

East Side Elementary



Campus Improvement Plan 2007-2008

EAST SIDE ELEMENTARY

CAMPUS IMPROVEMENT PLAN

2007-2008

037-904-102

EAST SIDE ELEMENTARY MISSION STATEMENT:

“Doing whatever it takes to ensure success for every child.”

With leadership from our principal, this campus plan has been collaboratively developed by the Campus Improvement Committee (CIC) which represents input from staff, parents, and community. All performance goals identified in No Child Left Behind legislation have been adopted by the district and are reflected in this plan.

Coordination and integration of the following funding sources support the objectives and strategies implemented to address identified students' needs: Titles I, IIA, IID, III, IV, V, VI, Special Education, State Compensatory Education, ARI/AMI, Optional Extended Year, Pre-Kindergarten Continuation Grant , and local monies.

An in-depth review and disaggregation of data by the Campus Improvement Committee led to the development of the goals, objectives, and strategies reflected in this Plan of Action.

COMPREHENSIVE NEEDS ASSESSMENT

The following information sources provided data for the comprehensive needs assessment:

- Longitudinal AEIS data
- Longitudinal TAKS data
- Longitudinal AYP data
- RPTE, TPRI, SDAA II/LDAA
- Benchmark Assessments
- Program Evaluations
- Staffing Needs
- Professional/Paraprofessional training needs
- Norm – referenced test data (2nd grade)
- Discipline data
- Promotion/Retention rates
- Informal and Formal Evaluations

FINDINGS

- East Side remains a schoolwide Title I campus.
- East Side's TAKS Accountability Status for 2006-2007 is "Recognized."
- East Side met Adequate Yearly Progress Standards for 2006-2007.
- East Side's accountability data continues to reflect an overall performance gap our African American population.
- Writing scores reflected overall improvement with a significant increase in the number of commended performances.
- Math scores significantly increased in the Hispanic and ELL groups, but again, decreased in the African-American population.
- Attendance and discipline rates have remained at a stable level.
- ESL/Bilingual Staff increased in 2006-2007 in accordance with goals outlined in the district plan and will again see an increase in 2007-2008 with the addition of a bilingual kindergarten class.

CAMPUS IMPROVEMENT COMMITTEE

East Side 2007-2008

Laurie Greathouse, Principal
Jodi Alderete, Assistant Principal
Susan Phillips, Instructional Strategist
Becky Walker, Regular Education Teacher
Chuck Roper, Special Area Teacher
Jessica Owens, Special Needs Teacher
Sheila Harvey, G/T-Dyslexia-Reading Specialist
Mary Foreman, Campus Technology Teacher
Andy Phillips, Business Community Representative
Stephanie McNeill, Parent Representative
Stephanie Wofford, Community Representative
Jan Hill, District Committee Member

GOAL 1: The achievement of all student groups will improve over the next three years in order for East Side Elementary to meet all AYP requirements and be rated as Exemplary by AEIS.

OBJECTIVE 1: Each student group will meet or exceed academic performance expectations projected through 2007-2008. See chart.

SUMMATIVE EVALUATION: Accomplishment of objective as measured by TAKS and TAKS acc. scores

SWC #	Strategy	Person Responsible	Resources	Timeline	Formative Evaluation	Notes
2,8	Ensure delivery of TEKS based instruction through the use of a vertically aligned curriculum	Administrators Strategist Teachers	Local funds	-Daily instruction -Weekly meetings -District level horizontal team meetings	Weekly meetings Walk throughs Use of CWT data	
7,8	Administer benchmark assessments each six weeks (Reading, writing, science and math)	Administrators Strategist Teachers	Local funds	Each six weeks	At least 70% mastery on benchmarks	
7,8	Utilize disaggregated data from benchmark tests to identify at-risk students	Administrators Strategist Teachers	Local funds	Each six weeks	Increase passing rate of at-risk students to reach 70% by January	
2,7,8,	Provide additional support for students not achieving expected mastery on reading, math, writing, and science/social studies assessments	Administrators CMC/strategist Reading Specialist MRT (Master Reading teacher) Teachers	Local Funds ARI funds AMI funds OEYP Title I part A	September October November January-April	At least 70% mastery on benchmarks	
8	Utilize SCE funds to support implementation of Title I school wide strategies	Administrators	SCE (\$100,911) FTE - (7 tchr. assts)	Each six weeks	Increase in reading levels At least 70% passing on benchmarks	
3	Recruit and maintain highly qualified teachers and paraprofessionals	Administrators Central Office	Title I Local Funds	Fall, Spring	100% teachers highly qualified	Reporting 1 as non Highly-Qual./Reg. IV Monterrey bilingual program
9	Provide data driven and needs-based staff development activities for all faculty and staff	Administrators	Title I Title II	Fall, Spring	Student Achievement increase on benchmarks.	
2,8,9	Continue to provide support to ELL (English language learners)	Teachers Administrator Dir Sp. Lang	Title Funds	Fall, Spring	Increase in benchmark assessment scores Improvement in TPRI testing results / RPTE	
2,8	Continue campus wide writing component of Balanced Literacy in grades K-4	Administrator Instr. Strategist Teachers	Title I ARI Local funds	Fall, Spring	99% mastery of all subgroups in writing Writing portfolios	
2,8	Continue and expand reading interventions for struggling readers utilizing the RTI Model	Administrators Teachers Reading Specialists MRT	Title funds ARI	Fall, Spring	90% of students reading on grade level at end of year	
2,8	Continue to implement all components of the dyslexia program	READ teacher Administrator Dyslexia coordinator	Local funds	Fall, Spring	Student growth will be monitored every six-week period as reflected in reading and writing grades.	

1,8	Reduce retention rate of all students	Teacher / STAT Coordinator Administrator	Local funds	Each six weeks	30% decrease in number of retentions	
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GOAL 1: continued
OBJECTIVE 1: continued

SWC #	Strategy	Person Responsible	Resources	Timeline	Formative Evaluation	Notes
8	Increase recruitment of all ethnic groups and economically disadvantaged students in the G/T program.	Administrators, Teachers GT Teachers District GT coordinator	Local funds Title V	Sep-May	Increase number of students nominated and tested for G/T program.	
3, 4, 9	Increase strategies to address learning styles for Hispanic students emphasizing improvement in the reading/writing/mathematics areas	Teachers Administrator Instr. Strategist Dir Sp. Lang	Local funds	Each six weeks	100% highly qualified teachers TAKS scores (90% mastery) & Benchmarks (70% mastery) of 3 rd and 4 th grade Hispanic students.	
3	Provide training in small group literacy instruction for all PK-4 instructional aides.	Administrators Instr. Strategist Teachers Reading Specialists	Local funds	Aug. and Jan.	Increase in reading levels At least 70% passing on benchmark	
2, 4	Emphasize social studies and science into into grades PK - 4 curriculum	Administrators Teachers Strategist	Local funds	Each six weeks	Implementation will be monitored through weekly lesson plans, benchmark tests, and formal teacher evaluations.	

GOAL 1: continued
OBJECTIVE 2: Improve attendance rate to at least 98%.

SUMMATIVE EVALUATION: Accomplishment of objective as measured by campus records and AEIS report.

SWC #	Strategy	Person Responsible	Resources	Timeline	Formative Evaluation	Notes
1	Report names of students who have 3 consecutive absences	Teacher Administrators	Local funds	Weekly or as needed	98% in attendance on a daily basis	
1	Utilize services of JISD police officer to investigate absenteeism	Administrators JISD police	Local funds	As needed	Decrease in excessive absences/attendance accounting documentation	
4,5	Conduct home visits to investigate excessive absences	Administrator Counselor Teacher	Local funds	As needed	Decrease in excessive absences/attendance accounting documentation	
1	Provide incentives for students with perfect attendance each six weeks	Administrator Counselor	Local funds	Each six weeks	Daily/Weekly attendance accounting/documentation of parent contact	

GOAL 2: Meet the needs of all students by providing a safe, orderly, drug free environment.

OBJECTIVE 1: Reduce number of office referrals by at least 5% from previous year.

SUMMATIVE EVALUATION: Accomplishment of objective as measured by PEIMS reports and campus records.

SWC #	Strategy	Person Responsible	Resources	Timeline	Formative Evaluation	Notes
10	Provide character education through guidance lessons	Teachers Counselor	Local funds Building Good Citizens for Texas Character Guide	Each month	No increase in inappropriate behaviors as measured by the end of the year PEIMS 425 record as compared to 2006 - 2007	
10	Integrate the study of human sexuality into curriculum	Teachers Counselor Nurse	Local funds Title IV Good Touch/Bad Touch Curriculum It's My Body Curriculum	Jan-March	Lesson plans	
5	Enforced Student Code of Conduct with classroom rules	Administrators Teachers	Local funds	Each six weeks	Documentation of reduced office referrals	
	Continue utilization of police officer	Administrators		Each semester	Documentation of reduced office referrals	
10	Present information to address violence, drugs, use of alcohol, and use of tobacco	Teacher Counselor JISD Police officers	Title IV	Each semester	Lesson Plan documentation/ Counselor's lessons	

GOAL 3: Meet the educational needs of all students by strengthening parental involvement.

OBJECTIVE 1: Involve parents in the education of their children in order to improve student performance to increase student achievement.

SUMMATIVE EVALUATION: Accomplishment of objective as measured by TAKS and TAKS acc. scores.

SWC #	Strategy	Person Responsible	Resources	Timeline	Formative Evaluation	Notes
1, 8	Conduct parent meetings for TAKS grade levels to inform parents of TAKS and TAKS acc. expectations.	Strategist Administrator Teachers	Local funds	February 2006	Documentation of parent attendance	
10, 5	Include parents on the district and all campus site-based decision making teams.	Administrator Teachers	Local funds	Aug-May	Documentation of parent attendance	
1	Utilize customized plan for Pre k -4	Teachers Administrators	Local funds	Sept. Parent conferences	Completed copies of customized plans	

East Side Academic Performance Chart

	2005-2006			2006-2007			2007-2008**Goals		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
All Students	84%	77%	94%	95%	87%	97%	100%	97%	100%
Afr. Am.	80%	60%	99%	73%	79%	92%	90%	90%	100%
Hispanic	75%	75%	92%	89%	85%	96%	99%	95%	100%
White	98%	93%	93%	92%	89%	100%	100%	99%	100%
Eco. Dis.	80%	74%	91%	73%	83%	95%	90%	93%	100%
At Risk	76%	70%	93%	89%	82%	90%	99%	92%	100%
LEP	68%	68%	89%	90%	93%	100%	100%	100%	100%
Sp. Ed.	94%	100%	60%	81%	75%	97%	n/a	n/a	n/a
GT	100%	100%	100%	100%	100%	100%	100%	100%	100%
Male	83%	79%	94%	87%	82%	97%	%	%	%
Female	88%	77%	94%	88%	89%	97%	%	%	%

Attendance Accountability	05-06	06-07	07-08
Yearly Ratings	95.8%	95.5%	98%

Commended Performance Ratings 2007	3rd	4th	All
Reading	39	25	64
Math	28	22	50
Writing	n/a	25	25

