425 Code 02, 16, 17, 18, 19, 22)	0	0	0	0	0

Revised 6/17/08

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

Initiatives: Programs/Strategies	School- Wide Comp.	Timeline	Person Responsible	Resource (Human/Material/Fiscal)	Formative Evaluation (Benchmarks/Assessments)	Benchmark Dates
3.1 Continue to ensure a safe, orderly, and disciplined environment through review/revisions to the following: School wide Discipline Plan Student Code of Conduct Student Handbook Home/School Compact		8/08– 6/09	Rob Fleming Alison Janek Classroom teachers Parents	Local Funds	Campus/District Discipline Plan; Code of Conduct; Student Handbook; Signed Acceptance Forms	6/09
3.2 Develop a specific Campus Crisis Plan and maintain the following activities/strategies to address Crisis Management and Violence Prevention on the campus. Train one teacher on each grade level in Crisis Prevention Intervention. Continue and expand: <ul style="list-style-type: none"> • Crisis Management/Response Plan • Crisis Response Team/Training ➤ Staff Orientation to Emergency Drills: <ul style="list-style-type: none"> ○ Building Evacuation (Fire); Shelter in Place (Tornado); Lockdown; Site Evacuation ○ Bus evacuation drills 		8/07 – 6/08	Jan Hungate Rob Fleming Alison Janek Campus Improvement Team	ESC Reg. 12 RBEC Title II Funds Local Funds	Crisis Response Team Membership List; Meeting Agendas/Sign-in Sheets; Staff Development; Crisis Plan; Drills	6/09
3.3 Conduct the following improvements to the campus facilities : <ul style="list-style-type: none"> • Add and improve fall zones on playgrounds • Move or remove 2 sets of swings on south playground • Audit fire alarm system • Continue replacing door jambs to all doors <u>going outside</u>. 		8/08-6/09	Jan Hungate Sean Howard Rob Fleming	Local Funds	Completed projects	6/09

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Initiatives: Programs/Strategies	School- Wide Comp.	Timeline	Person Responsible	Resource (Human/Material/Fiscal)	Formative Evaluation (Benchmarks/Assessments)	Benchmark Dates
<ul style="list-style-type: none"> • Change locksets on classroom doors. • Train a teacher from each grade level in CPI. • Replace the door jambs on all doors exiting the building. • Use the front display case to highlight Trojan Spirit recipients. 						

Initiatives: Programs/Strategies	School- Wide Comp.	Timeline	Person Responsible	Resource (Human/Material/Fiscal)	Formative Evaluation (Benchmarks/Assessments)	Benchmark Dates
<p>3.6 Continue and expand the following staff development/training to ensure student/staff safety:</p> <ul style="list-style-type: none"> • Suicide Prevention • Conflict Resolution • Violence Prevention • Texas Behavior Support Initiative (TBSI) • System for safe student restraint (Crisis Prevention Intervention) Train one teacher per grade level. • Crisis Response Team 		<p>8/08– 6/09</p> <p>8-19</p>	<p>Rob Fleming Jan Hungate Classroom Teachers</p>	<p>ESC Region 12 RBEC Title II Local Funds</p>	<p>Agendas, Certificates</p>	<p>6/09</p>
<p>3.7 Provide the following Title IV – Safe and Drug Free School and Communities programs and activities:</p> <p>Continue S/DFAS activities on campus using comprehensive, research-based programs based on Principles of Effectiveness Guidelines.</p> <ul style="list-style-type: none"> • Character Lessons in classrooms by counselor • Teacher Lessons • Bully Proof Your School Curriculum <p>Continue other complementary activities on Campus</p> <ul style="list-style-type: none"> • Character Education • Coordinated School Health Program • Assemblies • Red Ribbon Week—ribbons, wristbands, pledges, dress-up days • Posters 		<p>8/08– 6/09</p>	<p>Rob Fleming Jan Hungate Alison Janek Rebecca Kolar Joyce Dulock Classroom teachers</p>	<p>ESC 12 Local Fund RBEC Title IV</p>	<p>Needs assessment results Lesson plans Agendas Certificates of completion</p>	<p>6/09</p> <p>Red Ribbon Week: October 21-27</p>

Revised 6/17/08

