

Foster Elementary School
Campus Improvement Plan
2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT



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

Overview

Mission Statement

The Faculty, Staff, Parents, and Business Communities of Foster Elementary will provide our best effort in educating every student academically, culturally, socially, physically, and emotionally to become a contributing member of society and a life long learner.

Motto: “Do the best you can do – to be the best you can be.”

Data: Foster Elementary is a Title I Schoolwide program with a student population of over 670 students. Foster is a multicultural campus with a student population represented by 51% Hispanic, 26% African American, 17% White, 5% Asian, and .5% American Indian children. Approximately 85% of our students receive free or reduced lunch.

Foster Elementary received Academically Acceptable status on the 2008 TAKS accountability. The results from the spring 2008 TAKS test and the comprehensive needs assessment (CNA) were used by the Site Based Decision Committee to determine the campus goals and areas of improvement. The consensus from the data led us to conclude that our pressure points of greatest need for student achievement were in the areas of science and math. Furthermore, student achievement in the areas of reading and writing will continue to be a point of focus as students continue to make positive gains in these areas. Strategies, activities, and assessments have been developed to address these concerns.

Foster Elementary continues to have high expectations for student success and remains committed to the belief that ALL students can and will succeed. At Foster Elementary, we expect the best so that our students can be the best that they can be in school and in life.

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.

| Improvement Areas | Resource Allocations | Person Responsible for Monitoring | Timeline for Monitoring | Formative Evaluation |
|--|---|---|---------------------------------------|---|
| <u>Science 5th</u> *All students *Hispanic *Economically Disadvantaged (RS), (HQ), (M), (C/I) | General Budget Title I Funds: \$7,000 Thinking Maps; Science Lab; Computer Lab; Tutoring; FOSS Kits; Bridge to TAKS; Distance Learning | Joshua Garcia, Principal; Karen Aldridge, Assistant Principal; Christy Assid, ESL Pull-out/Push-in; Melanie Bazata-Krieger, Restart; All Science Teachers Grades PK-6 | August, 2008 through June, 2009 | Lesson Plans Staff Development Science Committee Classroom Observations Benchmarks TRIAND, PLC's, TAKS, Brigance |
| <u>Math 3rd-6th</u> *Hispanic *African American *Economically Disadvantaged *Special Education (RS), (HQ), (M), (C/I) | 404 Funds: \$7070; Comp Ed Funds; Title I Funds: \$7000; Calendar Math; Thinking Maps; Computer Lab Tutoring; Distance Learning; Moose Math; Kim Sutton Materials; Partner Games; Kamico; AIMS; Measuring Up; Marcy Cook Materials; Target the Question | Joshua Garcia, Principal; Karen Aldridge, Assistant Principal; Joanna Windle, Special Ed. Lead Teacher; Christy Assid, ESL Pull-out/Push-in; Dawn Mitchell, Instructional Facilitator; Melanie Bazata-Krieger, Restart; All Math Teachers Grades PK-6 | August, 2008 through June, 2009 | Lesson Plans, Staff Development Math Committee Classroom Observations Benchmarks, PLC's, Kim Sutton Workshops TRIAND, TAKS, Brigance |

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>Reading 3rd-6th</u> *Hispanic *Economically Disadvantaged *Special Education (RS), (HQ), (M), (C/I) | 404 Funds: \$7665; Comp Ed Funds; Title I Funds: \$7000; Literacy Room; A-Z.com; Computer Lab; Thinking Maps; SIPPS Materials; Reading Recovery; AR; Tutoring; Distance Learning; Project Read Materials & Training | Joshua Garcia, Principal; Karen Aldridge, Assistant Principal; Joanna Windle, Special Ed. Lead Teacher; Christy Assid, ESL Pull-out/Push-in; Pat Rohloff and Vicky Tetens, Instr. Fac.; Melanie Bazata-Krieger, Restart; All Reading Teachers Grades PK-6 | August, 2008 through June, 2009 | Lesson Plans, DRA Reading Charts, Observation Survey, Mini-Test, Benchmarks, Student Work Samples, Staff Development, Reading Committee, Reading Recovery, PLC's, TRIAND, TAKS, Classroom Observations, Brigance |
| <u>Writing 4th</u> *Hispanic *White *Special Education (RS), (HQ), (M), (C/I) | 404 Funds Comp Ed Funds Title I Funds: \$3000 Thinking Maps Computer Lab Distance Learning Project Read Materials | Joshua Garcia, Principal; Karen Aldridge, Assistant Principal; Joanna Windle, Special Ed. Lead Teacher; Christy Assid, ESL Pull-out/Push-in; Pat Rohloff and Vicky Tetens, Instr. Fac.; Melanie Bazata-Krieger, Restart; All Writing Teachers Grades PK-6 | August, 2008 through June, 2009 | Lesson Plans, Student Journals, Student Writing Samples, Benchmarks, PLC's, Staff Development, Writing Committee, Classroom Observations, TRIAND, TAKS, Brigance |

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

| Improvement Strategies | 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 RAP committee, which is composed of the child's teacher(s), counselor and other campus staff. (M) | Title I SCE: \$1000 Accelerated Reading/Math (C/I) Professional Learning Community Materials | Joshua Garcia, Principal; Karen Aldridge, Assistant Principal; Dana McEvoy, Counselor; Christy Assid, ESL Pull-out/Push-in; Pat Rohloff, Instructional Facilitator; Vicky Tetens, Instructional Facilitator; Dawn Mitchell, Instructional Facilitator; Melanie Bazata-Krieger, Restart; All Teachers Grades PK-6 | Six week intervals from August, 2008 through June, 2009 | DRA Reading Charts, Observation Survey, Mini-Test, Benchmarks, Student Work Samples, Staff Development, PLCs, Classroom Observations, Reading Recovery, TRIAND, & TAKS 2009 |
| Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ) | None | Joshua Garcia, Principal | September & January | Master schedule Teacher certification Principal Attestation |
| 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: \$2000 SCE: \$700 | Joshua Garcia, Principal | December & April | ERO attendance reports |

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

| Improvement Strategies | Resource Allocations | Person Responsible for Monitoring | Timeline for Monitoring | Formative Evaluation |
|---|--|--|---|---|
| All PK-6 th grade level teachers will meet weekly as well as monthly, through Professional Learning Communities (FAAS-Foster Administrators And Staff meetings), in order to discuss instructional strategies based on student data and to improve classroom performance. (RS), (HQ), (PD), (R/R), (Asmt) | Title I: \$500 Professional Learning Community Materials | Joshua Garcia, Principal; Karen Aldridge, Assistant Principal; Dana McEvoy, Counselor; Christy Assid, ESL Pull-out/Push-in; Pat Rohloff, Instructional Facilitator; Vicky Tetens, Instructional Facilitator; Dawn Mitchell, Instructional Facilitator; Melanie Bazata-Krieger, Restart; All Teachers Grades PK-6 | August, 2008 through June, 2009 | Weekly Teacher meeting agendas Monthly FAAS meeting agendas |
| Analyze and review student data at the six week mark and begin building relationships and providing Tier 2 and Tier 3 intervention strategies for failing students. (RS), (HQ), (PD), (R/R), (Asmt) | 404 Funds; Title I Funds: \$2000 Literacy Room; A-Z.com; Computer Lab; Thinking Maps; SIPPS Materials; Reading Recovery; AR; Tutoring; Distance Learning | Joshua Garcia, Principal; Karen Aldridge, Assistant Principal; Dana McEvoy, Counselor; Christy Assid, ESL Pull-out/Push-in; Melanie Bazata-Krieger, Restart; All Teachers Grades PK-6 | August, 2008 through June, 2009 | Lesson Plans, DRA Reading Charts, Observation Survey, Mini-Test, Benchmarks, Student Work Samples, Staff Development, PLCs, Classroom Observations, TRIAND & TAKS 2009 |
| Instructional Facilitators will work directly with students, train teachers, and/or assist teachers with the implementation of a school-wide system for targeting learning objectives (Target Time) for students in small groups based on assessment data. (RS), (HQ), (PD), (R/R), (Asmt) | Title I: Instructional Facilitator salaries SCE: Instructional Facilitator salaries | Joshua Garcia, Principal; Karen Aldridge, Assistant Principal; Dana McEvoy, Counselor; Christy Assid, ESL Pull-out/Push-in; Pat Rohloff, Instructional Facilitator; Vicky Tetens, Instructional Facilitator; Dawn Mitchell, Instructional Facilitator; Melanie Bazata-Krieger, Restart; All Teachers Grades PK-6 | Three week intervals from August, 2008 through June, 2009 | Lesson Plans, DRA Reading Charts, Observation Survey, Mini-Test, Benchmarks, Student Work Samples, Staff Development, PLCs, Classroom Observations, Reading Recovery, TRIAND, & TAKS 2009 |



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

| Improvement Strategies | Resource Allocations | Person Responsible for Monitoring | Timeline for Monitoring | Formative Evaluation |
|---|----------------------------------|---|--------------------------------------|--|
| Restart Manager will assign students in Tier 3 with Case Managers | Comp. Ed. Funds Sp. Ed. Funds | Joshua Garcia, Principal Melanie Bazata-Krieger, Restart Manager | Six Weeks per student – w/ follow-up | Instructional Assessments (Math, Reading, Behavior, Writing) |

Goal #3: To develop subject area vertical alignment.

| Improvement Strategies | Resource Allocations | Person Responsible for Monitoring | Timeline for Monitoring | Formative Evaluation |
|---|---|--|---------------------------------------|--|
| <p>Activities that encourage a coherent, seamless transition for at-risk students will be provided, which include:</p> <ul style="list-style-type: none"> • Thinking Maps • Differentiated Instruction • Calendar Math • Science Journals • Writing Journals <p>(Tr)</p> | Title I: \$500 | Joshua Garcia, Principal All PK – 6 th Grade Teachers, | August 2008 – June 2009 | Walk-Throughs Student Displays Lesson Plans |
| <p>Implement and maintain school-wide academic committees with representatives from each grade level.</p> <ul style="list-style-type: none"> • Reading Committee • Writing Committee • Math Committee • Science Committee • Social Studies Committee <p>(RS), (R/R), (Asmt), (M)</p> | None | Joshua Garcia, Principal; Karen Aldridge, Assistant Principal; Committee Members | August, 2008 through June, 2009 | Meeting Agendas Minutes from meetings |
| <p>Revamp and align the faculty meeting format to a staff development model that provides opportunities for shared alignment across the curriculum.</p> <p>(RS), (PD), (R/R), (Asmt)</p> | Presenters Title I Video/DVD collection | Joshua Garcia, Principal; All Teachers Grades PK-6 | August, 2008 through June, 2009 | Staff Development, PLC's, Classroom Observations |

Goal #3: To develop subject area vertical alignment.

| Improvement Strategies | Resource Allocations | Person Responsible for Monitoring | Timeline for Monitoring | Formative Evaluation |
|---|-----------------------------|--|---------------------------------|--|
| Implement a school-wide system of instructional strategies to help students gain academic success in all subject areas. <ul style="list-style-type: none"> • CRAASH- Reading/S.S • UPS Check- Math • FLEE MAP- Writing • D.E.A.R Time- Reading • Thinking Maps • D.O.L- Writing • Calendar Math (RS), (PD), (R/R), (Asmt), (M) | None | Joshua Garcia, Principal; Karen Aldridge, Assistant Principal; Dana McEvoy, Counselor; Christy Assid, ESL Pull-out/Push-in; Pat Rohloff, Instructional Facilitator; Vicky Tetens, Instructional Facilitator; Dawn Mitchell, Instructional Facilitator; Melanie Bazata-Krieger, Restart; All Teachers Grades PK-6 | August, 2008 through June, 2009 | Staff Development, PLC's, Classroom Observations |

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 Family Involvement Team (FIT), comprised of teachers, Instructional Facilitator(s), Family School Representative and parents, will meet twice per year to plan and evaluate family involvement events based upon campus' needs. (FI) | Title I funds: \$2800 | Joshua Garcia, Principal Karen Aldridge, Assistant Principal Devonna Gomez, Family School Representative F.I.T Committee | September January | Event evaluations Staff surveys |
| 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) | None | Joshua Garcia, Principal Karen Aldridge, Assistant Principal Devonna Gomez, Family School Representative F.I.T Committee | End of 1 st Six Weeks | Copy of the Campus Family Involvement policy and compact |
| Conduct an annual Title I meeting to explain NCLB requirements and the instructional program and interventions at the campus. (FI) | None | Joshua Garcia, Principal Karen Aldridge, Assistant Principal Devonna Gomez, Family School Representative | September 4, 2008 | Event evaluation |
| Teachers will communicate student academic progress and assessment reports with parents at least twice per year via conference. (FI) | None | Joshua Garcia, Principal Karen Aldridge, Assistant Principal Devonna Gomez, Family School Representative | October and March | Teacher documentation of communications with parents |

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 |
|--|--|--|---------------------------------|---|
| Increase communication with parents through a variety of media such as: <ul style="list-style-type: none"> • PTA newsletter, • Student planners, • Teleparent, • Daily Folders, • Parent conferences, • Parent Surveys, • Progress Reports, • Report Cards, • Poster Maker, and • Flyers. (FI) | General Budget Title I funds: \$1000 PTA | Joshua Garcia, Principal; Karen Aldridge, Assistant Principal; Dana McEvoy, Counselor; Devonna Gomez, Family School Representative Shana Dial, PTA president Family Involvement Committee All Teachers Grades PK-6 | August, 2008 through June, 2009 | Student Agendas; Title I documentation; Sign in sheets for parent conferences; Teleparent Data Purple notebooks Returned Surveys Copies of newsletter, flyers; First Class Master 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 |
|--|--|--|---------------------------------------|---|
| The Boys Town Educational Model will be practiced daily and used in classrooms to improve overall behavior and reduce the number of discipline referrals. (RS) | None | Joshua Garcia, Principal; Karen Aldridge, Assistant Principal; Dana McEvoy, Counselor; Crisis & Safety Committee All Staff | August, 2008 through June, 2009 | Morning Announcements; Lesson Plans; Number of Office Referrals |
| Positive character virtues will be promoted school-wide through the Character Counts program. (RS) | None | Joshua Garcia, Principal; Karen Aldridge, Assistant Principal; Dana McEvoy, Counselor; Crisis & Safety Committee All Staff | August, 2008 through June, 2009 | Morning Announcements; Lesson Plans; |
| All students and staff will participate in safety drills for fire, tornado, and intruders as described in the Crisis Manual. (RS) | None | Joshua Garcia, Principal; Karen Aldridge, Assistant Principal; Dana McEvoy, Counselor; Crisis & Safety Committee All Staff | August, 2008 through June, 2009 | Drill log |
| Office staff will monitor incoming volunteers and visitors to make sure they sign in and put on a visitors badge. Driver's license will be required to pick up a student. (RS) | None | Joshua Garcia, Principal; Karen Aldridge, Assistant Principal; Dana McEvoy, Counselor; Crisis & Safety Committee All Staff | August, 2008 through June, 2009 | Visitor log sheets |
| Office personnel, team leaders, and selected individuals will have use of a 2 Way-Radio for communication during drills and/or emergencies. (RS) | General Budget Replacement batteries | Joshua Garcia, Principal; Karen Aldridge, Assistant Principal; Dana McEvoy, Counselor; Crisis & Safety Committee All Staff | August, 2008 through June, 2009 | Radio Use; Check out sheet for 2-way radios. |



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SBDM TEAM MEMBERS:

| | | | |
|------------------------|------------------|-----------------------------------|----------------|
| PK/Kindergarten | Vanessa Demars | Enrichment | Amber Johnson |
| First Grade | Becky Slatton | Special Education | Robin Tompkins |
| Second Grade | Mary Allen | Instructional Facilitators | Pat Rohloff |
| Third Grade | Sally Frazier | Counselor | Dana McEvoy |
| Fourth Grade | Melanie Cardenas | Parents | Shana Dial |
| Fifth Grade | Kim Buxman | Assistant Principal | Karen Aldridge |
| Sixth Grade | Georgia Vickery | Principal | Joshua Garcia |

LIST OF INTERVENTIONS (M):

TIER II

- Administrator meets with the teachers monthly to monitor students who are not responding to Tier I interventions
- Student conferences with Administrator to build relationships and set goals
- Small-group instruction: 30 minutes per day, 2-3 times per week in addition to core instruction
- Provide Mentors for support
- Extended day tutoring
- Teachers will support students with problem-solving strategies that support the core curriculum
- Teachers will conference with parents about student concerns

TIER III

- Administrator meets with the teachers every three weeks to monitor students who are not responding to Tier II interventions
- Student conferences with Administrator to build relationships and set goals
- Individualized instruction: 30 minutes per day of one-to-one intervention in addition to core instruction
- Develop an accelerated instruction plan
- Start the Restart process
- Teachers will support students with sustained intensive researched based interventions
- Teachers and Administrators will conference with parents about student concerns

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| Grade 3 TAKS-Reading/ELA | | | | | | | | | | |
|---------------------------------|-------------|------|-------------|------|------|-------------|-----|------|-------------|------|
| | Spring 2006 | | Spring 2007 | | Diff | Spring 2008 | | Diff | Spring 2009 | Diff |
| | N | % | N | % | | N | % | | % | |
| ALL | 72 | 94% | 76 | 89% | -5% | 77 | 87% | -2% | 90% | 3% |
| Afri Amer | 17 | 100% | 25 | 92% | -8% | 23 | 91% | -1% | 92% | 1% |
| Hispanic | 37 | 89% | 34 | 88% | -1% | 44 | 86% | -2% | 90% | 4% |
| White | 13 | 100% | 10 | 80% | -20% | 9 | 78% | -2% | 80% | 2% |
| Eco Disadv | 59 | 93% | 67 | 90% | -4% | 65 | 86% | -3% | 89% | 3% |
| LEP | 26 | 85% | 30 | 87% | 2% | 38 | 82% | -5% | 85% | 3% |
| SpEd | 3 | * | 5 | 100% | * | 5 | 80% | -20% | 82% | 2% |

| Grade 4 TAKS-Reading/ELA | | | | | | | | | | |
|---------------------------------|-------------|-----|-------------|-----|------|-------------|-----|------|-------------|------|
| | Spring 2006 | | Spring 2007 | | Diff | Spring 2008 | | Diff | Spring 2009 | Diff |
| | N | % | N | % | | N | % | | % | |
| ALL | 59 | 71% | 70 | 76% | 5% | 61 | 84% | 8% | 85% | 1% |
| Afri Amer | 16 | 63% | 21 | 76% | 14% | 21 | 90% | 14% | 91% | 1% |
| Hispanic | 29 | 72% | 32 | 72% | -1% | 26 | 77% | 5% | 80% | 3% |
| White | 10 | 70% | 13 | 92% | 22% | 9 | 78% | -15% | 80% | 2% |
| Eco Disadv | 53 | 72% | 60 | 72% | 0% | 49 | 86% | 14% | 87% | 1% |
| LEP | 26 | 73% | 18 | 50% | -23% | 24 | 83% | 33% | 85% | 2% |
| SpEd | 4 | * | 8 | 50% | * | 8 | 25% | -25% | 75% | 50% |

| Grade 5 TAKS-Reading/ELA | | | | | | | | | | |
|---------------------------------|-------------|-----|-------------|-----|------|-------------|-----|------|-------------|------|
| | Spring 2006 | | Spring 2007 | | Diff | Spring 2008 | | Diff | Spring 2009 | Diff |
| | N | % | N | % | | N | % | | % | |
| ALL | 75 | 76% | 54 | 81% | 5% | 61 | 87% | 5% | 88% | 1% |
| Afri Amer | 22 | 77% | 10 | 90% | 13% | 17 | 94% | 4% | 95% | 1% |
| Hispanic | 34 | 65% | 30 | 80% | 15% | 30 | 80% | 0% | 82% | 2% |
| White | 14 | 93% | 10 | 90% | -3% | 13 | 92% | 2% | 93% | 1% |
| Eco Disadv | 60 | 70% | 44 | 77% | 7% | 52 | 85% | 7% | 86% | 1% |
| LEP | 30 | 70% | 5 | 20% | -50% | 25 | 76% | 56% | 77% | 1% |
| SpEd | 2 | * | 2 | * | * | 5 | 60% | * | 75% | 15% |

| Grade 6 TAKS-Reading/ELA | | | | | | | | | | |
|---------------------------------|-------------|-----|-------------|------|------|-------------|-----|------|-------------|---------|
| | Spring 2006 | | Spring 2007 | | Diff | Spring 2008 | | Diff | Spring 2009 | Diff |
| | N | % | N | % | | N | % | | % | |
| ALL | 69 | 84% | 81 | 88% | 4% | 60 | 88% | 1% | 90% | 2% |
| Afri Amer | 16 | 75% | 29 | 79% | 4% | 24 | 96% | 17% | 97% | 1% |
| Hispanic | 37 | 84% | 31 | 87% | 3% | 29 | 83% | -4% | 87% | 4% |
| White | 11 | 91% | 16 | 100% | 9% | 4 | * | * | 90% | #VALUE! |
| Eco Disadv | 54 | 83% | 63 | 86% | 2% | 48 | 85% | 0% | 86% | 1% |
| LEP | 10 | 50% | 4 | * | * | 7 | 43% | * | 75% | 32% |
| SpEd | 4 | * | 4 | * | * | 4 | * | * | 75% | #VALUE! |

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| Grade 3 TAKS-Mathematics | | | | | | | | | | |
|---------------------------------|-------------|-----|-------------|-----|------|-------------|-----|------|-------------|------|
| | Spring 2006 | | Spring 2007 | | Diff | Spring 2008 | | Diff | Spring 2009 | Diff |
| | N | % | N | % | | N | % | | % | |
| ALL | 73 | 71% | 77 | 61% | -10% | 77 | 74% | 13% | 75% | 1% |
| Afri Amer | 17 | 71% | 25 | 64% | -7% | 23 | 57% | -7% | 75% | 18% |
| Hispanic | 38 | 63% | 34 | 53% | -10% | 44 | 80% | 27% | 82% | 2% |
| White | 13 | 85% | 11 | 55% | -30% | 9 | 89% | 34% | 90% | 1% |
| Eco Disadv | 60 | 70% | 67 | 58% | -12% | 65 | 72% | 14% | 75% | 3% |
| LEP | 27 | 74% | 31 | 55% | -19% | 38 | 74% | 19% | 76% | 2% |
| SpEd | 4 | * | 7 | 71% | * | 6 | 50% | -21% | 75% | 25% |

| Grade 4 TAKS-Mathematics | | | | | | | | | | |
|---------------------------------|-------------|-----|-------------|------|------|-------------|-----|------|-------------|------|
| | Spring 2006 | | Spring 2007 | | Diff | Spring 2008 | | Diff | Spring 2009 | Diff |
| | N | % | N | % | | N | % | | % | |
| ALL | 60 | 68% | 70 | 79% | 10% | 61 | 87% | 8% | 88% | 1% |
| Afri Amer | 16 | 63% | 21 | 76% | 14% | 21 | 86% | 10% | 87% | 1% |
| Hispanic | 30 | 70% | 32 | 72% | 2% | 26 | 92% | 20% | 93% | 1% |
| White | 10 | 70% | 13 | 100% | 30% | 9 | 67% | -33% | 75% | 8% |
| Eco Disadv | 54 | 69% | 60 | 77% | 8% | 49 | 88% | 11% | 89% | 1% |
| LEP | 27 | 70% | 18 | 72% | 2% | 24 | 96% | 24% | 97% | 1% |
| SpEd | 4 | * | 8 | 100% | * | 8 | 38% | -63% | 75% | 38% |

| Grade 5 TAKS-Mathematics | | | | | | | | | | |
|---------------------------------|-------------|-----|-------------|-----|------|-------------|-----|------|-------------|------|
| | Spring 2006 | | Spring 2007 | | Diff | Spring 2008 | | Diff | Spring 2009 | Diff |
| | N | % | N | % | | N | % | | % | |
| ALL | 74 | 82% | 55 | 82% | -1% | 61 | 92% | 10% | 93% | 1% |
| Afri Amer | 21 | 86% | 10 | 80% | -6% | 15 | 93% | 13% | 94% | 1% |
| Hispanic | 34 | 74% | 31 | 77% | 4% | 31 | 90% | 13% | 92% | 2% |
| White | 14 | 93% | 10 | 90% | -3% | 13 | 92% | 2% | 93% | 1% |
| Eco Disadv | 59 | 81% | 45 | 80% | -1% | 52 | 90% | 10% | 92% | 2% |
| LEP | 30 | 80% | 6 | 67% | -13% | 26 | 88% | 22% | 90% | 2% |
| SpEd | 2 | * | 3 | * | * | 5 | 80% | * | 81% | 1% |

| Grade 6 TAKS-Mathematics | | | | | | | | | | |
|---------------------------------|-------------|-----|-------------|-----|------|-------------|-----|------|-------------|---------|
| | Spring 2006 | | Spring 2007 | | Diff | Spring 2008 | | Diff | Spring 2009 | Diff |
| | N | % | N | % | | N | % | | % | |
| ALL | 69 | 65% | 81 | 69% | 4% | 60 | 60% | -9% | 75% | 15% |
| Afri Amer | 16 | 50% | 29 | 59% | 9% | 24 | 63% | 4% | 75% | 13% |
| Hispanic | 37 | 62% | 31 | 68% | 6% | 29 | 55% | -13% | 75% | 20% |
| White | 11 | 91% | 16 | 81% | -10% | 4 | * | * | 75% | #VALUE! |
| Eco Disadv | 54 | 67% | 63 | 65% | -2% | 48 | 63% | -3% | 75% | 13% |
| LEP | 10 | 40% | 4 | * | * | 7 | 43% | * | 75% | 32% |
| SpEd | 4 | * | 4 | * | * | 4 | * | * | 75% | #VALUE! |

Foster 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 | 57 | 89% | 67 | 82% | -7% | 61 | 92% | 10% | 93% | 1% |
| Afri Amer | 16 | 94% | 21 | 76% | -18% | 21 | 95% | 19% | 96% | 1% |
| Hispanic | 27 | 89% | 30 | 87% | -2% | 26 | 92% | 6% | 93% | 1% |
| White | 10 | 90% | 12 | 75% | -15% | 9 | 78% | 3% | 80% | 2% |
| Eco Disadv | 51 | 90% | 57 | 81% | -9% | 49 | 96% | 15% | 97% | 1% |
| LEP | 26 | 85% | 18 | 83% | -1% | 24 | 92% | 8% | 93% | 1% |
| SpEd | 4 | * | 8 | 88% | * | 8 | 38% | -50% | 75% | 38% |

| Grade 5 TAKS-Science | | | | | | | | | | |
|-----------------------------|-------------|-----|-------------|-----|-------------|-------------|-----|------------|-------------|------------|
| | Spring 2006 | | Spring 2007 | | Diff | Spring 2008 | | Diff | Spring 2009 | Diff |
| | N | % | N | % | | N | % | | % | |
| ALL | 78 | 68% | 56 | 69% | 1% | 64 | 66% | -3% | 75% | 9% |
| Afri Amer | 23 | 61% | 11 | 70% | 9% | 16 | 75% | 5% | 76% | 1% |
| Hispanic | 34 | 59% | 31 | 65% | 6% | 33 | 58% | -7% | 75% | 17% |
| White | 15 | 87% | 10 | 80% | -7% | 13 | 77% | -3% | 80% | 3% |
| Eco Disadv | 63 | 65% | 46 | 62% | -3% | 55 | 62% | 0% | 75% | 13% |
| LEP | 30 | 60% | 6 | 50% | -10% | 28 | 50% | 0% | 75% | 25% |
| SpEd | 4 | | 4 | | | 8 | 38% | | 75% | 38% |



Campus Improvement Plan 2008-2009
Foster 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 | 199.11.6112.00.126.9.30.0.04 | 0.00 | 300.00 |
| SALARIES-TEACH & OTH PROF | 199.11.6119.00.126.9.30.0.00 | 34,697.31 | 34,697.31 |
| TUTORIAL SERVICES | 199.11.6119.02.126.9.30.0.00 | 1,685.00 | 1,685.00 |
| MEDICARE | 199.11.6141.00.126.9.30.0.00 | 493.25 | 493.25 |
| MEDICARE | 199.11.6141.00.126.9.30.0.04 | 0.00 | 4.35 |
| FICA | 199.11.6141.01.126.9.30.0.04 | 0.00 | 18.60 |
| SAL & WAGES-SUPPORT PERS | 199.31.6129.00.126.9.30.0.00 | 20,293.41 | 20,293.41 |
| MEDICARE | 199.31.6141.00.126.9.30.0.00 | 282.94 | 282.94 |
| TOTAL | | 57,451.91 | 57,774.86 |
| FTE Count | | | |
| PERSONNEL | | | 1.70 |
| TOTAL | | | 1.70 |



Campus Improvement Plan 2008-2009
Foster 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 | | | 3.30 |
| TOTAL | | | 3.30 |
| Title I Budget | | | |
| SALARIES-TEACH & OTH PROF | 211.11.6119.00.126.9.24.0.00 | 203,029.00 | 138,921.00 |
| TUTORIAL SERVICES | 211.11.6119.02.126.9.24.0.00 | 30,000.00 | 30,000.00 |
| TEACH COMP ALLOT SUPPL | 211.11.6119.04.126.9.24.0.00 | 0.00 | 3,000.00 |
| CONTRACT ADDENDA-STIPEND | 211.11.6119.09.126.9.24.0.00 | 0.00 | 4,500.00 |
| MEDICARE | 211.11.6141.00.126.9.24.0.00 | 0.00 | 2,558.00 |
| HEALTH INSURANCE | 211.11.6142.01.126.9.24.0.00 | 0.00 | 7,550.00 |
| TEACHER RETIREMENT | 211.11.6146.00.126.9.24.0.00 | 0.00 | 13,373.00 |
| TRS-CARE CONTRIBUTION | 211.11.6146.01.126.9.24.0.00 | 0.00 | 970.00 |
| READING MATERIALS | 211.11.6329.00.126.9.24.0.00 | 0.00 | 5,516.00 |
| GENERAL SUPPLIES | 211.11.6399.01.126.9.24.0.00 | 13,371.00 | 13,121.00 |
| STUDENT TVL*NO AISD BUSES | 211.11.6412.00.126.9.24.0.00 | 0.00 | 50.00 |
| SUBSTITUTE TEACHERS | 211.13.6112.00.126.9.24.0.00 | 0.00 | 6,000.00 |
| MEDICARE | 211.13.6141.00.126.9.24.0.00 | 0.00 | 87.00 |
| FICA | 211.13.6141.01.126.9.24.0.00 | 0.00 | 372.00 |
| EMPLOYEE TRAVEL | 211.13.6411.00.126.9.24.0.00 | 100.00 | 50.00 |
| SAL & WAGES-SUPPORT PERS | 211.61.6129.00.126.9.24.0.00 | 0.00 | 15,797.00 |
| MEDICARE | 211.61.6141.00.126.9.24.0.00 | 0.00 | 229.00 |
| HEALTH INSURANCE | 211.61.6142.01.126.9.24.0.00 | 0.00 | 3,120.00 |
| TEACHER RETIREMENT | 211.61.6146.00.126.9.24.0.00 | 0.00 | 1,197.00 |

| | | | |
|-------------------------|------------------------------|------------|------------|
| TRS-CARE CONTRIBUTION | 211.61.6146.01.126.9.24.0.00 | 0.00 | 87.00 |
| GENERAL SUPPLIES | 211.61.6399.01.126.9.24.0.00 | 2,300.00 | 2,300.00 |
| EMPLOYEE TRAVEL | 211.61.6411.00.126.9.24.0.00 | 250.00 | 250.00 |
| MISC OPERATING EXPENSES | 211.61.6499.00.126.9.24.0.00 | 492.00 | 494.00 |
| TOTAL | | 249,542.00 | 249,542.00 |