

Campus Improvement Plan 2009-2010

Campus: Anderson Elementary

Rating: Exemplary

Goal 1: Student Achievement and Post-Secondary Success

Anderson Elementary will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards 1.1a Reading/English Language Arts Improvement Plan	
Objective	<p>95% of all students and student groups will meet or exceed performance standards in Reading/ELA on all Texas Statewide Assessments.</p> <p><i>Target areas</i></p> <p><i>Objective 1:</i> Basic Understanding. Grade 3 LEP student group</p> <p><i>Objective 2:</i> Applying Knowledge of Literary Elements. Grade 3 LEP student group</p> <p><i>Objective 3:</i> Using Strategies to Analyze. Grade 4 Hispanic and LEP student groups</p>
Strategies	<p>1.1a.1 A comprehensive analysis of the student performance and error patterns on TAKS for All students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, Special Education, At-Risk) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1a.2 Monitor student performance through a comprehensive analysis of :Error patterns on the reading benchmarks, common assessments and universal screeners.</p> <p>1.1a.3 Implement research-based instructional strategies to support co-curricular collaboration in teaching science and social studies TEKS through reading strategies (non-fiction).</p> <p>1.1a.4 The Literacy Cadre will attend meetings and bring the information back to the staff during: faculty meetings, curriculum meetings and campus staff development days.</p> <p>1.1a.5 Staff development will address T³, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia)</p> <p>1.1a.6 Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.</p> <p>1.1a.7 Provide intensive instructional tutorial programs and ARI for at-risk students, individualized to meet the unique needs of students before, during, and after school hours, and/or on Saturday, in Reading. SCE Tutors \$16,202 .1 FTE</p> <p>1.1a.8 Initiate "TAKS Bucks" and Destination YMCA for 3rd and 4th graders, to promote student success in state required assessments by using TAKS strategies and improve performance.</p> <p>1.1a.9 Utilize Literacy Coaches to assist teachers with teaching strategies to improve student achievement in reading and to work with at-risk students on reading interventions during the school day.</p> <p>1.1a.10</p>

	<p>Continue implementation of Response to Intervention and the RtI Committee to plan intervention strategies for students experiencing academic/behavioral difficulties.</p> <p>1.1a.11 Assign Mentors as needed to monitor individual student progress.</p> <p>1.1a.12 Host an annual Reading Night to promote Reading and share with parents what they can do to reinforce learning in the home.</p> <p>1.1a.13 Work with the YMCA to provide Destination YMCA for our 3rd and 4th Grade students to motivate them to perform satisfactorily on achievement tests.</p> <p>1.1a.14 Monitor instructional programs and data and provide additional assistance as necessary.</p> <p>1.1a.15 Implement the ELPS as an integral part of the required reading/language arts curriculum.</p> <p>1.1a.16 Continue the English Language Acquisition Model with Dual Language Components. Encourage the use of ESL strategies to develop cognitive/academic language.</p>										
Financial Resources	<p>Campus budget</p> <table> <tr> <td>SCE</td> <td>\$16,202</td> <td>Tutors</td> <td>.1 FTE</td> <td>State</td> </tr> <tr> <td>Title 1</td> <td>\$33,193</td> <td>Tutors</td> <td>.1FTE</td> <td>Federal</td> </tr> </table>	SCE	\$16,202	Tutors	.1 FTE	State	Title 1	\$33,193	Tutors	.1FTE	Federal
SCE	\$16,202	Tutors	.1 FTE	State							
Title 1	\$33,193	Tutors	.1FTE	Federal							
Additional Resources	<p>Curriculum: CISD READS, Early Childhood, CISD English Language Acquisition, Gifted & Talented, ELAR, SLAR</p> <p>Assessment: TAKS, TELPAS, INOVA, Benchmark Results, Stanford, DRA, QPS, PAPI</p> <p>Systems: ViewIt, Eduphoria</p> <p>Strategies from Sheltered Instruction Observation Protocol (SIOP) Model</p> <p>District Literacy Coach</p>										
Monitoring Timeline	<p>November</p> <p>January</p> <p>April</p>										
Formative Evaluation	<p>Reading/ELA Benchmarks:</p> <p>November: 60% passing Reading Benchmark at 70% passing rate</p> <p>January: 70% passing Reading Benchmark at 70% passing rate</p>										
Summative Evaluation	<p>TEA Data Tables</p> <p>AEIS</p>										
Project Manager(s)	<p>Principal</p> <p>Assistant Principal</p> <p>Campus Instructional Coach</p>										

Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1b Writing Improvement Plan	
Objective	<p>95% of all students and student groups will meet or exceed performance standards in Writing on all Texas Statewide Assessments.</p> <p><i>Target areas:</i></p> <p><i>Objective 4:</i> Correct and Effective Sentence Construction. Grade 4 LEP student group</p> <p><i>Objective 6:</i> Proofreading for Punctuation, Capitalization, and Spelling. Grade 4 LEP student group</p>
Strategies	<p>1.1b.1 A comprehensive analysis of the student performance and error patterns on TAKS for All students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, Special Education, At-Risk) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas</p> <p>1.1b.2 Continue implementation of the use of rubrics, such as those utilized in the Six Traits model and by TEA in TAKS essay scoring.</p> <p>1.1b.3 Monitor student performance through a comprehensive analysis of: Error patterns on the writing benchmarks, common assessments and students' writing samples.</p> <p>1.1b.4 The Literacy Cadre will attend meetings and bring the information back to the staff during: faculty meetings, curriculum meetings and campus staff development days.</p> <p>1.1b.5 Staff development will address T³, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia)</p> <p>1.1b.6 Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students to assist in the development of writing skills.</p> <p>1.1b.7 Provide intensive instructional tutorial programs for at-risk students, individualized to meet the unique needs of students before, during, and after school hours, and/or on Saturday, in Writing.</p> <p>1.1b.8 Initiate "TAKS Bucks" and Destination YMCA for 3rd and 4th graders, to promote student success in state required assessments by using TAKS strategies and improve performance.</p> <p>1.1b.9 Utilize Instructional, Lucy Calkins and Literacy Coaches to assist teachers with teaching strategies to improve student achievement in writing and to work with at-risk students on writing interventions during the school day.</p> <p>1.1b.10 Visit with students weekly prior to the TAKS test to monitor performance and motivate students to do their best (TAKS Talks).</p> <p>1.1b.11 Continue implementation of Response to Intervention and the RtI Committee to plan intervention strategies for students experiencing academic/behavioral difficulties.</p> <p>1.1b.12 Assign Mentors as needed to monitor individual student progress.</p> <p>1.1b.13 Host an annual Reading Night to promote Reading and share with parents what they can do to reinforce learning in the home.</p>

	<p>1.1b.14 Work with the YMCA to provide Destination YMCA for our 3rd and 4th Grade students to motivate them to perform satisfactorily on achievement tests.</p> <p>1.1b.15 Monitor instructional programs and data and provide additional assistance as necessary.</p> <p>1.1a.16 Implement the ELPS as an integral part of the required writing curriculum.</p> <p>1.1a.17 Continue the English Language Acquisition Model with Dual Language Components. Encourage the use of ESL strategies to develop cognitive/academic language.</p>
Financial Resources	Campus budget
Additional Resources	<p>Curriculum: CISD READS/Writes, Early Childhood, CISD English Language Acquisition, Gifted & Talented, ELAR, SLAR</p> <p>Assessment: TAKS, TELPAS, INOVA, Benchmark Results</p> <p>Systems: ViewIt, Eduphoria</p> <p>Lucy Calkins</p> <p>Six Traits</p> <p>Strategies from Sheltered Instruction Observation Protocol (SIOP) Model</p> <p>District Literacy Coach</p>
Monitoring Timeline	<p>November</p> <p>January</p> <p>March</p>
Formative Evaluation	<p>Common assessments</p> <p>Writing Benchmarks: 80% all students and student groups.</p>
Summative Evaluation	<p>TEA Data Tables</p> <p>AEIS</p>
Project Manager(s)	<p>Principal</p> <p>Campus Instructional Coach</p> <p>Assistant Principal</p>

Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1c Mathematics Improvement Plan	
Objective	<p>95% of all students and student groups will meet or exceed performance standards in Math on all Texas Statewide Assessments.</p> <p><i>Target areas:</i></p> <p><i>Objective 2:</i> Patterns, Relationships, and Algebraic Thinking. Grades 3 and 4 Economic Disadvantaged, LEP and Hispanic student groups.</p> <p><i>Objective 4:</i> Concepts and Uses of Measurement. Grade 4 LEP and SE student groups.</p> <p><i>Objective 8:</i> Mathematical Processes and Tools. Grades 3 and 4 Economic Disadvantaged, LEP, SE and Hispanic student groups.</p>
Strategies	<p>1.1c.1 A comprehensive analysis of the student performance and error patterns on TAKS for All students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, Special Education, At-Risk) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1c.2 Monitor student performance through a comprehensive analysis of: Error patterns on the math benchmarks, common assessments and universal math screeners.</p> <p>1.1c.3 The Language Arts Cadre will attend meetings and bring the information back to the staff during: faculty meetings, curriculum meetings and campus staff development days.</p> <p>1.1c.4 Staff development will address T³, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia)</p> <p>1.1c.5 Ensure that ESL certified and non-certified teaching staff attends staff development in sheltered instruction.</p> <p>1.1c.6 Ensure the incorporation of writing in the mathematics class and using literature and “math talk” in problem-solving activities for teachers K-4.</p> <p>1.1c.7 Provide intensive instructional tutorial programs and AMI for at-risk students, individualized to meet the unique needs of students before, during, and after school hours, and/or on Saturday, in Math.</p> <p>1.1c.8 Initiate “TAKS Bucks” and Destination YMCA for 3rd and 4th graders, to promote student success in state required assessments by using TAKS strategies and improve performance.</p> <p>1.1c.9 Utilize Instructional and Math Coaches to assist teachers with teaching strategies to improve student achievement in math and to work with at-risk students on math interventions during the school day.</p> <p>1.1c.10 Continue implementation of Response to Intervention and the RtI Committee to plan intervention strategies for students experiencing academic/behavioral difficulties.</p> <p>1.1c.11 Assign Mentors as needed to monitor individual student progress.</p> <p>1.1c.12 Host an annual Math Night to promote Math and share with parents what they can do to reinforce learning in the home.</p> <p>1.1c.13</p>

	<p>Work with the YMCA to provide Destination YMCA for our 3rd and 4th Grade students to motivate them to perform satisfactorily on achievement tests.</p> <p>1.1c.14 Monitor instructional programs and data and provide additional assistance as necessary.</p> <p>1.1a.15 Implement the ELPS as an integral part of the required math curriculum.</p> <p>1.1a.16 Continue the English Language Acquisition Model with Dual Language Components. Encourage the use of ESL strategies to develop cognitive/academic language.</p>
Financial Resources	Campus budget
Additional Resources	<p>Curriculum: CISD Solves, Early Childhood, CISD English Language Acquisition, Gifted & Talented</p> <p>Assessment: TAKS, TELPAS, INOVA, Benchmark Results</p> <p>Systems: ViewIt, Eduphoria</p> <p>Destination YMCA</p> <p>Texas Core Curriculum Models: AIMS</p> <p>District Math Coach</p>
Monitoring Timeline	<p>November</p> <p>January</p> <p>March</p>
Formative Evaluation	<p>Common assessments</p> <p>Math Benchmarks: 80% all students and student groups</p>
Summative Evaluation	<p>TEA Data Tables</p> <p>AEIS</p>
Project Manager(s)	<p>Principal</p> <p>Instructional Coach</p> <p>Assistant Principal</p>

Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1.d Social Studies Improvement Plan	
Objective	85% of all students and student groups in 2 nd and 3 rd Grade will meet or exceed the passing standard on end of year benchmarks in preparation for meeting performance standards on the 8 th Grade Social Studies Texas Statewide Assessments. <i>Target areas:</i> <i>Objective 1:</i> Understanding of issues and events in US history. Grade 4 Hispanic student groups
Strategies	<p>1.1d.1 Integration of Social Studies across the curriculum to enhance critical thinking.</p> <p>1.1d.2 Monitor student performance through a comprehensive analysis of: Error patterns on the reading benchmarks, and common assessments.</p> <p>1.1d.3 A comprehensive analysis of the student performance and error patterns on TAKS for All students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, Special Education, At-Risk) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1d.4 Staff development will address T³, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia)</p> <p>1.1d.5 Ensure that ESL certified and non-certified teaching staff attend staff development in sheltered instruction.</p> <p>1.1a.6 Implement the ELPS as an integral part of the required social studies curriculum.</p> <p>1.1a.7 Continue the English Language Acquisition Model with Dual Language Components. Encourage the use of ESL strategies to develop cognitive/academic language</p>
Financial Resources	Campus budget
Additional Resources	Curriculum: CISD Adventures, Early Childhood, CISD English Language Acquisition, Gifted & Talented Assessment: TAKS, TELPAS, INOVA, Benchmark Results Systems: ViewIt, Eduphoria
Monitoring Timeline	November January March
Formative Evaluation	Common assessments Social Studies Benchmarks: 80% all students and student groups
Summative Evaluation	TEA Data Tables AEIS
Project Manager(s)	Principal Assistant Principal

Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1e Science Improvement Plan	
Objective	85% of all students and student groups in 1 st through 4 th Grade will meet or exceed the passing standard on end of year benchmarks in preparation for meeting performance standards on the 5 th Grade Science Texas Statewide Assessments. <i>Target areas:</i> <i>Objective 4: Earth Science. Grades 5, Economic Disadvantaged and Hispanic student groups.</i>
Strategies	<p>1.1e.1 Ensure the integration of science and math lessons, grades K-4.</p> <p>1.1e.2 Ensure the integration of language arts and science lessons, grades 1-4.</p> <p>1.1e.3 Promote science vocabulary through Science Word of the Day on the morning announcements.</p> <p>1.1e.4 Monitor student performance through a comprehensive analysis of error patterns on the Science Benchmark tests.</p> <p>1.1e.5 A comprehensive analysis of the student performance and error patterns on TAKS for All students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, Special Education, At-Risk) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1e.6 The Science Cadre will attend meetings and bring the information back to the staff in the form of staff development, modeling and guidance.</p> <p>1.1e.7 Staff development will address T³, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia)</p> <p>1.1e.8 Ensure that ESL certified and non-certified teaching staff attend staff development in sheltered instruction.</p> <p>1.1a.9 Implement the ELPS as an integral part of the required science curriculum.</p> <p>1.1a.10 Continue the English Language Acquisition Model with Dual Language Components. Encourage the use of ESL strategies to develop cognitive/academic language</p>
Financial Resources	Campus budget Student Activity Fund
Additional Resources	Curriculum: CISD Investigates Curriculum, Early Childhood, CISD English Language Acquisition, Gifted & Talented Assessment: TAKS, TELPAS, INOVA, Benchmark Results Systems: ViewIt, Eduphoria
Monitoring Timeline	November January March
Formative Evaluation	Common assessments Science Benchmarks: 80% all students and student groups
Summative Evaluation	TEA Data Tables AEIS
Project	Principal

Manager(s)	Science Vertical Team Assistant Principal
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Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards	
1.1f Coordinated Health Program	
Objective	To facilitate learning about physical activity and physical fitness concepts and to increase the likelihood that students will develop lifetime patterns of physical activity 85% percent of all students will meet or exceed their personal Healthy Fitness Zone standards.
Strategies	<p>1.1f.1 To ensure students participate regularly in moderate to vigorous physical activity by coordinating lesson plans that have students involved in MVPA for at least 65% of class time.</p> <p>1.1f.2 To help students evaluate their personal level of health related fitness by setting goals (short term and long term) and testing with Fitnessgram.</p> <p>1.1f.3 To help students track their fitness over time by testing for Fitnessgram two times a year (Fall and Spring), and practice sessions at last once each 6 weeks.</p> <p>1.1f.4 To engage students regularly in activities that target their aerobic capacity by given incentives and are motivated to walk/run the entire year.</p> <p>1.1f.5 To engage students regularly in activities that target their muscular strength, endurance and flexibility by providing class time for exercising, stretching and running in a standard format, as well as games and activities in class daily.</p>
Financial Resources	Campus budget
Additional Resources	District curriculum, Activitygram
Monitoring Timeline	November January March
Formative Evaluation	Student jogging log, 3 rd and 4 th Grade Activity Card, Teacher Assessment, Peer Assessment ActivityGram
Summative Evaluation	FitnessGram
Project Manager(s)	Physical Education staff Principal

Goal 1: Student Achievement and Post-Secondary Success

Anderson Elementary will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.2 Close the Achievement Gap																										
Objective	90% percent of economic disadvantaged, African American, Hispanic, Limited English Proficient, and special education students will meet or exceed performance standards on all Texas Statewide Assessments in the areas of Reading/ELA, Writing and Math.																									
Strategies	<p>1.2.1 Implement the Bilingual/ESL Transitional Model in fourth grade classrooms and implement the CISD English Language Acquisition Model at Pre-kindergarten, Kindergarten, first, and second grade levels.</p> <p>1.2.2 Provide intensive, systematic, research-based reading instruction to identified <i>dyslexic at-risk students</i>.</p> <p>1.2.3 Provide <i>materials, equipment, transportation from tutorials/home, software, incentives for at-risk students</i> to facilitate academic improvement in content areas.</p> <p>1.2.4 Provide intensive, systematic, research-based <i>accelerated reading and math instruction for identified at-risk students</i> through direct instruction for at-risk students.</p> <p>1.2.5 for school Wide Title 1 campuses only As School Wide Title 1 campus, all general education teachers will provide differentiated instructional strategies to improve the achievement of all at-risk students. SCE 42 teachers \$2,184,464 42 FTEs</p>																									
Financial Resources	<table border="0"> <tr> <td colspan="5">Campus budget</td> </tr> <tr> <td>SCE</td> <td>\$2,184,464</td> <td>42 teachers</td> <td>42 FTEs</td> <td>State</td> </tr> <tr> <td>Title I</td> <td>\$212,439</td> <td>Instructional Coach and Para</td> <td>7 FTE</td> <td>Federal</td> </tr> <tr> <td>Title I</td> <td>\$47,149</td> <td>Instructional Materials</td> <td></td> <td>Federal</td> </tr> <tr> <td>Title III</td> <td>\$7,000</td> <td>Instructional books and materials</td> <td></td> <td>Federal</td> </tr> </table>	Campus budget					SCE	\$2,184,464	42 teachers	42 FTEs	State	Title I	\$212,439	Instructional Coach and Para	7 FTE	Federal	Title I	\$47,149	Instructional Materials		Federal	Title III	\$7,000	Instructional books and materials		Federal
Campus budget																										
SCE	\$2,184,464	42 teachers	42 FTEs	State																						
Title I	\$212,439	Instructional Coach and Para	7 FTE	Federal																						
Title I	\$47,149	Instructional Materials		Federal																						
Title III	\$7,000	Instructional books and materials		Federal																						
Additional Resources	Assessment: TAKS, TELPAS, INOVA, Benchmark Results Systems: ViewIt, Eduphoria																									
Monitoring Timeline	November January March																									
Formative Evaluation	Common assessments Benchmarks: 80% all students and student groups																									
Summative Evaluation	TEA Data Tables AEIS																									
Project Manager(s)	Principal Instructional Coach Assistant Principal																									

Goal 1: Student Achievement and Post Secondary Success

Anderson Elementary will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.3 Successful Completion of High School	
Objective	95% of all students and all student groups in the Conroe feeder will successfully complete high school. Anderson Elementary will: <ul style="list-style-type: none"> Increase the attendance rate from 95.9% to 96.5%. Promote successful completion of high school and post-secondary success.
Strategies	ATTENDANCE 1.3.1 Review, revise, and implement daily attendance procedures to meet 95% average attendance. 1.3.2 Ensure that students meet AYP attendance expectations of 95% on testing days (participation). 1.3.3 Communicate the attendance laws to parents annually, and reinforce the importance of regular school attendance. 1.3.4 Utilize auto-dialing phone system for contacting parents of student's absence or tardy. 1.3.5 Provide incentives to students who maintain perfect or near perfect attendance. 1.3.6 Communicate with parents of students about absences or tardies as they become an issue. 1.3.7 Promote CHS and post graduation success through "Education: Go Get It!" Week. 1.3.8 Promote Anderson students being Future Tiger Challenge through activities with CHS, including: football games, student visits, parades, etc.
Financial Resources	Campus budget Student Activity Fund
Additional Resources	Curriculum Assessment: TAKS, TELPAS, INOVA, Benchmark Results Systems: ViewIt, Eduphoria, Principals' Dashboard
Monitoring Timeline	November January March
Formative Evaluation	Item analysis and data disaggregation of Benchmark assessments Monitor attendance reports Staff Development: track teachers attending; target for specific department/teacher needs
Summative Evaluation	TEA Data Tables AEIS (academic and attendance data)
Project Manager(s)	Principal Assistant Principal

Goal 2: Recruitment, Development, and Retention of Staff

Anderson Elementary will employ, develop, and retain highly qualified staff to maximize learning for all students.

Goal 2 Recruitment, Development, and Retention of Staff	
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Strategies	2.1. Ensure the appropriate certification and highly qualified requirements for all professional and paraprofessional staff. 2.2 Participate in Spring Job Fair to encourage employment in CISD. 2.3 Participate in Fall and Spring Student Teacher Reception to encourage employment in CISD. 2.4 Participate in District recruitment efforts to support the employment of highly qualified teachers and staff. 2.5 Provide mentor support for beginning teachers. 2.6 Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. 2.7 Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT. 2.8 Provide opportunities for teachers to acquire ESL certification. 2.9 Provide encouragement activities for teachers and staff (faculty lunches, social events, etc.) 2.10 Provide release time for teachers to observe master teachers at the campus and at other schools.
Financial Resources	Campus budget Teacher Activity Fund Title III \$3000.00 Extra Duty Federal
Additional Resources	Position Control Reports Allocation Reports
Monitoring Timeline	November January March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	AEIS HQ Report to TEA
Project Manager(s)	Principal Assistant Principal

Goal 3: Parents and Community

Anderson Elementary will work jointly with parents and the community to maximize learning for all students through two-way communication, collaborative partnerships and unity of purpose.

Goal 3 Parents and Community			
Objective	To enhance communication, collaboration, and involvement among the staff, parents, and community to support the students of Anderson Elementary.		
Strategies	<p>3.1. Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, newsletters, email announcements, campus meetings, and other sources.</p> <p>3.2 Retain and expand the campus partnerships with Fellowship of the Woodlands, The ARC Church and other community partners to support the educational achievement of all students.</p> <p>3.3 Utilize employees from The ARC Church to mentor and read with students through the school year.</p> <p>3.4 Utilize employees from -----to work with students through the Junior Achievement program.</p> <p>3.5 Work closely with the PTO to enhance communication and collaboration between school and home.</p> <p>3.6 Provide parent education classes and/or programs for all parents.</p> <p>3.7 Provide opportunities at school for parents to participate in academic and social events with their children such as: Read Night, AR Library Night, TAKS Night and Math Night.</p> <p>3.8 Provide education sessions and information about the Parent Resource Center for parents of students with disabilities.</p> <p>3.9 Provide opportunities for students to visit community members through field trips and programs.</p> <p>3.10 Provide information nights, curriculum nights, and parent/teacher conferences so that parents fully understand the curriculum that their children are working to master.</p> <p>3.11 Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life threatening situations, disaster/life threatening situations.</p> <p>3.12 Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses.</p> <p>3.13 Develop plans for assisting students in transition to better adjust to the next educational level.</p> <p>3.14 Provide factual, relevant information about campus programs and initiatives to both the staff and parents/community through a variety of media</p> <p>3.15 Provide information and communication to parents through teacher web sites, newsletters, Wednesday folders, AR Library Night, weekly email, etc.</p>		
Financial Resources	Campus budget		
	Title I Parent Involvement	\$2,780	Instructional Materials
			Federal
Additional Resources	Campus Key Communicators Safe Schools Plan Technology		

Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of campus communication Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus
Project Manager(s)	Principal Campus Key Communicator

Goal 4: Safe Schools

Anderson Elementary will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Goal 4 Safe Schools	
Objective	To provide a safe school environment for all students and staff.
Strategies	<p>4.1 Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members.</p> <p>4.2 Provide programs for student/staff awareness of sexual abuse and of the dangers of drugs, alcohol, and tobacco.</p> <p>4.3 Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.</p> <p>4.4 Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.</p> <p>4.5 Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services.</p> <p>4.6 Involve parents and community members in activities to support a safe school environment (parent trainings, Eddie Eagle, etc).</p> <p>4.8 Provide car arrival staff assistance to ensure that students safely enter the building daily</p> <p>4.9 Provide parents with car rider slips to ensure safety of students leaving school.</p> <p>4.10 Ensure the safety of students by requiring all visitors sign in with a valid, government issued ID and wear visitor badges in the school.</p> <p>4.11 Require parents to pick up students prior to 2:45 for appointments. After 2:45, parents must wait for the end of the day.</p> <p>4.12 Request that parents not walk their children to class in order to maintain security in the building during school.</p> <p>4.13 Provide <i>student</i> education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills.</p>
Financial Resources	Campus budget Title IV \$690.68 Character Traits and Red Ribbons Federal
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Committee agendas and sign-in sheets Record of programs/presentations/trainings for students and staff Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project	Principal

Manager(s)

Assistant Principal

Goal 5: Technology

Anderson Elementary will utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Goal 5 Technology			
Objective	To ensure that all students and staff utilize technology as a tool for learning.		
Strategies	5.1. Increase student opportunities for utilizing technology across the curriculum areas. 5.2. Within each grade level cluster, all Technology Applications TEKS are met. 5.3. Provide hands-on training in use of new technology hardware and software. 5.4. Provide staff development on integration of technology across the curriculum. 5.5. Provide opportunities for classroom integration of technology across the curriculum. 5.6. Increase student knowledge of 2.0 web tools. 5.7. Engage students regularly in the use of technology in the classroom.		
Financial Resources	Campus budget Title I ARRA	\$216,862	Technology Federal
Additional Resources	Technology staff		
Monitoring Timeline	Formative Summative	November, January July	
Formative Evaluation	Records of professional development in technology Campus and District Technology Plans align with strategies		
Summative Evaluation	Meet Performance Indicators for STaR Report		
Project Manager(s)	Principal Associate Principal Technology Liaison		

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

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Campus Performance Indicators 2009 and 2010

Goal 1 Student Achievement and Post-Secondary Success

Goal 1.1 Master Rigorous Academic Standards

Goal 1.2 Close the Achievement Gap

Goal 1.3 Successful Completion of High School

Texas Assessment of Knowledge and Skills (All, African American, Hispanic, White, Eco. Dis.) Exemplary status on 9 of 12 measures (Goal is Exemplary on 12 of 12)		2009 Performance		2010 Target Performance Indicator	
		% met standard	Measure	% met standard	Measure
Reading/ELA	All Students	91%	E	95%	E
	White	93%	E	95%	E
	Hispanic	90%	E	95%	E
	Economic Disadvantaged	90%	E	95%	E
Writing	All Students	97%	E	97%	E
	White	90%	E	95%	E
	Hispanic	99%	E	100%	E
	Economic Disadvantaged	98%	E	100%	E
Mathematics	All Students	91%	E	95%	E
	White	93%	E	95%	E
	Hispanic	89%	R	95%	E
	Economic Disadvantaged	91%	E	95%	E
Gold Performance Acknowledgments					
Commended Performance on TAKS(R, W, M, SS, S) for All Students, AA, H, W,ED)		27%		35%	
Attendance Rate: Elementary		96.9%		98.0%	

Goal 2 Recruitment, Development and Retention of Staff

Highly Qualified Staff		
Highly Qualified Teachers	100%	100%
Highly Qualified Paraprofessionals (Title I Campuses)	100%	100%
CISD Job Fair	Attendance	Attendance

Goal 3 Parents and Community

Parent and Family Involvement		
Campus Web Page	Maintain up-to-date information	Maintain up-to-date information
Campus educational programs	Maintain programs	Maintain programs
Campus information for parents new to community	Available online and print	Available online and print
Volunteer opportunities	Maintain volunteer log	Maintain volunteer log

Community and Business Partnerships		
Campus partnerships with businesses and organizations	Maintain/expand partnerships	Maintain/expand partnership
Internal Communications		
Campus emails, letters, and webpage information are timely and accurate	Employee feedback	Employee feedback
Grade level/grade department meetings are conducted throughout year	Record of meetings	Record of meetings
Vertical team meetings are conducted throughout year	Record of meetings	Record of meetings
External Communications		
Campus promotes campus activities, initiatives, and programs in an accurate and timely manner (website, newsletters, press releases, emails, etc.)	Positive parent and community feedback	Positive parent and community feedback
Communication vehicle for eliciting input from parents and community members utilized as appropriate (website, newsletter, survey, councils, committees, etc.)	Parent and community input	Parent and community input

Goal 4 Safe Schools

Safe Schools Plan		
Safe Schools Plan implemented	Compliance in Safe Schools Audit	Compliance in Safe Schools Audit
Resources and Training		
Conduct safety and disaster drills	100% compliance at all campuses	100% compliance at all campuses

Goal 5 Technology

Maximize Teaching and Learning for students and staff		
Technology is seamlessly applied across all subject and content areas.	STaR Chart (TL) > 16	STaR Chart (TL) > 17
Enhance Professional practices		
Professional development focuses on the technology capabilities of educators	STaR Chart (EP) > 15	STaR Chart (EP) > 16

**SCE FUNDS
2009-2010**

Program/Service	Funds Budgeted	FTEs 2009-2010	Position
Academic Tutorials	\$16,202	.1	Teachers
General Education Teachers	\$2,184,464	42	
At-Risk Counselor			
At-Risk Paraprofessionals			
Credit Recovery (dropout recovery program)			
Reduced Class Size			
Instructional Coaches			
Instructional Materials			
Supplies and Equipment			
Transportation			
Total Funds Budgeted and FTEs	\$2,200,666	42.1	

**ARRA Title I and TITLE I - IV FUNDS
2009-2010**

Program/Service	Funds Budgeted 2009-2010	FTEs
ARRA Title IA		
Technology	\$216,862.00	
Student Materials		
Parent Involvement		
Total Title 1A	\$216,864.00	
Title IA		
Instructional Support – Teacher	\$109,395	2
Instructional Support – Paraprofessional	\$103,044	5
Extra Duty – Tutorials	\$27,500	
Substitutes	\$5693	
Parent Involvement	\$2,780	
Testing	\$3,000	
Instructional Supplies	\$44,149	
Total Title I	\$295,561	7
Title III		
Books	\$4,000	
Extra Duty	\$3,000	
Student Materials	\$3,000	
Total Title III	\$10,000	
Title IV		
Red Ribbons	\$690.68	
Total Title IV	\$690.68	

Ten Components of a School Wide Title I Campus

(Clearly reference each component with the appropriate goal[s] in Campus Plan)

1. Conduct a comprehensive needs assessment of the school based on student performance.
GOAL: 1
2. Utilize scientifically researched based reform strategies which strengthen the core academic program in the school and increase the amount and quality of learning time, such as providing before/after school programs and help provide an enriched and accelerated curriculum, address the needs of all children but particularly the needs of low achieving children and those at risk, and determine how the school will measure if these needs are being met.
GOAL: 1
3. Ensure that all instructional staff is highly qualified.
GOAL: 2
4. In accordance with Section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent possible, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program.
GOAL: 1,2,3,4,5
5. Develop strategies to attract high quality and highly qualified teachers to high need schools and high need areas.
GOAL: 2
6. Develop strategies to increase parental involvement.
GOAL: 3
7. Develop plans for assisting students in transition to better adjust to the next educational level for example Head Start students to local elementary schools.
GOAL: 1
8. Provide opportunities for teachers to be involved in the decisions regarding the use of assessments described in order to provide information on and to improve the achievement of individual students and the overall instructional program.
GOAL: 1
9. Describe opportunities that will be provided to students who experience difficulty mastering any of the State's standards required by Section 1111. Students will be provided with effective, timely, and additional assistance. This assistance must include measures to ensure that the student's difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
GOAL: 1
10. Coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act such as violence prevention programs, nutrition programs, Head Start, adult education, vocational and technical education, and job training.
GOAL: 1