

Ellis Elementary School  
Campus Improvement Plan  
2008-2009

Arlington  
INDEPENDENT SCHOOL DISTRICT



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

**Overview**

Ellis Elementary is a Recognized Title I school campus providing a Title I Schoolwide program. School enrollment is currently 827 students. Sixty-seven percent (67%) of all students are economically disadvantaged. Seventy-nine percent (79%) of all students at Ellis are members of ethnic minority groups (4% Asian, 44% African-American, 31% Hispanic, 21% White). Approximately nine percent (9%) of all students are homeless.

A Comprehensive Needs Assessment was conducted by the SBDM Committee and the Instructional Leadership Team to determine areas of strength and weakness at our school. Sources of data included test scores (TAKS, DRA, End of Year Tests), attendance and discipline records, SSI data, parental involvement data and results of the 2008 Parent Survey. Conclusions from an analysis of all data are summarized below.

Significant growth is noted in the area of Science for all subgroups. Growth is also noted in third and fifth grade Reading when the third TAKS administration is taken into account. The clear area of academic need for our campus is in Math K-6. Score declines were noted in both third and fourth grade Math TAKS scores. Overall campus math scores reflect the need to increase differentiated instruction in math, and to increase vertical alignment in Math K-6. Results of the Ellis parent survey indicated a need to increase communication through the school website, increase the number of activities provided for parents in the evening, and to further create a welcoming environment to bring more parents into the school.

Pressure points that will be addressed this academic year include fourth grade reading and writing, third and fourth grade math, and maintenance of fifth grade science scores.

**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 |
|--|---------------------------------|-----------------------------------|-------------------------------------|--|



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

|                               |                       |  |  |  |
|-------------------------------|-----------------------|--|--|--|
| <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.**

| <b>Improvement Areas</b>  | <b>Resource Allocations</b>  | <b>Person Responsible for Monitoring</b>                         | <b>Timeline for Monitoring</b> | <b>Formative Evaluation</b>             |
|---|--|--|--------------------------------|---|
| <u>Reading 4</u><br>*African American<br>*Hispanic<br>*White<br>*Eco Disadv                     | ARI Funds<br>Comp Ed Funds<br>Title 1 Funds  | Beverly Behgam<br>Shelley Flores<br>Erin Harris                  | Bi-Weekly Meetings             | Benchmarks<br>DRA Scores<br>TAKS Scores |
| <u>Writing 4</u><br>*Hispanic<br>*White<br>*Eco Disadv  | ARI Funds<br>Comp Ed Funds<br>Title 1 Funds  | Beverly Behgam<br>Shelley Flores<br>Erin Harris                  | Bi-Weekly Meetings             | Benchmarks<br>TAKS Scores               |
| <u>Math 3,4</u><br>*African American<br>*Hispanic<br>*Hispanic<br>*White<br>*Eco Disadv<br>*LEP | AMI Funds<br>Comp Ed Funds<br>Title 1 Funds  | Beverly Behgam<br>Jennifer Ward<br>Rebecca Dorsey<br>Erin Harris | Bi-Weekly Meetings             | Benchmarks<br>TAKS Scores               |
| <u>Science 5</u><br>*African American<br>*White<br>*Eco Disadv                                  | Comp Ed Funds<br>Title 1 Funds<br><br>*Fund amounts are noted in relation to specific strategies within Goals #2-#5. | Beverly Behgam<br>Jennifer Ward<br>Jennifer Rhoten               | Bi-Weekly Meetings             | Benchmarks<br>TAKS Scores               |

**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>  |
|--|--|---|--|--|
| 1. Students identified as needing additional learning time or specific instructional interventions 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 administrators, teachers from all grade levels, the school counselor, and an AISD psychologist. The child's teacher and a Restart team member will collaborate on interventions.(M) | Special Education Funds<br>Title I Funds<br>SCE Funds<br>ARI/AMI Funds<br>(C/T)  | Gerda Rohmer  | •Bi-Weekly Restart Team Meetings   | •Restart data documentation<br>•Number of Special Educ referrals                                 |
| 2. Administrators will review all progress reports and report cards to monitor student success throughout the year. (Asmt)   | No funds necessary   | Beverly Behgam<br>Emma Davis                                    | •Bi-Weekly Team Mtgs<br>•Third and Sixth Week Progress Report/Grade Reporting Calendar | •Report Cards<br>•Progress Reports   |
| 3. Teachers K-6 will provide small group instruction, differentiated learning strategies, and tutorials based on assessment results for students under the direction and guidance of Instructional Facilitators. (RS, M, Asmt)   | \$11,700 Title I Funds<br>\$37,320 SCE Funds<br>\$9,485 ARI Funds<br>\$10,080 AMI Funds<br>Reading and Math/Science Instructional Facilitators' salaries are supported by Title I Funds. | Beverly Behgam<br>Emma Davis<br>Shelley Flores<br>Jennifer Ward | •Daily/Weekly Classroom Walk-throughs  | •Benchmarks<br>•TAKS scores<br>•DRA scores<br>•Walk-through tracking form<br>•Student data forms |

**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>  |
|--|-----------------------------|--|--------------------------------|--|
| 4. At-risk students 4 <sup>th</sup> – 6 <sup>th</sup> will attend a daily Homework Club to complete homework and receive individualized academic assistance as needed. (RS, M)       | No funds necessary          | Gerda Rohmer<br>Shelley Flores<br>Jennifer Ward<br>Cindy Smith | •Daily                         | •Homework Club sign-in sheets<br>•Report Cards                       |
| 5. Teachers and staff will provide mentoring for at-risk students K-6. (M)   | No funds necessary          | Denise Lyons<br>Cindy Pool                                     | •Monthly                       | •Mentoring Matters data collection<br>•Test scores<br>•Report cards  |
| 6. Special education students will increase academic success in the regular classroom through co-teaching and in-class support services. (RS, M)                                     | Special Education Funds     | Denise Lyons<br>Laura Holland<br>Brandi Koch                   | •Daily                         | •Student IEP's<br>•Special Educ failure report                       |
| 7. Campus administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)                               | No funds necessary          | Beverly Behgam   | •September & January           | •Master schedule<br>•Teacher certification<br>•Principal attestation |
| 8. 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                  |

**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>                       |
|---|-----------------------------|--|---|---|
| 9. Teachers will participate in high quality, ongoing professional development based upon campus Comprehensive Needs Assessment. (PD, CNA)          | \$2,000 Title I Funds       | Beverly Behgam                           | •December & April                                       | •ERO attendance reports                           |
| 10. Grade level teachers PK-6 will meet weekly to discuss instructional strategies, based on student data, to improve classroom performance. (Asmt) | No funds necessary          | Beverly Behgam<br>Team Leaders           | •Weekly   | •Team meeting agendas                             |
| 11. Students will increase knowledge in the area of Science through hands-on experiences and field trips. (M)                                       | \$6,300 Title I Funds       | Team Leaders                             | •Throughout the school year – Two trips per grade level | •Title I Field Trip request form<br>•Lesson Plans |

**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>   |
|---|--|---|--------------------------------|---|
| 1. Literacy and Math Focus Groups, under the direction of Instructional Facilitators, will guide campus instruction in language arts and math with the participation of K-6 grade level representatives in each group. (RS) | Instructional Facilitators' salaries are supported by Title I Funds. | Beverly Behgam<br>Shelley Flores<br>Jennifer Ward   | •Monthly                       | •Focus Group meeting notes<br>•Faculty Meeting agendas                                |
| 2. All teachers will participate in multi-grade level meetings to discuss the specifics of vertical alignment on our campus for major academic areas. (PD)  | No funds necessary   | Beverly Behgam  | •Three meetings per year       | •Staff Development agendas<br>•Faculty Meeting agendas                                |
| 3. Math and Science Words of the Day will be utilized to develop and increase a common vocabulary K-6 for both math and science. (RS, M)  | No funds necessary   | Jennifer Ward   | •Daily                         | •Word of the Day sheets<br>•Announcement records                                      |
| 4. Faculty meetings will be restructured so that each meeting focuses on a best instructional practice appropriate to K-6. (RS)   | No funds necessary   | Beverly Behgam<br>Emma Davis<br>Shelley Flores<br>Jennifer Ward<br>Gerda Rohmer<br>Denise Lyons | •Monthly                       | •Faculty meeting agendas<br>•Training handouts  |
| 5. Teachers K-6 will utilize the DRA Focus for Instruction to ensure continuous progress and instructional alignment for individual students from grade to grade. (Asmt)  | No funds necessary   | Beverly Behgam<br>Shelley Flores  | •Bi-monthly                    | •Lesson Plans<br>•DRA score reports<br>•TAKS scores 3 <sup>rd</sup> – 6 <sup>th</sup> |

**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>                |
|--|-----------------------------|---|--------------------------------|--|
| 6. Activities that encourage a coherent, seamless transition for at-risk students will be provided, which include Kindergarten Roundup (PreK to K) and a 6 <sup>th</sup> to 7 <sup>th</sup> grade transition meeting. (Tr) | No funds necessary          | Beverly Behgam<br>Teresa Andrews<br>Janet Stephens<br>Martha Davidson | •April and May                 | •Meeting agendas<br>•Parent 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>  |
|---|--|---|--------------------------------|--|
| 1. Teachers and parents will increase communication and collaboration through use of Teleparent and a required school planner/communication form. (FI)  | District Title 1 Funds<br>\$ 500 Local Campus Funds                  | Beverly Behgam<br>Emma Davis<br>Grade Level Team<br>Leaders | •Monthly                       | •Teleparent data report<br>•Completed Planners<br>•Communication Sheets<br>•Title 1 parent contact documentation |
| 2. Front office staff will receive training in sensitivity and how to create a welcoming environment as parents enter the school building. (CNA, FI)  | No funds necessary   | Beverly Behgam<br>Emma Davis                                | •Daily                         | •Training notes and agenda<br>•Walk-throughs   |
| 3. The Ellis website will be updated to allow parents access to relevant and timely school information and teachers will maintain individual classroom websites. (CNA, FI)  | No funds necessary   | Beverly Behgam<br>Emma Davis<br>John Crumley                | •Monthly                       | •Website training agenda<br>•Monthly updates   |
| 4. The Family Involvement Team (FIT), comprised of teachers, Instructional Facilitators, Family School Representative and parents, will meet five times during the school year to plan and evaluate family involvement events based upon campus needs. (FI) | Family School Representative's salary is supported by Title I Funds. | Teresa Andrews<br>Gerda Rohmer                              | •Five times yearly             | •FIT meeting agendas<br>•Informational flyers<br>•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>  |
|---|-----------------------------|---|--------------------------------|--|
| 5. Students, parents and teachers will participate in various academically focused theme nights including Math/Science Fun Night, Fine Arts Night, Family Storytelling, Reading Strategies for Parents, etc. (FI)             | \$1,269 Title 1 Funds       | Beverly Behgam<br>Teresa Andrews<br>Gerda Rohmer<br>Family Involvement Team | •Monthly                       | •Informational Flyers<br>•Sign-in sheets<br>•Title 1 documentation |
| 6. 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) | \$100 Title I Funds         | Beverly Behgam<br>Teresa Andrews  | •October                       | •Ellis FI Policy   |
| 7. An annual Title I meeting will be held to explain NCLB requirements, the instructional program and interventions at the campus level to parents. (FI)  | \$300 Title I Funds         | Bevely Behgam<br>Teresa Andrews   | •September 15, 2008            | •Sign-in sheets<br>•Event evaluation                               |
| 8. Teachers will communicate student academic progress and assessment reports with parents every three weeks through Progress Reports and Report Cards. (FI)  | No funds necessary          | Beverly Behgam<br>Emma Davis<br>Team Leaders                                | •Every 3 weeks                 | •Progress Reports<br>•Report Cards<br>•Conference Notes            |



**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>   |
|--|-----------------------------|--|--------------------------------|---|
| 1. Students will receive direct instruction relevant to violence prevention and intervention as well as respect and tolerance for others. (RS) | No funds necessary          | Cindy Smith                              | Monthly                        | <ul style="list-style-type: none"> <li>•Classroom Guidance schedules</li> <li>•Pathways to Success schedule</li> <li>•Discipline and AEP referrals</li> <li>•LHS PALS Program schedule</li> </ul> |
| 2. Students and staff will receive positive rewards and recognition for demonstrating Boys Town skills at school. (RS)                         | \$50 Local Campus Funds     | Beverly Behgam<br>Emma Davis             | Daily                          | <ul style="list-style-type: none"> <li>•Super Student Award log</li> <li>•Super Staff Award log</li> <li>•Teleparent data log</li> </ul>  |
| 3. All staff will receive training in the campus crisis plan and will wear ID badges on a daily basis. (RS,PD)                                 | No funds necessary          | Beverly Behgam<br>Emma Davis             | Daily                          | <ul style="list-style-type: none"> <li>•Faculty Meeting agenda</li> </ul>   |
| 4. Administrators will work to decrease student/teacher ratios during unstructured times when supervision is critical to student safety. (RS)  | No funds necessary          | Beverly Behgam<br>Emma Davis             | Daily                          | <ul style="list-style-type: none"> <li>•Duty Schedules</li> <li>•Kindergarten Specials Supervision Schedule</li> </ul>  |



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**Ellis Elementary School**

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ELLIS ELEMETARY  
SITE BASED DECISION MAKING COMMITTEE

MEMBERS  
2008-2009

|                  |                           |
|------------------|---------------------------|
| Beverly Behgam   | Principal                 |
| Emma Davis       | Assistant Principal       |
| Cindy Smith      | Counselor                 |
| Shelley Flores   | Instructional Facilitator |
| Jennifer Ward    | Instructional Facilitator |
| Linda Licker     | Teacher – Kindergarten    |
| Anna Molina      | Teacher – First Grade     |
| Shannon Harmon   | Teacher – Second Grade    |
| Nicole Fragosa   | Teacher – Third Grade     |
| Virginia Johnson | Teacher – Fourth Grade    |
| Jennifer Rhoten  | Teacher – Fifth Grade     |
| Elsie Darty      | Teacher – Sixth Grade     |
| Gerda Rohmer     | Teacher – Specials        |
| Jane Call        | Parent                    |
| Lisa Flores      | Parent                    |
| Cindy Bridges    | Community Member          |
| Rojeane Wood     | Community Member          |
| George Harrison  | Business Member           |
| J. Abrams        | Business Member           |
| Carol Hagler     | Central Administration    |

## Ellis 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           | %    |      | %           |      |
| ALL                             | 84          | 93% | 96          | 96%  | 3%   | 79          | 90%  | -6%  | 95%         | 5%   |
| Afri Amer                       | 36          | 92% | 43          | 93%  | 1%   | 36          | 86%  | -7%  | 95%         | 9%   |
| Hispanic                        | 18          | 89% | 23          | 96%  | 7%   | 28          | 96%  | 1%   | 97%         | 1%   |
| White                           | 25          | 96% | 22          | 100% | 4%   | 13          | 92%  | -8%  | 95%         | 3%   |
| Eco Disadv                      | 47          | 87% | 53          | 94%  | 7%   | 47          | 91%  | -3%  | 95%         | 4%   |
| LEP                             | 5           | 80% | 13          | 92%  | 12%  | 12          | 100% | 8%   | 100%        | 0%   |
| SpEd                            | 3           | *   | 5           | 60%  | *    | 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           | %   |      | %           |      |
| ALL                             | 98          | 86% | 95          | 82% | -4%  | 79          | 71% | -11% | 85%         | 14%  |
| Afri Amer                       | 36          | 78% | 48          | 75% | -3%  | 32          | 66% | -9%  | 80%         | 14%  |
| Hispanic                        | 23          | 87% | 22          | 82% | -5%  | 22          | 59% | -23% | 80%         | 21%  |
| White                           | 30          | 93% | 20          | 95% | 2%   | 17          | 88% | -7%  | 90%         | 2%   |
| Eco Disadv                      | 55          | 80% | 53          | 77% | -3%  | 45          | 64% | -13% | 80%         | 16%  |
| LEP                             | 12          | 75% | 3           | *   | *    | 15          | 67% | *    | 80%         | 13%  |
| SpEd                            | 7           | 86% | 4           | *   | *    | 4           | *   | *    |             |      |

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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           | %    |      | %           |      |
| ALL                             | 97          | 89% | 101         | 89%  | 0%   | 91          | 92%  | 3%   | 95%         | 3%   |
| Afri Amer                       | 36          | 78% | 36          | 86%  | 8%   | 47          | 91%  | 5%   | 95%         | 4%   |
| Hispanic                        | 15          | 87% | 28          | 89%  | 3%   | 23          | 96%  | 6%   | 98%         | 2%   |
| White                           | 39          | 97% | 26          | 92%  | -5%  | 16          | 88%  | -5%  | 93%         | 6%   |
| Eco Disadv                      | 45          | 82% | 60          | 83%  | 1%   | 55          | 89%  | 6%   | 93%         | 4%   |
| LEP                             | 7           | 86% | 4           | *    | *    | 7           | 100% | *    | 100%        | 0%   |
| SpEd                            | 5           | 80% | 5           | 100% | 20%  | 4           | *    | *    |             |      |

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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           | %   |      | %           |      |
| ALL                             | 65          | 95%  | 94          | 97%  | 1%   | 89          | 93% | -4%  | 95%         | 2%   |
| Afri Amer                       | 26          | 92%  | 39          | 100% | 8%   | 39          | 92% | -8%  | 95%         | 3%   |
| Hispanic                        | 8           | 88%  | 16          | 94%  | 6%   | 21          | 95% | 1%   | 97%         | 2%   |
| White                           | 20          | 100% | 33          | 94%  | -6%  | 21          | 95% | 1%   | 97%         | 2%   |
| Eco Disadv                      | 32          | 91%  | 44          | 95%  | 5%   | 54          | 91% | -5%  | 95%         | 4%   |
| LEP                             | 4           | *    | 3           | *    | *    | 9           | 89% | *    | 93%         | 4%   |
| SpEd                            | *           | *    | 4           | *    | *    | 7           | 57% | *    | 70%         | 13%  |

## Ellis 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>                      | 91          | 73% | 97          | 74% | 2%   | 72          | 60% | -15% | 75%         | 15%  |
| <b>Afri Amer</b>                | 42          | 60% | 43          | 72% | 13%  | 32          | 59% | -13% | 75%         | 16%  |
| <b>Hispanic</b>                 | 19          | 79% | 23          | 65% | -14% | 25          | 52% | -13% | 75%         | 23%  |
| <b>White</b>                    | 25          | 84% | 22          | 77% | -7%  | 13          | 77% | 0%   | 80%         | 3%   |
| <b>Eco Disadv</b>               | 55          | 67% | 53          | 66% | -1%  | 45          | 56% | -10% | 75%         | 19%  |
| <b>LEP</b>                      | 6           | 50% | 13          | 62% | 12%  | 12          | 58% | -3%  | 75%         | 17%  |
| <b>SpEd</b>                     | 3           | *   | 6           | 33% | *    | 5           | 40% | 7%   | 50%         | 10%  |

  

| <b>Grade 4 TAKS-Mathematics</b> |             |      |             |     |      |             |     |      |             |      |
|---------------------------------|-------------|------|-------------|-----|------|-------------|-----|------|-------------|------|
|                                 | Spring 2006 |      | Spring 2007 |     | Diff | Spring 2008 |     | Diff | Spring 2009 | Diff |
|                                 | N           | %    | N           | %   |      | N           | %   |      | %           |      |
| <b>ALL</b>                      | 99          | 84%  | 96          | 81% | -3%  | 78          | 76% | -6%  | 80%         | 4%   |
| <b>Afri Amer</b>                | 36          | 83%  | 48          | 77% | -6%  | 31          | 77% | 0%   | 80%         | 3%   |
| <b>Hispanic</b>                 | 24          | 67%  | 23          | 87% | 20%  | 22          | 59% | -28% | 75%         | 16%  |
| <b>White</b>                    | 30          | 93%  | 20          | 80% | -13% | 17          | 82% | 2%   | 85%         | 3%   |
| <b>Eco Disadv</b>               | 56          | 77%  | 54          | 80% | 3%   | 44          | 73% | -7%  | 80%         | 7%   |
| <b>LEP</b>                      | 13          | 62%  | 4           | *   | *    | 15          | 73% | *    | 80%         | 7%   |
| <b>SpEd</b>                     | 7           | 100% | 5           | 60% | -40% | 4           | *   | *    |             |      |

  

| <b>Grade 5 TAKS-Mathematics</b> |             |     |             |     |      |             |     |      |             |      |
|---------------------------------|-------------|-----|-------------|-----|------|-------------|-----|------|-------------|------|
|                                 | Spring 2006 |     | Spring 2007 |     | Diff | Spring 2008 |     | Diff | Spring 2009 | Diff |
|                                 | N           | %   | N           | %   |      | N           | %   |      | %           |      |
| <b>ALL</b>                      | 93          | 86% | 100         | 85% | -1%  | 89          | 84% | -1%  | 86%         | 2%   |
| <b>Afri Amer</b>                | 34          | 74% | 35          | 83% | 9%   | 45          | 82% | -1%  | 86%         | 4%   |
| <b>Hispanic</b>                 | 14          | 79% | 28          | 82% | 4%   | 23          | 83% | 0%   | 86%         | 3%   |
| <b>White</b>                    | 38          | 97% | 26          | 88% | -9%  | 16          | 88% | -1%  | 90%         | 3%   |
| <b>Eco Disadv</b>               | 42          | 86% | 59          | 76% | -9%  | 56          | 82% | 6%   | 85%         | 3%   |
| <b>LEP</b>                      | 6           | 83% | 5           | 40% | -43% | 7           | 86% | 46%  | 90%         | 4%   |
| <b>SpEd</b>                     | 4           | *   | 7           | 57% | *    | 4           | *   | *    |             |      |

  

| <b>Grade 6 TAKS-Mathematics</b> |             |     |             |     |      |             |     |      |             |      |
|---------------------------------|-------------|-----|-------------|-----|------|-------------|-----|------|-------------|------|
|                                 | Spring 2006 |     | Spring 2007 |     | Diff | Spring 2008 |     | Diff | Spring 2009 | Diff |
|                                 | N           | %   | N           | %   |      | N           | %   |      | %           |      |
| <b>ALL</b>                      | 66          | 80% | 94          | 81% | 1%   | 89          | 87% | 6%   | 90%         | 3%   |
| <b>Afri Amer</b>                | 27          | 67% | 39          | 72% | 5%   | 39          | 82% | 10%  | 85%         | 3%   |
| <b>Hispanic</b>                 | 9           | 89% | 16          | 81% | -8%  | 21          | 95% | 14%  | 97%         | 2%   |
| <b>White</b>                    | 19          | 84% | 33          | 88% | 4%   | 21          | 81% | -7%  | 85%         | 4%   |
| <b>Eco Disadv</b>               | 33          | 70% | 44          | 82% | 12%  | 54          | 80% | -2%  | 85%         | 5%   |
| <b>LEP</b>                      | 5           | 60% | 3           | *   | *    | 9           | 89% | *    | 92%         | 3%   |
| <b>SpEd</b>                     | 1           | *   | 4           | *   | *    | 7           | 86% | *    | 88%         | 2%   |

## Ellis 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>                  | 96          | 92% | 96          | 90%  | -2%  | 77          | 83% | -6%  | 85%         | 2%   |
| <b>Afri Amer</b>            | 36          | 92% | 49          | 84%  | -8%  | 32          | 94% | 10%  | 95%         | 1%   |
| <b>Hispanic</b>             | 21          | 95% | 22          | 95%  | 0%   | 21          | 62% | -34% | 85%         | 23%  |
| <b>White</b>                | 30          | 90% | 20          | 100% | 10%  | 16          | 81% | -19% | 85%         | 4%   |
| <b>Eco Disadv</b>           | 54          | 89% | 53          | 83%  | -6%  | 43          | 77% | -6%  | 80%         | 3%   |
| <b>LEP</b>                  | 12          | 92% | 3           | *    | *    | 15          | 67% | *    |             |      |
| <b>SpEd</b>                 | 7           | 71% | 4           | *    | *    | 4           | *   | *    |             |      |

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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>                  | 104         | 71% | 101         | 69% | -2%  | 86          | 85% | 16%  | 88%         | 3%   |
| <b>Afri Amer</b>            | 43          | 53% | 36          | 72% | 19%  | 45          | 80% | 8%   | 83%         | 3%   |
| <b>Hispanic</b>             | 15          | 60% | 29          | 62% | 2%   | 19          | 95% | 33%  | 97%         | 2%   |
| <b>White</b>                | 39          | 92% | 25          | 72% | -20% | 17          | 82% | 10%  | 85%         | 3%   |
| <b>Eco Disadv</b>           | 51          | 65% | 60          | 62% | -3%  | 53          | 79% | 18%  | 82%         | 3%   |
| <b>LEP</b>                  | 7           | 57% | 5           | 40% | -17% | 8           | 88% | 48%  | 90%         | 3%   |
| <b>SpEd</b>                 | 5           | 40% | 7           | 57% | 17%  | 4           | *   | *    |             |      |



**Campus Improvement Plan 2008-2009**  
Ellis 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      | 199.11.6112.00.142.9.30.0.04 | 0.00                   | 300.00                   |
| TUTORIAL SERVICES        | 199.11.6119.02.142.9.30.0.00 | 37,320.00              | 37,320.00                |
| MEDICARE                 | 199.11.6141.00.142.9.30.0.04 | 0.00                   | 4.35                     |
| FICA                     | 199.11.6141.01.142.9.30.0.04 | 0.00                   | 18.60                    |
| SAL & WAGES-SUPPORT PERS | 199.31.6129.00.142.9.30.0.00 | 19,679.77              | 19,679.77                |
| MEDICARE                 | 199.31.6141.00.142.9.30.0.00 | 274.38                 | 274.38                   |
| <b>TOTAL</b>             |                              | <b>57,274.15</b>       | <b>57,597.10</b>         |
| FTE Count                |                              |                        |                          |
| PERSONNEL                |                              |                        | 1.00                     |
| <b>TOTAL</b>             |                              |                        | <b>1.00</b>              |



## Campus Improvement Plan 2008-2009

### Ellis 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                 |                              |                 | 3.00              |
| <b>TOTAL</b>              |                              |                 | <b>3.00</b>       |
| Title I Budget            |                              |                 |                   |
| SALARIES-TEACH & OTH PROF | 211.11.6119.00.142.9.24.0.00 | 138,766.00      | 103,854.00        |
| TUTORIAL SERVICES         | 211.11.6119.02.142.9.24.0.00 | 11,700.00       | 11,700.00         |
| MEDICARE                  | 211.11.6141.00.142.9.24.0.00 | 0.00            | 1,767.00          |
| HEALTH INSURANCE          | 211.11.6142.01.142.9.24.0.00 | 0.00            | 6,240.00          |
| TEACHER RETIREMENT        | 211.11.6146.00.142.9.24.0.00 | 0.00            | 9,233.00          |
| TRS-CARE CONTRIBUTION     | 211.11.6146.01.142.9.24.0.00 | 0.00            | 671.00            |
| GENERAL SUPPLIES          | 211.11.6399.01.142.9.24.0.00 | 8,000.00        | 2,714.00          |
| STUDENT TVL*NO AISD BUSES | 211.11.6412.00.142.9.24.0.00 | 0.00            | 3,500.00          |
| DIST TRANS FOR STDNT TRAV | 211.11.6494.00.142.9.24.0.00 | 0.00            | 2,800.00          |
| MISC PURCH & CONTR SERV   | 211.13.6299.00.142.9.24.0.00 | 2,000.00        | 2,000.00          |
| EMPLOYEE TRAVEL           | 211.13.6411.00.142.9.24.0.00 | 6,300.00        | 0.00              |
| EXTRA DUTY-SUPPORT PERS   | 211.61.6121.00.142.9.24.0.00 | 0.00            | 200.00            |
| SAL & WAGES-SUPPORT PERS  | 211.61.6129.00.142.9.24.0.00 | 0.00            | 17,016.00         |
| MEDICARE                  | 211.61.6141.00.142.9.24.0.00 | 0.00            | 295.00            |
| HEALTH INSURANCE          | 211.61.6142.01.142.9.24.0.00 | 0.00            | 3,120.00          |
| TEACHER RETIREMENT        | 211.61.6146.00.142.9.24.0.00 | 0.00            | 1,543.00          |
| TRS-CARE CONTRIBUTION     | 211.61.6146.01.142.9.24.0.00 | 0.00            | 113.00            |
| GENERAL SUPPLIES          | 211.61.6399.01.142.9.24.0.00 | 769.00          | 769.00            |
| EMPLOYEE TRAVEL           | 211.61.6411.00.142.9.24.0.00 | 250.00          | 250.00            |

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|                         |                              |            |            |
|-------------------------|------------------------------|------------|------------|
| MISC OPERATING EXPENSES | 211.61.6499.00.142.9.24.0.00 | 600.00     | 600.00     |
| <b>TOTAL</b>            |                              | 168,385.00 | 168,385.00 |

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