

Crow Elementary School
Campus Improvement Plan
2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT

Overview

Crow Elementary School is a Title One Schoolwide Program campus with a diverse population. The majority of our students are Hispanic. The other two largest ethnic categories are African American and Caucasian. We also have a large number of economically disadvantaged and limited English proficient students.

Overall, on the 2008 TAKS test, Crow students performed well in reading. Slight dips were noted in each grade level in certain subgroups. Mathematics is an area requiring growth, particularly in 3rd and 4th grades. Writing, normally an area of strength, took a sharp downturn last year due to several factors. Science is traditionally an area which requires extra attention, and last year’s scores show the same thing. To this end, we will focus on our “pressure points” and bear in mind that “We’re all in this together.” Teachers from all grade levels will support each other and a renewed emphasis on vertical alignment will result in growth.

We are dedicated to continuous improvement of instruction and academic skills. We continue to implement Project Read strategies. Much training has taken place in the past with these, and we will continue to offer training and coaching via our Instructional Facilitator Donna Hogard. This past summer, we spent a day planning and learning together, with emphasis on family involvement, instructional strategies, and language acquisition. Our special speaker was Dr. David Silva, Linguistics Professor at UT Arlington.

The targeted areas and strategies for ongoing improvement were derived from a comprehensive needs assessment. All stakeholders participated in this assessment: parents, staff, community, and business members. We used formal and informal measures including parent surveys, test results, and discussions at Site Based Meetings. From that, we concluded that there are areas in math, reading, writing, & science which require additional emphasis. We will also continue to build capacity with our parents.

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.

Areas needing improvement	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Math Grades 3, 4, 5 White, SpEd, LEP, Hispanic	Title One, Comp Ed, & 404 funds, SpEd funds for Content Mastery	Sally Amendola Kathy Lee Lisa Bell Xandra Vee Ruth Williams Wendy Smith	Sept. 2008-May 2009	Student grades, benchmark tests, informal evaluation, IEP goals, TAKS tests
Reading Grade 4-all subgroups except white Grade 6-LEP Grades 3,4, 5, 6-students with AIPs	Title One, Comp Ed, & 404 funds, SpEd funds for Content Mastery	Sally Amendola Kathy Lee Lisa Bell Xandra Vee Erin Jarrell Paula Threlkeld Stephanie Hammond	Sept. 2008-May 2009	Student grades, benchmark tests, informal evaluation, IEP goals, TAKS tests
Writing 4 th -All subgroups (Stress writing building-wide, following up with 5 th grade especially)	Title One, Comp Ed, & 404 funds	Sally Amendola Kathy Lee Jane Tettleton Reshma Jaffrey Shelley Brooks Lisa Bell Xandra Vee Erin Jarrell Paula Threlkeld Stephanie Hammond	Sept. 2008-May 2009	Student grades, benchmark tests, informal evaluation, IEP goals, TAKS tests

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

Areas needing improvement	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Science 5 th -SpEd, LEP, Hispanic, EcDis (Stress science building-wide, esp. with subject being taught in English)	Title One, Comp Ed, & 404 funds, SpEd funds for Content Mastery	Sally Amendola Kathy Lee Jane Tettleton Reshma Jaffrey Shelley Brooks Lisa Bell Xandra Vee Erin Jarrell Paula Threlkeld	Sept. 2008-May 2009	Student grades, benchmark tests, informal evaluation, IEP goals, TAKS tests

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Teachers will closely monitor student data, especially at 3 rd and 6 th weeks and via benchmark tests. They will also closely monitor assignment sheets/communication sheets. Using this information, they will: -Assign mentors -Use coteaching/content mastery -Begin tutoring (during and after school) -Begin pullout groups with instructional facilitator (ASMT) (RS)	Mentors-no funds needed-provided via AHS Pals program Coteaching-no extra funds needed; special education staff will serve as resources Tutoring-Title One, SCE, & 404 funds Instructional Facilitator-Title One funds	Supervision from Team Leaders: Leticia Graham, Jane Tettleton, Reshma Jaffrey, Shelley Brooks, Lisa Bell, Xandra Vee, Erin Jarrell, Wendy Smith, & Paula Threlkeld; Instructional Facilitator Donna Hogard	Sept. 2008-May 2009	Student grades, benchmark tests, informal evaluation, IEP goals, TAKS tests
Fourth Grade Students will participate in Writing Camp on four Saturdays prior to TAKS. (M) (RS)	Title One Funds	Xandra Vee, Lisa Miles, Julianna Lunkwicz, & Amanda Davidson	February 2009	Writing samples, progress on informal writing evaluations, benchmarks
Students in grades 1, 2, 3, 5, & 6 will utilize TAKS-formatted materials to improve writing mechanics. (M) (RS)	Title One Funds	Reshma Jaffrey, Shelley Brooks, Lisa Bell, Erin Jarrell, & Paula Threlkeld	October 2008-May 2009	Writing samples, progress on informal writing evaluations, benchmarks, mini-tests
Staff will participate in after-school sessions targeted at improvement of writing skills. (M) (RS) (PD)	None-Staff will provide the sessions	Xandra Vee, Heidi Bush (Title One office), Donna Hogard	Sept. 2008-May 2009	Sign-in & evaluation sheets from sessions

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Instructional Facilitator will provide peer coaching as needed to strengthen writing & reading instruction. (PD)	Facilitator salary paid by Title One funds	Donna Hogard, designated staff members	Sept. 2008-May 2009	Informal evaluations by Mrs. Hogard & teachers
Teachers will utilize Passwords vocabulary materials to improve students' science vocabulary. (ASMT)	Title One funds	Stephanie Hall, all teaching staff	Oct. 2008-May 2009	Science grades, mini-tests, benchmark, & TAKS tests
A science word of the day will be featured on morning announcements. (RS)	None needed	Sally Amendola, Kathy Lee, Stephanie Hall	Aug. 2008-May 2009	Science grades, mini-tests, benchmark, & TAKS tests
Fifth grade students will participate in Science Camp three Saturdays before TAKS. (M) (RS)	Title One funds	Stephanie Hall	April 2009	Science grades, mini-tests, benchmark, & TAKS tests
Students, parents, & staff will participate in math & science nights. (FI)	Title One funds as needed for supplies	Stephanie Hall, Jackie Enriquez	Spring 2009	Science & math grades, mini-tests, benchmark, & TAKS tests
Designated classes will form "buddy classes" pairing older and younger students to mentor and increase understanding of topics across the curriculum. (RS)	None needed	Paula Threlkeld Laura Bolton	Oct. 2008-May 2009	Informal evaluations done by classroom teachers

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Staff participated in a day-long “summit” in July, 2008 to learn more about language acquisition, thinking maps, family engagement, and achievement for all students. (FI) (PD)	Activity fund monies for breakfast & lunch for staff, donated services of Dr. David Silva from UTA, staff presenters, facilities provided by Fielder Rd. Church, equipment provided by AISD media services	Sally Amendola Kathy Lee Debby Williams	July 2008	Staff feedback as generated at summit
An additional kindergarten teaching assistant as well as a TA to work with 4 th & 5 th grades will be hired to tutor, work with small groups, and increase response to intervention capabilities. (M) (RS)	Title One Funds	Jane Tettleton Eddie Gray Laura Bolton Xandra Vee Erin Jarrell	Oct. 2008-June 2009	Teaching assistant evaluation & teacher lesson plans
The entire teaching staff will utilize Thinking Maps in all content areas to promote higher level thinking as well as provide a springboard for organizing written composition. (RS)	Local funds used to provide subs for training of new teachers, followup training by Crow staff	Sally Amendola Kathy Lee Donna Hogard	Aug. 2008-June 2009	Hallway & classroom displays, written compositions
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)	Local funds	Sally Amendola	September & January	Master schedule Teacher certification Principal Attestation

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
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 SCE	Principal	December & April	ERO attendance reports
All grade level teachers will meet weekly to discuss instructional strategies, based on student data, to improve classroom performance. (Asmt) (M)	Team Meeting Agendas & Notebooks	Principal	Weekly beginning in August through May	Teacher meeting agendas
Prekindergarten-Kindergarten students will participate in daily journal writing for a smooth transition between grade levels. (RS)	None needed	Leticia Graham Jane Tettleton	August 2008-June 2009	Progress noted in student journals
Guided Reading Training as well as Inventive Spelling Training will be provided to the prekindergarten and kindergarten teaching assistants (and to other TA's and Tutors as needed). (RS)	Time during school day for training	Donna Hogard	September 2008-May 2009	Training agendas, student formative assessments

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Staff will participate in vertical alignment teams at August staff development and at each staff meeting. (TR) (ASMT)	None needed	Sally Amendola, Kathy Lee, Debby Williams	Aug. 2008-May 2009	Data sheets collected at each meeting
Staff will revisit Project Read vertical alignment & revise as needed. (TR) (PD)	Time at staff meetings and release time for teachers as needed/subs supplied with Title One & Comp Ed funds	Donna Hogard Sally Amendola	October 2008-May 2009	Project Read Vertical Alignment documents & staff-completed feedback from staff meetings
Grade levels will be provided the opportunity to meet with grade levels above & below. All team members will be present. (TR) (PD)	Title One funds for subs so that teams can meet	Leticia Graham, Jane Tettleton, Reshma Jaffrey, Shelley Brooks, Lisa Bell, Xandra Vee, Erin Jarrell, Paula Threlkeld	Once a semester	Meeting agendas, benchmark testing
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 SCE Accelerated Reading/Math (C/I)	Kathy Lee Debby Williams	August 2008-June 2009	Benchmarks, DRA/EDL, informal assessments

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Staff will participate in vertical alignment teams at August staff development and at each staff meeting. (TR) (ASMT)	None needed	Sally Amendola, Kathy Lee, Debby Williams	Aug. 2008-May 2009	Data sheets collected at each meeting
Staff will revisit Project Read vertical alignment & revise as needed. (TR) (PD)	Time at staff meetings and team meetings	Donna Hogard	Sept. 2008-May 2009	Project Read Vertical Alignment documents
Grade levels will be provided the opportunity to meet with grade levels above & below. All team members will be present. (TR) (PD)	Title One funds for subs so that teams can meet	Leticia Graham, Jane Tettleton, Reshma Jaffrey, Shelley Brooks, Lisa Bell, Xandra Vee, Erin Jarrell, Paula Threlkeld	Once a semester	Meeting agendas, benchmark testing
Activities that encourage a coherent, seamless transition for at-risk students will be provided, which include tutoring, mentoring, ongoing assessment (Tr) (RS)	Title I	Sally Amendola Kathy Lee Debby Williams	August 2008-May 2009	Benchmarks, DRA/EDL, informal assessments, TAKS 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
Staff members will conduct Family Literacy classes two evenings a week. Parents will attend for language acquisition and students will attend for enrichment. (FI)	District Title One Funds	Paula Threlkeld	Oct. 2008-April 2009	Oral & written tests given to parents, attendance records
Family school representative will facilitate at parent conferences. (FI)	Title One Funds	Jackie Enriquez	Aug. 2008-June 2009	Records of parent conferences in purple notebooks
Family school representative will conduct workshops for parents. (FI)	Title One Funds	Jackie Enriquez	Sept. 2008-May 2009	Workshop notices and sign-in sheets
Family involvement team will meet at least twice each semester to plan activities. (Examples: Pumpkin Festival, Bingo Night) (FI)	Title One Funds	Kathy Lee Jackie Enriquez	Sept. 2008-May 2009	Meeting agendas & notes, emails between and among members, sign-in sheets from activities
The Family Involvement Team (FIT), comprised of teachers, Instructional Facilitator(s), Family School Representative and parents, will meet twice each semester to plan and evaluate family involvement events based upon campus' needs. (FI) (CNA)	Title I funds - \$975 (for all family involvement needs)	Kathy Lee Jackie Enriquez Donna Hogard Amy Wethington Kristina Hodgson Lesley Middendorf Tania Cabler Shelley Brooks	Sept. 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 funds - \$975 (for all family involvement needs)	Kathy Lee Jackie Enriquez Donna Hogard Amy Wethington Kristina Hodgson Lesley Middendorf Tania Cabler Shelley Brooks	End of 1 st Six Weeks	Family involvement team agenda and notes
Conduct an annual Title I meeting to explain NCLB requirements and the instructional program and interventions at the campus. (FI)	Babysitting funds provided by Title One	Sally Amendola Kathy Lee	Sept. 8-11, 2008 at grade level meetings	Event agenda
Teachers will communicate student academic progress and assessment reports with parents at least every three weeks via progress reports; more often via conferences and phone calls as needed(FI)	Progress reports	Leticia Graham Jane Tettleton Reshma Jaffrey Shelley Brooks Lisa Bell Xandra Vee Erin Jarrell Paula Threlkeld Wendy Smith	Sept. 17, 2008-June 3, 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
Sixth graders will participate in Project Alert & fifth and sixth graders will participate in Pathways to Success as an effort to reduce drug & alcohol use as well as gang involvement. (RS)	District Intervention Specialist James Tucker, time allocated by teachers	James Tucker Paula Threlkeld Stephanie Hall Debby Williams	Sept. 2008-May 2009	List of topics to be covered by Mr. Tucker, class projects
Boys & Girls Town Skills will be announced, taught, & practiced daily. (RS)	District-provided materials	Sally Amendola Kathy Lee All classroom teachers	Aug. 2008-May 2009	Announcement sheets, classroom plans & displays
School counselor will work with individuals and groups as well as providing classroom guidance. (RS)	District-provided materials	Debby Williams	Aug. 2008-May 2009	Counselor calendar & notes
Parents and staff will attend a gang awareness program in order to prevent gang involvement and to help parents recognize gang-like behavior. (RS) (PD) (FI)	Services of District Gang Awareness Specialist Lee Shelinbarger, Title One funds for babysitting, District Title One funds for Teleparent	Kathy Lee Jackie Enriquez	Spring 2009	Agenda, sign-in sheet
Additional staff will provide improved hallway supervision before and after school. (RS)	None needed	Kathy Lee	Aug. 2008-June 2009	Duty schedule, (hopefully) reduced morning discipline referrals



Campus Improvement Plan 2008-2009 Crow Elementary School

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Campus Improvement Plan 2008-2009 Crow Elementary School

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Wasserstein, Paulette, “Putting Readers in the Driver’s Seat,” Educational Leadership, Dec. 2000/Jan. 2001, p. 75-77. (Project Read)

SBDM Members

Teaching Staff-Leticia Graham, Kenny Perez, Linda Harris, Sonia Birchall, Xandra Vee, Erin Jarrell, Paula Threlkeld, Wendy Smith, Donna Hogard

Community-Rhonda Weddle

Community/Business-Sharla Marks, Deacon, Episcopal Church

Parents-Maythe’ Gutierrez, Theresa Abernathy

Crow Elementary School Campus Improvement Plan 2008-09

Grade 3 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	56	84%	69	87%	3%	74	84%	-3%	85%	2%
Afri Amer	5	80%	2	*	*	5	80%	*	80%	0%
Hispanic	45	82%	58	86%	4%	61	82%	-4%	83%	1%
White	5	100%	8	88%	-13%	7	100%	13%	100%	0%
Eco Disadv	53	85%	62	85%	1%	70	83%	-3%	85%	2%
LEP	42	83%	48	85%	2%	47	83%	-2%	85%	2%
SpEd	2	*	5	80%	*	2	*	*		

Grade 4 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	50	96%	55	82%	-14%	66	67%	-15%	75%	8%
Afri Amer	5	100%	5	80%	-20%	2	*	*		
Hispanic	36	94%	40	80%	-14%	54	59%	-21%	65%	6%
White	9	100%	9	89%	-11%	9	100%	11%	100%	0%
Eco Disadv	40	95%	48	81%	-14%	56	68%	-13%	75%	7%
LEP	31	94%	29	83%	-11%	42	55%	-28%	60%	5%
SpEd	2	*	4	*	*	8	38%	*		

Grade 5 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	56	79%	59	92%	13%	52	94%	3%	95%	1%
Afri Amer	2	*	4	*	*	3	*	*		
Hispanic	44	77%	46	89%	12%	40	93%	3%	95%	2%
White	9	78%	9	100%	22%	8	100%	0%	100%	0%
Eco Disadv	52	77%	50	90%	13%	46	93%	3%	95%	2%
LEP	30	73%	12	92%	18%	33	91%	-1%	95%	4%
SpEd	1	*	3	*	*	3	*	*		

Grade 6 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	50	94%	42	98%	4%	59	90%	-8%	90%	0%
Afri Amer	5	100%	1	*	*	4	*	*		
Hispanic	40	93%	37	97%	5%	46	87%	-10%	90%	3%
White	4	*	4	*	*	9	100%	*	100%	0%
Eco Disadv	45	93%	40	98%	4%	51	88%	-9%	90%	2%
LEP	16	81%	1	*	*	26	77%	*	80%	3%
SpEd	3	*	*	*	*	2	*	*		

Crow Elementary School Campus Improvement Plan 2008-09

Grade 3 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	56	77%	72	72%	-5%	76	70%	-2%	75%	5%
Afri Amer	5	60%	3	*	*	5	80%	*	80%	0%
Hispanic	45	78%	60	70%	-8%	62	73%	3%	75%	2%
White	5	80%	8	88%	8%	8	38%	-50%	60%	23%
Eco Disadv	53	77%	65	72%	-5%	72	68%	-4%	70%	2%
LEP	42	79%	49	69%	-9%	48	73%	4%	75%	2%
SpEd	2	*	7	86%	*	6	0%	-86%	50%	50%

Grade 4 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	53	91%	57	82%	-8%	68	66%	-16%	75%	9%
Afri Amer	5	100%	6	83%	-17%	3	*	*		
Hispanic	39	87%	41	78%	-9%	55	60%	-18%	70%	10%
White	9	100%	9	100%	0%	9	100%	0%	100%	0%
Eco Disadv	43	88%	50	82%	-6%	58	67%	-15%	70%	3%
LEP	33	85%	30	83%	-2%	42	60%	-24%	70%	10%
SpEd	2	*	5	60%	*	8	38%	-23%	50%	13%

Grade 5 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	56	82%	61	84%	1%	54	89%	5%	90%	1%
Afri Amer	2	*	4	*	*	3	*	*		
Hispanic	44	80%	48	85%	6%	42	86%	0%	90%	4%
White	9	89%	9	78%	-11%	8	100%	22%	100%	0%
Eco Disadv	52	81%	52	83%	2%	48	88%	5%	90%	3%
LEP	30	73%	13	77%	4%	34	88%	11%	90%	2%
SpEd	1	*	5	80%	*	4	*	*		

Grade 6 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	51	88%	42	86%	-3%	59	80%	-6%	85%	5%
Afri Amer	5	100%	1	*	*	4	*	*		
Hispanic	40	88%	37	84%	-4%	46	78%	-6%	80%	2%
White	5	80%	4	*	*	9	78%	*	80%	2%
Eco Disadv	45	87%	40	85%	-2%	51	80%	-5%	80%	0%
LEP	16	75%	2	*	*	26	69%	*	70%	1%
SpEd	4	*	1	*	*	2	*	*		

Crow Elementary School Campus Improvement Plan 2008-09

Grade 4 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	52	98%	56	88%	-11%	66	70%	-18%	75%	5%
Afri Amer	5	100%	6	100%	0%	2	*	*		
Hispanic	38	97%	40	83%	-15%	54	69%	-14%	75%	6%
White	9	100%	9	100%	0%	9	67%	-33%	75%	8%
Eco Disadv	42	98%	49	88%	-10%	56	71%	-16%	75%	4%
LEP	33	97%	29	86%	-11%	42	64%	-22%	70%	6%
SpEd	2	*	4	*	*	8	38%	*	50%	13%

Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	57	63%	63	75%	12%	57	70%	-5%	75%	5%
Afri Amer	2		5	75%		4				
Hispanic	44	64%	49	75%	11%	44	66%	-9%	75%	9%
White	9	67%	9	78%	11%	8	100%	22%	100%	0%
Eco Disadv	53	62%	54	75%	13%	51	67%	-8%	75%	8%
LEP	30	53%	14	69%	16%	35	63%	-6%	75%	12%
SpEd	1		7	80%		7	43%	-37%	50%	7%



Campus Improvement Plan 2008-2009
Crow 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	199.11.6112.00.103.9.30.0.04	0.00	300.00
SUBSTITUTE TEACHERS	199.11.6112.00.103.9.30.0.00	0.00	3,000.00
TUTORIAL SERVICES	199.11.6119.02.103.9.30.0.00	42,170.00	42,170.00
SAL & WAGES-SUPPORT PERS	199.11.6129.00.103.9.30.0.00	15,094.27	15,094.27
MEDICARE	199.11.6141.00.103.9.30.0.00	210.45	210.45
MEDICARE	199.11.6141.00.103.9.30.0.04	0.00	4.35
FICA	199.11.6141.01.103.9.30.0.04	0.00	18.60
SAL & WAGES-SUPPORT PERS	199.31.6129.00.103.9.30.0.00	19,679.77	19,679.77
MEDICARE	199.31.6141.00.103.9.30.0.00	274.38	274.38
TOTAL		77,428.87	80,751.82
FTE Count			
PERSONNEL			1.00
TOTAL			1.00



Campus Improvement Plan 2008-2009
Crow 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			4.00
TOTAL			4.00
Title I Budget			
SALARIES-TEACH & OTH PROF	211.11.6119.00.103.9.24.0.00	198,327.00	104,928.00
EXTRA DUTY-TEACH/OTH PROF	211.11.6119.01.103.9.24.0.00	0.00	3,000.00
TUTORIAL SERVICES	211.11.6119.02.103.9.24.0.00	10,000.00	10,000.00
CONTRACT ADDENDA-STIPEND	211.11.6119.09.103.9.24.0.00	0.00	1,500.00
ADVANCED DEGREE-STIPEND	211.11.6119.10.103.9.24.0.00	0.00	1,500.00
SAL & WAGES-SUPPORT PERS	211.11.6129.00.103.9.24.0.00	0.00	31,710.00
MEDICARE	211.11.6141.00.103.9.24.0.00	0.00	2,242.00
HEALTH INSURANCE	211.11.6142.01.103.9.24.0.00	0.00	12,480.00
TEACHER RETIREMENT	211.11.6146.00.103.9.24.0.00	0.00	11,722.00
TRS-CARE CONTRIBUTION	211.11.6146.01.103.9.24.0.00	0.00	851.00
READING MATERIALS	211.11.6329.00.103.9.24.0.00	0.00	7,885.00
GENERAL SUPPLIES	211.11.6399.01.103.9.24.0.00	14,833.00	13,652.00
STUDENT TVL*NO AISD BUSES	211.11.6412.00.103.9.24.0.00	0.00	1,000.00
DIST TRANS FOR STDNT TRAV	211.11.6494.00.103.9.24.0.00	0.00	1,000.00
MEDICARE	211.13.6141.00.103.9.24.0.00	0.00	29.00
FICA	211.13.6141.01.103.9.24.0.00	0.00	124.00
MISC PURCH & CONTR SERV	211.13.6299.00.103.9.24.0.00	5,000.00	5,000.00
EMPLOYEE TRAVEL	211.13.6411.00.103.9.24.0.00	7,000.00	5,000.00
SAL & WAGES-SUPPORT PERS	211.61.6129.00.103.9.24.0.00	0.00	16,807.00

MEDICARE	211.61.6141.00.103.9.24.0.00	0.00	244.00
HEALTH INSURANCE	211.61.6142.01.103.9.24.0.00	0.00	3,120.00
TEACHER RETIREMENT	211.61.6146.00.103.9.24.0.00	0.00	1,274.00
TRS-CARE CONTRIBUTION	211.61.6146.01.103.9.24.0.00	0.00	92.00
GENERAL SUPPLIES	211.61.6399.01.103.9.24.0.00	500.00	500.00
EMPLOYEE TRAVEL	211.61.6411.00.103.9.24.0.00	500.00	500.00
MISC OPERATING EXPENSES	211.61.6499.00.103.9.24.0.00	475.00	475.00
TOTAL		236,635.00	236,635.00