

Key Elementary School Campus Improvement Plan 2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT



Campus Improvement Plan 2008-2009 Key Elementary School

Overview

The school year of 2007-2008 was very successful for Key Elementary. We had many positive learning experiences in which our campus achieved a Recognized state rating due to the strong academic growth of our students. The area of reading is a great strength with our campus averaging between 88% and 100%, and the area of writing averaged between 89% - 100% passing rate for all student groups. Campus-wide, our largest gains were with African American students in math from 72% - 89%, African American students in writing from 88% - 100%, and economically disadvantaged students in science from 77% - 89%.

Our Comprehensive Needs Assessment process was completed by Debbi Chumchal and Tiffany Jackson. Based upon our review of the TAKS data, For the 2008-2009 school year, we will be targeting student growth and improvement in our areas of weakness which are Math, Reading, Writing, and Science.. In order to make improvement in these areas, we will concentrate on differentiating our instruction in the areas of math, reading, writing, and science.

Key will work very hard on our campus to make sure it is a safe environment that students come each day and that student achievement is always on the rise. Staff, parents, and students maintaining a strong partnership will help us accomplish our goals.

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

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Math – Grades 3,4 <ul style="list-style-type: none"> • African American • Hispanic • Economically disadvantaged • Special Education • English Language Learners 	AMI Funds \$3430	Debbi Chumchal Tiffany Jackson Leslie Ribinskas Cindy Hegar Jan Turner Pam Stayart Kathy Morgan Carrie Bogard	Grade level meetings each six weeks August 2008-May 2009	Benchmark scores TAKS scores
Reading – Grades 3, 4 <ul style="list-style-type: none"> • African American • Economically disadvantaged • Special Education • English Language Learners 	ARI Funds \$2940	Debbi Chumchal Tiffany Jackson Leslie Ribinskas Cindy Hegar Jan Turner Pam Stayart Erica Stewart Cindy Price Pam Groves	Grade level meetings Each six weeks August 2008 May 2009	Benchmark scores TAKS scores DRA2 STAR test
Writing – Grade 4 <ul style="list-style-type: none"> • Hispanic • Special Education • English Language Learners 	Comp Ed Funds - \$1975	Debbi Chumchal Tiffany Jackson Kathy Morgan Carrie Bogard Erica Stewart Cindy Price	Grade level meeting each six weeks August 2008-May 2009	Benchmark scores TAKS scores

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

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Science – Grade 5 <ul style="list-style-type: none"> • African American • Hispanic • Economically disadvantaged • Special Education • English Language Learners 	Comp Ed Funds - \$1975	Debbi Chumchal Tiffany Jackson Darla Turner Leslie Ribinskas Kathy Morgan Pam Miller	Grade level meetings each six weeks August 2008-May 2009	Benchmark scores TAKS scores

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Classroom teacher is the tutor	Comp Ed Funds - \$3375	Debbi Chumchal Tiffany Jackson	Three days per school year	Benchmark scores TAKS scores
Substitutes for teacher-parent conferences, Grades 2 – 6	Comp Ed Funds - \$1425	Debbi Chumchal Tiffany Jackson	One day per school year	Benchmark scores TAKS scores Teacher/Parent feedback
In-school tutorials	Comp Ed Funds - \$1975 ARI/AMI Funds	Debbi Chumchal Tiffany Jackson	November 2008-May 2009	Benchmark scores TAKS scores
Support teachers with high failure rate with staff development	Comp Ed Funds - \$1000	Debbi Chumchal Tiffany Jackson	Each six weeks	Benchmark scores TAKS scores
Provide substitutes for teachers K-6 for DRA2 and TAKS Data Days	Comp Ed Funds - \$2100	Debbi Chumchal Tiffany Jackson	October 2008-February 2009	DRA2 scores Benchmark scores TAKS scores
Students' ability to correct daily work for a 70%	None	Darla Turner Leslie Ribinskas Kathy Morgan Pam Miller Jan Tyler	August 2008-June 2009	Daily grades Report card grades
Provide ZAP (Zeros Aren't Permitted) days	None	Darla Turner Leslie Ribinskas Kathy Morgan Pam Miller Jan Tyler	Each six weeks	Teacher feedback Student feedback Parent feedback
Personal notes on report cards	None	Debbi Chumchal Tiffany Jackson Julie Williford	Each six weeks	Teacher feedback Student feedback Parent feedback

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.	SCE - \$ 1975 Accelerated Reading/Math	Debbi Chumchal Tiffany Jackson Julie Williford	August 2008-July 2009	Report Cards DRA2 scores TAKS scores
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. This includes the guidance technician	SCE - \$0	Principal	September & January	Master schedule Teacher certification Principal Attestation
Teachers will participate in high quality, ongoing professional development based upon campus needs	SCE - \$40	Principal	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
Teachers use district Timelines	None	Debbi Chumchal Tiffany Jackson	August 2008-June 2009	Benchmark scores TAKS scores
Students' organization of thoughts, activities, and higher order thinking skills	Thinking Maps materials	Robyn Rzepka Marcia Thomas Jan Tyler	August 2008-June 2009	Daily work Test grades Benchmark scores TAKS scores
Arlington High School principals meet once a month to align elementary, junior high, and high school curriculum	None	Debbi Chumchal Laura Antochy Martha Hermann Darla Turner Leslie Ribinskas Kathy Morgan Pam Miller Jan Tyler	September 2008-June 2009	TAKS scores
Provide time for teachers to meet together – especially by subject area	None	Debbi Chumchal Tiffany Jackson	December 2008-May 2009	Daily work Test grades Benchmark scores TAKS scores

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
Parent meetings at beginning of school year	None	Debbi Chumchal Tiffany Jackson Julie Williford Laura Antochy Martha Hermann Darla Turner Leslie Ribinskas Kathy Morgan Pam Miller Jan Tyler	August-September 2008	Parent attendance Parent feedback
Parent/Student/Teacher Science night with refreshments	Student Activity Funds	Pam Miller Alona Wilson	November 2008	Teacher feedback Student feedback Parent feedback
Create a Dad's Club	None	Debbi Chumchal Tiffany Jackson Gina Herrod	November 2008-June 2009	Teacher feedback Student feedback Parent feedback
Provide a good, interactive website and a website column in KeyNotes	None	Gina Brown Gina Herrod	October 2008-June 2009	Teacher feedback Student feedback Parent feedback
Multicultural Day	None	Jeanne Franklin Pam McCants	February 2009	Teacher feedback Student feedback Parent feedback
Parent/Student/Teacher Technology/Game Night with refreshments	Student Activity Funds	Debbi Chumchal Tiffany Jackson Scott Brown Melanie Kennedy Lori Mosley	Spring 2009	Teacher feedback Student feedback Parent feedback

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
Teachers will communicate student academic progress and assessment reports with parents every three weeks with Progress Reports and every six weeks with Report Cards via conferences, phone calls, and e-mails.	None	Debbi Chumchal Tiffany Jackson	August 2008-June 2009	Teacher documentation of communications with parents
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, or Guest Speakers.	Campus Library Budgets Campus Library Activity Budget LS Dept. Library 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
Monthly fire drills, two duck and cover drills, and two lock down drills each year	None	Tiffany Jackson	August 2008-June 2009	Faculty and staff feedback
Identification badges for faculty and staff	None	Debbi Chumchal Tiffany Jackson	August 2008-June 2009	Faculty and staff feedback
Visitors sign in at the office and wear a visitor's sticker	Student Activity Funds	Debbi Chumchal Tiffany Jackson	August 2008-June 2009	Teacher feedback Parent feedback
"Bucket Filler" program	Student Activity Funds	Julie Williford	August 2008-June 2009	Teacher feedback Student feedback Parent feedback
Students are always supervised before, during, and after school	None	Debbi Chumchal Tiffany Jackson Julie Williford Laura Antochy Martha Hermann Darla Turner Leslie Ribinskas Kathy Morgan Pam Miller Jan Tyler	August 2008-June 2009	Teacher feedback Student feedback Parent feedback
KKNA (Key Kids in Action) Assemblies	Student Activity Funds	Debbi Chumchal Tiffany Jackson Julie Williford Jana Mulkey	August 2008-June 2009	Teacher feedback Student feedback Parent feedback
Boys and Girls Town Skills and Core Essentials on morning announcements	None	Tiffany Jackson Julie Williford	August 2008-June 2009	Teacher feedback Student feedback Parent feedback



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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
"Violence-Free Zone" signs on fences	AISD Budget Funds for Key Elementary	Debbi Chumchal Tiffany Jackson	November 2008	Teacher feedback Student feedback Parent feedback



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Grade 3 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	58	100%	76	97%	-3%	65	97%	0%	98%	1%
Afri Amer	5	100%	14	93%	-7%	13	100%	7%	100%	0%
Hispanic	11	100%	22	95%	-5%	12	83%	-12%	90%	7%
White	39	100%	35	100%	0%	36	100%	0%	100%	0%
Eco Disadv	13	100%	26	92%	-8%	27	93%	0%	94%	1%
LEP	3	*	7	86%	*	9	78%	-8%	80%	2%
SpEd	7	100%	4	*	*	4	*	*		

Grade 4 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	65	88%	63	92%	4%	66	91%	-1%	92%	1%
Afri Amer	12	75%	8	75%	0%	11	64%	-11%	70%	6%
Hispanic	9	67%	10	90%	23%	18	89%	-1%	90%	1%
White	42	95%	40	95%	0%	33	100%	5%	100%	0%
Eco Disadv	18	78%	18	89%	11%	23	74%	-15%	80%	6%
LEP	4	*	3	*	*	7	86%	*	90%	4%
SpEd	5	80%	5	80%	0%	10	50%	-30%	70%	20%

Grade 5 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	72	97%	69	99%	1%	70	96%	-3%	97%	1%
Afri Amer	7	100%	11	100%	0%	14	93%	-7%	94%	1%
Hispanic	8	100%	11	91%	-9%	11	82%	-9%	90%	8%
White	46	96%	45	100%	4%	41	100%	0%	100%	0%
Eco Disadv	22	95%	19	100%	5%	18	89%	-11%	90%	1%
LEP	6	100%	*	*	*	5	80%	*	90%	10%
SpEd	3	*	4	*	*	1	*	*		

Grade 6 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	73	99%	71	100%	1%	70	100%	0%	100%	0%
Afri Amer	16	94%	6	100%	6%	10	100%	0%	100%	0%
Hispanic	7	100%	7	100%	0%	11	100%	0%	100%	0%
White	49	100%	47	100%	0%	47	100%	0%	100%	0%
Eco Disadv	14	93%	21	100%	7%	24	100%	0%	100%	0%
LEP	1	*	2	*	*	1	*	*		
SpEd	6	100%	3	*	*	8	63%	*	70%	8%

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Grade 3 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	60	92%	75	80%	-12%	67	88%	8%	90%	2%
Afri Amer	7	86%	14	50%	-36%	15	73%	23%	80%	7%
Hispanic	11	91%	21	76%	-15%	12	67%	-10%	70%	3%
White	39	92%	35	91%	-1%	36	100%	9%	100%	0%
Eco Disadv	15	87%	26	58%	-29%	28	82%	24%	90%	8%
LEP	3	*	7	57%	*	9	78%	21%	80%	2%
SpEd	7	71%	4	*	*	11	55%	*	70%	15%

Grade 4 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	64	94%	61	93%	0%	66	88%	-6%	90%	2%
Afri Amer	12	75%	8	63%	-13%	11	82%	19%	90%	8%
Hispanic	9	89%	10	90%	1%	18	72%	-18%	80%	8%
White	41	100%	38	100%	0%	33	97%	-3%	98%	1%
Eco Disadv	18	78%	16	88%	10%	23	78%	-9%	80%	2%
LEP	4	*	3	*	*	7	57%	*	70%	13%
SpEd	5	100%	3	*	*	10	30%	*	70%	40%

Grade 5 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	72	100%	68	97%	-3%	70	96%	-1%	97%	1%
Afri Amer	7	100%	11	100%	0%	13	85%	-15%	90%	5%
Hispanic	8	100%	11	82%	-18%	11	91%	9%	92%	1%
White	46	100%	44	100%	0%	42	100%	0%	100%	0%
Eco Disadv	22	100%	19	89%	-11%	18	83%	-6%	90%	7%
LEP	6	100%	*	*	*	5	80%	*	90%	10%
SpEd	3	*	3	*	*	1	*	*		

Grade 6 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	70	97%	70	96%	-1%	70	99%	3%	100%	1%
Afri Amer	15	87%	6	83%	-3%	10	100%	17%	100%	0%
Hispanic	7	100%	7	100%	0%	11	91%	-9%	92%	1%
White	47	100%	46	96%	-4%	47	100%	4%	100%	0%
Eco Disadv	13	85%	21	90%	6%	24	96%	5%	97%	1%
LEP	1	*	2	*	*	1	*	*		
SpEd	3	*	2	*	*	8	38%	*	70%	33%

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Grade 4 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	63	95%	60	95%	0%	64	97%	2%	98%	1%
Afri Amer	12	92%	8	88%	-4%	10	100%	13%	100%	0%
Hispanic	9	100%	9	89%	-11%	18	89%	0%	90%	1%
White	40	95%	38	97%	2%	33	100%	3%	100%	0%
Eco Disadv	18	94%	15	93%	-1%	21	95%	2%	96%	1%
LEP	4	*	3	*	*	7	86%	*	90%	4%
SpEd	5	80%	2	*	*	10	60%	*	70%	10%

Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	82	88%	74	91%	3%	79	92%	1%	93%	1%
Afri Amer	12	78%	11	82%	4%	16	88%	6%	90%	3%
Hispanic	8	88%	12	82%	-6%	12	83%	2%	90%	7%
White	51	87%	49	95%	8%	46	96%	0%	97%	1%
Eco Disadv	27	88%	22	84%	-3%	19	89%	5%	90%	1%
LEP	6	100%	1	*	*	6	67%	*	70%	3%
SpEd	11	50%	9	100%	50%	10	80%	-20%	90%	10%



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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	199.11.6119.02.128.9.24.0.00	15,840.00	15,840.00
SAL & WAGES-SUPPORT PERS	199.31.6129.00.128.9.24.0.00	20,697.01	20,697.01
EDUCATIONAL STIPEND	199.31.6129.10.128.9.24.0.00	1,000.00	1,000.00
MEDICARE	199.31.6141.00.128.9.24.0.00	303.06	303.06
TOTAL		37,840.07	37,840.07
FTE Count			
PERSONNEL			1.00
TOTAL			1.00