

Atherton Elementary School

Campus Improvement Plan

2008-2009

Arlington  
INDEPENDENT SCHOOL DISTRICT



## **Campus Improvement Plan 2008-2009 Atherton Elementary School**

### **Overview**

**Atherton is a school wide title 1 campus. We serve approximately 1,140 students in PreK-4 to 6<sup>th</sup> grade. Atherton provides Bilingual self-contained classes in grades PreK-4 through 3<sup>rd</sup>. Bilingual 4<sup>th</sup>-6<sup>th</sup> grade students attend the Bilingual center at Thornton Elementary. All grades have self contained ESL classes. Atherton has attained a rating of Academically Acceptable by the Texas Education Agency accountability system. A strength is in the area of diversity: 45% African American, 38% Hispanic, 8% Anglo, and 10% Asian. One hundred and four professional and educational school support staff is employed at our campus.**

**The faculty, staff and SBDM conducted a needs assessment and determined the following goals for areas of improvement and will periodically evaluate its effectiveness throughout the year. The goals we have set for this year include: 1) Strong instructional leadership, 2) Improve course/subject failure rates, 3) Subject area vertical alignment, 4) Engage parents and the community in the educational process, 5) Prevent campus violence and ensure appropriate methods of intervention. Atherton is committed to this plan.**

**Our instructional leadership including teachers, students, and parents has together made a commitment to the goals and strategies listed in this campus plan. Our campus will continue to align our curriculum materials to exceed the local and state standards by using the most effective teaching practices for our student population. Benchmark testing, tutorials, identifying and assisting struggling learners and gifted students are some of the strategies we will use to meet our educational goals.**

**Atherton students will receive instruction from highly qualified teachers and staff. We also offer our learners: Full-time Counseling Services assisted by a Guidance Technician, Campus Tutorials, Resource and MAC Classrooms, ESL and Bilingual classes, Extended Evening Child-Care via the Boys and Girls Club of Arlington, Fast Forward, Instructional Coaching, Reading Recovery, Accelerated Reader, Thinking Maps and library information access skills. Our full time Family School Representative and Family Involvement Team members will assist the parents with parent education meetings, make and take family activities, and academic information meetings. Our PTA will assist by providing relevant and important parent information via PTA meetings. PTA also provides fun student educational extra curricular activities.**



**Campus Improvement Plan 2008-2009  
Atherton Elementary School**

**Schoolwide Component Codes:**

<b>CNA</b> -Comprehensive Needs Assessment	<b>RS</b> -SW Reform Strategies	<b>HQ</b> -Highly Qualified Staff	<b>PD</b> -Professional Development	<b>R/R</b> -Recruitment & Retention of HQ teachers
<b>FI</b> -Family Involvement	<b>Tr</b> -Transition	<b>Asmt</b> -Teachers involved in assessment decisions	<b>M</b> -Effective, timely, additional assistance for Mastery	<b>C/I</b> -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
5th grade TAKS Science scores will increase to 75% in all subgroups.		S. Hawthorne N. Turnipseed C. Williamson J. Wilson 5 <sup>th</sup> grade teachers	Aug.2008-May 2009	TAKS Scores
Students will use critical thinking and problem solving skills to improve academic achievement in Reading, Science and Math.		S. Hawthorne N. Turnipseed C. Williamson J. Wilson All classroom teachers	Ongoing	TAKS Scores Benchmarks End of Year Tests
TAKS scores in writing will increase, especially in the Hispanic and Special Ed. Subgroups.	Title 1 Funds	S. Hawthorne N. Turnipseed C. Williamson J. Wilson T. Carroll M. Harmon S. Montgomery C. Olguin T. Powell E. Howard C. Cravens A. Asfaha J. Meyers J. Kinney A. Meyer T. Stone	August 2008-February 2009	TAKS Scores Benchmarks

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

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>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)</p>	<p>SCE Accelerated Reading/Math (C/I)</p>	<p>S. Hawthorne N. Turnipseed C. Williamson J. Wilson B. Young All classroom teachers</p>	<p>August 2008-May 2009</p>	<p>RAP Documentation</p>

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

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Teachers will track the progress of at-risk and struggling students and provide the intervention necessary to ensure student success. (M)	District Funds Accelerated Reader Fast Forward (C/I)	S. Hawthorne N. Turnipseed C. Williamson J. Wilson Instructional Facilitators All Teachers	Weekly	Lesson plans Monitoring notes
Teachers will build relationships with students and parents. (TR)	Title 1	All teachers	Daily	Title 1 Notebook
Teachers will implement the ZAP (Zeros aren't permitted-Crunch Days) program, providing additional opportunities for students to recover credit.		S. Hawthorne N. Turnipseed C. Williamson J. Wilson Teachers	Every 3 weeks	Lesson plans Grade Books
Teachers will mentor students on a regular basis. (TR)		S. Hawthorne N. Turnipseed C. Williamson J. Wilson		Sign In Sheets
Teachers will provide Homework Clubs before or afterschool ( M)	District Funds Title 1 Funds	S. Hawthorne N. Turnipseed C. Williamson J. Wilson Selected Teachers		Sign in sheets
Teachers will regularly review the data and collaborate in PLC's to improve instruction and student performance. (RS, PD)	District Funds Title Funds	S. Hawthorne N. Turnipseed C. Williamson J. Wilson	Every 3 weeks	Sign in sheets Lesson plans PLC Agendas

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

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Administrators will meet with teachers who have high failure rates to develop a plan for improvement. (PD)	District Funds	S. Hawthorne N. Turnipseed C. Williamson J. Wilson	Every 3 weeks	Report Cards TAKS Scores Benchmarks
Administrators will inspect student planners to demonstrate concern and build relationships with students.	District Funds	S. Hawthorne N. Turnipseed C. Williamson J. Wilson	Every 3 weeks	Student Planners
Teachers will write constructive notes on report cards and progress reports.	District Funds	All classroom teachers	Every 3 weeks	Report Cards
Teachers will tutor students who have been identified as at risk of failure before and/or after school. (M, RW)	Title 1 District Funds (C/I)	S. Hawthorne N. Turnipseed C. Williamson J. Wilson Selected Teachers	Weekly	Lesson plans Sign in sheets
Teachers will utilize small group instruction.		All classroom teachers	Daily	Lesson plans Monitoring notes
Teachers will provide a risk free academic that encourages student success and promotes high expectations. (HQ)	District Funds	S. Hawthorne N. Turnipseed C. Williamson J. Wilson N. Thompson D. Starling All classroom teachers	Daily	Walk through documentation

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

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Team leaders will provide time for regular idea sharing at team meetings in order to support collaboration, problem solving and effective instruction. (R/R, HQ)	District Funds	C. Green T. Hawkins D. Griffin S. Vlach M. Matthews T. Powell D. Foster A. Walker	Weekly	Team Meeting Agendas Minutes from meetings
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)	District Funds Title 1 Funds (C/I)	S. Hawthorne	September & January	Master schedule Teacher certification Principal Attestation
Teachers will participate in high quality, ongoing professional development based upon campus needs (PD)	Title I	S. Hawthorne	December & April	ERO attendance reports

**Goal #3: To develop subject area vertical alignment.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Administrators will provide time for teachers to meet with grade level above and below. (TR, R/R)	Title 1 Funds	S. Hawthorne N. Turnipseed C. Williamson J. Wilson	August 2008 & January 2009	Sign in sheets
Teachers will network with colleagues in the school and district. (TR, HQ, R/R)	Title 1 Funds	S. Hawthorne N. Turnipseed C. Williamson J. Wilson	Ongoing	Supporting documents
Teachers will chunk skills to focus instructional strategies. They will utilize chunk and chew across grade levels.	District Funds	D. Starling N. Thompson	Every 3 weeks	Benchmarks TAKS Tests Lesson plans
Teams will develop ongoing assessments to use across grade levels. (Asmt, TR)	District Funds	C. Green T. Hawkins D. Griffin S. Vlach M. Matthews T. Powell D. Foster A. Walker	Every 3 weeks	Assessment documents
Teachers will use ongoing, authentic assessments, such as rubrics and checklists. (Asmt)	District Funds	D. Starling N. Thompson	Every 6 weeks	Assessment documents
Teachers will implement layering to develop a working Science vocabulary.	District Funds	D. Foster R. Hildabrand K. Macklin-Hall	Weekly	Lesson plans

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

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Implement the Arlington/Atherton Community Library program. (FI)	District Funds	L. Cobbey	Weekly	Sign in sheets
Plan and hold a Science Night. (FI)	Title 1 Funds	D. Foster	Nov. 12, 2008	Sign in sheets
Plan and implement a Hispanic culture parade & culture project. (FI)	Title 1 Funds	R. Stephenson L. Fontenot	Oct. 2, 2008	Sign in sheets Title 1 notebook
Plan Theme Nights to provide practice in specific subject areas. (FI)	Title 1 Funds	Family Involvement Team	Ongoing	Sign in sheets Title 1 Notebook
Conduct a voter registration campaign. (FI)	Tarrant County Election Office	S. Hawthorne	September 18, 2008	PTA Agenda
Prepare grade level performances for students to present at monthly PTA meetings. (FI)	Title 1	G. Sepulveda	Monthly	Sign in sheets
Train teachers in the use of Teleparent to regularly communicate with parents. (FI)	District Funds	S. Hawthorne	Monthly	Sign in sheet
Plan and hold a Health Fair. (FI)	Title 1 Funds	C. Wilkerson	Jan.-May 2009	Sign in Sheets
Plan and hold a TAKS Night. (FI)	Title 1 Funds	D. Starling N. Thompson	Feb. 2009	Sign in sheets Title 1 Notebook
Develop a Community Garden and enlist parents to participate. (FI)	Home Depot Title 1 Funds	C. Robertson S. Vlach L. Cobbey	Ongoing	Meeting notes Sign in sheet

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

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Students will participate in a school-wide national Mock Election and Watch Party/Game Night. (FI)	Title Funds	S. Hawthorne N. Turnipseed C. Williamson J. Wilson Family Involvement Team	October 30, 2008	Sign in sheets Title 1 Notebook
Teachers will communicate student academic progress and assessment reports with parents every three weeks via progress reports, student planners, and Teleparent. (FI)	District Funds Title 1 Funds	S. Hawthorne N. Turnipseed C. Williamson J. Wilson	Every 3 weeks	Teacher documentation of communications with parents
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. (FI)	Campus Library Budgets Campus Library Activity Budget LS Dept. Library Budget Title 1 Library Services Budget	Campus Librarians Lorie Bruns, Library Services Director Julie Moore, Title 1 Carole Hagler, Director of State and Federal Programs	Fall 2008 Spring 2009	Library Services Monthly Activity Reports Campus and District Calendars

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

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Conduct campus Safety Audit to monitor the safety of the facilities. (CAN)	District Funds State Funds (C/I)	S. Hawthorne	Monthly	Annual audit documentation
Conduct regular lock down drills to ensure crisis readiness. (CAN)	District Funds	N. Turnipseed C. Williamson J. Wilson	Monthly	Drill Log
Visitors will sign in and wear a visitor's badge for easy identification.	District Funds	L. Juarez D. Hale	Daily	Sign in sheets
Train a Safety Patrol made up of students to assist in campus safety.	District Funds	M. Scroggins K. Milbers	Weekly	Sign in sheets
All Star Ladies and Gents programs will provide avenues for at-risk students to develop social, civic and leadership skills. (R/S)	Title 1 Funds	T. Stone E. Watson J. Stewart	Ongoing	Sign in sheets
Administrators will provide ongoing training in the use of the Girls and Boys Town Discipline model. (PD)	District Funds Title 1 Funds (C/I)	S. Hawthorne N. Turnipseed C. Williamson J. Wilson	Ongoing	Sign in sheets
All faculty and staff members will model Boys and Girls Town skills in dealing with discipline concerns.	District Funds	All classroom teachers	Daily	Office referrals
Provide an Anti-Bulling program.	Title 1 Funds	B. Young		
Participate in the Play it Safe program.	District Funds	B. Young		Atherton Events Calendar Lesson plan books

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

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Fifth and sixth grade students will participate in an Atherton Step Team to instill pride in Atherton and improve school culture. (R/S)	Title 1 Funds	A. Cannon C.Titus	Ongoing	Sign in sheets Program Agendas
Students will participate in Peer Conflict Resolution. (R/S)	District Funds	B. Young	Ongoing	Conflict Logs
Parents will participate in Gang Awareness and Prevention meetings. (FI)	Title 1 Funds	B. Young	August 2008-May 2009	Sign in sheets Title 1 Notebooks
Parents will the opportunity to participate in a variety of parenting programs. (FI)	Title 1 Funds	L. Fontenot Family Involvement Team	August 2008-May 2009	Sign in sheets Title 1 Notebook



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**Goal #6: To improve TAKS scores in Writing, especially the Hispanic, Special Ed. And Economically Disadvantaged subgroups.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Students will receive targeted instruction in Writing and will practice daily in journals to improve spelling and grammar. (M)	District Funds Title 1 Funds (C/I)	T. Carroll M. Harmon S. Montgomery C. Olguin T. Powell E. Howard C. Cravens A. Asfaha J. Meyers J. Kinney A. Meyer T. Stone	Bi-Weekly	Lesson plans Monitoring notes Writing journals



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<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Teachers will model the Writing process daily in all core subject areas and in many genres. (M)	District Funds	S. Hawthorne N. Turnipseed C. Williamson J. Wilson T. Carroll M. Harmon S. Montgomery C. Olguin T. Powell E. Howard C. Cravens A. Asfaha J. Meyers J. Kinney A. Meyer T. Stone	Every 3 weeks	Lesson plans

**Goal #6: To improve TAKS scores in Writing, especially the Hispanic, Special Ed. And Economically Disadvantaged subgroups.**

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Teachers will use differentiated instruction to meet student's needs and provide intervention. (RS, M)		S. Hawthorne N. Turnipseed C. Williamson J. Wilson T. Carroll M. Harmon S. Montgomery C. Olguin T. Powell E. Howard C. Cravens A. Asfaha J. Meyers J. Kinney A. Meyer T. Stone	Every 3 weeks	Lesson plans
Teachers will provide opportunities for students to write across the curriculum.	District Funds	All grade 3-6 teachers	Every 6 weeks	Lesson plans
Teachers will participate in staff development to improve writing instruction. PD	District and Title 1 Funds	S. Hawthorne N. Thompson	Ongoing	Sign in sheets Agendas

**Goal #6: To improve TAKS scores in Writing, especially the Hispanic, Special Ed. And Economically Disadvantaged subgroups.**

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Teachers will provide focused instruction in spelling and grammar.(M)		S. Hawthorne N. Turnipseed C. Williamson J. Wilson N. Thompson T. Carroll M. Harmon S. Montgomery C. Olguin T. Powell E. Howard C. Cravens A. Asfaha J. Meyers J. Kinney A. Meyer T. Stone	Every 3 weeks	Lesson plans Benchmarks Monitoring Notes



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**Goal #6: To improve TAKS scores in Writing, especially the Hispanic, Special Ed. And Economically Disadvantaged subgroups.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Teachers will model how to use Thinking Maps as tools to organize thoughts in writing compositions. (M)		T. Carroll M. Harmon S. Montgomery C. Olguin T. Powell E. Howard C. Cravens A. Asfaha J. Meyers J. Kinney A. Meyer T. Stone	Ongoing	Monitoring Notes Grade Books Lesson Plans

**Goal #6: To improve TAKS scores in Writing, especially the Hispanic, Special Ed. And Economically Disadvantaged subgroups.**

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Teachers will use rubrics and checklists to enable students to monitor and self correct writing assignments. (Asmt)	District Funds	S. Hawthorne N. Turnipseed C. Williamson J. Wilson N. Thompson T. Carroll M. Harmon S. Montgomery C. Olguin T. Powell E. Howard C. Cravens A. Asfaha J. Meyers J. Kinney A. Meyer T. Stone	Ongoing	Rubrics Benchmarks
Teachers will model, teach and require correct grammar from students when speaking.(M)	District Funds	All faculty members	Ongoing	Monitoring notes
Teachers will share and discuss writing samples in Professional Learning Communities to improve instruction and student achievement. (RD)	District Funds	S. Hawthorne N. Thompson All classroom teachers	Ongoing	Sign in sheets PLC Agendas

**Goal #6: To improve TAKS scores in Writing, especially the Hispanic, Special Ed. And Economically Disadvantaged subgroups.**

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Team leaders will provide opportunities for teachers to share ideas and strategies in team meetings. (PD, R/R)	District	S. Hawthorne N. Turnipseed C. Williamson J. Wilson C. Green T. Hawkins D. Griffin S. Vlach M. Matthews T. Powell D. Foster A. Walker	Ongoing	Sign in sheets Team Meeting agendas

**Goal #7: To improve critical thinking and problem solving skills in Reading, Math and Science.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Teachers will utilize small group instruction. (M)	District Funds	All classroom teachers	Daily	Monitoring notes Lesson plans Rubrics Benchmarks
Teachers will provide tutoring for students identified as at risk for failure. (M)	District and Title 1 Funds	S. Hawthorne Selected teachers	Weekly	Monitoring notes Lesson plans Rubrics Benchmarks
Teachers will provide 1 on 1 instruction for at risk and struggling learners. (M)	District and Title 1 Funds	All classroom teachers	Daily	Monitoring notes Lesson plans Rubrics Benchmarks
Teachers will regularly monitor student progress and collaborate with other teachers. (Asmt, R/R)		C. Green T. Hawkins D. Griffin S. Vlach M. Matthews T. Powell D. Foster A. Walker	Every 3 weeks	Rubrics Benchmarks TAKS
Teachers will provide time for students to discuss and practice critical thinking skills. (M)	District and Title 1 Funds	All classroom teachers	Daily	Lesson plans Class schedules



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**Goal #7: To improve critical thinking and problem solving skills in Reading, Math and Science.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Teachers will model the problem solving processes. (M)	District and Title 1 Funds	All classroom teachers	Daily	Lesson plans Work samples where students show their work Benchmarks
Teachers will use a variety of manipulatives for instruction. (M)	District and Title 1 Funds	D. Starling N. Thompson	Daily	Lesson plans Monitoring notes
Teachers will use Thinking Maps as a tool to organize thinking across the curriculum. (M)	Title 1 Funds	Thinking Maps Trainers: D. Griffin B. Simmons N. Thompson	Daily	Lesson plans Monitoring notes Grade Books

**Goal #8: To improve TAKS scores in Science.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Teachers will provide tutoring during the week and a Saturday Academy for students who are identified as at risk. (M)	Title 1	S. Hawthorne N. Turnipseed C. Williamson J. Wilson D. Foster	Sep.-May	Lesson plans Benchmarks TAKS
Teachers will provide hands-on experiences during weekly lab lessons. (M)	District and Title 1 Funds	S. Hawthorne M. Matthews C. Harvey S. Ledesma C. Appenzeller L. Weary A. Cannon J. Stewart S. Yao D. Foster R. Hildabrand K. Macklin-Hall	Weekly	Lesson plans Science Lab Schedule
Teachers will use technology to support instruction in Science. (M)	District and Title 1 Funds (C/I)	Tech trainers: L. Cobbey S. Antonino B. Simmons	Weekly	Lesson plans Lab sign in



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**Goal #8: To improve TAKS scores in Science.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Teachers will use interactive science notebooks to record scientific processes and the inquiry methods to process the concepts. (M).	Title 1 Funds	S. Hawthorne N. Turnipseed C. Williamson J. Wilson M. Matthews C. Harvey S. Ledesma C. Appenzeller L. Weary A. Cannon J. Stewart S. Yao D. Foster R. Hildabrand K. Macklin-Hall	Every 3 weeks	Weekly quizzes Benchmarks TAKS
Teachers will provide a variety of cross curricular activities that incorporate science concepts. (M)	District Funds	Grade 3-5 Teachers	Bi-weekly	Lesson plans

**Goal #8: To improve TAKS scores in Science.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Students will receive extensive instruction in science vocabulary. (M)		M. Matthews C. Harvey S. Ledesma C. Appenzeller L. Weary A. Cannon J. Stewart S. Yao D. Foster R. Hildabrand K. Macklin-Hall	Weekly	Notebooks Benchmarks TAKS
Students will have regular opportunities to participate in science stations.	District and Title 1 Funds (C/I)	M. Matthews C. Harvey S. Ledesma C. Appenzeller L. Weary A. Cannon J. Stewart S. Yao D. Foster R. Hildabrand K. Macklin-Hall Delly	Weekly	Science Notebooks

**Goal #8: To improve TAKS scores in Science.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Teachers will use Thinking maps to improve critical and analytical thinking in science. (M)		M. Matthews C. Harvey S. Ledesma C. Appenzeller L. Weary A. Cannon J. Stewart S. Yao D. Foster R. Hildabrand K. Macklin-Hall	Weekly	TAKS Lesson plans Work samples Benchmarks TAKS
K-2 teachers will teach science daily.	District Funds	S. Hawthorne N. Turnipseed C. Williamson J. Wilson All K-2 Teachers	Weekly	Lesson plans Science notebooks
A third teacher will be provided to reduce class size in fifth grade science instruction.	District Funds	S. Hawthorne	Aug.-June	Class Rosters



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**Goal #8: To improve TAKS scores in Science.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
A Science TA will assist with lab set up and support students in order to increase achievement. (R/R, AQ).	Title 1 Funds	S. Hawthorne M. Matthews C. Harvey S. Ledesma C. Appenzeller L. Weary A. Cannon J. Stewart S. Yao D. Foster R. Hildabrand K. Macklin-Hall		Title 1 Budget
Teachers will attend science staff development/CAST conferences.	District and Title 1 Funds	District Staff	Ongoing	ERO Staff Development profile
Teachers will hold regular parent conferences to improve student performance and emphasize the importance of student achievement in Science. (FI)	District and Title 1 Funds	All classroom teachers	Ongoing	Title 1 Notebooks Conference notes

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Linda Froschauer, ed 2008 Science Beyond the Classroom NSTA Press Book.

Other attachments:

- SCE, NCLB & ARI/AMI budget (generated by the Budget Department) (C/I)
- SBDM Team List which includes parents
- List of interventions (RTI tier 2 & 3) provided at the campus (M)

## Atherton Elementary School Campus Improvement Plan 2008-09

<b>Grade 3 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	126	75%	122	87%	11%	127	83%	-3%	85%	2%
<b>Afri Amer</b>	62	73%	40	80%	7%	61	79%	-1%	80%	1%
<b>Hispanic</b>	41	78%	54	91%	13%	40	85%	-6%	85%	0%
<b>White</b>	14	71%	13	85%	13%	9	100%	15%	100%	0%
<b>Eco Disadv</b>	105	73%	107	85%	12%	97	81%	-4%	85%	4%
<b>LEP</b>	36	81%	59	90%	9%	42	88%	-2%	90%	2%
<b>SpEd</b>	1	*	5	80%	*	2	*	*		

  

<b>Grade 4 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	102	65%	99	71%	6%	127	64%	-7%	75%	11%
<b>Afri Amer</b>	39	56%	48	69%	12%	49	53%	-16%	75%	22%
<b>Hispanic</b>	42	69%	36	69%	0%	50	64%	-5%	75%	11%
<b>White</b>	8	63%	7	86%	23%	11	73%	-13%	75%	2%
<b>Eco Disadv</b>	80	61%	87	70%	9%	107	63%	-7%	75%	12%
<b>LEP</b>	36	67%	19	63%	-4%	55	62%	-1%	75%	13%
<b>SpEd</b>	5	60%	1	*	*	9	0%	*	75%	75%

  

<b>Grade 5 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	109	70%	116	72%	2%	111	86%	15%	87%	1%
<b>Afri Amer</b>	38	58%	50	66%	8%	55	85%	19%	86%	1%
<b>Hispanic</b>	47	72%	45	69%	-3%	37	84%	15%	85%	1%
<b>White</b>	9	89%	7	86%	-3%	7	100%	14%	100%	0%
<b>Eco Disadv</b>	94	68%	95	69%	1%	89	84%	15%	85%	1%
<b>LEP</b>	35	60%	15	40%	-20%	31	81%	41%	85%	4%
<b>SpEd</b>	1	*	6	17%	*	*	*	*		

  

<b>Grade 6 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	102	87%	88	93%	6%	107	94%	1%	95%	1%
<b>Afri Amer</b>	41	85%	31	94%	8%	52	94%	1%	95%	1%
<b>Hispanic</b>	38	84%	40	93%	8%	34	94%	2%	95%	1%
<b>White</b>	9	100%	6	83%	-17%	9	89%	6%	90%	1%
<b>Eco Disadv</b>	76	86%	70	93%	7%	87	93%	0%	95%	2%
<b>LEP</b>	13	77%	4	*	*	14	93%	*	9500%	9407%
<b>SpEd</b>	8	75%	2	*	*	12	17%	*	75%	58%

## Atherton Elementary School Campus Improvement Plan 2008-09

<b>Grade 3 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	129	42%	126	54%	12%	125	66%	12%	75%	9%
<b>Afri Amer</b>	64	41%	40	45%	4%	60	50%	5%	75%	25%
<b>Hispanic</b>	42	40%	58	57%	16%	41	71%	14%	75%	4%
<b>White</b>	14	50%	13	54%	4%	9	100%	46%	100%	0%
<b>Eco Disadv</b>	108	40%	110	52%	12%	99	64%	12%	75%	11%
<b>LEP</b>	37	43%	61	66%	22%	42	76%	11%	78%	2%
<b>SpEd</b>	1	*	7	43%	*	7	29%	-14%	75%	46%

  

<b>Grade 4 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	101	58%	100	55%	-3%	130	71%	16%	75%	4%
<b>Afri Amer</b>	39	44%	49	43%	-1%	50	56%	13%	75%	19%
<b>Hispanic</b>	42	62%	36	64%	2%	52	75%	11%	76%	1%
<b>White</b>	7	57%	7	86%	29%	11	82%	-4%	83%	1%
<b>Eco Disadv</b>	78	54%	87	57%	4%	108	70%	13%	75%	5%
<b>LEP</b>	36	69%	19	42%	-27%	56	77%	35%	80%	3%
<b>SpEd</b>	4	*	2	*	*	9	0%	*	75%	75%

  

<b>Grade 5 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	113	73%	116	82%	9%	106	87%	5%	88%	1%
<b>Afri Amer</b>	41	54%	50	80%	26%	52	83%	3%	85%	2%
<b>Hispanic</b>	48	83%	45	76%	-8%	36	86%	11%	85%	-1%
<b>White</b>	9	78%	7	100%	22%	8	100%	0%	100%	0%
<b>Eco Disadv</b>	98	71%	95	80%	9%	89	87%	7%	90%	3%
<b>LEP</b>	36	78%	16	50%	-28%	30	90%	40%	90%	0%
<b>SpEd</b>	5	20%	5	100%	80%	1	*	*	75%	#VALUE!

  

<b>Grade 6 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	102	71%	95	73%	2%	109	77%	4%		
<b>Afri Amer</b>	40	58%	37	54%	-3%	52	67%	13%	75%	8%
<b>Hispanic</b>	39	72%	41	80%	9%	36	81%	0%	82%	1%
<b>White</b>	9	89%	6	83%	-6%	9	89%	6%	90%	1%
<b>Eco Disadv</b>	76	70%	76	74%	4%	89	74%	0%	79%	5%
<b>LEP</b>	14	93%	4	*	*	15	73%	*	75%	2%
<b>SpEd</b>	8	50%	8	13%	-38%	12	8%	-4%	75%	67%

## Atherton Elementary School Campus Improvement Plan 2008-09

<b>Grade 4 TAKS-Writing</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	97	87%	100	77%	-10%	128	84%	7%	85%	1%
<b>Afri Amer</b>	36	89%	49	71%	-17%	49	84%	12%	85%	1%
<b>Hispanic</b>	40	85%	36	81%	-4%	51	78%	-2%	80%	2%
<b>White</b>	8	75%	7	86%	11%	11	91%	5%	92%	1%
<b>Eco Disadv</b>	75	85%	88	75%	-10%	107	83%	8%	85%	2%
<b>LEP</b>	35	83%	19	79%	-4%	55	82%	3%	85%	3%
<b>SpEd</b>	4	*	1	*	*	9	22%	*	75%	53%

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<b>Grade 5 TAKS-Science</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	121	52%	125	63%	11%	110	62%	-1%	75%	13%
<b>Afri Amer</b>	44	38%	54	50%	12%	55	60%	10%	75%	15%
<b>Hispanic</b>	53	59%	50	66%	7%	37	57%	-9%	75%	18%
<b>White</b>	9	78%	7	86%	8%	8	63%	-23%	75%	13%
<b>Eco Disadv</b>	106	50%	104	62%	12%	92	60%	-2%	75%	15%
<b>LEP</b>	38	35%	18	27%	-8%	32	59%	33%	75%	16%
<b>SpEd</b>	11	0%	16	25%	25%	5	0%	-25%	75%	75%



**Campus Improvement Plan 2008-2009**  
Atherton 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**

<b>Description</b>	<b>Acct Code</b>	<b>Original Budget</b>	<b>09/30/2008 Budget</b>
Comp. Ed. Budget			
SUBSTITUTE TEACHERS	199.11.6112.00.132.9.30.0.04	0.00	450.00
TUTORIAL SERVICES	199.11.6119.02.132.9.30.0.00	84,480.00	84,480.00
MEDICARE	199.11.6141.00.132.9.30.0.04	0.00	6.53
FICA	199.11.6141.01.132.9.30.0.04	0.00	27.90
SAL & WAGES-SUPPORT PERS	199.31.6129.00.132.9.30.0.00	20,981.18	20,981.18
MEDICARE	199.31.6141.00.132.9.30.0.00	292.53	292.53
<b>TOTAL</b>		<b>105,753.71</b>	<b>106,238.14</b>
FTE Count			
PERSONNEL			1.00
<b>TOTAL</b>			<b>1.00</b>



**Campus Improvement Plan 2008-2009**  
Atherton 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**

<b>Description</b>	<b>Acct Code</b>	<b>Original Budget</b>	<b>09/30/2008 Budget</b>
FTE Count			
PERSONNEL			5.00
<b>TOTAL</b>			5.00
Title I Budget			
SALARIES-TEACH & OTH PROF	211.11.6119.00.132.9.24.0.00	316,112.00	99,138.00
EXTRA DUTY-TEACH/OTH PROF	211.11.6119.01.132.9.24.0.00	0.00	15,000.00
TUTORIAL SERVICES	211.11.6119.02.132.9.24.0.00	0.00	30,000.00
P-T TEMP PROFESSIONALS	211.11.6119.08.132.9.24.0.00	0.00	20,000.00
CONTRACT ADDENDA-STIPEND	211.11.6119.09.132.9.24.0.00	0.00	3,000.00
ADVANCED DEGREE-STIPEND	211.11.6119.10.132.9.24.0.00	0.00	3,000.00
EXTRA DUTY-SUPPORT PERS	211.11.6121.00.132.9.24.0.00	0.00	2,550.00
SAL & WAGES-SUPPORT PERS	211.11.6129.00.132.9.24.0.00	0.00	29,466.00
MEDICARE	211.11.6141.00.132.9.24.0.00	0.00	3,113.00
FICA	211.11.6141.01.132.9.24.0.00	0.00	1,240.00
HEALTH INSURANCE	211.11.6142.01.132.9.24.0.00	0.00	12,480.00
TEACHER RETIREMENT	211.11.6146.00.132.9.24.0.00	0.00	14,755.00
TRS-CARE CONTRIBUTION	211.11.6146.01.132.9.24.0.00	0.00	1,072.00
READING MATERIALS	211.11.6329.00.132.9.24.0.00	0.00	10,000.00
GENERAL SUPPLIES	211.11.6399.01.132.9.24.0.00	79,563.00	20,563.00
EXCEPTION ASSETS <\$5,000	211.11.6399.20.132.9.24.0.00	0.00	108,700.00
STUDENT TVL*NO AISD BUSES	211.11.6412.00.132.9.24.0.00	0.00	500.00
DIST TRANS FOR STDNT TRAV	211.11.6494.00.132.9.24.0.00	0.00	3,000.00
SUBSTITUTE TEACHERS	211.13.6112.00.132.9.24.0.00	0.00	500.00

MEDICARE	211.13.6141.00.132.9.24.0.00	0.00	8.00
FICA	211.13.6141.01.132.9.24.0.00	0.00	31.00
MISC PURCH & CONTR SERV	211.13.6299.00.132.9.24.0.00	5,000.00	3,850.00
READING MATERIALS	211.13.6329.00.132.9.24.0.00	0.00	1,150.00
EMPLOYEE TRAVEL	211.13.6411.00.132.9.24.0.00	5,500.00	2,000.00
EXTRA DUTY-SUPPORT PERS	211.61.6121.00.132.9.24.0.00	0.00	300.00
SAL & WAGES-SUPPORT PERS	211.61.6129.00.132.9.24.0.00	0.00	15,797.00
MEDICARE	211.61.6141.00.132.9.24.0.00	0.00	280.00
HEALTH INSURANCE	211.61.6142.01.132.9.24.0.00	0.00	3,120.00
TEACHER RETIREMENT	211.61.6146.00.132.9.24.0.00	0.00	1,455.00
TRS-CARE CONTRIBUTION	211.61.6146.01.132.9.24.0.00	0.00	107.00
GENERAL SUPPLIES	211.61.6399.01.132.9.24.0.00	4,000.00	4,000.00
EMPLOYEE TRAVEL	211.61.6411.00.132.9.24.0.00	250.00	250.00
MISC OPERATING EXPENSES	211.61.6499.00.132.9.24.0.00	462.00	462.00
<b>TOTAL</b>		410,887.00	410,887.00