

Dunn Elementary School
Campus Improvement Plan
2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT



Campus Improvement Plan 2008-2009 Dunn Elementary School

Overview

Dunn has 584 students with the following demographics: 1 % Indian, 6% Asian, 25% Black, 15% Hispanic, 53% White, and 46% Economically Disadvantaged.

The SBDM Committee conducted a Comprehensive Needs Assessment with input from the faculty using the TAKS Spring 2008 results compared to the Spring 2007 and 2006 results for grades 3 – 6. Dunn Elementary received the Academically Acceptable accountability rating on the 2008 TAKS. Dunn’s goal is to achieve Recognized for the 2009 TAKS.

Overall reading was strength; however, there are areas of need in subgroups for some grade levels. All subgroups were accountable for reading. Fourth grade Hispanic and Economically Disadvantaged and fifth grade African American subgroups need to improve.

Writing was a strength; however, there were some slight decreases in percentages, but a large gain in Hispanic. White and Economically Disadvantaged subgroups were accountable.

Math continues to be a weakness particularly in 3rd and 6th grades. All subgroups were accountable for math. Areas of need to be recognized in third grade are African American, Hispanic, and Economically Disadvantaged. Fourth grade needs improvement in African American and Economically Disadvantaged. Fifth grade needs to improve in African American and Economically Disadvantaged. Sixth grade needs improvement in African American, Hispanic, and Economically Disadvantaged.

Science was a strength and Dunn received Gold Performance Acknowledgements. White was the only subgroup that was accountable.

Dunn continues to improve in the number of students who receive commended performance in all areas.

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

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<u>Math</u> African American – 3rd, 4th, 5th, 6th Economically Disadvantaged – 3rd, 4th, 5th, 6th Hispanic – 3rd, 4th, 6th	SCE Accelerated Reading/Math (C/I)	Mary Canon Demorris Vance Robin Cyrier Ashley Stark Leigh Ann Phillips Dara Hiremath Dawn Leslie Tammy Klett Susan Spencer Susan Masterson	Bi-Weekly Meetings	Team Meeting Agendas Benchmarks
<u>Reading</u> Hispanic – 4th Economically Disadvantaged – 4th African American – 5th	SCE Accelerated Reading/Math (C/I)	Mary Canon Leigh Ann Phillips Dara Hiremath Dawn Leslie Tammy Klett Janet Moore Sheryl Hair	Bi-Weekly Meetings	Team Meeting Agendas Benchmarks
<u>Science</u> African American – 5th Economically Disadvantaged – 5th	SCE Accelerated Reading/Math (C/I)	Mary Canon Christine Ott	Bi-Weekly Meetings	Team Meeting Agendas 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
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 Restart committee, which is composed of the child's teacher(s), counselor, principal, and the Restart team.	SCE Accelerated Reading/Math (C/I)	Mary Canon Demorris Vance Brenda Turner Laurie Zachry	Every three weeks	Progress Reports Report Cards
The guidance technician is a support for testing, benchmarks, and monitoring spreadsheets to track student performance.	SCE	Mary Canon Brenda Turner	Every six weeks	Benchmarks, TAKS, EOY Tests

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Small Group Instruction / Differentiated Instruction	None	Mary Canon Demorris Vance Diane Hickey Kelly Neace Donna Whittington Joni Holder Leigh Ann Phillips Susan Spencer Gail Baldwin Laurie Zachry	Every 3 weeks	Lesson Plans DRA2 - K – 5 Observation Survey – K, 1 TALA Assessment - 6th Benchmarks Progress Reports
Restart Resources, Collaboration and Strategies between colleagues	Special Ed SCE	Mary Canon Demorris Vance Laurie Zachry Brenda Turner	Weekly Bi-Weekly Two times per semester	Restart Team Meetings Team Meetings Campus Improvement Committees
Parent/Teacher Communication and Conferences	SCE	Mary Canon Demorris Vance Brenda Turner	Every six weeks	Parent Conference Forms Progress Reports Report Cards IEP documentation
Teacher/Administrator Communication and Meetings	None	Mary Canon	Bi-Weekly Meetings	Team meeting agendas
Teachers will support individual students by re-teaching objectives with varied interventions.	None	Mary Canon Demorris Vance Laurie Zachry	Every three weeks	Progress Reports Report Cards
Extended Day and Enriched Day Tutorials	Accelerated Reading/Math (C/I) SCE Special Ed	Mary Canon	Bi-Weekly Meetings	Tutorial Sign-in Sheets Benchmarks

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Teachers will inform parents of Benchmark Results	None	Gail Baldwin Susan Spencer Leigh Ann Phillips Joni Holder Donna Whittington Kelly Neace	Benchmarks	Letters to Parents
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)	None	Mary Canon	September & January	Master Schedule Teacher Certification Principal Attestation
Teachers will participate in high quality, ongoing professional development based upon campus needs. Campus need indicates training needs in math, literacy, science, differentiated instruction, technology and TRIAND.	SCE	Mary Canon	December & April	ERO attendance reports

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
All grade level teachers will meet to look at the TEKS, timelines, and curriculum of the grade levels below and above their grade stressing areas of need for each grade and particular objectives that need improvement.	SCE	Mary Canon	March 2009	Team Meeting Agendas
DRA2 alignment in K – 3 will occur for accuracy of scores for student improvement	SCE	Mary Canon Kelly Neace	December 2008	Alignment Documentation
Campus Improvement Committees with a representative from each grade level will meet to review areas of need and improvement strategies. They will also review the alignment of vocabulary for math and science	SCE	Mary Canon	December 2008 April 2009	Vocabulary Lists Team Meeting Agendas
Math and Science vocabulary will be used throughout the campus in all classes. The vocabulary will also be included in the weekly Dragon Tales that goes home to parents	None	Mary Canon	December 2008 April 2009	TAKS, DRA2, End of Year, and Benchmark scores

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
The Dragon Tales is sent home weekly on Tuesday, and a calendar is attached monthly to keep parents and the community informed of events and information that occurs at Dunn. The Dragon Tales and calendar events are posted on the internet calendar on Dunn's website	PTA funds	Imelda Saenz Kelly Hynson Mary Canon	Weekly	Dragon Tales Monthly Calendar
Science Night	SCE Activity Funds PTA Funds	Nikki Walker Cindy Calaluca Laurie Ballenger Ashley Stark Leigh Ann Phillips Christine Ott Susan Masterson	Spring 2009	Attendance Campus Calendar
Math Night	SCE Activity Funds PTA Funds	Sarah Maxwell Kelly Neace Nicole Hess Robin Cyrier Dara Hiremath Susan Spencer Susan Masterson	Spring 2009	Attendance Campus Calendar
Family Fun Nights including Reading Night	PTA Funds	Kelly Hynson Mary Canon	Fall 2008 Spring 2009	Attendance
Picnic at Foster Park in the evening to provide fun and interaction with the community	Activity Funds	Mary Canon	April 2009	Attendance

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
Teachers will communicate student academic progress and assessment reports with parents three times a year via conferences, phone, and letters (FI)	None	Diane Hickey Kelly Neace Donna Whittington Joni Holder Leigh Ann Phillips Susan Spencer Gail Baldwin	Fall 2008 Spring 2009	Teacher documentation of communications with parents using parent conference forms
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, or Guest Speakers	Campus Library Budgets Campus Library Activity Budget LS Dept. Library 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
Family Dinner Nights including McDonald's, Chuck E. Cheese, Chick-Fil-A	None	Janet Martin Kelly Hynson Mary Canon	Fall 2008 Spring 2009	Internet School Calendar

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
Teachers monitor students before and after school	None	Mary Canon Demorris Vance	Daily	Duty Schedule Office Referrals
Safety Patrol will assist monitoring students before and after school	None	Demorris Vance Gail Baldwin	Daily	Safety Patrol Agreements Observation
Fire Drill	None	Mary Canon Demorris Vance	Monthly	End of year report
Lockdown Drills	None	Mary Canon Demorris Vance	2 in the first 12 weeks 1 in the spring semester	Debriefing from administration to staff
Anti-Bullying Lessons	None	Brenda Turner	Two times yearly	Lesson Plans
Boys/Girls Town Life Skills announced in the morning announcements and in the Dragon Tales and modeled throughout the building	None	Mary Canon Demorris Vance	Daily in the morning announcements. Weekly in the Dragon Tales	Observation Office referrals
AISD Name Badges will be worn by all staff	Local Funds	Mary Canon Julie Taylor	Daily	Observation
All visitors to campus sign in and out in the office and wear name badge	Local Funds	Julie Taylor Sherry Rubino Mari Kosarek	Daily	Printed Computer Report
Dad's Club will assist with morning traffic	None	Brian Stokes Michael McArthur	Fall 2008 Spring 2009	Observation
The five recommendations from the Region 10 ESC Security Audit Report will be implemented	None	Mary Canon	December 2008	Security Audit Report Recommendations and Observation



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
The Chick-Fil-A Character Education Value Program is used on the morning announcements, in classrooms, on the internet school calendar, and in the weekly Dragon's Tale	Activity Funds	Brenda Turner Mary Canon	Monthly	Internet Dunn Calendar Dragon's Tale Purchase Order
Every team will have at least one radio. Office personnel, PASS personnel, and ABLE personnel will have radios	Activity Funds	Mary Canon Demorris Vance	Fall 2008 Spring 2009	Observation Purchase Orders



Campus Improvement Plan 2008-2009 Dunn Elementary School

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- Kaplan, Leslie S., William A. Owings. "Secure Schools: An Instructional Approach." Principal Leadership September 2000: 54-59.
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- National Council of Teachers of Mathematics. Administrator's Guide How to Support and Improve Mathematics Education in Your School. Alexandria: ASCD, 2003.
- Tomlinson, Carol Ann, Susan Demirsky Allan. Leadership for Differentiating Schools and Classrooms. Alexandria: ASCD, 2000.

Make changes in blue boxes only.

Campus Site-Based Decision Making Committee Members

2007-08

Campus: **Dunn Elementary**

Classroom Teachers/Grade Level:

Sarah Maxwell

PreK / Kindergarten

Heather Juarez

First Grade

Donna Whittington

Second Grade

Robin Cyrier

Third Grade

Dara Hiremath

Fourth Grade

Christine Ott

Fifth Grade

Susan Masterson

Sixth Grade

Mary Ann Laney

Special Education

Sue Jackson

P.E./Music/Art/ Special Programs

Non-teaching, non-administrative, professional employees:

Susan Matheson

Librarian

District level professional (1)

Marilyn Evans

Parents (at least 2)

Janet Martin

Marcus Benjamin

Community Representative (at least 2)

Kay Caperton

Susan Austin

Business Representative (at least 2)

Adem Idrizi

David Dreiling

Administrators

Debbie Williams

Arthur Drake

Dunn 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	73	95%	74	95%	0%	75	95%	0%	96%	1%
Afri Amer	12	83%	16	88%	4%	15	87%	-1%	90%	3%
Hispanic	11	91%	9	100%	9%	12	83%	-17%	90%	7%
White	46	98%	42	95%	-3%	46	100%	5%	100%	0%
Eco Disadv	22	82%	29	90%	8%	32	91%	1%	93%	2%
LEP	3	*	4	*	*	6	83%	*	83%	0%
SpEd	6	100%	6	100%	0%	4	*	*		

Grade 4 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	83	89%	69	87%	-2%	78	85%	-2%	93%	8%
Afri Amer	17	71%	11	55%	-16%	18	83%	29%	90%	7%
Hispanic	6	83%	12	92%	8%	11	64%	-28%	82%	18%
White	57	95%	43	93%	-2%	43	88%	-5%	90%	2%
Eco Disadv	26	88%	21	71%	-17%	31	77%	6%	85%	8%
LEP	3	*	*	*	*	5	60%	*		
SpEd	6	100%	5	80%	-20%	10	60%	-20%	80%	20%

Grade 5 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	76	95%	77	96%	1%	70	94%	-2%	95%	1%
Afri Amer	17	88%	12	83%	-5%	9	78%	-6%	85%	7%
Hispanic	5	100%	9	89%	-11%	10	100%	11%	100%	0%
White	49	98%	53	100%	2%	46	98%	-2%	98%	0%
Eco Disadv	20	90%	24	92%	2%	20	90%	-2%	98%	8%
LEP	5	80%	*	*	*	1	*	*		
SpEd	2	*	9	100%	*	2	*	*		

Grade 6 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	84	98%	89	92%	-5%	81	98%	5%	99%	1%
Afri Amer	12	92%	21	86%	-6%	16	94%	8%	95%	1%
Hispanic	14	100%	8	100%	0%	8	88%	-13%	95%	8%
White	55	98%	54	93%	-6%	54	100%	7%	100%	0%
Eco Disadv	25	92%	22	91%	-1%	22	95%	5%	96%	1%
LEP	2	*	2	*	*	2	*	*		
SpEd	7	100%	4	*	*	9	67%	*		

Dunn 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	73	85%	74	76%	-9%	72	75%	-1%	85%	10%
Afri Amer	12	58%	16	50%	-8%	13	62%	12%	80%	18%
Hispanic	10	80%	9	78%	-2%	12	75%	-3%	83%	8%
White	47	91%	42	81%	-11%	45	80%	-1%	85%	5%
Eco Disadv	22	59%	29	66%	6%	29	59%	-7%	80%	21%
LEP	3	*	4	*	*	6	50%	*		
SpEd	7	86%	6	67%	-19%	7	29%	-38%	80%	51%

Grade 4 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	85	82%	70	80%	-2%	76	86%	6%	86%	0%
Afri Amer	17	53%	11	73%	20%	18	67%	-6%	80%	13%
Hispanic	6	67%	12	83%	17%	10	80%	-3%	85%	5%
White	59	92%	44	82%	-10%	42	93%	11%	95%	2%
Eco Disadv	27	59%	21	62%	3%	30	73%	11%	80%	7%
LEP	3	*	*	*	*	5	60%	*		
SpEd	6	100%	6	67%	-33%	10	60%	-7%	80%	20%

Grade 5 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	76	96%	76	100%	4%	69	94%	-6%	96%	2%
Afri Amer	17	88%	12	100%	12%	9	67%	-33%	83%	16%
Hispanic	5	100%	8	100%	0%	10	100%	0%	100%	0%
White	49	100%	53	100%	0%	45	98%	-2%	99%	1%
Eco Disadv	20	90%	23	100%	10%	18	78%	-22%	90%	12%
LEP	5	80%	*	*	*	1	*	*	80%	#VALUE!
SpEd	2	*	9	100%	*	2	*	*	80%	#VALUE!

Grade 6 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	86	90%	88	77%	-12%	81	83%	5%	88%	5%
Afri Amer	12	75%	21	71%	-4%	16	63%	-9%	80%	18%
Hispanic	13	100%	7	71%	-29%	8	38%	-34%	80%	43%
White	57	89%	54	80%	-10%	54	94%	15%	95%	1%
Eco Disadv	25	80%	22	55%	-25%	22	73%	18%	80%	7%
LEP	2	*	2	*	*	2	*	*		
SpEd	9	89%	3	*	*	9	67%	*	80%	13%

Dunn 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	79	90%	68	90%	0%	76	89%	0%	92%	3%
Afri Amer	16	69%	11	91%	22%	17	88%	-3%	91%	3%
Hispanic	6	100%	12	67%	-33%	11	91%	24%	92%	1%
White	54	94%	42	95%	1%	42	88%	-7%	91%	3%
Eco Disadv	25	76%	21	81%	5%	30	87%	6%	91%	4%
LEP	3	*	*	*	*	5	100%	*	100%	0%
SpEd	5	80%	5	60%	-20%	10	60%	0%	80%	20%

Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	80	94%	80	88%	-5%	71	90%	2%	92%	2%
Afri Amer	19	84%	12	67%	-18%	9	67%	0%	82%	15%
Hispanic	6	83%	9	88%	4%	11	91%	3%	92%	1%
White	50	98%	56	93%	-5%	46	96%	3%	97%	1%
Eco Disadv	23	83%	25	75%	-8%	18	78%	3%	82%	4%
LEP	5	100%	1	*	*	1	*	*		
SpEd	4	*	12	78%	*	4	*	*	80%	#VALUE!



Campus Improvement Plan 2008-2009
Dunn 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	199.11.6112.00.125.9.24.0.04	0.00	150.00
TUTORIAL SERVICES	199.11.6119.02.125.9.24.0.00	23,160.00	23,160.00
MEDICARE	199.11.6141.00.125.9.24.0.04	0.00	2.18
FICA	199.11.6141.01.125.9.24.0.04	0.00	9.30
SAL & WAGES-SUPPORT PERS	199.31.6129.00.125.9.24.0.00	20,293.41	20,293.41
MEDICARE	199.31.6141.00.125.9.24.0.00	282.94	282.94
TOTAL		43,736.35	43,897.83
FTE Count			
PERSONNEL			1.00
TOTAL			1.00