

# Goodman Elementary School

## Campus Improvement Plan

2008-2009

Arlington  
INDEPENDENT SCHOOL DISTRICT



## Campus Improvement Plan 2008-2009 Goodman Elementary School

### Overview

Goodman Elementary serves students from pre-kindergarten four year olds through sixth grade. One of our great strengths is our diversity. Our 550 to 600 students are 63% Hispanic, 18% Black, 10% Asian, and 9% white/other. These students represent 18 different countries and 14 languages. The richness of these cultures and heritages prepares our students to be the world citizens that the future requires. Our staff believes that we should provide a safe, caring family environment to meet the individual needs of each student through high expectations, personal responsibility, meaningful instruction and cooperation. Their dedication and teaching strengths are evident in the recognition that both staff and students have received from TEA, “*D Magazine*”, and the thousands of dollars awarded in grants and scholarships.

Our campus has a Title 1 School-wide Program. The Site Based Decision Making Committee (SBDM), the administration, and the Instructional Facilitators analyzed, data provided by parents, the Texas Education Agency, various Central Office departments, and the campus teams. Data sources included a formal parent survey, testing data (TAKS, DRA/EDL, COGAT), attendance data, discipline data, personnel data, and the Academic Excellence Indicator System data. The results indicated the following: overall we are doing well with reading, writing, and math instruction with most of our different populations. Our discipline referrals show a pattern of decreasing from year to year. Our attendance ranges from 96% to 98% a year. All of our staff is highly qualified.

We are proud that our academics, as measured by objective data, are strong. Our Spanish dominant students routinely are in the top three scoring schools in the district. Now we are working on closing the gap between our Spanish dominant students and all other groups. Our reading, writing, and math passing rates for TAKS grades have been from 80% to 90% for the last several years. We are working to bring our science passing rates up to the same level. Our TAKS grades have higher passing and success rates than grades prekindergarten through second. One reason for this is that the longer students stay with us, the better they do. Another reason is that we need to find better ways to get our parents involved in their children’s learning.

#### School-wide 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  |
|---|--|--|-------------------------|---|
| 1. Provide students, identified as needing additional learning time to meet academic standards, or at risk of dropping out, with appropriate intervention strategies based upon their needs. Decisions regarding these students will be made by the RAP committee, which is composed of the child's teacher(s), counselor and other campus staff. (M), (CI) | Title 1 Funds, Staff, SCE Funds, Accelerated Reading/Math Funds                          | C. Hernandez, Kennedy, Castruita, Albert, Kammlah, Classroom Teacher | Weekly as Needed        | RAP Minutes, St. RAP Folders w/Documentation, Tutorial Lists, Small Gr. Lists, Lesson Plans |
| 2. Improve <b>kindergarten</b> EOY <b>DRA/EDL:</b> 80%+ of all students are on or above level 3. (ASMT)   | Materials Rooms, Instructional Facilitators, Support Staff, Sub Money, Staff Development | M. Black, Horton, Lane, Rice   | Every 2 Weeks           | Informal/Formal Assessments, Benchmarks, TAKS   |
| 3. Improve <b>kindergarten</b> EOY <b>Math:</b> 85%+ of all students pass (ASMT)  | Same as Above  | Same as Above  | Same as Above           | Same as Above   |
| 4. Improve <b>1<sup>st</sup></b> gr. EOY <b>DRA/EDL:</b> 75%+ of all students are on or above level 16NF. (ASMT)  | Same as Above  | H. Diaz, Andersen, Cook, Pettigrew, Vo                               | Same as Above           | Same as Above   |
| 5. Improve <b>1<sup>st</sup></b> gr. EOY <b>Math:</b> 80%+ of all students pass (ASMT)  | Same as Above  | Same as Above  | Same as Above           | Same as Above   |

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

|   |   |  |               |   |
|---|---|--|---------------|---|
| 6. Improve <b>1<sup>st</sup></b> gr. EOY <b>Writing:</b><br>80%+ of all students pass (ASMT)  | Materials Rms., Instructional Facilitators, Support Staff, Sub Money, Staff Development | H. Diaz, Andersen, Cook, Pettigrew, Vo     | Every 2 Weeks | Informal/Formal Assessments, Benchmarks, TAKS |
| 7. Improve <b>2<sup>nd</sup></b> gr. EOY <b>DRA/EDL/Reading Test:</b><br>80%+ (DRA), 85%+(EDL)of all students will be on or above level 28NF or 70%+ (Reading) (ASMT) | Same as Above   | Maldonado, Cardoso, Jimenez, Reed, Salcido | Same as Above | Same as Above                                 |
| 8. Improve <b>2<sup>nd</sup></b> gr. EOY <b>Math:</b><br>80%+ of all students will pass. (ASMT)   | Same as Above   | Same as Above                              | Same as Above | Same as Above                                 |
| 9. Improve <b>2<sup>nd</sup></b> gr. EOY <b>Writing:</b><br>75%+ of all students will pass (ASMT)   | Same as Above   | Same as Above                              | Same as Above | Same as Above                                 |
| 10. Improve <b>3<sup>rd</sup></b> gr. TAKS <b>Reading/ELA:</b><br>African American (64%) (ASMT)   | Same as Above   | Miller, Cortez, Perez, Rojas, Stone        | Same as Above | Same as Above                                 |
| 11. Improve <b>3<sup>rd</sup></b> gr. TAKS <b>Math:</b><br>African American (67%), ESL (72%), LEP (74%), Process/Tools (64%) (ASMT)                                   | Same as Above   | Same as Above                              | Same as Above | Same as Above                                 |

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

|  |   |                                     |               |   |
|--|---|-------------------------------------|---------------|---|
| 12. Improve <b>3<sup>rd</sup></b> gr. <b>EOY Writing:</b><br>80%+ of all students will pass (ASMT)                                   | Materials Rms., Instructional Facilitators, Support Staff, Sub Money, Staff Development | Miller, Cortez, Perez, Rojas, Stone | Every 2 Weeks | Informal/Formal Assessments, Benchmarks, TAKS |
| 13. Improve <b>4<sup>th</sup></b> gr. TAKS <b>Reading/ELA:</b><br>ESL (59%), LEP (59%) (ASMT)  | Same as Above   | Randolph, Fisher, Weems             | Same as Above | Same as Above                                 |
| 14. Improve <b>4<sup>th</sup></b> gr. TAKS <b>Writing:</b><br>LEP (77%), ESL (77%) (ASMT)  | Same as Above   | Same as Above                       | Same as Above | Same as Above                                 |
| 15. Improve <b>4<sup>th</sup></b> gr. TAKS <b>Math:</b><br>Economically Disadvantaged (73%), At Risk (74%) (ASMT)                    | Same as Above   | Same as Above                       | Same as Above | Same as Above                                 |
| 16. Improve <b>4<sup>th</sup></b> gr. <b>EOY Science:</b><br>65%+ of all students will pass (ASMT)                                   | Same as Above   | Same as Above                       | Same as Above | Same as Above                                 |
| 17. Improve <b>5<sup>th</sup></b> gr. TAKS <b>Reading/ELA:</b><br>African American (43%), LEP (47%), ESL (53%), At Risk (51%) (ASMT) | Same as Above   | Acosta, Celestin, Ward              | Same as Above | Same as Above                                 |
| 18. Improve <b>5<sup>th</sup></b> gr. TAKS <b>Math:</b><br>LEP (53%), ESL (53%), At Risk (55%), African American (57%) (ASMT)        | Same as Above   | Same as Above                       | Same as Above | Same as Above                                 |

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

|   |  |                                     |                      |  |
|---|--|-------------------------------------|----------------------|--|
| <p>19. Improve <b>5<sup>th</sup></b> gr. TAKS<br/><b>Science:</b><br/>African American (40%)<br/>LEP (59%),<br/>Econ. Disadv. (70%), (ASMT)</p> | <p>Materials Rms., Instructional Facilitators, Support Staff, Sub Money, Staff Development</p> | <p>Acosta, Celestin, Ward</p>       | <p>Every 2 Weeks</p> | <p>Informal/Formal Assessments, Benchmarks, TAKS</p> |
| <p>20. Maintain <b>6<sup>th</sup></b> gr. TAKS<br/><b>Reading:</b><br/>All subgroups 95% or above (ASMT)</p>                                    | <p>Same as Above</p>   | <p>L. Hernandez, J. Diaz, Smith</p> | <p>Same as Above</p> | <p>Same as Above</p>                                 |
| <p>21. Maintain <b>6<sup>th</sup></b> gr. TAKS <b>MATH:</b><br/>All subgroups 95% or above (ASMT)</p>   | <p>Same as Above</p>   | <p>Same as Above</p>                | <p>Same as Above</p> | <p>Same as Above</p>                                 |

**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. Ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)                      | Personnel   | Albert                                     | September & January            | Master Schedules, Teacher Certification, Principal Attestation            |
| 2. Attract and retain Highly Qualified teaching staff. (HQ), (R/R)   | Personnel, District Title 1 Funds                         | Albert, Hagler                             | October & February             | Same as Above   |
| 3. Provide opportunities for teachers to participate in a Master's Degree program in a core curriculum subject area. (R/R)                       | Same as Above   | Hagler                                     | Same as Above                  | Documentation of Opportunities, List of Teachers Participating            |
| 4. Participation of teachers in high quality professional development based on campus Comprehensive Needs Assessment. (PD)                       | Title 1 Funds, SCE Funds, Instructional Facilitators      | Albert, Kammlah                            | December & April               | ERO Attendance Reports, Instructional Facilitators' Time & Effort Reports |
| 5. Meet by grade level (K-6) to discuss instructional strategies based on the data to improve student performance.(RS)                           | TRIAND, Instructional Facilitators, Materials Rooms       | Administration, Instructional Facilitators | Every 2 Weeks                  | Meeting Minutes, Emails, Collaboration Documentation                      |
| 6. Review all students through RAP's at least once with appropriate follow-up on those identified as needing additional interventions. (M), (RS) | Staff, Instructional Facilitators, Print Budget for Forms | C. Hernandez                               | Weekly                         | Lesson Plans, Observations, 3 Week formal/Informal Assessments            |

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

|   |  |   |                      |  |
|---|--|---|----------------------|--|
| <p>7. Use strategies that actively involve students and encourage responsibility for their own learning including, but not limited to:</p> <ul style="list-style-type: none"> <li>• The 6 Step Process</li> <li>• Accelerated Reader</li> <li>• Mountain Language/Math</li> <li>• RUBIES</li> <li>• Calendar Math</li> <li>• Mind Benders</li> <li>• Science Notebooking(RS)</li> </ul> | <p>Materials Room, Staff, Training</p>             | <p>H. Diaz, T. Miller, L. Maldonado, C. Randolph, T. Acosta, T. Albert L. Hernandez, S. Alvarez, H. Pettigrew, A. Kennedy, C. Castruita, M. Kennedy</p> | <p>Daily</p>         | <p>Lesson Plans, Observations,</p>                     |
| <p>8. Use small group instruction a minimum of twice daily. (RS)</p>  | <p>Instructional Facilitators, Materials Rooms</p> | <p>Same as Above</p>  | <p>Twice Daily</p>   | <p>Lesson Plans, Observations, Student Groups List</p> |
| <p>9. Implement a “re-do” system to allow students flexibility to improve failing grades.(M)</p>  | <p>SBDM, Alternate Assignments</p>                 | <p>All Teachers, Administration</p>   | <p>Every 6 Weeks</p> | <p>Grade Books, Progress Reports, Report Cards</p>     |
| <p>10. Collaborate with staff to improve strategies and provide feedback.(R/R)</p>  | <p>Staff, Training, Substitute Money</p>           | <p>Same as Above</p>  | <p>Every 2 Weeks</p> | <p>Emails, Meeting Minutes</p>                         |
| <p>11. Provide differentiation and collaboration opportunities for students. (RS)</p>   | <p>Materials Rooms, Training, Substitute Money</p> | <p>All Teachers, Administration</p>   | <p>Twice Daily</p>   | <p>Lesson Plans, Observations,</p>                     |

**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. Provide activities that encourage a coherent, seamless, transition for at-risk students which include: <ul style="list-style-type: none"> <li>• Kindergarten Round-up</li> <li>• Pre-registration for junior high</li> <li>• Avid in 6<sup>th</sup> gr. (Tr)</li> </ul> | Title 1, Staff , Training,                   | Administration, Guidance Tech, Counselor, PreK, K, & 6 <sup>th</sup> grade Teachers. | Yearly  | Event Schedules, Event Documentation                           |
| 2. Schedule Pre-K -6 <sup>th</sup> team leaders meetings with support staff. (RS)  | Staff  | All Support Staff including Enrichment, Library, Special Ed. ESL                     | Every 6 Weeks Beginning the 2 <sup>nd</sup> 6 Weeks | Meeting Notes, Shared Materials                                |
| 3. Provide Thematic Unit/Scope & Sequences for the year to support teachers to incorporate the content in to special classes. (RS)   | District Timelines, Staff, Half Day Planning | Same as Above  | Every 6 Weeks                                       | Grade Level Scope & Sequence &/or Thematic Units, Observations |
| 4. Implement Science Notebooking across the grade levels.(RS)  | Staff, Notebooks, District Consultants       | Team Leaders, Science IF   | Every 2 Weeks                                       | Student Notebooks  |

**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   |
|--|--|--|---|--|
| 1. Conference individually with each student's parent(s) a minimum of once a year. (FI)  | Substitute Money, Conference Forms, Student Data, Programs Information | Team Leader, Administration                                    | Fall Semester                                       | Conference Schedules, Conference Summaries                       |
| 2. Provide grade level meetings for parents to provide academic information. (FI)  | Staff Time, Money for Printing & Materials                             | Team Leader  | Fall (Primary Grades), Spring (Intermediate Grades) | Schedule, Agenda, Sign-in Sheets                                 |
| 3. Improve Bear Tracker Responsibility Folder communication by making it more positive and more comprehensive. <ul style="list-style-type: none"> <li>• One positive for every negative</li> <li>• Include graded student work for parent signatures (RS)</li> </ul> | Staff, Money for Related Materials                                     | Kammlah  | Every 6 Weeks                                       | Student Portfolios of Signed Work, Increase in Positive Comments |
| 4. Sponsor staff/family events such as <ul style="list-style-type: none"> <li>• Carnival</li> <li>• Reading Under the Stars</li> <li>• Sports</li> <li>• Paper Bag Parade</li> <li>• Fundraiser (FI)</li> </ul>  | Staff, Cooperative Business, Fliers                                    | McCrea, L. Black, Gowan, Levengood, Herman, Event Chairperson, | Every 6 Weeks                                       | Evidence of Events   |
| 5. Encourage parent library checkout. (FI)   | Staff  | McCrea, Gowan  | Weekly  | Circulation Records  |

**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             |
|--|---|-----------------------------------|-------------------------|----------------------------------|
| 6. Publicize Goodman events and awards. (FI)   | Staff, Websites, Businesses, Teleparent Media               | Family Rep., Team Leaders         | Monthly                 | Evidence of Events               |
| 7. Increase membership in PTA by having 100% of the staff join and by providing a pizza party for the class with the highest percent parent membership. (FI)   | PTA, Staff, Money for Pizza Party                           | Each Staff Member                 | End of October          | Membership Records               |
| 8. Meet at least once a semester to plan and evaluate family involvement events based upon campus' needs with the Family Involvement Team (FIT), comprised of teachers, Instructional Facilitator(s), Family School Representative and parents. (FI) | Family School Representative, Staff, Parents, Title 1 Funds | Family Rep.                       | October & February      | Agenda, Minutes                  |
| 9. Provide all parents a copy of the Campus Family Involvement Policy and Compact, which will guide the Family Involvement program and be developed by the FIT. (FI)   | Same as Above   | Albert                            | First Report Card       | Compacts, Written Reminder       |
| 10. Conduct Title I meeting to explain NCLB requirements, the instructional program, and campus interventions. (FI)  | Same as Above   | Albert                            | October                 | Calendar, Fliers, Sign In Sheets |

**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. Pilot a character education program.        | Staff,<br>Character Education Materials                           | C. Hernandez                             | Every 6 Weeks                  | Six Weeks Discipline Report and Analysis |
| 2. Reduce Bullying.                            | Staff,<br>Student Code of Conduct<br>Money/Time for Presentations | All Staff                                | Every 6 Weeks                  | Six Weeks Discipline Report and Analysis |
| 3. Continue Gang Awareness/Prevention Program. | Deborah Vation,<br>District and Community Resources               | Kammlah                                  | Every 6 Weeks                  | Six Weeks Discipline Report and Analysis |
| 4. Acknowledge “Student of the Six Weeks.      | Materials for Acknowledging, Criteria/Framework                   | Alvarez,<br>Crane                        | Every Month                    | Improved Citizenship Grades              |

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**GOODMAN ELEMENTARY**  
**SITE-BASED DECISION MAKING TEAM**  
**2008-09**

Chairperson: Tera Albert, Principal

Secretary: Heidi Pettigrew, Bilingual Representative

Alternate Secretary: Sofia Alvarez, ESL Representative

Teacher Representatives: Maira Black, PreK/K Representative  
Hildelisa Diaz, 1<sup>st</sup> Grade Representative  
Lourdes Maldonado, 2<sup>nd</sup> Grade Representative  
Tarri Miller, 3<sup>rd</sup> Grade Representative  
Charlotte Randolph, 4<sup>th</sup> Grade Representative  
Tisha Acosta, 5<sup>th</sup> Grade Representative  
Lila Hernandez, 6<sup>th</sup> Grade Representative  
Stephen Blue, Special Education Representative  
Geri Levengood, Enrichment Representative

Parent Representatives: Benigna Martinez  
Norma Torrez

Business/Community Representative:  
Ted Martens  
Rick Blue

**GOODMAN ELEMENTARY**  
**Campus System of Interventions**  
**With Tiers**  
**CIP 2008-09**

**Priorities:** In Goal 1 we identified 2 or 3 priority areas per grade level for K-6. Each priority is based on student performance data in core curricula and the subgroup/area of greatest concern reflected in that data. The Site Based Decision Making (SBDM) Committee and staff agreed to the following interventions.

| <b><u>Tier I</u></b>       | <b><u>Tier II</u></b>                    | <b><u>Tier III</u></b>          |
|----------------------------|--|---------------------------------|
| Core/Universal             | Targeted                                 | Intensive                       |
| <u>Administrator</u>       | <u>Administrator</u>                     | <u>Administrator</u>            |
| RAP's                      | RAP's                                    | RAP's                           |
| Faculty/SBDM Meetings      | Team Meetings                            | Individual Meetings             |
| Walk-Throughs              | Focused Walk-Throughs                    |                                 |
| Staff Development          | Specific Group/Area<br>Staff Development | Individual Staff<br>Development |
| Data Analysis              | Data Analysis/Graphing                   | Data Discussion                 |
| Provide Resources          | Provide Experts                          |                                 |
| <u>Teacher</u>             | <u>Teacher</u>                           | <u>Teacher</u>                  |
| Small Groups               | Small Groups More Time                   | Individual Instruction          |
| Use Data for Planning      | Use Data for Group Profiles              | Use Data for                    |
| Instruction                |  | Individual Profiles             |
| Differentiated Instruction | Differentiated Instruction               | Differentiated<br>Instruction   |
| Provide Tutoring           | Provide Tutoring                         | Provide Tutoring                |
| <u>Student</u>             | <u>Student</u>                           | <u>Student</u>                  |
| Participate Actively       | Participate in Tutorials                 | Participate in<br>Tutorials     |
| Complete Assignments       | Complete Assignments                     | Complete<br>Assignments         |
| Have Materials             | Ask for Materials                        | Ask for Materials               |
| Collaborate                | Collaborate & Ask for Help               | Attempt<br>Collaboration        |

## Goodman 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                             | 60          | 93%  | 81          | 90% | -3%  | 60          | 87%  | -3%  | 90%         | 3%   |
| Afri Amer                       | 10          | 90%  | 15          | 80% | -10% | 11          | 64%  | -16% | 80%         | 16%  |
| Hispanic                        | 37          | 92%  | 55          | 95% | 3%   | 33          | 91%  | -4%  | 90%         | -1%  |
| White                           | 7           | 100% | 7           | 71% | -29% | 8           | 100% | 29%  | 95%         | -5%  |
| Eco Disadv                      | 51          | 96%  | 69          | 91% | -5%  | 55          | 85%  | -6%  | 87%         | 2%   |
| LEP                             | 39          | 95%  | 50          | 94% | -1%  | 37          | 86%  | -8%  | 90%         | 4%   |
| SpEd                            | 3           | *    | *           | *   | *    | 2           | *    | *    |             |      |

  

| <b>Grade 4 TAKS-Reading/ELA</b> |             |     |             |     |      |             |      |      |             |         |
|---------------------------------|-------------|-----|-------------|-----|------|-------------|------|------|-------------|---------|
|                                 | Spring 2006 |     | Spring 2007 |     | Diff | Spring 2008 |      | Diff | Spring 2009 | Diff    |
|                                 | N           | %   | N           | %   |      | N           | %    |      | %           |         |
| ALL                             | 44          | 68% | 50          | 82% | 14%  | 69          | 84%  | 2%   | 85%         | 1%      |
| Afri Amer                       | 5           | 20% | 9           | 56% | 36%  | 13          | 100% | 44%  | 85%         | -15%    |
| Hispanic                        | 24          | 71% | 33          | 85% | 14%  | 49          | 80%  | -5%  | 85%         | 5%      |
| White                           | 7           | 86% | 3           | *   | *    | 2           | *    | *    | 85%         | #VALUE! |
| Eco Disadv                      | 37          | 65% | 43          | 81% | 17%  | 59          | 81%  | 0%   | 85%         | 4%      |
| LEP                             | 23          | 61% | 31          | 87% | 26%  | 44          | 75%  | -12% | 85%         | 10%     |
| SpEd                            | 3           | *   | 1           | *   | *    | 3           | *    | *    |             |         |

  

| <b>Grade 5 TAKS-Reading/ELA</b> |             |     |             |     |      |             |      |      |             |      |
|---------------------------------|-------------|-----|-------------|-----|------|-------------|------|------|-------------|------|
|                                 | Spring 2006 |     | Spring 2007 |     | Diff | Spring 2008 |      | Diff | Spring 2009 | Diff |
|                                 | N           | %   | N           | %   |      | N           | %    |      | %           |      |
| ALL                             | 54          | 87% | 53          | 85% | -2%  | 48          | 83%  | -2%  | 85%         | 2%   |
| Afri Amer                       | 12          | 92% | 9           | 78% | -14% | 5           | 80%  | 2%   | 95%         | 15%  |
| Hispanic                        | 28          | 89% | 28          | 86% | -4%  | 31          | 84%  | -2%  | 85%         | 1%   |
| White                           | 7           | 86% | 6           | 83% | -2%  | 5           | 100% | 17%  | 95%         | -5%  |
| Eco Disadv                      | 44          | 84% | 48          | 85% | 1%   | 44          | 82%  | -4%  | 85%         | 3%   |
| LEP                             | 23          | 78% | 22          | 82% | 4%   | 33          | 79%  | -3%  | 85%         | 6%   |
| SpEd                            | 3           | *   | 3           | *   | *    | *           | *    | *    |             |      |

  

| <b>Grade 6 TAKS-Reading/ELA</b> |             |      |             |      |      |             |      |      |             |      |
|---------------------------------|-------------|------|-------------|------|------|-------------|------|------|-------------|------|
|                                 | Spring 2006 |      | Spring 2007 |      | Diff | Spring 2008 |      | Diff | Spring 2009 | Diff |
|                                 | N           | %    | N           | %    |      | N           | %    |      | %           |      |
| ALL                             | 52          | 96%  | 51          | 98%  | 2%   | 49          | 98%  | 0%   | 95%         | -3%  |
| Afri Amer                       | 10          | 90%  | 10          | 100% | 10%  | 5           | 100% | 0%   | 95%         | -5%  |
| Hispanic                        | 29          | 97%  | 29          | 97%  | 0%   | 30          | 97%  | 0%   | 95%         | -2%  |
| White                           | 6           | 100% | 5           | 100% | 0%   | 5           | 100% | 0%   | 95%         | -5%  |
| Eco Disadv                      | 43          | 100% | 40          | 100% | 0%   | 43          | 98%  | -2%  | 95%         | -3%  |
| LEP                             | 17          | 100% | 8           | 100% | 0%   | 19          | 95%  | -5%  | 95%         | 0%   |
| SpEd                            | 2           | *    | 3           | *    | *    | 4           | *    | *    |             |      |

## Goodman 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>                      | 60          | 67% | 80          | 65% | -2%  | 59          | 85%  | 20%  | 87%         | 2%   |
| <b>Afri Amer</b>                | 10          | 20% | 15          | 67% | 47%  | 11          | 64%  | -3%  | 75%         | 11%  |
| <b>Hispanic</b>                 | 37          | 70% | 55          | 65% | -5%  | 33          | 88%  | 22%  | 90%         | 2%   |
| <b>White</b>                    | 7           | 86% | 6           | 50% | -36% | 7           | 100% | 50%  | 95%         | -5%  |
| <b>Eco Disadv</b>               | 51          | 67% | 69          | 64% | -3%  | 55          | 84%  | 20%  | 87%         | 3%   |
| <b>LEP</b>                      | 39          | 74% | 50          | 62% | -12% | 37          | 84%  | 22%  | 87%         | 3%   |
| <b>SpEd</b>                     | 3           | *   | *           | *   | *    | 4           | *    | *    |             |      |

  

| <b>Grade 4 TAKS-Mathematics</b> |             |      |             |     |      |             |     |      |             |         |
|---------------------------------|-------------|------|-------------|-----|------|-------------|-----|------|-------------|---------|
|                                 | Spring 2006 |      | Spring 2007 |     | Diff | Spring 2008 |     | Diff | Spring 2009 | Diff    |
|                                 | N           | %    | N           | %   |      | N           | %   |      | %           |         |
| <b>ALL</b>                      | 44          | 84%  | 52          | 83% | -1%  | 69          | 80% | -3%  | 85%         | 5%      |
| <b>Afri Amer</b>                | 5           | 80%  | 9           | 44% | -36% | 13          | 77% | 32%  | 75%         | -2%     |
| <b>Hispanic</b>                 | 24          | 88%  | 34          | 88% | 1%   | 49          | 78% | -11% | 85%         | 7%      |
| <b>White</b>                    | 7           | 100% | 3           | *   | *    | 2           | *   | *    | 95%         | #VALUE! |
| <b>Eco Disadv</b>               | 37          | 84%  | 45          | 80% | -4%  | 59          | 80% | 0%   | 85%         | 5%      |
| <b>LEP</b>                      | 23          | 87%  | 32          | 88% | 1%   | 44          | 80% | -8%  | 85%         | 5%      |
| <b>SpEd</b>                     | 3           | *    | 2           | *   | *    | 3           | *   | *    |             |         |

  

| <b>Grade 5 TAKS-Mathematics</b> |             |     |             |      |      |             |      |      |             |      |
|---------------------------------|-------------|-----|-------------|------|------|-------------|------|------|-------------|------|
|                                 | Spring 2006 |     | Spring 2007 |      | Diff | Spring 2008 |      | Diff | Spring 2009 | Diff |
|                                 | N           | %   | N           | %    |      | N           | %    |      | %           |      |
| <b>ALL</b>                      | 52          | 92% | 53          | 91%  | -2%  | 50          | 96%  | 5%   | 90%         | -6%  |
| <b>Afri Amer</b>                | 12          | 92% | 9           | 89%  | -3%  | 5           | 80%  | -9%  | 82%         | 2%   |
| <b>Hispanic</b>                 | 28          | 96% | 28          | 93%  | -4%  | 33          | 97%  | 4%   | 85%         | -12% |
| <b>White</b>                    | 6           | 83% | 6           | 100% | 17%  | 5           | 100% | 0%   | 95%         | -5%  |
| <b>Eco Disadv</b>               | 42          | 90% | 47          | 91%  | 1%   | 45          | 98%  | 6%   | 85%         | -13% |
| <b>LEP</b>                      | 22          | 91% | 22          | 86%  | -5%  | 34          | 94%  | 8%   | 85%         | -9%  |
| <b>SpEd</b>                     | 3           | *   | 3           | *    | *    | 2           | *    | *    |             |      |

  

| <b>Grade 6 TAKS-Mathematics</b> |             |      |             |      |      |             |      |      |             |      |
|---------------------------------|-------------|------|-------------|------|------|-------------|------|------|-------------|------|
|                                 | Spring 2006 |      | Spring 2007 |      | Diff | Spring 2008 |      | Diff | Spring 2009 | Diff |
|                                 | N           | %    | N           | %    |      | N           | %    |      | %           |      |
| <b>ALL</b>                      | 52          | 96%  | 51          | 90%  | -6%  | 49          | 96%  | 6%   | 95%         | -1%  |
| <b>Afri Amer</b>                | 10          | 90%  | 10          | 90%  | 0%   | 5           | 100% | 10%  | 95%         | -5%  |
| <b>Hispanic</b>                 | 29          | 100% | 29          | 86%  | -14% | 30          | 97%  | 10%  | 95%         | -2%  |
| <b>White</b>                    | 6           | 83%  | 5           | 100% | 17%  | 5           | 100% | 0%   | 95%         | -5%  |
| <b>Eco Disadv</b>               | 43          | 98%  | 40          | 88%  | -10% | 43          | 95%  | 8%   | 95%         | 0%   |
| <b>LEP</b>                      | 17          | 100% | 8           | 100% | 0%   | 19          | 95%  | -5%  | 95%         | 0%   |
| <b>SpEd</b>                     | 2           | *    | 3           | *    | *    | 4           | *    | *    |             |      |

## Goodman 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>                  | 44          | 84% | 54          | 87% | 3%   | 67          | 88% | 1%   | 90%         | 2%      |
| <b>Afri Amer</b>            | 5           | 60% | 9           | 56% | -4%  | 13          | 92% | 37%  | 85%         | -7%     |
| <b>Hispanic</b>             | 23          | 91% | 36          | 92% | 0%   | 47          | 85% | -7%  | 85%         | 0%      |
| <b>White</b>                | 7           | 71% | 3           | *   | *    | 2           | *   | *    | 85%         | #VALUE! |
| <b>Eco Disadv</b>           | 37          | 86% | 47          | 87% | 1%   | 57          | 86% | -1%  | 85%         | -1%     |
| <b>LEP</b>                  | 24          | 88% | 33          | 88% | 0%   | 42          | 83% | -5%  | 85%         | 2%      |
| <b>SpEd</b>                 | 3           | *   | 2           | *   | *    | 2           | *   | *    |             |         |

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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>                  | 56          | 72% | 53          | 60% | -13% | 48          | 69% | 9%   | 75%         | 6%   |
| <b>Afri Amer</b>            | 12          | 75% | 9           | 44% | -31% | 5           | 40% | -4%  | 75%         | 35%  |
| <b>Hispanic</b>             | 29          | 75% | 28          | 63% | -12% | 31          | 71% | 8%   | 75%         | 4%   |
| <b>White</b>                | 8           | 57% | 6           | 83% | 26%  | 5           | 80% | -3%  | 75%         | -5%  |
| <b>Eco Disadv</b>           | 47          | 73% | 48          | 60% | -14% | 43          | 70% | 10%  | 75%         | 5%   |
| <b>LEP</b>                  | 24          | 70% | 22          | 55% | -15% | 32          | 59% | 5%   | 75%         | 16%  |
| <b>SpEd</b>                 | 5           | 67% | 3           | *   | *    | 2           | *   | *    |             |      |



**Campus Improvement Plan 2008-2009**  
 Goodman 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      | 199.11.6112.00.119.9.30.0.00 | 0.00                   | 17,750.00                |
| SUBSTITUTE TEACHERS      | 199.11.6112.00.119.9.30.0.04 | 0.00                   | 1,020.00                 |
| TUTORIAL SERVICES        | 199.11.6119.02.119.9.30.0.00 | 60,610.00              | 20,366.00                |
| MEDICARE                 | 199.11.6141.00.119.9.30.0.04 | 0.00                   | 4.35                     |
| FICA                     | 199.11.6141.01.119.9.30.0.04 | 0.00                   | 18.60                    |
| READING MATERIALS        | 199.11.6329.00.119.9.30.0.00 | 0.00                   | 5,000.00                 |
| GENERAL SUPPLIES         | 199.11.6399.01.119.9.30.0.00 | 0.00                   | 14,024.00                |
| GENERAL SUPPLIES         | 199.11.6399.01.119.9.30.0.04 | 0.00                   | 2,000.00                 |
| SAL & WAGES-SUPPORT PERS | 199.31.6129.00.119.9.30.0.00 | 20,843.22              | 20,843.22                |
| MEDICARE                 | 199.31.6141.00.119.9.30.0.00 | 290.60                 | 290.60                   |
| READING MATERIALS        | 199.31.6329.00.119.9.30.0.GC | 0.00                   | 300.00                   |
| GENERAL SUPPLIES         | 199.31.6399.01.119.9.30.0.GC | 0.00                   | 300.00                   |
| EXTRA DUTY-SUPPORT PERS  | 199.61.6121.00.119.9.30.0.04 | 0.00                   | 150.00                   |
| <b>TOTAL</b>             |                              | <b>81,743.82</b>       | <b>82,066.77</b>         |
| FTE Count                |                              |                        |                          |
| PERSONNEL                |                              |                        | 1.00                     |
| <b>TOTAL</b>             |                              |                        | <b>1.00</b>              |



**Campus Improvement Plan 2008-2009**  
 Goodman 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**

| <b>Description</b>        | <b>Acct Code</b>             | <b>Original Budget</b> | <b>09/30/2008 Budget</b> |
|---------------------------|------------------------------|------------------------|--------------------------|
| FTE Count                 |                              |                        |                          |
| PERSONNEL                 |                              |                        | 3.00                     |
| <b>TOTAL</b>              |                              |                        | <b>3.00</b>              |
| Title I Budget            |                              |                        |                          |
| SALARIES-TEACH & OTH PROF | 211.11.6119.00.119.9.24.0.00 | 204,753.00             | 155,438.00               |
| TUTORIAL SERVICES         | 211.11.6119.02.119.9.24.0.00 | 2,000.00               | 2,000.00                 |
| CONTRACT ADDENDA-STIPEND  | 211.11.6119.09.119.9.24.0.00 | 0.00                   | 3,000.00                 |
| ADVANCED DEGREE-STIPEND   | 211.11.6119.10.119.9.24.0.00 | 0.00                   | 1,500.00                 |
| MEDICARE                  | 211.11.6141.00.119.9.24.0.00 | 0.00                   | 2,484.00                 |
| HEALTH INSURANCE          | 211.11.6142.01.119.9.24.0.00 | 0.00                   | 9,360.00                 |
| TEACHER RETIREMENT        | 211.11.6146.00.119.9.24.0.00 | 0.00                   | 12,985.00                |
| TRS-CARE CONTRIBUTION     | 211.11.6146.01.119.9.24.0.00 | 0.00                   | 943.00                   |
| READING MATERIALS         | 211.11.6329.00.119.9.24.0.00 | 0.00                   | 837.00                   |
| GENERAL SUPPLIES          | 211.11.6399.01.119.9.24.0.00 | 837.00                 | 537.00                   |
| STUDENT TVL*NO AISD BUSES | 211.11.6412.00.119.9.24.0.00 | 0.00                   | 1,500.00                 |
| DIST TRANS FOR STDNT TRAV | 211.11.6494.00.119.9.24.0.00 | 0.00                   | 1,500.00                 |
| MISC PURCH & CONTR SERV   | 211.13.6299.00.119.9.24.0.00 | 521.00                 | 185.00                   |
| EMPLOYEE TRAVEL           | 211.13.6411.00.119.9.24.0.00 | 6,000.00               | 0.00                     |
| EXTRA DUTY-SUPPORT PERS   | 211.61.6121.00.119.9.24.0.00 | 0.00                   | 300.00                   |
| SAL & WAGES-SUPPORT PERS  | 211.61.6129.00.119.9.24.0.00 | 0.00                   | 17,000.00                |
| MEDICARE                  | 211.61.6141.00.119.9.24.0.00 | 0.00                   | 297.00                   |
| HEALTH INSURANCE          | 211.61.6142.01.119.9.24.0.00 | 0.00                   | 3,120.00                 |
| TEACHER RETIREMENT        | 211.61.6146.00.119.9.24.0.00 | 0.00                   | 1,549.00                 |

|                         |                              |            |            |
|-------------------------|------------------------------|------------|------------|
| TRS-CARE CONTRIBUTION   | 211.61.6146.01.119.9.24.0.00 | 0.00       | 113.00     |
| GENERAL SUPPLIES        | 211.61.6399.01.119.9.24.0.00 | 1,550.00   | 1,013.00   |
| EMPLOYEE TRAVEL         | 211.61.6411.00.119.9.24.0.00 | 250.00     | 250.00     |
| MISC OPERATING EXPENSES | 211.61.6499.00.119.9.24.0.00 | 500.00     | 500.00     |
| <b>TOTAL</b>            |                              | 216,411.00 | 216,411.00 |