

Hale Elementary School

Campus Improvement Plan

2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT



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

Overview

Lynn Hale Elementary is in our tenth year of operation. Hale Elementary is a multicultural campus with a student population represented by 47.5% African American, 31.5 % Hispanic, 13.6 White, 6.4% Asian, and .8% American Indian. Approximately 75% of our students receive free and reduced lunch. We are in the sixth year of an identified Title I Schoolwide Campus.

The Lynn Hale faculty and SBDM Committee determined that our two identified goals for the 2008 – 2009 school year are (1) To develop and implement a system of academic interventions and (2) To reduce course/subject failure rates. The results from the spring 2008 TAKS test were used in determining the campus goals which were determined with campus faculty and the SBDM team. The faculty and staff members collaborated, discussed and analyzed test data results and came to a consensus on campus goals. The focus for this year will be on increasing student achievement in the areas of Reading, Math, Writing and Science. Best practices, building-wide strategies, activities and assessments have been developed to address areas of weakness and support areas of strength. (CNA)

Lynn Hale Elementary received a TEA Recognized rating on the 2008 TAKS accountability system. Lynn Hale has maintained a TEA Recognized rating for 2004 – 2005, 2005 – 2006, 2006 – 2007 and 2007 – 2008.

The Lynn Hale faculty remains committed to our belief that all of our students can and will pass all sections of the TAKS exam with 90% or greater. We continue to hold the same high expectations for student in grades K – 2 to be reading on, or above grade level.

Lynn Hale Elementary continues to maintain the goal of becoming a TEA Exemplary campus.

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>Reading 3rd – 6th</u> <ul style="list-style-type: none"> African American Economically Disadvantaged (C/I) 	Title I Funds, Comp Ed, 404 Funds, Computer Lab, Saturday Academy Thinking Maps and SIPPS Pull-out Groups	Beth Ricles, Principal; Sheri Harber, A.P.; Team Leaders: Shelly Bowen's; I.F. Des Berry; I.F	August 2008 through June 2009	Benchmark results, DRA2 C/I Committee, Team Meetings with principal and I.F.'s, PLC's, Triand, TAKS data, Staff Dev., Assessment Notebooks
<u>Writing 4th</u> <ul style="list-style-type: none"> All Students African American (C/I) 	Title I Funds, Saturday Academy, Comp Ed Funds 404 Funds, Pull-out Groups Thinking Maps, Computer Lab	Beth Ricles, Principal; Sheri Harber, A.P.; Team Leaders, Shelly Bowen's; I.F. Des Berry; I.F	August 2008 through June 2009	Benchmark results, Team Meetings with principal and I.F.'s, Triand, TAKS data, lesson plans, Staff Development, Assessment Notebooks
<u>Math 3rd – 6th</u> <ul style="list-style-type: none"> African American Hispanic Economically Disadvantaged (C/I) 	Title I Funds, Comp Ed Funds, 404 Funds, Measuring Up, Study Island, Calendar Math, Tutoring, Saturday Academy, Pull-out Groups Thinking Maps	Beth Ricles, Principal; Sheri Harber, A.P.; Team Leaders, Shelly Bowen's; I.F. Des Berry; I.F	August 2008 through June 2009	Benchmark results, Team Meetings with Principal and I.F.'s, Triand, TAKS data, Lesson plans, Staff Dev., Assessment Notebooks
<u>Science 5th</u> <ul style="list-style-type: none"> African American Hispanic Economically Disadvantaged (C/I) 	Title I Funds, Measuring Up Comp Ed Funds, Tutoring, FOSS, 404 Funds, Saturday Academy Thinking Maps	Beth Ricles, Principal; Sheri Harber, A.P., Team Leaders	August 2008 through June 2009	Benchmark results, Team Meetings with principal, Triand, TAKS data, lesson plans, Staff Development, Assessment Notebooks
Students needing additional learning time to meet academic standards or to prevent 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, Accelerated Reading/Math (Tutorials: SCE Funding: \$20, 680) (C/I)	Beth Ricles, Principal; Sheri Harber, A.P.; Jarita Galbreath, Counselor; All Teachers; I.F.'s	August 2008 through June 2009	Benchmark Results, DRA2 Results, 2009 TAKS Results

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)	None	Beth Ricles, 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 subject area. (R/R)	District Title I Funds	Beth Ricles, Principal	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 SCE	Beth Ricles, Principal	December & April	ERO attendance reports
Pre-K through Sixth Grade and Departments will meet every three weeks to discuss instructional strategies, based on student data, to improve classroom performance. (Asmt)	None	Beth Ricles, Principal	Meetings will be held every three weeks August 2008 through 2009	Teacher meeting agendas
The Instructional Facilitators will be used to improve student achievement for Math, Reading, Writing and Science (PLC's, tutoring, before/after school, during the day) Instructional materials will be used. (Asmt)	Salary funded by T1 Title I \$ 9,450 (Tutorials) Title I \$ 21,850 (Instructional Materials)	Beth Ricles, Principal; Shelly Bowens, I.F.; Desira Berry, I.F.	August 2008 through June 2009	Benchmark results, DRA2 results, TAKS 2009 results

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Implement and maintain school-wide academic committees with representatives from each grade level and department. <ul style="list-style-type: none"> • Curriculum and Instruction • Grade Level Team Leaders • SBDM • Science • Math • PLC's (RS-SW) 	None	Beth Ricles, Principal; Sheri Harber, A.P.; Shelly Bowens, I.F., Des Berry, I.F., Jarita Galbreath, Counselor; All Teachers	August 2008 through June 2009	Agenda, meeting minutes, PLC's, Staff Development
Monthly faculty meetings will include: <ul style="list-style-type: none"> • Data disaggregation and analyzed • Instructional Focus • Instructional Strategies • System of Interventions • Building-wide Student Strategies • Technology • Faculty discussion and collaboration • Future Planning (PD) 	None	Beth Ricles, Principal; Sheri Harber, A.P.; Shelly Bowens, I.F., Des Berry, I.F., Jarita Galbreath, Counselor; All Teachers	August 2008 through June 2009	Agenda, meeting minutes, PLC's, Staff Development
Activities that encourage a coherent, seamless transition for at-risk students will be provided, which include tutoring (during the day, before/after school, Saturday School) (Tr), Sneak-a-Peek, Meet the Teacher Night, etc.	Title I Funds \$ 20,680	Beth Ricles, Principal	August 2008 – 2009	Benchmark results, DRA2 and TAKS 2009

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 Facilitators, Family School Representative and parents, will meet once a month to plan and evaluate family involvement events based upon campus needs. (FI)	Title I Fund \$	Beth Ricles, Principal; Sheri Harber, A.P.; Cindy Lopez, Family Rep.; Family Involvement Team; All Teachers	August 2008 – June 2009	Title I Documentation (Crate), Teleparent data, Title I purple notebooks, flyers, campus marquee, calendar
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)	Title I Funds \$ 341	Beth Ricles, Principal; Jarita Galbreath, Counselor; Cindy Lopez, Family Representative	End of 1 st Six Weeks	Documentation
Conduct an annual Title I meeting to explain NCLB requirements and the instructional program and interventions at the campus. (FI)	None	Beth Ricles, Principal	September 23, 2008	Event Evaluation
Teachers will communicate student academic progress and assessment reports with parents (Pre-K through Sixth grade) every third and six weeks (minimum) via conferences, phone, e-mail, mail, progress reports and report cards)	None	Beth Ricles, Principal	August 2008 through June 2009	Documentation
Family school representative will be used to facilitate the family involvement program. (Tr)	Salary funded by T1	Beth Ricles, Principal, Cindy Lopez, Family Representative	August 2008 through 2009	Documentation



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
Boys and Girls Town Model will be implemented and practiced daily. All employees will be trained, posters will be displayed in all classrooms and skills will be read during announcements (one per week). (PD)	None	Beth Ricles, Principal; Sheri Harber, A.P.; All Teachers	August 2008 through June 2009	“Hale Happenings” faculty weekly communications calendar of events and announcements, percent of office referrals
Hale Hurricane Pride Expectations will be recited everyday during announcements. (RS-SW)	None	Beth Ricles, Principal; Sheri Harber, A.P.	August 2008 through June 2009	Morning announcements
All students and staff will practice safety drills (fire, tornado, lock down).Crisis manuals and evac. routes are displayed by each classroom (inside) door. (RS-SW)	None	Beth Ricles, Principal; Sheri Harber, A.P.; All Teachers and Staff	August 2008 through June 2009	Emergency Drill Logs
Office staff will monitor to ensure sign in procedures and guidelines. Visitors in hallways monitored for visitor’s badge. (RS-SW)	None	Beth Ricles, Principal; Sheri Harber, A.P.; Office Staff	August 2008 through June 2009	Visitor Computer Log-in records
Two-way radios by administrators and cell phones will be utilized by designated teachers. (RS-SW)	General Campus Budget	Beth Ricles, Principal; Sheri Harber, A.P.; Team Leaders	August 2008 through June 2009	Radio use



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SCE, NCLB & ARI/AMI budget (generated by the Budget Department) (C/I)

SBDM Team

List of interventions (RTI tier 2 & 3) provided at the campus (M)

Campus Site-Based Decision Making Committee Members

2008 – 2009

Classroom Teachers/Grade Level:

**Cindy Sharp/ PreK
Maryjo Brinkley/ First Grade
Samantha McCoy/Second Grade
Rachel Donnini/Third Grade
Sarah Bloomquist/Fourth Grade
Shenita Irving/Fifth Grade
Adrienne Gordon/ Sixth Grade
Christie Whitten/ Special Ed**

Non-teaching, non administrative, professional employees:

Jarita Galbreath/Counselor

District level professional:

Sharon Jenson/Title I Office

Parents:

Victor Miranda and Lydia Vasquez

Community representative:

Mary Lou Little/John Walsh

Business Representative:

Rosario Herrera/ Anna Sanchez

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Grade 3 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	86	98%	72	88%	-10%	77	87%	0%	90%	3%
Afri Amer	34	94%	45	84%	-10%	30	83%	-1%	90%	7%
Hispanic	27	100%	13	92%	-8%	29	90%	-3%	95%	5%
White	23	100%	12	92%	-8%	9	89%	-3%	94%	5%
Eco Disadv	57	98%	49	84%	-15%	59	88%	4%	93%	5%
LEP	16	100%	10	90%	-10%	26	88%	-2%	93%	5%
SpEd	*	*	2	*	*	2	*	*		

Grade 4 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	65	94%	77	79%	-15%	63	79%	0%	90%	11%
Afri Amer	34	94%	34	71%	-24%	33	76%	5%	90%	14%
Hispanic	18	89%	24	83%	-6%	15	67%	-17%	90%	23%
White	10	100%	17	88%	-12%	13	100%	12%	100%	0%
Eco Disadv	44	93%	55	78%	-15%	41	73%	-5%	90%	17%
LEP	11	100%	7	71%	-29%	11	73%	1%	90%	17%
SpEd	4	*	*	*	*	5	20%	*		

Grade 5 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	57	91%	57	100%	9%	71	93%	-7%	98%	5%
Afri Amer	24	92%	29	100%	8%	32	84%	-16%	90%	6%
Hispanic	18	83%	17	100%	17%	20	100%	0%	100%	0%
White	10	100%	9	100%	0%	18	100%	0%	100%	0%
Eco Disadv	43	91%	41	100%	9%	51	90%	-10%	95%	5%
LEP	11	73%	2	*	*	12	100%	*	100%	0%
SpEd	3	*	1	*	*	1	*	*		

Grade 6 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	73	95%	60	97%	2%	51	100%	3%	100%	0%
Afri Amer	39	92%	35	97%	5%	27	100%	3%	100%	0%
Hispanic	19	100%	17	94%	-6%	13	100%	6%	100%	0%
White	12	92%	6	100%	8%	10	100%	0%	100%	0%
Eco Disadv	46	93%	47	96%	2%	33	100%	4%	100%	0%
LEP	1	*	3	*	*	3	*	*		
SpEd	4	*	2	*	*	2	*	*		

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Grade 3 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	97	71%	74	81%	10%	76	79%	-2%	90%	11%
Afri Amer	44	52%	46	76%	24%	30	83%	7%	90%	7%
Hispanic	27	74%	14	86%	12%	28	75%	-11%	90%	15%
White	24	100%	12	92%	-8%	9	67%	-25%	90%	23%
Eco Disadv	67	66%	51	80%	15%	58	79%	-1%	90%	11%
LEP	16	88%	11	82%	-6%	26	85%	3%	90%	5%
SpEd	2	*	4	*	*	3	*	*		

Grade 4 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	62	90%	78	83%	-7%	64	83%	-1%	90%	7%
Afri Amer	31	87%	34	71%	-17%	33	73%	2%	90%	17%
Hispanic	18	94%	24	88%	-7%	16	94%	6%	98%	4%
White	10	100%	18	100%	0%	13	92%	-8%	97%	5%
Eco Disadv	42	90%	56	80%	-10%	42	83%	3%	90%	7%
LEP	11	91%	7	71%	-19%	12	92%	20%	96%	4%
SpEd	3	*	1	*	*	7	57%	*		

Grade 5 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	56	95%	59	98%	4%	73	95%	-4%	100%	5%
Afri Amer	24	92%	30	100%	8%	32	94%	-6%	98%	4%
Hispanic	17	100%	18	94%	-6%	22	91%	-4%	96%	5%
White	10	100%	9	100%	0%	18	100%	0%	100%	0%
Eco Disadv	42	93%	43	100%	7%	53	92%	-8%	97%	5%
LEP	10	100%	3	*	*	14	93%	*	96%	3%
SpEd	3	*	1	*	*	1	*	*		

Grade 6 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	73	79%	59	81%	2%	51	94%	13%	98%	4%
Afri Amer	39	72%	35	83%	11%	27	100%	17%	100%	0%
Hispanic	18	89%	16	81%	-8%	13	77%	-4%	90%	13%
White	12	92%	6	67%	-25%	10	100%	33%	100%	0%
Eco Disadv	47	74%	46	80%	6%	33	94%	14%	98%	4%
LEP	1	*	3	*	*	3	*	*		
SpEd	4	*	1	*	*	2	*	*		

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Grade 4 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	64	89%	76	91%	2%	62	87%	-4%	90%	3%
Afri Amer	33	94%	34	88%	-6%	33	82%	-6%	90%	8%
Hispanic	18	83%	23	91%	8%	14	100%	9%	100%	0%
White	10	100%	17	94%	-6%	13	85%	-10%	90%	5%
Eco Disadv	43	91%	54	91%	0%	40	90%	-1%	90%	0%
LEP	11	100%	7	86%	-14%	11	100%	14%	100%	0%
SpEd	3	*	*	*	*	6	33%	*		

Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	66	82%	57	91%	9%	73	89%	-2%	90%	1%
Afri Amer	32	81%	29	97%	15%	32	84%	-12%	90%	6%
Hispanic	18	72%	17	76%	4%	22	86%	10%	90%	4%
White	11	91%	9	100%	9%	18	100%	0%	100%	0%
Eco Disadv	52	79%	41	90%	11%	52	85%	-6%	90%	5%
LEP	12	50%	2	*	*	14	86%	*	90%	4%
SpEd	3	*	1	*	*	4	*	*		



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Hale Academy

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	199.11.6112.00.153.9.30.0.04	0.00	300.00
TUTORIAL SERVICES	199.11.6119.02.153.9.30.0.00	20,680.00	20,680.00
SAL & WAGES-SUPPORT PERS	199.11.6129.00.153.9.30.0.00	7,687.02	7,687.02
MEDICARE	199.11.6141.00.153.9.30.0.00	107.17	107.17
MEDICARE	199.11.6141.00.153.9.30.0.04	0.00	4.35
FICA	199.11.6141.01.153.9.30.0.04	0.00	18.60
SAL & WAGES-SUPPORT PERS	199.31.6129.00.153.9.30.0.00	21,246.82	21,246.82
MEDICARE	199.31.6141.00.153.9.30.0.00	296.23	296.23
TOTAL		50,017.24	50,340.19
FTE Count			
PERSONNEL			1.00
TOTAL			1.00



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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			4.00
TOTAL			4.00
Title I Budget			
SALARIES-TEACH & OTH PROF	211.11.6119.00.153.9.24.0.00	183,709.00	100,653.00
TUTORIAL SERVICES	211.11.6119.02.153.9.24.0.00	9,450.00	9,450.00
CONTRACT ADDENDA-STIPEND	211.11.6119.09.153.9.24.0.00	0.00	3,000.00
SAL & WAGES-SUPPORT PERS	211.11.6129.00.153.9.24.0.00	0.00	15,374.00
MEDICARE	211.11.6141.00.153.9.24.0.00	0.00	1,889.00
HEALTH INSURANCE	211.11.6142.01.153.9.24.0.00	0.00	9,360.00
TEACHER RETIREMENT	211.11.6146.00.153.9.24.0.00	0.00	9,739.00
TRS-CARE CONTRIBUTION	211.11.6146.01.153.9.24.0.00	0.00	707.00
GENERAL SUPPLIES	211.11.6399.01.153.9.24.0.00	2,393.00	24,850.00
SAL & WAGES-SUPPORT PERS	211.61.6129.00.153.9.24.0.00	0.00	15,889.00
MEDICARE	211.61.6141.00.153.9.24.0.00	0.00	230.00
HEALTH INSURANCE	211.61.6142.01.153.9.24.0.00	0.00	3,120.00
TEACHER RETIREMENT	211.61.6146.00.153.9.24.0.00	0.00	1,204.00
TRS-CARE CONTRIBUTION	211.61.6146.01.153.9.24.0.00	0.00	87.00
EMPLOYEE TRAVEL	211.61.6411.00.153.9.24.0.00	300.00	300.00
MISC OPERATING EXPENSES	211.61.6499.00.153.9.24.0.00	341.00	341.00
TOTAL		196,193.00	196,193.00