

Pearcy Elementary School
Campus Improvement Plan
2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT

2008 TAKS Reading (3-6)

<u>Student Group</u>	<u>Percentage Pass (Grade 3)</u>	<u>Percentage Pass (Grade 4)</u>	<u>Percentage Pass (Grade 5)</u>	<u>Percentage Pass (Grade 6)</u>
<u>All</u>	95	90	95	100
<u>Afri Amer</u>	91	80	95	100
<u>Hispanic</u>	100	96	88	100
<u>White</u>	100	96	100	100
<u>Eco Disadv</u>	90	89	95	100
<u>LEP</u>	91	89	88	*
<u>SPED</u>	*	50	*	63

Reading Pressure Points:

- African American (Grade 4)
- Hispanic (Grades 5)
- Economically Disadvantaged (Grade 4)
- LEP (Grades 4 and 5)
- Special Education (Grades 4 and 6)**

2008 TAKS Writing (4)

<u>Student Group</u>	<u>Percentage Pass</u>
<u>Overall</u>	93
<u>Afri Amer</u>	90
<u>Hispanic</u>	95
<u>White</u>	92
<u>Eco Disadv</u>	88
<u>LEP</u>	100
<u>SpEd</u>	50

Writing Pressure Points:

- Special Education**
- Economically Disadvantaged

2008 TAKS Math (3-6)

<u>Student Group</u>	<u>Percentage Pass (Grade 3)</u>	<u>Percentage Pass (Grade 4)</u>	<u>Percentage Pass (Grade 5)</u>	<u>Percentage Pass (Grade 6)</u>
<u>All</u>	78	88	95	94
<u>Afri Amer</u>	81	83	90	93
<u>Hispanic</u>	76	86	100	100
<u>White</u>	77	92	93	94
<u>Eco Disadv</u>	79	88	90	89
<u>LEP</u>	73	100	100	*
<u>SPED</u>	83	43	*	57

Math Pressure Points:

- African American (Grades 3 and 4)
- Hispanic (Grades 3 and 4)
- White (Grade 3)
- Economically Disadvantaged (Grades 3, 4 and 6)
- LEP (Grade 3)
- Special Education (3, 4 and 6)

2008 TAKS Science (5)

<u>Student Group</u>	<u>Percentage Pass</u>
<u>Overall</u>	73
<u>Afri Amer</u>	57
<u>Hispanic</u>	81
<u>White</u>	75
<u>Eco Disadv</u>	79
<u>LEP</u>	80
<u>SpEd</u>	50

Science Pressure Points:

- African American
- Special Education
- White
- Economically Disadvantaged
- LEP
- Hispanic



**Campus Improvement Plan 2008-2009
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Pearcy Elementary Student Demographics

African American: 36%

Hispanic: 24%

White: 30 %

Economically Disadvantaged: 40%

Special Education: 12 %

LEP: 6%

Needs Assessment:

Completed By: Percy Staff

Resources: 2008 TAKS Assessment

Pressure Points: Math (Grade 3) Science (Grade 5) and Special Education

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Pearcy Academic Groups Vertical Alignment Student Targets Instructional Gaps Academic Non-Negotiables Model Strategies Subject Expectations Staff Development Academic Resources Peer Observations Pressure Points	Student Data Meetings Agenda	Melissa Haubrich Keith Boyd Christi Cutler Sabrina Dorn Karen Herrin Alma Elizondo Tara Lewis Susan Shine Linda Huffines Alicia Parr Leslie Woodard	August 2008- June 2009	Sign-In Sheets Minutes Lesson Plans
Balanced Instructional Team GT Target Students Special Populations Differentiated Instruction Staff Development	Student Data Meetings Agenda	Melissa Haubrich Linda Huffines Taffi Loving Karen Wood Joan Swann	August 2008- June 2009	Sign-In Sheets Minutes Lesson Plans
Tutorials During the School Day After the School Day	Lesson Plans A.I.S.D. Timelines	Melissa Haubrich Nina Cox Cynthia Childers Christi Cutler Beth Trammell Melanie Shelby Karen Herrin Deborah Pierson	August 2008- June 2009	Lesson Plans Benchmark Assessments

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Thinking Maps Staff Development Peer Modeling Implementation Across Subjects	Lesson Plans	Melissa Haubrich Linda Huffines Angela Ward	August 2008 to June 2009	Sign-In Sheets Lesson Plans Thinking Map Displays
Interactive Notebooking Staff Development Implementation Across Subjects	Lesson Plans Composition Notebooks	Melissa Haubrich Nina Cox Cynthia Childers Christi Cutler Beth Trammell Melanie Shelby Karen Herrin Deborah Pierson	August 2008 to June 2009	Sign-In Sheets Lesson Plans Notebook Evaluations
RAP Target Students Response to Intervention	RAP Documentation	Melissa Haubrich Burke Egner Shellie Collins	August 2008 to June 2008	Benchmark Assessments RAP Documentation Intervention Dates
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.	Accelerated Reading/Math	Melissa Haubrich, Principal Burke Egner, Assistant Principal Shellie Williams, Counselor	August 2008 to June 2009	RAP Documentation Benchmark Assessments Campus Report Card

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Plan Daily Instruction Utilizing the TEKS/TAKS Objectives and ELPS	A.I.S.D. Timelines TEKS ELPS Technology	Melissa Haubrich Joan Swann Taffi Loving Karen Wood Donna Gilbreath	Weekly	Lesson Plans A.I.S.D. Timelines
Monitor Student Progress	Benchmark Assessment Progress Reports Report Card RAP Bi-Weekly Grade Level Meetings with Principal	Melissa Haubrich Nina Cox Cynthia Childers Christi Cutler Beth Trammell Melanie Shelby Karin Herrin Deborah Pierson Taffi Loving	August 2008 to June 2009	Benchmark Assessments Report Cards Progress Reports
Enrichment/Tutorials After School During the School Day	Lesson Plans A.I.S.D. Timelines	Nina Cox Cynthia Childers Christi Cutler Beth Trammell Melanie Shelby Karin Herrin Deborah Pierson Taffi Loving	August 2008 to June 2009	Student Attendance Lesson Plans Benchmarks Progress Reports Report Cards
Integrate Best Practices Into Daily Instruction	Lesson Plans	Melissa Haubrich Burke Egner	Daily	Lesson Plans
Flexible Scheduling Target Students	Lesson Plans Assessments	Melissa Haubrich Burke Egner	Second 6 Weeks to The End of the Sixth 6 Weeks	Lesson Plans

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	Elementary Personnel Dept. Principal	Melissa Haubrich, Principal	September 2008 January 2009	Master Schedule Teacher Certification Principal Attestation
Teachers will participate in high quality, on going professional development based upon campus needs	Campus Report Card Needs Assessment PDC Staff Development Schedule	Melissa Haubrich, Principal	December 2008 April 2009	ERO Attendance Reports

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Academic Groups Mathematics Science Reading Writing Fine Arts Balanced Instruction Team	Student Data Monthly Meetings	Melissa Haubrich Keith Boyd Christi Cutler Karin Herrin Alma Elizondo Sabrina Dorn Tara Lewis Susan Shine Leslie Woodard	August 2008 to June 2009	Sign-In Sheets Agendas Minutes
Seguin Network Meetings	Student Data A.I.S.D. Timelines Network Meetings	Melissa Haubrich Nina Cox Cynthia Childers Christi Cutler Beth Trammell Karen Herrin Deborah Pierson	August 2008 to June 2009	Sign-In Sheets Agendas Minutes
Academic Team Facilitator Meetings	Grade Level Data	Melissa Haubrich Keith Boyd Christi Cutler Karin Herrin Alma Elizondo Sabrina Dorn Tara Lewis Susan Shine Leslie Woodard	August 2008 to June 2009	Sign-In Sheets Agendas Minutes



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Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Grade Level Meetings	Bi-Monthly Meetings Student Data	Melissa Haubrich Nina Cox Cynthia Childers Christi Cutler Beth Trammell Karen Herrin Deborah Pierson Leslie Woodard	August 2008 to June 2009	Sign-In Sheets Agendas Minutes

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	Sneak A Peek Beginning of Year Parent Information Meetings Open House Award Assembly Grade Level Musicals Subject Area Meetings	Melissa Haubrich Nina Cox Cynthia Childers Christi Cutler Beth Trammell Melanie Shelby Karen Herrin Deborah Pierson	August 2008 to June 2009	Sign-In Sheets Meeting Agenda Calendars
Parent Communication	Monthly Newsletters Conduct Cards/Planners Progress Reports Phone Calls Website Emails Principal Monthly Newsletter	Melissa Haubrich Nina Cox Cynthia Childers Christi Cutler Beth Trammell Melanie Shelby Karen Herrin Deborah Pierson	August 2008 to June 2009	Newletters Web Page Meetings Agendas Notes
Parent Leadership Opportunities	Dad's Club Site Base Decision Making Committee Field Day PTA Extracurricular Activities	Melissa Haubrich Burke Egner Jana Wheaton Greg Marburger	August 2008 to June 2009	Meeting Agendas Permission Slips Meeting Dates SBDM Notes

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 as needed at least every 3 weeks via email, phone, conference, progress reports and report cards	Report Cards Progress Reports Benchmark Assessment Weekly/Daily Communication Sheets Planners	Principal	August 2008 to 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, 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
Boys Town Skills	Staff Development Training Posters Resource Materials Videos	Burke Egner Shellie Williams	August 2008 to June 2009	Office Referrals ZAP Referrals
School-Wide Behavior Expectations S.T.A.R.S.	A.I.S.D. Code of Conduct S.T.A.R.S. Posters	Burke Egner Shellie Williams	August 2008 to June 2009	Office Referrals ZAP Referrals Communication Forms Conduct Cards Planners
Safety Procedures and Drills	First Aid Kits Fire/Disaster Drills Lock Down Drills Crisis Book School Evacuation Maps	Melissa Haubrich Burke Egner Shellie Williams Dawn Fountain	Monthly Drills	Schedule of Drills Evaluation of Drills Guidebook/Handbooks
Leadership Opportunities for Students	Green Team Library Club Student Council Step Team Choir Field Day Helpers Safety Patrol	Melissa Haubrich Burke Egner Keith Boyd Melanie Shelby Leslie Wood Alicia Parr Greg Margburger Leah Godwin	August 2008 to June 2009	Permission Forms Meeting Agenda Meeting Dates Events/Calendar Participation Handbook and Guidelines



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- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001) *Classroom Instruction that Works – Research Based Strategies for Increasing Student Achievement*. Association for Supervision and Curriculum Development, Alexandria, Virginia.
- Pollock, J.E. (2007) *Improving Student Learning One Teacher at a Time*. Association for Supervision and Curriculum Development, Alexandria, Virginia.
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- Sagor, R. (2003) *Motivating Students and Teachers in an Era of Standards*. Association for Supervision and Curriculum Development, Alexandria, Virginia.



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Tomlinson, C. A. (2001) *How to Differentiate Instruction in Mixed-Ability Classrooms*. Association for Supervision and Curriculum Development, Alexandria, Virginia.

Zmuda, A., Kuklis, R., & Kline, E. (2004) *Transforming Schools, Creating a Culture of Continuous Improvement*. Association for Supervision and Curriculum Development, Alexandria, Virginia.

Make changes in blue boxes only.

Campus Site-Based Decision Making Committee Members

2007-08

Campus: **Pearcy Elementary School**

Classroom Teachers/Grade Level:

Peggy Batchko

Kindergarten

Angela Ward

First Grade

Jana Wheaton

Second Grade

Beth Trammell

Third Grade

Melanie Shelby

Fourth Grade

Karen Herrin

Fifth Grade

Debbie Pierson

Sixth Grade

Taffi Loving

Special Education

Leslie Woodard

Fine Arts

Non-teaching, non-administrative, professional employees:

Shellie Williams

Counselor

Leah Godwin

Librarian

Cameron Garcia

Office

District level professional (1)

Cheryl Barton

Parents (at least 2)

Kimberly Clark

Julia Moore

Community Representative (at least 2)

Dr. Gary Waller

Edna Baily

Business Representative (at least 2)

Crystal Pongratz

Teresa Conkel

Administrators

Melissa Haubrich/Burke Egner

Principal/Assistant Principal

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Grade 3 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	69	100%	83	94%	-6%	75	95%	1%	96%	1%
Afri Amer	25	100%	31	97%	-3%	22	91%	-6%	92%	1%
Hispanic	15	100%	24	88%	-13%	21	100%	13%	100%	0%
White	22	100%	21	100%	0%	23	100%	0%	100%	0%
Eco Disadv	26	100%	33	88%	-12%	29	90%	2%	91%	1%
LEP	8	100%	6	100%	0%	11	91%	-9%	92%	1%
SpEd	7	100%	3	*	*	4	*	*		

Grade 4 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	57	93%	66	79%	-14%	86	90%	11%	91%	1%
Afri Amer	24	88%	22	73%	-15%	30	80%	7%	90%	10%
Hispanic	12	100%	15	80%	-20%	23	96%	16%	97%	1%
White	16	94%	22	77%	-16%	26	96%	19%	97%	1%
Eco Disadv	18	89%	19	79%	-10%	35	89%	10%	90%	1%
LEP	8	100%	2	*	*	9	89%	*	90%	1%
SpEd	4	*	6	50%	*	6	50%	0%	90%	40%

Grade 5 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	78	90%	70	93%	3%	58	95%	2%	96%	1%
Afri Amer	37	81%	33	94%	13%	20	95%	1%	96%	1%
Hispanic	10	90%	16	94%	4%	17	88%	-6%	90%	2%
White	26	100%	17	94%	-6%	15	100%	6%	100%	0%
Eco Disadv	18	83%	24	92%	8%	22	95%	4%	96%	1%
LEP	5	80%	3	*	*	8	88%	*	90%	3%
SpEd	8	100%	3	*	*	1	*	*		

Grade 6 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	73	97%	92	98%	1%	62	100%	2%	100%	0%
Afri Amer	29	97%	42	100%	3%	28	100%	0%	100%	0%
Hispanic	15	100%	14	86%	-14%	12	100%	14%	100%	0%
White	24	100%	30	100%	0%	16	100%	0%	100%	0%
Eco Disadv	26	96%	24	96%	0%	19	100%	4%	100%	0%
LEP	3	*	4	*	*	2	*	*		
SpEd	4	*	12	100%	*	8	63%	-38%	100%	38%

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Grade 3 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009 %	Diff
	N	%	N	%		N	%			
ALL	71	75%	85	78%	3%	73	78%	0%		
Afri Amer	26	62%	31	77%	16%	21	81%	4%		
Hispanic	16	69%	24	67%	-2%	21	76%	10%		
White	22	86%	23	87%	1%	22	77%	-10%		
Eco Disadv	27	67%	33	64%	-3%	28	79%	15%		
LEP	9	67%	6	100%	33%	11	73%	-27%		
SpEd	9	56%	5	60%	4%	6	83%	23%		

Grade 4 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009 %	Diff
	N	%	N	%		N	%			
ALL	60	77%	66	67%	-10%	85	88%	22%	90%	2%
Afri Amer	26	73%	22	68%	-5%	30	83%	15%	90%	7%
Hispanic	12	75%	15	60%	-15%	22	86%	26%	90%	4%
White	17	76%	21	62%	-15%	26	92%	30%	93%	1%
Eco Disadv	18	89%	20	50%	-39%	34	88%	38%	90%	2%
LEP	8	88%	3	*	*	8	100%	*	100%	0%
SpEd	4	*	6	33%	*	7	43%	10%	90%	47%

Grade 5 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009 %	Diff
	N	%	N	%		N	%			
ALL	79	90%	69	88%	-1%	55	95%	6%	96%	1%
Afri Amer	37	89%	32	94%	5%	20	90%	-4%	91%	1%
Hispanic	10	90%	17	76%	-14%	15	100%	24%	100%	0%
White	26	92%	16	94%	1%	14	93%	-1%	94%	1%
Eco Disadv	19	89%	24	92%	2%	20	90%	-2%	91%	1%
LEP	6	67%	4	*	*	8	100%	*	100%	0%
SpEd	8	63%	3	*	*	*	*	*		

Grade 6 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009 %	Diff
	N	%	N	%		N	%			
ALL	75	91%	90	84%	-6%	62	94%	9%	95%	1%
Afri Amer	28	86%	42	79%	-7%	28	93%	14%	94%	1%
Hispanic	16	94%	13	85%	-9%	12	100%	15%	100%	0%
White	26	96%	29	90%	-6%	16	94%	4%	95%	1%
Eco Disadv	27	85%	24	79%	-6%	19	89%	10%	90%	1%
LEP	4	*	4	*	*	2	*	*		
SpEd	5	100%	10	80%	-20%	7	57%	-23%	90%	33%

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Grade 4 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	59	83%	63	90%	7%	85	93%	2%	94%	1%
Afri Amer	26	85%	22	91%	6%	30	90%	-1%	91%	1%
Hispanic	12	83%	15	87%	3%	22	95%	9%	96%	1%
White	16	81%	19	89%	8%	26	92%	3%	93%	1%
Eco Disadv	19	84%	18	89%	5%	34	88%	-1%	90%	2%
LEP	8	75%	2	*	*	8	100%	*	100%	0%
SpEd	3	*	3	*	*	6	50%	*	90%	40%

Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	84	76%	73	68%	-9%	60	73%	6%	90%	17%
Afri Amer	37	68%	33	63%	-5%	21	57%	-5%	90%	33%
Hispanic	12	67%	17	59%	-8%	16	81%	22%	90%	9%
White	30	87%	19	83%	-3%	16	75%	-8%	90%	15%
Eco Disadv	19	74%	26	64%	-10%	24	79%	15%	90%	11%
LEP	5	60%	4	*	*	10	80%	*	90%	10%
SpEd	12	67%	7	40%	-27%	6	50%	10%	90%	40%



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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			
SUBSTITUTE TEACHERS	199.11.6112.00.154.9.24.0.04	0.00	150.00
TUTORIAL SERVICES	199.11.6119.02.154.9.24.0.00	25,440.00	25,440.00
MEDICARE	199.11.6141.00.154.9.24.0.04	0.00	2.18
FICA	199.11.6141.01.154.9.24.0.04	0.00	9.30
SUBSTITUTE TEACHERS	199.13.6112.00.154.9.24.0.00	0.00	150.00
MEDICARE	199.13.6141.00.154.9.24.0.00	0.00	3.00
FICA	199.13.6141.01.154.9.24.0.00	0.00	10.00
SAL & WAGES-SUPPORT PERS	199.31.6129.00.154.9.24.0.00	20,684.66	20,684.66
MEDICARE	199.31.6141.00.154.9.24.0.00	288.39	288.39
TOTAL		46,413.05	46,737.53
FTE Count			
PERSONNEL			1.00
TOTAL			1.00