

Amos Elementary School
Campus Improvement Plan
2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT

Overview

The 2007-2008 academic school year demonstrated favorable TAKS scores for Amos Elementary School receiving an Academically Acceptable rating from TEA. The test scores in reading, writing, and science were very positive. After an extensive analysis of the Spring TAKS report, we determined the reading, math, writing, and science scores were maintained or increased in 10 of 15 accountability groups with a significant increase for Hispanic students in science. Reading and Writing scores maintained scores at or just below Exemplary levels. One major concern is the drop in all four tested subject areas for our African American students and three of the five accountability groups in Math. Our African American scores dropped dramatically in Science, Writing, and Math.

The district goals are 1) To develop and implement a system of academic interventions 2) To reduce course/subject failure rates 3) To develop subject area vertical alignment 4) To engage parents and the community in the educational process 5) To prevent campus violence and ensure appropriate methods of intervention.

Our parental involvement strategies are incorporated in our Family Involvement program as a Title I campus. We continually search for ways to increase and improve parental involvement throughout the school and community. Documentation has shown that parental involvement continued to increase during the 2007-2008 school year and our focus is to continue to increase parental involvement each year.

Amos Demographics: 53% Hispanic, 22.1% Black, 12.3% White, 11.6% Asian, .9% Indian, 79.8% Economically Disadvantaged

1. Comprehensive Needs Assessment: The SBDM Committee analyzed school data that included Family Involvement information, testing data, and faculty/staff information and found that parent involvement is continuing to increase and attention must be paid to African American student test improvement.

2. Schoolwide Component Codes:

CNA -Comprehensive Needs Assessment	RS -SW Reform Strategies	HQ -Highly Qualified Staff	PD -Professional Development	R/R -Recruitment & Retention of HQ teachers
FI -Family Involvement	Tr -Transition	Asmt -Teachers involved in assessment decisions	M -Effective, timely, additional assistance for Mastery	C/I -Coordination & Integration of Federal, State & Local funds

Goal #1: To develop and implement a system of academic interventions.

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Phonemic Awareness/Letter Sound Recognition	\$5496 in SCE/Title I Schoolwide program funds	KG, First, Second Grade Teachers	Aug 2008-June 2009	MOY/EOY Tests, TAKS, Benchmark Tests, DRA2
Student Attendance	\$600 in local funds	J Miller-AP, PK-6 Teachers, Attendance Officer, M Segovia-Attendance Clerk	Aug 2008-June 2009	ADA percentage
African American Math/Reading/ Science/Writing TAKS Performance	Measuring Up-\$5489, Tutoring-\$20,000, ED/EY-\$25/hr, Homework Club-\$25/h in Title I Schoolwide program/SCE funds	Gr. 3-6 Team Leaders	Sept 2008-May 2009	TAKS results
Student Behavior/Student Discipline Office Referrals	No additional funds required	Jo Ann Miller-AP, K-6 Team Leaders	Aug 2008-June 2009	Number of office referrals for the school year
Students identified as needing additional learning time to meet academic standards or to prevent them from dropping out, will be provided with appropriate intervention strategies based upon their needs. These decisions will be made by the RAP committee, which is composed of the child's teacher(s), counselor and other campus staff. (M)	Title I Schoolwide Program SCE Accelerated Reading/Math (C/I)	K-6 Team Leaders, Jo Ann Miller, AP	Aug 2008 – June 2009	Curriculum assessments, MOY/EOY Tests, TAKS, Benchmark Tests, DRA2

Goal #2: To reduce course/subject failure rates.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
The use of Homework Club, Extended Day/Year, and Tutoring	\$23600 in Title I Schoolwide Program/AR/SCE Funds, district funding	B. Sparks, K. Garza, M. Talley, classroom teachers	Jan 2009 – May 2009	DRA2/TAKS/Benchmark/MOY/EOY Test Results, Progress Report/Report
The use of Mastery Assistance Center	TA funds paid by Title I Schoolwide Program	B. Sparks, M. Duque classroom teacher/TA	Oct 2008 - May 2009	Card results
The use of supplemental materials such as Measuring Up, TAKS Coach, Saxon Phonics, Thinking Maps, Write From the Beginning, Calendar Math, and United Streaming	\$10,985 in Title I Schoolwide Program/SCE Funds Other materials no additional funding needed.	K-6 Team Leaders, C.Maslyk CTM, Technology Trainers	Oct 2008 – May 2009	Same as above
The use of data disaggregation	No additional funding required	R. Rinn principal	Sept 2008 – June 2009	Same as above
The use of our science Instructional Facilitator	Salary paid by Title I Schoolwide Program funds	R. Rinn principal	Sept 2008 – June 2009	Same as above
The use of Principal/Asst. Principal Walk-throughs	No additional funding required	R Rinn principal, J Miller asst. principal	Aug 2008 – June 2009	Same as above
Use of Differentiated Instruction in all classrooms	No additional funding required	R. Rinn principal, J. Miller asst. principal	Aug 2008 – June 2009	Same as above

Goal #2: To reduce course/subject failure rates.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)	No local funding required	Principal	September & January	Master schedule Teacher certification Principal Attestation
To attract and retain Highly Qualified teaching staff, teachers are provided the opportunity to participate in a Master's Degree program in a core curriculum subject area. (R/R)	District Title I funds	State & Federal Program Office	October & February	List of teachers participating in Master's program
Teachers will participate in high quality, ongoing professional development based upon campus Comprehensive Needs Assessment (PD)	Title I Schoolwide Program SCE	Principal	December & April	ERO attendance reports
PK-6 th Grade level teachers will meet after each benchmark to discuss instructional strategies, based on student data, to improve classroom performance. (Asmt)	PK – 6 th classroom teachers	Principal	October 2008 – March 2009	Teacher meeting agendas

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Staff Development	No additional funding required	R. Rinn principal, J. Miller asst. principal	Aug 2008 – June 2009	Session Feedback results
Multi-Team Meetings	Same as above	All Team Leaders	Same as above	Agenda notes
Team Meetings	Same as above	Same as above	Same as above	Agenda notes
Instructional Assessment Timelines	Same as above	Same as above	Same as above	Progress Reports/Report Cards
Activities that encourage a coherent, seamless transition for at-risk students will be provided, which include PRIM strategies, tutoring, accommodations, and technology based instruction. (Tr)	Title I Schoolwide Program	K-6 Classroom Teachers, E. Rogowski counselor, L. Byrd resource CT.	Aug 2008 – June 2009	Progress Reports/Report Cards, Test results

Goal #4: To engage parents and the community in the educational process.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Family Involvement Committee	No additional funding required	Alma Cehyah, FSR	Sept 2008 - June 2009	Number of parents attending activities
Grade Level Parent Meetings	Same as above	Team Leaders	Aug 2008	Same as above
Parent Conferences	Same as above	Team Leaders	Aug 2008 – June 2009	Same as above
Monthly FIT Meetings, Curriculum/TAKS Nights	Baby Sitting \$600/year in Title I Schoolwide program funds	Alma Cehyah, Team Leaders	Sept 2008 – May 2009	Same as above
Daily parent communication w/student planner	No additional funding required	Classroom Teachers	Aug 2008 – June 2009	Parent notes/signatures returned
Meet the Teacher/Open House	Same as above	R. Rinn principal/J. Miller asst. principal	Sept 2008, Mar 2009	Number of parents attending activities
McTeacher Night/CiCi's Pizza Night	Same as above	Same as above	Fall 2008, Spring 2009	Same as above
The Family Involvement Team (FIT), comprised of teachers, Instructional Facilitator(s), Family School Representative and parents, will meet every six weeks to plan and evaluate family involvement events based upon campus' needs. (FI)	Title I Schoolwide Program funds - \$100	Alma Cehyah FSR	Aug 2008 – May 2009	Event evaluations Staff surveys

Goal #4: To engage parents and the community in the educational process.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Campus Family Involvement Policy and Compact, which was developed by the FIT team, will be sent to all parents along with each child's first report card. Campus FI Policy will guide the Family Involvement Program. (FI)	Title I Schoolwide Program funds - \$100	Alma Cehyah	End of 1st Six Weeks	Event Evaluations Staff Surveys
Conduct an annual Title I meeting to explain NCLB requirements and the instructional program and interventions at the campus. (FI)	Title I Schoolwide Program funds - \$17	R. Rinn Principal, Alma Cehyah FSR	October 2, 2008	Event evaluation
Teachers will communicate student academic progress and assessment reports with parents every three weeks via Progress Reports, Report Cards, and/or parent conferences. (FI)	No additional funding required	PK-6 Team Leaders	Sept 2008 – June 2009	Teacher documentation of communications with parents

Goal #5: To prevent campus violence and ensure appropriate methods of intervention.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Use of Girls & Boy's Town Social Skills Model	No additional funding required	E. Rogowski counselor	Aug 2008 - June 2009	Decrease in office referrals
Use of 10 security cameras inside and outside of the building	Same as above	R. Rinn principal	Aug 2008 – June 2009	Decrease in vandalism and student misbehavior
Staff on duty before/after school	Same as above	J Miller asst. principal	Aug 2008 – June 2009	Decrease of student misbehavior
Use of Safety Patrol	Same as above	J Miller asst principal	Aug 2008 – June 2009	Same as above
Presentation of Nana Puddin' – Antibullying program	\$700 of local funds	E Rogowski counselor	Oct 2008	Decrease in office referrals
Development and continued awareness of our Crisis Plan	No additional funding required	E Rogowski counselor	Aug 2008 – June 2009	Staff knowledge in case of a crisis situation
Computer Check-In/Out for visitors	\$450 of local funds	M Segovia att. Clerk, P Duke Guidance Tech	Aug 2008 – June 2009	Daily summary reports of visitors in the building



Campus Improvement Plan 2008-2009 Amos Elementary School

Bibliography

Amos SDBM Committee consists of Jeanne Parra-KG, Mary Harris-1st, Brandie Sparks-2nd, Brittany Davis-3rd, Marcia Malone-Support Staff, Cortney Sims-4th, Brandi Chamberlain-5th, James Lanmon-6th, Kim Garza-Fine Arts, Eva Rogowski-counselor, James Miller-parent, Rodney Rinn-principal, Jo Ann Miller-asst. principal.

Saxon Phonics – Harcourt Achieve Inc., 6277 Sea Harbor Dr., Orlando FL 32887

Measuring Up – Peoples Education, 299 Market Street, Saddlebrook NJ 07663

TAKS Coach – Triumph Learning, 136 Madison Ave, 7th Floor, NY NY 10016 0900

Thinking Maps – Thinking Maps, Inc., 401 Cascade Pointe Lane, Cary, NC 27513

Calendar Math – Great Source Education Group, 181 Ballardvale Street, Wilmington MA 01887

Walk Throughs – The Three-Minute Walk-Through, Carolyn J. Downey, Betty E. Steffy, Fenwick W. English, Larry E. Frase, William K. Poston, Jr.

Differentiated Instruction – How To Differentiate Instruction in Mixed Ability Classrooms, Carol Ann Tomlinson

Nana Puddin’ – Dennis Lee Productions, Inc, 3225 Turtle Creek Blvd. #747, Dallas TX 75219

Girls & Boy’s Town Social Skills - AISD Research and Girls and Boys’ Town Social Skills Model, Omaha Nebraska

TouchScreen Monitor for visitor check-in/out – Hewlett Packard Co. Inc, 10810 Farnam Drive, Omaha NE 68154

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Grade 3 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	62	97%	64	97%	0%	61	93%	-3%	95%	2%
Afri Amer	11	100%	10	90%	-10%	10	80%	-10%	85%	5%
Hispanic	28	93%	33	97%	4%	33	94%	-3%	95%	1%
White	13	100%	11	100%	0%	10	100%	0%	100%	0%
Eco Disadv	47	96%	49	96%	0%	47	91%	-4%	93%	2%
LEP	33	94%	28	96%	2%	32	94%	-3%	95%	1%
SpEd	3	*	2	*	*	4	*	*		

Grade 4 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	58	79%	70	83%	4%	56	88%	5%	90%	3%
Afri Amer	5	80%	9	78%	-2%	10	70%	-8%	80%	10%
Hispanic	33	82%	35	80%	-2%	30	90%	10%	92%	2%
White	14	79%	14	86%	7%	9	89%	3%	91%	2%
Eco Disadv	42	81%	52	83%	2%	45	87%	4%	90%	3%
LEP	28	75%	37	81%	6%	26	92%	11%	93%	1%
SpEd	2	*	2	*	*	3	*	*		

Grade 5 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	58	90%	57	95%	5%	71	93%	-2%	95%	2%
Afri Amer	10	100%	4	*	*	9	89%	*	90%	1%
Hispanic	31	87%	36	92%	5%	39	92%	1%	94%	2%
White	9	78%	12	100%	22%	13	100%	0%	100%	0%
Eco Disadv	43	93%	42	95%	2%	52	92%	-3%	94%	2%
LEP	20	90%	21	86%	-4%	29	86%	0%	89%	3%
SpEd	3	*	*	*	*	3	*	*		

Grade 6 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	52	96%	56	100%	4%	57	96%	-4%	97%	1%
Afri Amer	12	92%	9	100%	8%	10	100%	0%	100%	0%
Hispanic	25	96%	28	100%	4%	30	93%	-7%	95%	2%
White	10	100%	11	100%	0%	12	100%	0%	100%	0%
Eco Disadv	39	97%	43	100%	3%	42	100%	0%	100%	0%
LEP	20	95%	*	*	*	2	*	*		
SpEd	*	*	1	*	*	1	*	*		

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Grade 3 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	64	89%	66	88%	-1%	59	75%	-13%	81%	6%
Afri Amer	11	91%	10	80%	-11%	10	50%	-30%	80%	30%
Hispanic	29	83%	34	91%	8%	32	75%	-16%	81%	6%
White	14	100%	12	83%	-17%	9	89%	6%	91%	2%
Eco Disadv	49	90%	51	86%	-4%	46	74%	-12%	81%	7%
LEP	35	83%	28	96%	14%	31	84%	-13%	87%	3%
SpEd	5	80%	4	*	*	4	*	*		

Grade 4 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	58	84%	72	82%	-3%	56	86%	4%	89%	3%
Afri Amer	5	60%	9	89%	29%	10	50%	-39%	80%	30%
Hispanic	33	79%	36	75%	-4%	30	97%	22%	98%	1%
White	14	100%	15	93%	-7%	9	78%	-16%	81%	3%
Eco Disadv	42	83%	54	78%	-6%	45	82%	4%	84%	2%
LEP	28	79%	39	77%	-2%	26	96%	19%	97%	1%
SpEd	2	*	4	*	*	3	*	*		

Grade 5 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	58	84%	57	93%	8%	71	89%	-4%	91%	2%
Afri Amer	10	90%	4	*	*	9	56%	*	80%	24%
Hispanic	30	87%	36	89%	2%	40	93%	4%	94%	1%
White	10	70%	12	100%	30%	13	100%	0%	100%	0%
Eco Disadv	43	81%	42	95%	14%	53	89%	-7%	92%	3%
LEP	19	84%	21	86%	2%	30	90%	4%	91%	1%
SpEd	4	*	*	*	*	3	*	*		

Grade 6 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	53	87%	58	88%	1%	57	93%	5%	95%	2%
Afri Amer	12	92%	9	78%	-14%	10	90%	12%	91%	1%
Hispanic	26	81%	29	83%	2%	30	90%	7%	92%	2%
White	10	90%	12	100%	10%	12	100%	0%	100%	0%
Eco Disadv	40	88%	45	84%	-3%	42	95%	11%	96%	1%
LEP	20	80%	1	*	*	2	*	*		
SpEd	1	*	2	*	*	1	*	*		

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Grade 4 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	56	89%	68	91%	2%	55	91%	0%	93%	2%
Afri Amer	5	80%	9	100%	20%	10	70%	-30%	80%	10%
Hispanic	31	90%	33	91%	1%	29	97%	6%	98%	1%
White	14	86%	14	86%	0%	9	89%	3%	91%	2%
Eco Disadv	40	85%	50	94%	9%	44	89%	-5%	91%	2%
LEP	28	96%	35	89%	-8%	26	96%	8%	97%	1%
SpEd	2	*	2	*	*	3	*	*		

Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	60	70%	57	80%	10%	72	85%	4%	87%	2%
Afri Amer	10	90%	4	*	*	10	40%	*	80%	40%
Hispanic	32	55%	35	74%	19%	40	90%	16%	91%	1%
White	10	75%	13	92%	17%	13	100%	8%	100%	0%
Eco Disadv	46	70%	42	81%	10%	54	81%	1%	84%	3%
LEP	21	57%	21	62%	5%	30	83%	21%	85%	2%
SpEd	6	100%	1	*	*	5	80%	*	83%	3%



Campus Improvement Plan 2008-2009
Amos Elementary

State Compensatory Education

Intended Purpose - to increase the academic achievement and reduce the drop out rate of students

Intended Beneficiaries - students identified as at risk of dropping out of school as defined in Subchapter B, Chapter 39 TEC

Description	Acct Code	Original Budget	09/30/2008 Budget
Comp. Ed. Budget			
SUBSTITUTE TEACHERS	199.11.6112.00.124.9.30.0.04	0.00	150.00
TUTORIAL SERVICES	199.11.6119.02.124.9.30.0.00	36,000.00	36,000.00
MEDICARE	199.11.6141.00.124.9.30.0.04	0.00	2.18
FICA	199.11.6141.01.124.9.30.0.04	0.00	9.30
SAL & WAGES-SUPPORT PERS	199.31.6129.00.124.9.30.0.00	20,981.18	20,981.18
MEDICARE	199.31.6141.00.124.9.30.0.00	292.53	292.53
TOTAL		57,273.71	57,435.19
FTE Count			
PERSONNEL			1.00
TOTAL			1.00



Campus Improvement Plan 2008-2009

Amos Elementary

Title I, Part A:

Intended Purpose - to enable all children to meet the state student performance standards

Intended Beneficiaries - students who experience difficulties mastering the state academic achievement standards

Description	Acct Code	Original Budget	09/30/2008 Budget
FTE Count			
PERSONNEL			5.00
TOTAL			5.00
Title I Budget			
SUBSTITUTE TEACHERS	211.11.6112.00.124.9.24.0.00	0.00	2,000.00
SALARIES-TEACH & OTH PROF	211.11.6119.00.124.9.24.0.00	151,473.00	57,772.00
EXTRA DUTY-TEACH/OTH PROF	211.11.6119.01.124.9.24.0.00	0.00	2,500.00
TUTORIAL SERVICES	211.11.6119.02.124.9.24.0.00	0.00	20,000.00
TEACH COMP ALLOT SUPPL	211.11.6119.04.124.9.24.0.00	0.00	1,500.00
CONTRACT ADDENDA-STIPEND	211.11.6119.09.124.9.24.0.00	0.00	1,500.00
SAL & WAGES-SUPPORT PERS	211.11.6129.00.124.9.24.0.00	0.00	16,035.00
MEDICARE	211.11.6141.00.124.9.24.0.00	0.00	1,470.00
FICA	211.11.6141.01.124.9.24.0.00	0.00	124.00
HEALTH INSURANCE	211.11.6142.01.124.9.24.0.00	0.00	6,240.00
TEACHER RETIREMENT	211.11.6146.00.124.9.24.0.00	0.00	7,528.00
TRS-CARE CONTRIBUTION	211.11.6146.01.124.9.24.0.00	0.00	546.00
READING MATERIALS	211.11.6329.00.124.9.24.0.00	0.00	8,478.00
GENERAL SUPPLIES	211.11.6399.01.124.9.24.0.00	17,191.00	15,209.00
STUDENT TVL*NO AISD BUSES	211.11.6412.00.124.9.24.0.00	0.00	4,000.00
DIST TRANS FOR STDNT TRAV	211.11.6494.00.124.9.24.0.00	0.00	2,500.00
MISC OPERATING EXPENSES	211.11.6499.00.124.9.24.0.00	0.00	1,000.00
PART TIME/TEMPORARY	211.12.6129.04.124.9.24.0.00	0.00	3,000.00
MEDICARE	211.12.6141.00.124.9.24.0.00	0.00	44.00

SUBSTITUTE TEACHERS	211.13.6112.00.124.9.24.0.00	0.00	1,000.00
MEDICARE	211.13.6141.00.124.9.24.0.00	0.00	15.00
FICA	211.13.6141.01.124.9.24.0.00	0.00	62.00
MISC PURCH & CONTR SERV	211.13.6299.00.124.9.24.0.00	1,000.00	1,000.00
EMPLOYEE TRAVEL	211.13.6411.00.124.9.24.0.00	8,000.00	500.00
EXTRA DUTY-SUPPORT PERS	211.61.6121.00.124.9.24.0.00	0.00	600.00
SAL & WAGES-SUPPORT PERS	211.61.6129.00.124.9.24.0.00	0.00	18,125.00
MEDICARE	211.61.6141.00.124.9.24.0.00	0.00	272.00
HEALTH INSURANCE	211.61.6142.01.124.9.24.0.00	0.00	3,120.00
TEACHER RETIREMENT	211.61.6146.00.124.9.24.0.00	0.00	1,420.00
TRS-CARE CONTRIBUTION	211.61.6146.01.124.9.24.0.00	0.00	104.00
GENERAL SUPPLIES	211.61.6399.01.124.9.24.0.00	318.00	318.00
EMPLOYEE TRAVEL	211.61.6411.00.124.9.24.0.00	250.00	250.00
MISC OPERATING EXPENSES	211.61.6499.00.124.9.24.0.00	750.00	750.00
TOTAL		178,982.00	178,982.00