

Corey Elementary School
Campus Improvement Plan
2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT



Campus Improvement Plan 2008-2009 Corey Elementary School

Overview

The Corey Staff, SBDM, and Advisory members used the spring 2008 TAKS data to determine Corey's areas of needs for campus improvement in 2008-2009. School Administrative Team met with Grade Level Teams, Corey Advisory Committee, and SBDM Committee to assess spring 2008 TAKS results to determine student academic achievement goals for the 2008-2009 school year. Corey Elementary achieved "Recognized" status on TAKS, while also maintaining high academic standards regarding student achievement throughout all grades for 2007-2008. Academic goals for 2008-2009 include continuing progress in the area of reading by maintaining our exemplary status in all grades, improving math scores in the areas of our sub groups, an increased level of achievement in passing rates in the objectives involving conventions with regard to TAKS Writing, and developing our current instructional strategies in Science to achieve exemplary status with an emphasis on improving our subgroups.

Corey's campus demographics consist of the following: Total of 771 students for the 2008-2009 school year as of October 22, 2008, with 1% - American Indian, 3% - Pacific Islander/Asian, 14% - African-American, 16% - Hispanic, and 65% - White.

An emphasis will also be on the development of Vertical Alignment as it relates to all subject areas. A comprehensive needs assessment survey was used to gather input from the following school groups: Corey Site-Based Committee, Corey Advisory Committee, Corey Language Arts Committee, Corey Math Committee, and Grade Level Team Leaders to determine the areas of need to address relating to the goals outlined in the campus plan. Implementation will be achieved by monthly planning meetings involving the school's Corey Advisory Committee, Corey's Math and Language Arts Curriculum Committees. Committee members along with school administrators will then meet with grade level teams to discuss strategies and techniques for implementation in the classroom.

In addition, Corey will actively seek to engage parents and the community in the educational process by continuing to provide opportunities that will enhance the building of relationships and communication between the school and the community.

In conclusion, Corey will address the prevention of campus violence by implementing programs that will promote the safety and welfare of all children and adults at school.

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Third- Sixth Math Scores	Accelerated Math Instruction Allocated Funds State Compensatory Ed. Funds	Joyce Massey Carrie Weber D'Lynn Webb Julie Lee Michelle Hiler Suzy Landrum Shana Hutson Alisha Winters Susan Zang Christine Jablon Joan McDonald Jacque Curtis Sally Besancon Andy Bui Terre Coble Anita Hyden Theresa Bracken Kim Stegall Tressa Wilson, S. Howell Matt Koceich Lisa Gleason Jeanette Martin	Mid-October, 2008 to April 30, 2008	Grade Level Meetings Benchmarks TAKS Assessments

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Fourth Grade Writing	State Compensatory Funds	Candy Dowd Linda Hall Jessica Gibbs Tressa Wilson Steve Howell	Mid October, 2008 to February 2009	Writing Tutorials Writing Benchmark Assessments

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Fifth Grade Science	State Compensatory Funds	Jeannie Loyd Tressa Wilson Steve Howell	October 2008-April 2009	Science Notebooking Logs Science Vocabulary Assessments Science Benchmark Assessments

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Improve DRA2/EDL2 student assessments in kdg-2nd grades	District Accelerated Reading Instruction Allocated Funds	Barbara Harman Cheryl Davis Donna Spruill Demeter Moore Beverly Foreman Rebecca Goff Amber Koehler Susan Slight Lalaine Patterson Laura Schrader Michelle Prince Lori Basa Robyn Arrott	Mid-September, 2008 To May, 2009	DRA2/EDL2 BOY, MOY, EOY Assessments

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>Students identified as needing time for instruction with emphasis on review of grade level academic skills and Student Success Initiatives, will be provided with various intervention strategies based on students' needs. The decisions will be made by the RAP Committee along with input from grade level tutors and Co-Teaching staff. Members of the RAP Committee will include the child's teacher(s), counselor, and other campus staff.</p>	<p>State Compensatory Funds Accelerated Reading/Math Funds</p>	<p>Jackie Parsons Cindy Craig Tressa Wilson Steve Howell Lisa Gleason Jeanette Martin Becky Griffin Cindy Elliott Barbara Harman Beverly Foreman Laura Schrader Joyce Massey Shana Hutson Carmen Doscocil Sally Besancon</p>	<p>September 2008 to May 2009</p>	<p>Agenda Meetings RAP Forms Tutorial Lesson Plans Teacher Lesson Plans</p>

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
To reduce student failure rates in all grade levels.	\$250 for school incentive programs	Tressa Wilson Steve Howell Jackie Parsons	September 2008 to May 2009	Homework Clubs Grade Level Parent Nights Teacher-Parent Conferences
Co-Teaching Classes in 4 th -6 th grades to address struggling students in math and language arts.	District Training Sessions	Lisa Gleason Becky Griffith Jeanette Martin Tressa Wilson Steve Howell Carmen Doscocil Sally Besancon	September 2008 to May 2009	Student progress reports Report Cards Teacher- Student class discussions Administrator Walk Through Forms
Campus Administrators will ensure that teachers are assigned to classroom/subject areas that match the certification of each teacher.	None	Steve Howell Tressa Wilson	September 2008 January 2009`	Principal Assessment of Teacher Goals Teacher Certification School Master Schedule
Teachers will participate in ongoing staff development with an emphasis on professional development related to strategies and techniques for instruction in the classroom. An added emphasis on campus goals as key topics for staff training.	State Compensatory Funds	Tressa Wilson Steve Howell Joyce Massey Alisha Winters Sally Besancon	December 2008 April 2009	ERO Attendance reports Staff Development Feedback Forms
Guidance Technician will work with staff members to implement strategies to provide support in academic instruction and test assessment for all grade levels.	SCE Funds	Cindy Craig	September 2008 to May 2009	Three Week Grade Level Agendas Team Leader Meetings

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Corey Math Committee will meet to develop math strategies for vertical alignment in curriculum for all grades.	None	Lisa Gleason Cheryl Davis Alisha Winters Sally Besancon Tressa Wilson Steve Howell Laura Schrader	September 2008 to May 2009	Math Curriculum Meetings Math Staff Development Sessions
Corey Language Arts Committee will develop and implement strategies that focus on reading comprehension, word usage, written expression, conventions for instruction in the classroom.	None	Donna Spruill Beverly Foreman Michelle Prince Carrie Weber Candy Dowd Carmen Dorskocil Kim Miller Tressa Wilson Steve Howell	September 2008 to May 2009	DRA2/ESL2 Assessments L. Arts Staff Development Sessions (Sept.-Oct. 2008) Reading/Writing Benchmark Assessments
Grade Level Meetings will be held to address academic progress of students. Discussion between teachers and administrators on review of classroom assessments and benchmarks to determine areas of need.	None	Barbara Harman Beverly Foreman Laura Schrader Joyce Massey Shana Hutson Carmen Dorskocil Sally Besancon Cindy Elliott Tressa Wilson Steve Howell	November 2008 to May 2009	Grade Level Meeting Agendas Benchmark Assessments

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
Corey PTA Membership Drive and meetings to promote parent as well as community involvement at school.	PTA Funds	Kara Wilson Kelly Plasket Steve Howell	September 2008 to May 2009	PTA Agendas
PE/ Art/Music Programs to promote student and parent involvement.	PTA and Corey General Funds	Cynthia Barnes Mary Livingston Casey Taylor Marcie Rusin Lindsay Cadenhead Lyn Stone Susan Malone Steve Howell	October 2008 to April 2009	Program Agendas
School “Cub Chorus”, 4 th -6 th grade students participating in choral program with Concert for the school and community	\$100 – school student activity funds	Susan Malone Steve Howell	Thursdays from October 2008 to March 2009	Student permission forms Program agendas
Destination Imagination, innovation program for students to promote higher level thinking skills	District Funds	Tressa Wilson	Weekly Meetings from October 2008 to April 2009	Student Attendance sheets
School Running Club, Miler Club, Jump Rope for Heart, Fall Aerobics Program	None	Cynthia Barnes Mary Livingston Tressa Wilson	October 2008 to April 2009	Entry forms for running events Brochure invitations for fall events
Common Sense Parenting Classes sponsored by school counselor	\$75 for refreshments	Jackie Parsons	November 2008 February 2009	Parent sign in forms

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
TAKS Parent Nights for grade levels to discuss with parents the significance of helping their children in academic areas with emphasis on TAKS Objectives.	\$100 for assessment forms and refreshments	Jackie Parsons Tressa Wilson Steve Howell Joyce Massey Shana Huston Carmen Dorskocil Sally Besancon	January 2009 February 2009	Parent Night Agendas
Teachers will communicate student academic progress and assessment reports with parent each six weeks grading period, along with progress reports each three and six weeks grading period through report forms sent with students, parent conferences, e-mail, and phone.	None	Barbara Harman Beverly Foreman Laura Schrader Joyce Massey Shana Hutson Carmen Dorskocil Sally Besancon Tressa Wilson Steve Howell	September 2008 November 2008 January 2009 February 2009 April 2009 May 2009	Three Weeks/Six Weeks Progress Reports/Report Cards Teacher Phone Logs Parent Conference Dates – School Calendar
School librarian will conduct various schoolwide programs to enhance school-community involvement. School programs will include: Book Fairs, Author Visits, Battle of the Books, Career Day, Meet the Teacher Night, Open House.	Campus Library Budget	Pam Hall, School Librarian Lorie Bruns, Library Services Director Carole Hagler, Director of State and Federal Programs	Fall 2008 to Spring 2009	Monthly Library Reports Meeting Agendas Campus and District Calendars

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
AISD Intervention/Prevention Specialist will meet with 5 th , 6 th grade students to discuss prevention strategies related to tobacco and drugs.	District Funds	Deborah Vation Sally Besancon Chris A. Bradley Kim Miller Matt Koccich Jacque Curtis Tressa Wilson Steve Howell Carmen Dorskocil Christine Jablon Joan McDonald Jeannie Loyd Margaret Ivy	September 2008 to April 2009	Student surveys Class discussions and written responses
School Chic Fil A “Character Education” Program to promote positive self-esteem and building relationships among students.	\$150 – student activity fund	Jackie Parsons Cindy Craig Tressa Wilson Steve Howell	September 2008 to April 2009	Morning announcements Chic Fil A Character Ed. brochures, handouts for students
School video cameras, monitors, Staff ID badges, School check-in/check-out procedures for students and staff.	None	Tressa Wilson Steve Howell Peaches (Don Painter Pictures)	September 2008 to May 2009	School sign-in/sign-out forms Staff ID’s
Student-Teacher grade level meetings to discuss school guidelines and procedures for reporting incidences at school.	None	Tressa Wilson Steve Howell	September 2008 to May 2009	Group discussion meeting agendas

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
Continual implementation of Boys/Girls Town Social Skills model to implement positive communication and interaction among students and staff.	None	Tressa Wilson Steve Howell Jackie Parsons	August 2008 to May 2009	Boys/Girls Town classroom posters Morning announcement agendas
“Play It Safe” Bully Program to promote positive interaction among students.	None	Jackie Parsons Carmen Doskocil Christine Jablon Letha Ivy Jeannie Loyd Joan McDonald Sally Besancon Chris A. Bradley Matt Koceich Jacque Curtis Kim Miller	October 2008	Student Discipline Report Teacher feedback forms



Bibliography

I. Staff Development Training – Language Arts

- a. Focus on explicit instruction of comprehension strategies
- b. Demonstrate how strategies are used and extended with the Comprehension Toolkit, Toolkit Texts, and Science/Social Studies texts.
- c. Target main idea and summary for both fiction and nonfiction texts
- d. Explore how to integrate Written Expression into subject areas

II. Thinking Maps – Visual Models

- a. Incorporating examples of models to enhance comprehension and higher level thinking skills through visual learning.
- b. Teachers incorporate models into language arts and math curriculum areas with emphasis on TAKS Objectives.
- c. Grade Levels display samples of Thinking Map models throughout school to promote the building of skill development by students.



- III. Math Problem Solving Strategies (RUBIES- Read, Underline, Box, Identify, Evaluate, Solve)
 - a. Teachers work with students to build on foundation skills using “common language” in problem solving.
 - b. Math Problem Solving Strategies – presented by Grace Stasny

- IV. Differentiated Instruction – Allows Teachers and Administrators to adjust learning based on individual students Knowledge, skills, experience, preferences, and needs. By: Carolyn Chapman and Gayle Gregory

- V. Three Minute Walk Throughs – A guide to changing school practices one teacher at a time.
By: Carolyn J. Downey, Betty E. Steffy, Fenwick W. English, Larry E. Frase, and Williams K. Poston Jr.

- VI. How To Differentiate Instruction In Mixed-Ability Classrooms. By: Carol Ann Tomlinson

- VII. EnVision Math Texas Adoption Series (Kdg – 5th). Implementation of student texts along with computer software.
 - a. Grade Level Math materials with emphasis on key components for Teachers to utilize in planning for instruction in the classroom.



VIII. Everyday Editing – Inviting Students to Develop Skill and Craft in Writer’s Workshop.

By: Jeff Anderson, Stenhouse Publishing.

IX. Mechanically Inclined – Building Grammar Usage and Style into Writer’s Workshop.

By: Jeff Anderson, Stenhouse Publishing.

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Grade 3 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	105	96%	101	94%	-2%	116	99%	5%	99%	0%
Afri Amer	16	94%	12	92%	-2%	9	100%	8%	100%	0%
Hispanic	11	100%	10	70%	-30%	14	100%	30%	100%	0%
White	75	96%	73	97%	1%	90	99%	2%	99%	0%
Eco Disadv	26	92%	32	94%	1%	27	100%	6%	100%	0%
LEP	2	*	5	60%	*	4	*	*		
SpEd	5	80%	6	83%	3%	3	*	*		

Grade 4 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	127	86%	112	94%	8%	99	91%	-3%	93%	2%
Afri Amer	17	82%	13	85%	2%	10	90%	5%	90%	0%
Hispanic	15	80%	13	92%	12%	10	90%	-2%	91%	1%
White	90	87%	82	95%	8%	73	92%	-3%	95%	3%
Eco Disadv	32	72%	22	86%	14%	28	82%	-4%	86%	4%
LEP	7	71%	1	*	*	3	*	*		
SpEd	4	*	6	100%	*	11	82%	-18%	82%	0%

Grade 5 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	100	95%	134	96%	1%	116	97%	2%	97%	0%
Afri Amer	13	85%	14	100%	15%	17	88%	-12%	90%	2%
Hispanic	13	85%	16	88%	3%	15	100%	13%	100%	0%
White	68	99%	98	96%	-3%	80	99%	3%	99%	0%
Eco Disadv	22	91%	34	91%	0%	29	97%	5%	97%	0%
LEP	6	100%	4	*	*	3	*	*		
SpEd	3	*	10	100%	*	5	80%	-20%	81%	1%

Grade 6 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	114	100%	108	98%	-2%	137	97%	-1%	97%	0%
Afri Amer	10	100%	15	100%	0%	17	94%	-6%	94%	0%
Hispanic	5	100%	11	91%	-9%	19	100%	9%	100%	0%
White	96	100%	76	99%	-1%	95	97%	-2%	97%	0%
Eco Disadv	22	100%	22	100%	0%	36	94%	-6%	94%	0%
LEP	1	*	2	*	*	3	*	*		
SpEd	7	100%	4	*	*	11	64%	*	70%	6%

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Grade 3 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	107	89%	104	85%	-4%	114	89%	5%	90%	1%
Afri Amer	17	82%	12	92%	9%	8	100%	8%	100%	0%
Hispanic	11	73%	10	80%	7%	14	93%	13%	95%	2%
White	76	92%	76	83%	-9%	89	88%	5%	90%	2%
Eco Disadv	27	81%	33	82%	0%	27	89%	7%	90%	1%
LEP	2	*	5	100%	*	4	*	*		
SpEd	6	100%	9	67%	-33%	3	*	*		

Grade 4 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	130	83%	113	80%	-3%	99	90%	10%	90%	0%
Afri Amer	17	59%	14	71%	13%	10	100%	29%	100%	0%
Hispanic	15	80%	13	62%	-18%	10	90%	28%	90%	0%
White	93	87%	82	83%	-4%	73	88%	5%	90%	2%
Eco Disadv	32	75%	24	83%	8%	30	90%	7%	90%	0%
LEP	7	71%	1	*	*	3	*	*		
SpEd	4	*	7	71%	*	11	82%	10%	85%	3%

Grade 5 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	102	97%	134	94%	-3%	116	91%	-4%	95%	4%
Afri Amer	14	79%	14	86%	7%	16	88%	2%	90%	3%
Hispanic	13	100%	16	88%	-13%	15	87%	-1%	90%	3%
White	69	100%	98	96%	-4%	81	91%	-5%	91%	0%
Eco Disadv	23	91%	34	88%	-3%	30	90%	2%	90%	0%
LEP	6	100%	4	*	*	3	*	*		
SpEd	5	100%	10	100%	0%	5	100%	0%	100%	0%

Grade 6 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	111	88%	109	84%	-4%	136	82%	-3%	85%	3%
Afri Amer	10	90%	16	69%	-21%	17	59%	-10%	70%	11%
Hispanic	5	100%	11	82%	-18%	19	79%	-3%	80%	1%
White	93	87%	76	87%	0%	94	85%	-2%	90%	5%
Eco Disadv	22	82%	23	74%	-8%	35	63%	-11%	70%	7%
LEP	1	*	2	*	*	3	*	*		
SpEd	4	*	3	*	*	11	45%	*	60%	15%

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Grade 4 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	119	88%	105	95%	7%	100	89%	-6%	90%	1%
Afri Amer	17	82%	11	100%	18%	10	90%	-10%	90%	0%
Hispanic	13	85%	12	83%	-1%	10	90%	7%	90%	0%
White	85	89%	80	96%	7%	74	88%	-8%	90%	2%
Eco Disadv	30	80%	21	90%	10%	29	83%	-8%	90%	7%
LEP	6	83%	1	*	*	3	*	*		
SpEd	4	*	6	67%	*	11	64%	-3%	70%	6%

Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	100	84%	131	79%	-5%	121	89%	10%	90%	1%
Afri Amer	12	58%	13	54%	-4%	17	59%	5%	70%	11%
Hispanic	13	54%	16	69%	15%	15	93%	25%	93%	0%
White	69	93%	96	83%	-9%	85	94%	11%	94%	0%
Eco Disadv	22	59%	33	64%	5%	31	87%	23%	90%	3%
LEP	6	100%	4	*	*	3	*	*		
SpEd	3	*	10	90%	*	11	64%	-26%	70%	6%



Campus Improvement Plan 2008-2009
Corey 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	199.11.6112.00.137.9.24.0.04	0.00	150.00
TUTORIAL SERVICES	199.11.6119.02.137.9.24.0.00	29,760.00	29,760.00
MEDICARE	199.11.6141.00.137.9.24.0.04	0.00	2.18
FICA	199.11.6141.01.137.9.24.0.04	0.00	9.30
SUBSTITUTE TEACHERS	199.13.6112.00.137.9.24.0.00	0.00	1,350.00
MEDICARE	199.13.6141.00.137.9.24.0.00	0.00	3.00
FICA	199.13.6141.01.137.9.24.0.00	0.00	10.00
SAL & WAGES-SUPPORT PERS	199.31.6129.00.137.9.24.0.00	20,981.18	20,981.18
EDUCATIONAL STIPEND	199.31.6129.10.137.9.24.0.00	1,000.00	1,000.00
MEDICARE	199.31.6141.00.137.9.24.0.00	307.03	307.03
TOTAL		52,048.21	53,572.69
FTE Count			
PERSONNEL			1.00
TOTAL			1.00