

East Side Elementary



Campus Improvement Plan 2008-2009

2008 Texas Education Agency Recognized Campus

East Side Elementary
Ensuring Success For Every Child!
Campus Identification 037-904-102

EAST SIDE ELEMENTARY

CAMPUS IMPROVEMENT PLAN

2008-2009

037-904-102

EAST SIDE ELEMENTARY MISSION STATEMENT:

Ensuring Success for the 21st Century learner

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 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
- TPRI, TELPAS
- Benchmark Assessments
- Program Evaluations
- Staffing Needs and Staff Retention Rates
- Professional/Paraprofessional training needs
- Norm – referenced data (Stanford-Olsat)
- Comparative Data
- Discipline data
- Teacher & Student Attendance Data
- Promotion/Retention rates
- Informal and Formal Evaluations

FINDINGS

- East Side remains a school-wide Title I campus.
- East Side's TAKS Accountability Status for 2007-2008 is "Recognized."
- East Side met Adequate Yearly Progress Standards for 2007-2008.
- East Side's teacher-retention rate has significantly increased in the last two-year period.
- East Side's accountability data continues to reflect an overall performance gap with our African American population.
- Math scores reflected an overall decrease from 2006-2007.
- East Side's writing scores remain at a stable level above 95%.
- Attendance and discipline rates have remained at a stable level.
- ESL/Bilingual Staff increased in 2007-2008 with the addition of a first-grade bilingual teacher. The goal will be to add an additional bilingual staff member in 2008- 2009.

CAMPUS IMPROVEMENT COMMITTEE

East Side 2008-2009

Laurie Greathouse, Principal

Jodi Alderete, Assistant Principal

Susan Phillips, Instructional Strategist

Jolene Terry, Counselor

June Lucky, Librarian

Lisa Tarrant, Special Education Strategist

Sheila Harvey, G/T-Dyslexia-Reading Specialist

Mary Foreman, Campus Technology Teacher

Andy Phillips, Business Community Representative

Stephanie McNeill, Parent Representative

Destiny Westbrook, District/Campus Registered Nurse

Tina Stewart, District Program Director

Tiffany Hammock, Teacher Representative

Teresa Jones, Special Languages/Classroom Teacher

Tiffany Hoffpauir, Community Representative

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 2008-2009. (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 campus data	
7,8	Administer benchmark assessments each six weeks (Reading, writing, science and math)	Administrators Strategist Teachers	Local funds	Each six weeks	At least 75% mastery on district-generated formative assessments	
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 (tutorials, RTI, classroom assistants)	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	75% or better mastery on formative assessments	
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 75% mastery on formative assessments	
3	Recruit and maintain highly qualified teachers and paraprofessionals	Administrators Central Office	Title I Local Funds	Fall, Spring	100% teachers highly qualified	
9	Provide data driven and needs-based staff development activities for all faculty and staff	Administrators Teachers teaching teachers	Title I Title II	Fall, Spring	-Student Achievement increase on formative assessments. -Evidence of utilization of strategies -CWT documentation	
2,8,9	Continue to provide support to ELL (English language learners)	Teachers Administrator Dir Sp. Lang	Title Funds	Fall, Spring	-Increase in formative assessment scores -Improvement in TPRI & standardized testing results	
2,8	Continue campus wide writing component of Balanced Literacy in grades K-4	Administrator Instructional Strategist Teachers	Title I ARI Local funds	Fall, Spring	99% mastery of all subgroups in writing Classroom student portfolios	

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	

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 G/T Teachers District G/T 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) & Formative Assessments (75% 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	Fall & Spring	Increase in reading levels At least 70% passing on benchmark	
2, 4	Increase emphasis on social studies and science at the PreK - 4 levels	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(s) Responsible	Resources	Timeline	Formative Evaluation	Notes
1	Teachers make contact w/parents of students absent for 3 or more consecutive days. Teachers then report this to assistant principal/campus attendance administrator	Teacher Administrators	Local funds	As needed	Achievement of 98% attendance rate and overall higher academic performance ratings	
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 Site Staff	Local funds	As needed	Decrease in excessive absences/attendance accounting documentation	
1	Provide incentives for students with perfect attendance each six weeks	Administrator Counselors Student Activities Committee Members	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 Admin. through morning announcements/lessons	Local funds Building Good Citizens for Texas Character Guide	Monthly September - May	Decrease in inappropriate behaviors as measured by the end of the year PEIMS 425 record as compared to 2007 - 2008	
10	Integrate the study of human sexuality into curriculum	Teachers Counselor District Nursing Staff	Local funds Title IV Good Touch/Bad Touch Curriculum It's My Body Curriculum	Jan-March	Lesson plans Campus Programs	
5	Enforce the district and campus codes of conduct/Classroom rules	Administrators Teachers Campus Discipline/STAT Committee	Local funds	Each six weeks	Documentation of reduced office referrals	
5	Continue utilization of police officer for increased campus safety	Administrators District Security Officers		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 teaching plans	

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 participation	
10, 5	Include parents on the district and all campus site-based decision making teams.	Administrator Teachers Campus Committees	Local funds	Aug-May	Documentation of parent participation	
1	Utilize customized plan for Pre k -4	Teachers Administrators	Local funds	Fall campus-wide Parent conferences	Completed copies of customized plans	
5	Ensure ongoing communication & parent involvement through opportunities such as: daily take-home folders, ES "Primetime" reward assemblies; East Side PTO; parent/teacher conferences; grade level programs; grandparents' day; open house programs; grade reports; campus newsletters; campus/district website, classroom seasonal parties; Head Start parent meetings, etc.	Administrators Teachers Campus Committee Members			Documentation of parent participation; Data gathered for student cumulative folders; documentation of planned events	

GOAL 4: Meet the educational needs of all students by recruiting and retaining a 100% highly qualified teaching staff.

OBJECTIVE 1: Recruit applicants who meet highly qualified standards as required by local, state, and federal standards.

SUMMATIVE EVALUATION: Accomplishment of objective as required.

SWC #	Strategy	Person Responsible	Resources	Timeline	Formative Evaluation	Notes
	Seek regular, special education, and bilingual applicants who meet highly qualified status through all appropriate recruiting channels.	Administrators	Federal, state, and local funds	Ongoing	Documentation of all teaching staff meeting required standards	

GOAL 4: Meet the educational needs of all students by recruiting and retaining a 100% highly qualified teaching staff.

OBJECTIVE 2: Recruit applicants who meet highly qualified standards as required by local, state, and federal standards.

SUMMATIVE EVALUATION: Accomplishment of objective as legally required.

SWC #	Strategy	Person Responsible	Resources	Timeline	Formative Evaluation	Notes
	Increase the knowledge of and use of technology in the educational process at the campus level through staff development and purchase of needed equipment.	Administrators Teachers District-level technology specialist	Federal, state, and local funds	Ongoing	Monday "After the Bell" attendance documentation for staff members Increased use of technology in classrooms Increased inventory available through the campus technology resource scheduler	

East Side Academic Performance Chart

	2005-2006			2006-2007			2007-2008 Actual		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
All Students	84%	77%	94%	95%	87%	97%	94%	85%	95%
Afr. Am.	80%	60%	99%	73%	79%	92%	87%	62%	85%
Hispanic	75%	75%	92%	89%	85%	96%	90%	84%	96%
White	98%	93%	93%	92%	89%	100%	91%	91%	96%
Eco. Dis.	80%	74%	91%	73%	83%	95%	90%	79%	92%
At Risk	76%	70%	93%	89%	82%	90%	92%	78%	90%
LEP	68%	68%	89%	90%	93%	100%	88%	80%	90%
G/T	100%	100%	100%	100%	100%	100%	100%	100%	100%
Male	83%	79%	94%	87%	82%	97%	93%	89%	92%
Female	88%	77%	94%	88%	89%	97%	95%	81%	93%

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

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EAST SIDE ELEMENTARY DISTRICT COMMITTEE MEMBERS

DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS

Shelbye Phillips, Teacher

Becky Walker, Teacher

Jolene Terry, Counselor

DISTRICT INSURANCE COMMITTEE REPRESENTATIVE

Debbie Jones

DISTRICT SICK LEAVE BANK REPRESENTATIVE

Mary Foreman