

Ashworth Elementary School

Campus Improvement Plan

2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT

Overview

In the 2007 – 2008 school year Ashworth Elementary acquired the accountability level of “Exemplary” status. However, with rising state standards we find we have some specific areas to address with certain subgroups. Ms. Lynn Allen, principal at Ashworth Elementary, did a “Needs Assessment” on the 2007 – 2008 test scores received from the Arlington Independent Testing Center and has decided the following improvements need to be made for the 2008 – 2009 school year.

The passing rate of LEP students needs to be improved to 93% for the 3rd grade reading portion of TAKS. The passing rate of 80% for 4th grade Special Education students needs to improve to 90% for the reading portion of TAKS. The passing rate of 86% and 89% for the subgroup of Hispanic and White students needs to be improved to 92% and to 94% for the 3rd grade math portion of TAKS. The passing rate for the subgroups of Economically Disadvantaged, LEP and Special Education for the 3rd grade math portion of TAKS needs to improve to 94%. The passing rate for the subgroups of Special Education students of 73% needs to be improved to 80% for the 4th grade math portion of TAKS. The passing rate for the subgroup of the 6th grade Special Education students needs to improve to 91% for the math portion of TAKS. The passing rate of 86% for the 4th grade subgroup of Special Education needs to improve to 91% for the writing portion of TAKS. The passing rate needs to improve to 90% for the 5th grade subgroup of Hispanic, 92% for Economical Disadvantaged and 85% for LEP students for the 5th grade science portion of TAKS.

Demographics for the 2007 – 2008 school year breaks down to .66% American Indian, 9.06% Asian, 34.10% African American, 26.19% Hispanic, 29.98 % Caucasian. As you look at the TAKS results the African American population has the strongest scores and the weakest scores are in the LEP, Hispanic, Economically Disadvantaged and Caucasian subgroups.

DRA levels need to show a year’s growth for the students in kindergarten, 1st and 2nd grades. This will help to insure competence in reading for the student’s success in his/her academic career.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
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.	State Compensatory Education Funds, \$22,320	Principal A. Principal 3 rd grade TL 4 th grade TL 5 th grade TL 6 th grade TL	Bi-Weekly Meetings	Benchmarks
<u>Math 3, 4,5, 6</u> Hispanic White Economically Disadvantaged LEP Special Education All students	404 Funds Comp Ed Funds	Principal AP 3 rd grade TL 4 th grade TL 5 th grade TL 6 th grade TL	Bi-Weekly Meetings	Benchmarks
<u>Reading 3,4, 5, 6</u> LEP Special Education All Students	404 Funds Comp Ed Funds	Principal AP 3 rd grade TL 4 th grade TL 5 th grade TL 6 th grade TL	Bi-Weekly Meetings	Benchmarks

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<u>Science 5</u> Hispanic Economically Disadvantaged LEP All Students	404 Funds Comp Ed Funds	Principal A. Principal 5 th grade science teacher	Bi-Weekly Meetings	Benchmarks
<u>Writing 4</u> Special Education Students All Students	404 Funds Comp Ed Funds	Principal A. Principal 4 th grade TL	Bi-Weekly Meetings	Benchmarks
<u>DRA Levels</u> K-2	404 Funds Comp Ed Funds	Principal A. Principal Kindergarten -TL 1 st grade TL 2 nd grade TL	September 2008 – June 2009	Beginning, Middle, End of Year

Goal #2: To improve course/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)	None	Principal	September & January	Master schedule Teacher certification Principal Attestation
Teachers will participate in high quality, ongoing professional development based upon campus needs (PD)	SCE	Principal	December & April	ERO attendance reports
Students will receive direct instruction in core subject areas as well as individualized help in mastering concepts in all subject areas	N/A	All teachers	August 2008 – 2009	Teacher Lesson Plans
Teachers will administer pre and post tests and benchmarks which are linked to the TEKS and subject area curriculum guides in all subject areas	N/A	All teachers	August 2008 – 2009	3 week Progress Reports & 6 week report cards as well as parent contact records for each teacher
Teachers will continually review progress and goals with students as well as provide written feedback to students and parents as to academic performance each 3 week period	N/A	All teachers	August 2008 – 2009	Observation, Lesson Plans, Benchmark results, TAKS
Students will be met at their level and progress to achieve a year's growth	N/A	All teachers	August 2008 – 2009	Observation, Lesson Plans, Benchmark results, TAKS

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
1. All teachers will use district curriculum guides and timelines to plan instruction.	N/A	Teachers	August 2008 – June 2009	DRA testing, pre and post tests, benchmarks, TAKS and EOY testing
2. All teachers will use district developed benchmarks to assess and evaluate student learning.	N/A	Teachers	August 2008 – June 2009	District developed benchmarks
3. The teacher will ensure that instruction for the year covers all the TEKS for the particular grade and subjects taught.	N/A	Teachers	August 2008 – June 2009	TAKS, EOY tests
4. Daily math—spiraling concepts.	N/A	Teachers	August 2008 – June 2009	Math TAKs and EOY tests
5. Teachers will encourage the use of the Accelerated Reader Program grades 2-6	N/A	Teachers grades 2-6	August 2008 – June 2009	STAR tests

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
1. Teachers will communicate student academic progress and assessment reports with parents every 3 weeks via progress reports, report cards, conferences, phone, e-mail.	Campus allotment funds	All teachers	September 2008 – June 2009	Teacher documentation of communications with parents.
2. Librarians will engage parents and the community by promoting, participating, and/or conducting three family oriented campus or district events such as Book Fairs, Author Visits, Meet the Teacher Night, Open House, Public Library Presentations, Storytellers, College Night, Title 1 Family Events, Title 1 Literacy Fair, or Guest Speakers.	Campus Library Budgets Campus Library Activity Campus allotment funds	Campus Librarians Lorie Bruns, Library Services Director Carole Hagler, Director of State and Federal Programs	August 2008 – June 2009	Library Services Monthly Activity Reports Campus and District Calendars
3. Teachers will keep parents educated about positive home school relations.	Home & School Connection flyers sent home; Wonderful Wednesday Folders to keep parents informed; positive notes home by the principal; Ashworth website	All Teachers	August 2008 – June 2009	Survey Parent Conferences as needed Notes to/from teacher

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
4. Teachers will encourage parents to attend school functions.	Flyers; babysitting for orientation; rewards for participation	All Teachers	August 2008 – June 2009	Attendance PTA Membership
5. Teachers will work hard to make parent meetings successful	Flyers; show student work; translators if needed; provide handouts; open house; informative parent orientation meetings	All Teachers	August 2008 – June 2009	Attendance %; surveys
6. Teachers will encourage parent volunteers to help with classroom activities	Schedule of events, projects	All Teachers	August 2008 – June 2009	Sign-up forms; volunteer sign-in book
7. Parents will participate in school decision making	None	All Teachers	September 2008 – June 2009	Meeting minutes; attendance

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
1. Students will participate in 2 lock down drills the first semester	No funding needed	Administration, Teachers	August 2008 – June 2009	Notes from debriefing
2. Afternoon dismissal will be done on a “lockdown” basis	No funding needed	Administration, Teachers	October 2008 – June 2009	No problems during dismissal
3. Teachers review crisis management plan	No funding needed	Teachers	August 2008 – June 2009	Notes from debriefing
4. Require ID of all staff employees and visitors to be visible at all times	No funding needed	All staff members	October 2008 - June 2009	No unauthorized visitors on campus



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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	199.11.6112.00.149.9.24.0.04	0.00	150.00
TUTORIAL SERVICES	199.11.6119.02.149.9.24.0.00	22,320.00	22,320.00
MEDICARE	199.11.6141.00.149.9.24.0.04	0.00	2.18
FICA	199.11.6141.01.149.9.24.0.04	0.00	9.30
SAL & WAGES-SUPPORT PERS	199.31.6129.00.149.9.24.0.00	20,293.41	20,293.41
MEDICARE	199.31.6141.00.149.9.24.0.00	282.94	282.94
TOTAL		42,896.35	43,057.83
FTE Count			
PERSONNEL			1.00
TOTAL			1.00

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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	98%	72	97%	-1%	63	95%	-2%	99%	
Afri Amer	17	100%	26	100%	0%	20	95%	-5%	97%	
Hispanic	16	94%	18	89%	-5%	22	91%	2%	95%	4%
White	23	100%	23	100%	0%	19	100%	0%	100%	0%
Eco Disadv	18	94%	32	94%	-1%	28	93%	-1%	95%	2%
LEP	11	91%	12	92%	1%	9	89%	-3%	93%	4%
SpEd	1	*	5	100%	*	4	*	*		

Grade 4 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	72	96%	64	95%	-1%	71	100%	5%	100%	0%
Afri Amer	25	92%	19	95%	3%	27	100%	5%	100%	0%
Hispanic	9	89%	20	90%	1%	20	100%	10%	100%	0%
White	27	100%	18	100%	0%	22	100%	0%	100%	0%
Eco Disadv	29	90%	25	88%	-2%	29	100%	12%	100%	0%
LEP	13	92%	7	71%	-21%	11	100%	29%	100%	0%
SpEd	5	80%	3	*	*	15	80%	*	90%	10%

Grade 5 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	79	96%	71	99%	2%	68	97%	-2%	99%	2%
Afri Amer	26	100%	24	96%	-4%	22	95%	0%	97%	2%
Hispanic	15	93%	13	100%	7%	23	96%	-4%	98%	2%
White	31	97%	24	100%	3%	18	100%	0%	100%	0%
Eco Disadv	24	92%	36	97%	6%	30	93%	-4%	95%	2%
LEP	10	80%	8	100%	20%	13	92%	-8%	95%	3%
SpEd	1	*	3	*	*	1	*	*		

Grade 6 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	77	100%	79	97%	-3%	72	100%	3%	100%	0%
Afri Amer	25	100%	21	100%	0%	24	100%	0%	100%	0%
Hispanic	11	100%	13	92%	-8%	14	100%	8%	100%	0%
White	34	100%	38	97%	-3%	25	100%	3%	100%	0%
Eco Disadv	19	100%	26	92%	-8%	35	100%	8%	100%	0%
LEP	1	*	2	*	*	6	100%	*	100%	0%
SpEd	2	*	2	*	*	7	100%	*	100%	0%

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Grade 3 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	63	97%	72	89%	-8%	60	90%	1%	92%	
Afri Amer	17	94%	26	92%	-2%	20	95%	3%	98%	
Hispanic	16	94%	18	78%	-16%	21	86%	8%	92%	6%
White	23	100%	23	91%	-9%	17	88%	-3%	94%	6%
Eco Disadv	19	89%	32	81%	-8%	28	89%	8%	94%	5%
LEP	11	91%	12	83%	-8%	9	89%	6%	94%	5%
SpEd	1	*	5	100%	*	9	89%	-11%	94%	5%

Grade 4 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	73	96%	65	98%	3%	71	99%	0%	100%	1%
Afri Amer	25	88%	19	95%	7%	27	100%	5%	100%	0%
Hispanic	10	100%	20	100%	0%	20	100%	0%	100%	0%
White	27	100%	19	100%	0%	22	95%	-5%	98%	3%
Eco Disadv	30	93%	25	96%	3%	29	100%	4%	100%	0%
LEP	13	100%	7	100%	0%	11	100%	0%	100%	0%
SpEd	6	83%	3	*	*	15	73%	*	80%	7%

Grade 5 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	82	99%	72	99%	0%	68	99%	0%	100%	1%
Afri Amer	28	100%	24	100%	0%	22	100%	0%	100%	0%
Hispanic	15	100%	14	93%	-7%	23	100%	7%	100%	0%
White	32	100%	24	100%	0%	18	94%	-6%	97%	3%
Eco Disadv	26	96%	37	97%	1%	30	100%	3%	100%	0%
LEP	10	90%	8	88%	-3%	13	100%	13%	100%	0%
SpEd	4	*	4	*	*	1	*	*		

Grade 6 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	77	99%	79	99%	0%	72	100%	1%	100%	0%
Afri Amer	25	96%	21	100%	4%	24	100%	0%	100%	0%
Hispanic	11	100%	13	92%	-8%	14	100%	8%	100%	0%
White	34	100%	38	100%	0%	25	100%	0%	100%	0%
Eco Disadv	19	100%	26	96%	-4%	35	100%	4%	100%	0%
LEP	1	*	2	*	*	6	100%	*	100%	0%
SpEd	2	*	2	*	*	7	86%	*	91%	5%

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Grade 4 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	71	97%	65	95%	-2%	67	99%	3%	100%	1%
Afri Amer	25	96%	19	95%	-1%	26	100%	5%	100%	0%
Hispanic	9	89%	20	95%	6%	20	100%	5%	100%	0%
White	26	100%	20	95%	-5%	19	95%	0%	100%	5%
Eco Disadv	29	93%	27	89%	-4%	27	100%	11%	100%	0%
LEP	13	92%	7	86%	-7%	10	100%	14%	100%	0%
SpEd	4	*	5	80%	*	14	86%	6%	90%	4%

Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	89	94%	76	94%	1%	74	91%	-4%	96%	5%
Afri Amer	30	96%	24	92%	-4%	23	96%	4%	100%	4%
Hispanic	18	86%	15	85%	-1%	23	83%	-2%	90%	7%
White	34	97%	27	100%	3%	23	91%	-9%	96%	5%
Eco Disadv	31	83%	39	89%	6%	33	85%	-4%	92%	7%
LEP	12	70%	9	75%	5%	14	79%	4%	85%	6%
SpEd	11	100%	8	100%	0%	7	100%	0%	100%	0%