

Duff Elementary School  
Campus Improvement Plan  
2008-2009

Arlington  
INDEPENDENT SCHOOL DISTRICT

## **Overview**

Duff Elementary continues to be a Recognized campus for their accomplishments in the 2007-2008 school year. We had many positive learning experiences in which our campus achieved strong academic growth of our students. The area of reading is a great strength for our students at Duff where we average a 97% passing rate for all student groups. In the area of mathematics, our students held an average of 92% passing for all students.

For the 2008-09 school year, we will be targeting student growth and improvement in our areas of weakness. We will concentrate on differentiating our instruction in the areas of math and writing to meet the academic needs of our Hispanic and Economically Disadvantaged students based on our spring 2008 TAKS results. Our campus will work diligently to improve the TAKS scores for our Hispanic and Economically Disadvantaged student population.

At Duff we believe it is our mission to make sure that we do everything possible for all of our students to make academic progress in their grade level TEKS. We work very hard on our campus to make sure it is the safest and best place that students come each day to learn. The challenge is to continuously align our curriculum with high expectations and to make necessary interventions for all students. This is accomplished through a strong partnership between our parents, students, community, and staff.

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

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
To improve in the area of Hispanic math grades 3-6	Comp Ed. funds, ARI, AMI	Cindy Harbison, Sheila Kerby, Wendy Waldroup, In-school Tutors, Classroom Teachers	On going September to May	Benchmark tests, TAKS, report cards
To improve in the area of Economically Disadvantaged math 3-6	Comp Ed. funds, ARI, AMI	Cindy Harbison, Sheila Kerby, Wendy Waldroup, In-school Tutors, Classroom Teachers	On going September to May	Benchmark tests, TAKS, report cards
To improve in the area of Hispanic writing grade 4	Comp Ed. funds, ARI, AMI	Cindy Harbison, Sheila Kerby, Wendy Waldroup, In-school Tutors, Fourth Grade Classroom Teachers	On going September to May	Benchmark tests, TAKS, report cards

**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>
Principal and Assistant Principal will view report cards and write comments to students.	N/A	Cindy Harbison Sheila Kerby	Each six weeks for 2nd – 6th grades Every 12 weeks for K – 1st grade	Feedback from parents and students
Walk-Throughs	N/A	Cindy Harbison Sheila Kerby	Ongoing	Feedback from teachers
Team Visits	N/A	Cindy Harbison Sheila Kerby	Ongoing	Feedback from teachers
TAKS Data Day	Comp Ed. Funds - \$15, 720	Team Leaders: 3rd Colleen Nelson 4th Kathy Hedman 5th Jill Vernor 6th Rebecca Atwell Cindy Peden Kelley Hall	October	TAKS, Benchmarks
Focus For Instruction K-2	N/A	Team Leaders: K – Lori Pitstick 1st JoAnn Andersen 2nd Tina Hatchett	September January May	DRA2
Literacy Lab	Education Foundation Grant,	Colleen Nelson	Ongoing	DRA2
Drops In A Bucket	N/A	Team Leaders	Ongoing	TAKS, Benchmarks, Report Cards
Zeroes Aren't Permitted (ZAP) Day	N/A	Team Leaders	Ongoing	Report Cards
BEAR Buddies	N/A		Ongoing	Feedback from students and teachers

**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>
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.	SCE - \$ 15,720 Accelerated Reading/Math	Cindy Harbison, Sheila Kerby, Wendy Waldroup, Classroom Teachers	September - May	DRA, Benchmark Tests, TAKS Tests, Report Cards, Progress Reports
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher.	N/A	Cindy Harbison	September & January	Master schedule Teacher certification Principal Attestation
Teachers will participate in high quality, ongoing professional development based upon campus needs	SCE - \$ 15,720	Cindy Harbison	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>
Vocabulary Parade	Grade level student text books, library books, Literacy Room books	Cindy Harbison, Sheila Kerby, Lead Teachers: L. Pitstick, J. Andersen, T. Hatchett, C. Nelson, K. Hedman, J. Vernor, R. Atwell, C. Peden, K. Shaffer, S. Hall	October	Student Product
Drop in the Bucket	Drop in the Bucket material by Mary Jo Hand	Ciny Harbison, Shelia Kerby, All Teachers	September - May	Benchmarks, Math and Language Arts Journals, Progress Reports
TAKS Committee	TRIAND	Cindy Harbison, Shelia Kerby, Wendy Waldroup, Grades: 3-6	August - May	Benchmark, TAKS results
Literacy Room	Literacy Room check out	Cindy Harbison, Sheila Kerby, Literacy Room Committee members: J. Read, J. Roberts, C. Nelson, T. Hatchett, B. Lawrence, R. Keeper, L. Pitstick, S. Carrick	September - May	Benchmarks, Records of AR points earned, Sign-In Sheet



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

**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>
Be Excited About Reading (BEAR)	Various reading selections	Cindy Harbison, Sheila Kerby, Lead Teachers: L. Pitstick, J. Andersen, T. Hatchett, C. Nelson, K. Hedman, J. Vernor, R. Atwell, C. Peden, K. Shaffer, S. Hall	September - May	Benchmark, Observations
Accelerated Reading	Student Activity Fund	Language Art teachers, Susan Stage, Librarian	August - June	Records of points earned, Library circulation numbers
Thinking Maps	Teacher Training Sessions Thinking Maps Materials	Cindy Harbison, Sheila Kerby, Thinking Map Trainers: Ruth Ryden, Kathi Hedman	September - May	Student Map Sample, Hallway Displays, Training Sign-in Sheets

**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>
Grandparent's day	PTA	Cindy Harbison, Sheila Kerby PTA Coordinator	Month of September	Feedback from parents, teachers, students, PTA
Reading Under the Stars Night	PTA	Cindy Harbison, Sheila Kerby, Wendy Waldroup, PTA Volunteers	October	Feedback from Parents, Teachers, Students, PTA
Family Math & Science Night	PTA, Activity Fund	Cindy Harbison, Sheila Kerby, Wendy Waldroup, PTA Volunteers	Spring semester	Feedback from Parents, Teachers, Students, PTA
Partnership with Woodland West Church of Christ	N/A	Cindy Harbison, Sheila Kerby, PTA Volunteer Coordinator	Ongoing	Feedback from Teachers, Church Staff
Duff Dad's Club	PTA	Cindy Harbison, Sheila Kerby, Dad's Club Liaison	Ongoing	End of year from PTA & Dads, Teachers
Teachers will communicate student academic progress and assessment reports with parents each six weeks via progress reports, report cards, conferences, phone calls, e-mail	N/A	Cindy Harbison, Sheila Kerby, Wendy Waldroup, Classroom Teachers	September- May each six weeks	Teacher documentation of communications with parents

**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>
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 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.**

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>1. Discipline Committee</p> <p>a. Monitoring /Setting Parameter Committee Members</p> <ul style="list-style-type: none"> <li>- all students enter cafeteria 7:45</li> <li>Grade Level representatives K-6<sup>th</sup></li> <li>- teachers greet students at the classroom door</li> </ul> <p>b. Motivation</p> <ul style="list-style-type: none"> <li>- show students you care/build relationships</li> <li>- Duff Pride/ classroom awards/stickers</li> </ul> <p>c. Positive School Relations</p> <ul style="list-style-type: none"> <li>- Six Weeks Assembly to recognize students</li> <li>- Moose Notebook for parent communication</li> <li>-Mustangs In Action daily report of events</li> </ul>	<p>\$2000.00 from Student activity</p>	<p>Cindy Harbison, Sheila Kerby, Wendy Waldroup, Classroom Teachers</p>	<p>On going, End of each six weeks</p>	<p>Reduction in Office Referrals</p>



**Campus Improvement Plan 2008-2009  
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**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
2. Play It Safe Presentations Grades 1-6 <sup>th</sup>	PTA	Wendy Waldroup	Sept. 28 <sup>th</sup> and 29 <sup>th</sup>	Feedback from Teachers, students & program facilitators

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## Duff 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>	75	99%	66	97%	-2%	68	99%	2%	100%	1%
<b>Afri Amer</b>	9	100%	4	*	*	4	*	*		
<b>Hispanic</b>	5	100%	9	89%	-11%	11	91%	2%	92%	1%
<b>White</b>	53	98%	49	98%	0%	50	100%	2%	100%	0%
<b>Eco Disadv</b>	18	94%	20	90%	-4%	15	100%	10%	100%	0%
<b>LEP</b>	4	*	10	90%	*	3	*	*		
<b>SpEd</b>	3	*	4	*	*	3	*	*		

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<b>Grade 4 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	71	93%	80	94%	1%	67	90%	-4%	92%	2%
<b>Afri Amer</b>	2	*	9	78%	*	4	*	*		
<b>Hispanic</b>	10	80%	3	*	*	11	73%	*	80%	7%
<b>White</b>	57	95%	61	95%	0%	49	92%	-3%	95%	3%
<b>Eco Disadv</b>	17	82%	15	93%	11%	22	77%	-16%	80%	3%
<b>LEP</b>	*	*	1	*	*	9	67%	*		
<b>SpEd</b>	7	100%	5	60%	-40%	7	71%	11%		

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<b>Grade 5 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	60	93%	75	96%	3%	82	99%	3%	100%	1%
<b>Afri Amer</b>	6	100%	4	*	*	11	91%	*	92%	1%
<b>Hispanic</b>	4	*	10	90%	*	5	100%	10%	100%	0%
<b>White</b>	49	94%	59	97%	3%	60	100%	3%	100%	0%
<b>Eco Disadv</b>	17	88%	23	87%	-1%	15	100%	13%	100%	0%
<b>LEP</b>	1	*	2	*	*	2	*	*		
<b>SpEd</b>	5	80%	5	60%	-20%	3	*	*		

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<b>Grade 6 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	65	98%	65	97%	-2%	77	99%	2%	100%	1%
<b>Afri Amer</b>	4	*	6	83%	*	4	*	*		
<b>Hispanic</b>	9	89%	4	*	*	9	100%	*	100%	0%
<b>White</b>	48	100%	55	98%	-2%	62	100%	2%	100%	0%
<b>Eco Disadv</b>	12	100%	17	88%	-12%	21	95%	7%	96%	1%
<b>LEP</b>	1	*	*	*	*	1	*	*		
<b>SpEd</b>	3	*	5	100%	*	4	*	*		

## Duff 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>	78	90%	67	79%	-11%	67	93%	13%	94%	1%
<b>Afri Amer</b>	9	78%	4	*	*	4	*	*		
<b>Hispanic</b>	6	100%	9	44%	-56%	10	70%	26%	80%	10%
<b>White</b>	55	91%	50	84%	-7%	50	98%	14%	99%	1%
<b>Eco Disadv</b>	19	79%	20	60%	-19%	15	93%	33%	94%	1%
<b>LEP</b>	5	80%	10	50%	-30%	3	*	*		
<b>SpEd</b>	7	43%	6	83%	40%	4	*	*		

  

<b>Grade 4 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	68	94%	83	93%	-1%	68	87%	-6%	90%	3%
<b>Afri Amer</b>	2	*	9	78%	*	4	*	*		
<b>Hispanic</b>	9	89%	4	*	*	11	73%	*	80%	7%
<b>White</b>	55	96%	63	94%	-3%	50	88%	-6%	90%	2%
<b>Eco Disadv</b>	14	93%	15	93%	0%	23	78%	-15%	80%	2%
<b>LEP</b>	*	*	2	*	*	9	67%	*		
<b>SpEd</b>	5	80%	7	71%	-9%	7	29%	-43%	50%	21%

  

<b>Grade 5 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	60	92%	72	93%	1%	86	95%	2%	97%	2%
<b>Afri Amer</b>	6	100%	4	*	*	10	90%	*	91%	1%
<b>Hispanic</b>	4	*	10	90%	*	6	100%	10%	100%	0%
<b>White</b>	49	92%	56	96%	5%	63	95%	-1%	97%	2%
<b>Eco Disadv</b>	17	88%	20	85%	-3%	17	100%	15%	100%	0%
<b>LEP</b>	1	*	2	*	*	4	*	*		
<b>SpEd</b>	6	83%	2	*	*	6	83%	*	85%	

  

<b>Grade 6 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	64	95%	66	91%	-4%	76	92%	1%	93%	1%
<b>Afri Amer</b>	4	*	6	67%	*	4	*	*		
<b>Hispanic</b>	9	67%	4	*	*	9	100%	*	100%	0%
<b>White</b>	47	100%	56	93%	-7%	61	93%	1%	94%	1%
<b>Eco Disadv</b>	11	82%	17	76%	-5%	20	90%	14%	92%	2%
<b>LEP</b>	1	*	*	*	*	1	*	*		
<b>SpEd</b>	2	*	6	100%	*	4	*	*		

## Duff 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>	70	94%	80	89%	-6%	66	91%	2%	93%	2%
<b>Afri Amer</b>	2	*	10	90%	*	4	*	*		
<b>Hispanic</b>	9	100%	3	*	*	11	73%	*	76%	3%
<b>White</b>	57	95%	60	87%	-8%	48	94%	7%	95%	1%
<b>Eco Disadv</b>	16	94%	15	100%	6%	22	82%	-18%	85%	3%
<b>LEP</b>	*	*	1	*	*	9	67%	*		
<b>SpEd</b>	6	67%	6	67%	0%	6	67%	0%	70%	3%

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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>	64	85%	75	88%	3%	87	93%	6%	94%	1%
<b>Afri Amer</b>	6	67%	4	*	*	11	82%	*	83%	1%
<b>Hispanic</b>	4	*	10	67%	*	6	83%	17%	85%	2%
<b>White</b>	53	88%	59	93%	5%	63	95%	2%	96%	1%
<b>Eco Disadv</b>	17	71%	23	76%	6%	17	88%	12%	90%	2%
<b>LEP</b>	1	*	1	*	*	4	*	*		
<b>SpEd</b>	9	80%	6	67%	-13%	7	57%	-10%	60%	3%



**Campus Improvement Plan 2008-2009**  
Duff 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			
TUTORIAL SERVICES	199.11.6119.02.104.9.24.0.00	15,720.00	15,720.00
SAL & WAGES-SUPPORT PERS	199.31.6129.00.104.9.24.0.00	20,981.18	20,981.18
EDUCATIONAL STIPEND	199.31.6129.10.104.9.24.0.00	1,000.00	1,000.00
MEDICARE	199.31.6141.00.104.9.24.0.00	307.03	307.03
<b>TOTAL</b>		<b>38,008.21</b>	<b>38,008.21</b>
FTE Count			
PERSONNEL			1.00
<b>TOTAL</b>			<b>1.00</b>