

Hill Elementary School
Campus Improvement Plan
2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT



Campus Improvement Plan 2008-2009 Hill Elementary School

Overview

Hill Elementary received Academically Acceptable status on the 2008 TAKS accountability assessments. High academic achievement is evident at Hill based on the 2008 TAKS assessments. 2008 TAKS data indicate 97% of students tested passed the reading assessments, 86% passed the math assessments, 88% passed the writing assessment, and 89% passed the science assessment.

Hill Elementary has a diverse student population: 74% white, 10% African American, 11% Hispanic, 5% Asian/Pacific Islander, and 1% Native American. Additionally, 25% of Hill students qualify as economically disadvantaged.

Hill faculty and staff completed a comprehensive needs assessment and reviewed the 2008 TAKS data. The goal of becoming a recognized campus for the 2008-2009 school year was set. Based on the goals set by the faculty and staff, areas of improvement were identified. Specific areas of improvement include increases in African American math, reading, writing, and science scores across all TAKS tested grade levels. Additionally, increases in economically disadvantaged scores in math, writing, and science across all TAKS tested grade levels have been identified.

Hill Elementary administration, teachers, parents, and students will continue to work as a team to achieve the goals set for the 2008-2009 school year and continue the tradition of high academic achievement.

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>African American Scores</u> -3 rd , 4 th , 5 th , 6 th Grades Math, Reading, Writing, Science	404 Funds State Comp. Ed Funds	Bryan Shippey Ginger Polster Pat King Lynn Storms Dana Fulton Brandy Harrison	9/2/2008-6/3/2009	Progress reports, report cards, benchmarks, TAKS assessments, DRA, end of year assessments
<u>Economically Disadvantaged Scores</u> -3 rd , 4 th , 5 th , 6 th Grades Math, Science, Writing	404 Funds State Comp. Ed Funds	Bryan Shippey Ginger Polster Pat King Lynn Storms Dana Fulton Brandy Harrison	9/2/2008-6/3/2009	Progress reports, report cards, benchmarks, TAKS assessments, DRA, end of year assessments
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.	SCE Accelerated Reading/Math (C/I)	Bryan Shippey Ginger Polster Cheryl Postelwate Classroom teachers	Ongoing	Benchmark reports, report cards, EOY exams, TAKS reports

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Failure reports run every six weeks at three week and six week mark to monitor students who are failing	None needed	Bryan Shippey Ginger Polster Camy Walker	Every three and six weeks	Failure reports, progress reports, report cards
Personal notes written on struggling students' report cards	None needed	Bryan Shippey Ginger Polster Cheryl Postlewate	Every six weeks	Report cards
Building mentors for at-risk students	State Comp. Ed Funds	Bryan Shippey Mentoring teachers	Ongoing	Progress reports, report cards, Mentor list
Grade level parent meetings at the beginning of the year to set expectations and goals for students.	State Comp. Ed Funds	Mary Ann Hoelscher Mary Steer Kim Viertel Pat King Lynn Storms Dana Fulton Brandy Harrison	Beginning of school year	Parent sign-in sheets
Inspect targeted students' planners, notebooks, and homework through administrative team	None needed	Bryan Shippey Ginger Polster Cheryl Postlewate	Weekly	Progress reports, report cards
Small group instruction with classroom teacher as guide	404 Funds State Comp. Ed Funds	Classroom teachers	Every three and six weeks	Progress reports, report cards
Small group and pull out tutoring during school day with teacher as the tutor	404 Funds State Comp. Ed funds	Bryan Shippey Ginger Polster Classroom teacher	Weekly	Progress reports, report cards, benchmarks
After school tutoring	404 Funds State Comp. Ed funds	Bryan Shippey Ginger Polster Classroom teacher	Weekly	Progress reports, report cards, benchmarks

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)	Comp. Ed Funds	Bryan Shippey	September & January	Master schedule Teacher certification Principal Attestation
Teachers will participate in high quality, ongoing professional development based upon campus needs (PD)	Title I SCE	Bryan Shippey	December & April	ERO attendance reports

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Math committee meetings to disaggregate data and improve instructional strategies	404 Funds State Comp. Ed funds	Bryan Shippey Ginger Polster Math Committee Members	Ongoing	Progress reports, report cards, benchmarks, TAKS scores, end of the Year assessments
Science committee meetings to disaggregate data and improve instructional strategies	404 Funds State Comp. Ed funds	Bryan Shippey Ginger Polster Laurie Palomino	Ongoing	Progress reports, report cards, benchmarks, TAKS scores, end of the year assessments
Thinking Maps will be used by teachers in all content areas and all grades	404 Funds State Comp. Ed funds	Bryan Shippey Ginger Polster Kim Viertel Michelle Thomas Yvonne Peet	Ongoing	Progress reports, report cards, benchmarks, TAKS scores, end of the year assessments
Math and science word of the week during announcements	State Comp. Ed funds	Bryan Shippey Ginger Polster Traci Whiteley	Weekly	Benchmarks, TAKS scores, end of the year assessments
Peer coaching	State Comp. Ed funds	Bryan Shippey Ginger Polster	Ongoing	Benchmarks, TAKS scores, end of the year assessments
Teachers share instructional strategies during faculty meetings	None Needed	Bryan Shippey Ginger Polster	Monthly	Progress reports, report cards, benchmarks, TAKS scores, end of the year assessments
Vertical teaming with 6 th grade and Bailey Junior High 7 th grade teachers	404 Funds State Comp. Ed funds	Bryan Shippey Ginger Polster Brandy Harrison	Yearly	Benchmarks, TAKS scores, end of the year assessments

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
Donuts with Dads, Muffins with Moms, Grandparents' Day	Student Activity Fund	Bryan Shippey Ginger Polster	Yearly	Sign-In Sheets
PTA Movie Nights, PTA Fall Festival	None needed	Bryan Shippey Ginger Polster	One time per semester	None
Volunteer readers in school library before school	None needed	June Seher	Monthly	None
Sneak a Peek at the beginning of the school year	Comp Ed funds	Bryan Shippey Ginger Polster Mary Ann Hoelscher	Yearly	Sign in sheets
Parent information night for new math adoption	Student Activity Fund	Bryan Shippey Yvonne Peet	October	Sign in sheets
TAKS information night	Student Activity Fund	Bryan Shippey Ginger Polster	March	Sign in sheets
Teachers will communicate student academic progress and assessment reports with parents continually via report cards, conferences, emails, and phone calls. (FI)	Comp. Ed funds	Classroom teachers	Ongoing	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
Librarians will engage parents and the community by promoting, participating, and/or conducting three family oriented campus or district events such as Book Fairs, Author Visits, Meet the Teacher Night, Open House, Public Library Presentations, Storytellers, College Night, Title 1 Family Events, Title 1 Literacy Fair, or Guest Speakers.	Campus Library Budgets Campus Library Activity Budget LS Dept. Library Budget Title 1 Library Services Budget	Campus Librarians Lorie Bruns, Library Services Director Julie Moore, Title 1 Carole Hagler, Director of State and Federal Programs	Fall 2008 Spring 2009	Library Services Monthly Activity Reports Campus and District Calendars



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
District required fire drills, lock down drills, severe weather drills	None needed	Ginger Polster	Monthly	Monthly report, District security reports
ID badges are required for all staff	State Comp. Ed funds	Bryan Shippey Ginger Polster	Ongoing	None
Visitor sign in badges	Student activity fund	Camy Walker	Ongoing	Sign in sheets
Counselor guidance lessons focused on anti-bullying, conflict resolution, Boys Town skills	District funds	Cheryl Postlewate	Ongoing	Lesson plans
Student safety patrol	Student activity fund	Matt Bostick	Each six weeks	Safety patrol reports
District required Boys Town Training for all teachers	State Comp. Ed funds	Bryan Shippey Ginger Polster	Ongoing	Boys Town completion certificates
Teacher duty stations before and after school	None needed	Ginger Polster	Daily	School duty schedule
“Caught in the act” Boys Town Social Skills on morning announcements	Student activity fund	Bryan Shippey Ginger Polster Laura Perez	Weekly	Wall display with student pictures



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- Sutman, Francis X., Matthew H. Bruce, Patricia N. May, Robert McConaghy, and Sally K. Nolt, “Hands-On Science and Basic Skill Learning by Culturally and Academically Diverse Students: A Test of the IALS,” *Journal of Curriculum and Supervision* 12, 4 (Summer 1997): 356-366
- Tobias, Randolph, “Nurturing At-Risk Youth in Math and Science: Curriculum and Teaching Considerations”, National Educational Service (1992)



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Other attachments:

- SCE, NCLB & ARI/AMI budget (generated by the Budget Department) (C/I)
- SBDM Team List which includes parents:

Bryan Shippey	Principal
Ginger Polster	Asst. Principal
Jennifer Evans	Kinder
Tera Cartwright	First
Elizabeth Peek	Second
Becky Gordon	Third
Yvonne Peet	Fourth
Tiffany Hughes	Fifth
Matt Bostick	Sixth
Kay Gallarneau	Support Services
Alysia Salyer	Fine Arts
Janet Anderson	Special Education
Monica Daily	Community Rep
Julia Burgen	Community Rep
Jennifer Anderson	Parent Rep
Tara Gray	Parent Rep

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

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Grade 3 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	94	94%	84	96%	3%	83	100%	4%	100%	
Afri Amer	6	67%	8	63%	-4%	6	100%	38%	100%	
Hispanic	9	89%	9	100%	11%	11	100%	0%	100%	0%
White	72	96%	64	100%	4%	62	100%	0%	100%	0%
Eco Disadv	19	79%	18	89%	10%	22	100%	11%	100%	0%
LEP	4	*	5	100%	*	6	100%	0%	100%	0%
SpEd	4	*	4	*	*	6	100%	*		

Grade 4 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	79	92%	94	81%	-12%	84	89%	8%	92%	3%
Afri Amer	4	*	4	*	*	7	43%	*	80%	37%
Hispanic	9	89%	8	75%	-14%	9	78%	3%	85%	7%
White	62	95%	76	82%	-14%	66	95%	14%	98%	3%
Eco Disadv	16	75%	17	71%	-4%	17	71%	0%	80%	9%
LEP	4	*	3	*	*	5	60%	*	80%	20%
SpEd	2	*	4	*	*	4	*	*		

Grade 5 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	65	95%	85	96%	1%	92	98%	1%	98%	0%
Afri Amer	5	80%	5	40%	-40%	6	83%	43%	100%	17%
Hispanic	5	80%	9	100%	20%	7	100%	0%	100%	0%
White	49	98%	67	100%	2%	73	100%	0%	100%	0%
Eco Disadv	11	82%	19	84%	2%	18	89%	5%	90%	1%
LEP	2	*	*	*	*	4	*	*		
SpEd	2	*	4	*	*	4	*	*		

Grade 6 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	87	99%	66	97%	-2%	90	99%	2%	100%	1%
Afri Amer	4	*	4	*	*	4	*	*	100%	#VALUE!
Hispanic	6	100%	5	100%	0%	11	100%	0%	100%	0%
White	71	99%	51	96%	-3%	70	100%	4%	100%	0%
Eco Disadv	8	88%	8	100%	13%	20	100%	0%	100%	0%
LEP	*	*	*	*	*	1	*	*		
SpEd	1	*	1	*	*	4	*	*		

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Grade 3 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	95	83%	85	84%	0%	85	81%	-2%	82%	3%
Afri Amer	6	67%	9	22%	-44%	6	17%	-6%	80%	53%
Hispanic	9	67%	9	89%	22%	11	73%	-16%	80%	7%
White	73	86%	64	91%	4%	63	89%	-2%	90%	1%
Eco Disadv	19	63%	19	63%	0%	23	52%	-11%	80%	28%
LEP	4	*	5	80%	*	7	86%	6%	87%	1%
SpEd	5	60%	5	100%	40%	8	88%	-13%	89%	2%

Grade 4 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	82	96%	96	94%	-3%	86	81%	-12%	90%	9%
Afri Amer	4	*	5	80%	*	7	29%	-51%	80%	51%
Hispanic	9	100%	8	100%	0%	9	67%	-33%	80%	13%
White	65	97%	76	95%	-2%	68	88%	-7%	95%	7%
Eco Disadv	18	89%	19	79%	-10%	17	59%	-20%	80%	21%
LEP	4	*	4	*	*	5	60%	*	80%	20%
SpEd	2	*	5	60%	*	4	*	*		

Grade 5 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	67	99%	87	95%	-3%	95	96%	0%	96%	0%
Afri Amer	5	80%	5	60%	-20%	6	100%	40%	100%	0%
Hispanic	5	100%	10	100%	0%	7	100%	0%	100%	0%
White	51	100%	68	97%	-3%	76	96%	-1%	96%	0%
Eco Disadv	12	92%	19	84%	-7%	20	90%	6%	90%	0%
LEP	2	*	*	*	*	4	*	*		
SpEd	4	*	6	100%	*	5	100%	0%	100%	0%

Grade 6 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	88	93%	68	85%	-8%	91	84%	-2%	90%	6%
Afri Amer	5	60%	4	*	*	4	*	*	80%	#VALUE!
Hispanic	6	67%	5	100%	33%	12	75%	-25%	85%	10%
White	71	97%	53	85%	-12%	70	84%	-1%	90%	6%
Eco Disadv	10	60%	10	60%	0%	20	65%	5%	80%	15%
LEP	*	*	*	*	*	1	*	*		
SpEd	3	*	3	*	*	4	*	*		

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Grade 4 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	78	95%	91	87%	-8%	83	88%	1%	92%	4%
Afri Amer	4	*	5	60%	*	6	50%	-10%	80%	30%
Hispanic	9	89%	6	67%	-22%	9	89%	22%	92%	3%
White	62	95%	73	92%	-3%	66	91%	-1%	95%	4%
Eco Disadv	17	94%	16	69%	-25%	17	71%	2%	80%	9%
LEP	4	*	4	*	*	5	80%	*	85%	5%
SpEd	2	*	4	*	*	4	*	*		

Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	69	91%	85	93%	1%	97	89%	-4%	90%	1%
Afri Amer	5	40%	6	60%	20%	7	71%	11%	100%	29%
Hispanic	6	83%	10	90%	7%	7	100%	10%	100%	0%
White	52	96%	65	97%	1%	77	90%	-7%	90%	0%
Eco Disadv	12	58%	19	72%	14%	19	74%	1%	80%	6%
LEP	2					4				
SpEd	2		6	100%		7	43%	-57%	80%	37%



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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			
TUTORIAL SERVICES	199.11.6119.02.117.9.24.0.00	18,480.00	17,955.00
READING MATERIALS	199.13.6329.00.117.9.24.0.00	0.00	525.00
SAL & WAGES-SUPPORT PERS	199.31.6129.00.117.9.24.0.00	19,679.77	19,679.77
MEDICARE	199.31.6141.00.117.9.24.0.00	274.38	274.38
TOTAL		38,434.15	38,434.15
FTE Count			
PERSONNEL			1.00
TOTAL			1.00