

Pope Elementary School  
Campus Improvement Plan  
2008-2009

Arlington  
INDEPENDENT SCHOOL DISTRICT



## **Campus Improvement Plan 2008-2009 Pope Elementary School**

### **Overview**

**Pope Elementary started with over 734 students for the school year 2008-2009. Our enrollment has increased significantly by just under 100 students compared to previous years. Our students continue to be reflective of the diversity within our community. With continued high expectations from our staff, our students have continued to be successful on the state mandated assessment, Texas Assessment of Knowledge and Skills (TAKS). Although the standards for Spring 2008 were raised, Pope has continued to maintain its high rating as a 'Recognized' school in Texas.**

**Our overall scores in reading and writing have been maintained at an 'Exemplary' status while our overall mathematics and science scores fall in the 'recognized' zone. After evaluating our test data (TAKS spring 2008 and End of Year tests spring 2008) and gathering input from our staff (gallery walks, small group discussions and committees), our site-based decision making team has determined that our focus this year will be on mathematics, writing, science and improving our school climate.**

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

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
1. Display samples of student writing reflective of TEKS objectives and 6 trait writing such as narratives, how-to writing, compare/contrast, informative/research, poetry, and persuasive		Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie Hudson	October, 2008 through June, 2009	
2. Incorporate technology by requiring students in primary grades to type/print their compositions at least once during the year, and students in intermediate grades to type/print their compositions at least twice during the year.		Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie Hudson	October, 2008 through June, 2009	Lesson Plans
3. Students will show developmental writing progress through journal writing		Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie Hudson	October, 2008 through June, 2009	
4. Provide at least two hours of staff development specific to the writing needs of the students (6-Trait Writing)		Principal: Celina Kilgore	October, 2008 through June, 2009	

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<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
5. Attend at least two hours of staff development specific to writing, mathematic and science		All professional teaching staff	October, 2008 through June, 2009	Lesson plans documenting differentiated instruction; Student notebooking/ journals
6. Monitor team meetings for discussion about writing, mathematics, and science		Principal: Celina Kilgore	October, 2008 through June, 2009	Team meeting agendas posted to Pope Announcements
7. Analyze and discuss benchmark testing assessments for writing, mathematics and science		Principal: Celina Kilgore	October, 2008 through June, 2009	Administrative planning times
8. Monitor grade level instruction for writing, mathematics and science and hold teachers accountable for all Tier One strategies		Principal: Celina Kilgore	October, 2008 through June, 2009	Lesson plans; administrator walk throughs; administrative planning times
9. Implement small group writing instruction		Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie Hudson	October, 2008 through June, 2009	Lesson plans; administrator walk throughs

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
10. Actively engage student daily with an interactive writing lesson, and mathematics lesson. Assess and monitor students daily.		Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie Hudson	October, 2008 through June, 2009	Lesson plans; administrator walk throughs
11. Implement 'Thinking Maps' and model notebooking		Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie Hudson	October, 2008 through June, 2009	Lesson plans; administrative walk throughs
12. Provide and utilize Calendar math kits school wide on a daily basis		Principal: Celina Kilgore Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie Hudson	October, 2008 through June, 2009	Lesson plans; administrative walk throughs

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

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
13. Implement reading ‘Problem of the Day’ over the morning announcements		Principal: Celina Kilgore	November, 2008 through June, 2009	
14. Organize tutoring by a certified teacher for grades one through six based upon specific objectives as assessed by the benchmark testing and also for those who require tutoring by their AIP (Accelerated Instructional Plan) due to failure on TAKS as guided by the Grade Placement Committee.	\$24,000 SCE funds	Principal: Celina Kilgore	October, 2008 through June, 2009	Tutoring roster
15. Implement school wide activities such as opportunities to participate in ‘Estimation Jar’ contest, and St. Jude’s Math A Thon and Math Fact Championships per grade level.		Grade level team leaders: Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, and Stephanie Hudson	October, 2008 through June, 2009	School calendar
16. Use K-5 Envision Math		Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, and Michelle Pringle	October, 2008 through June, 2009	Lesson Plans

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

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
17. Benchmark tests will be graded for math <b>strategies</b> in grades 1 – 6.		Grade level team leaders: Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, and Stephanie Hudson	October, 2008 through June, 2009	Graded Benchmark tests
18. Schoolwide focus on ‘Same Number’ each week				
19. 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			
20. Administrators Will receive training on what to look for in the classroom involving science		Principal: Celina Kilgore	October, 2008 through June, 2009	
21. Administrators will monitor grade levels by using the lab calendar and classroom visits		Principal: Celina Kilgore	October, 2008 through June, 2009	Online science calendar available for all staff; walk throughs

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
22. Administrators will expect teachers to show accountability for their science TEKS in formal and informal observations		Principal: Celina Kilgore	October, 2008 through June, 2009	Lesson plans
23. Each team will create its own assessment piece for their grade level. EXAMPLES: TEKS checklist for each student; benchmarks; topic tests; informal checklists during labs; science notebooks		Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie Hudson	October, 2008 through June, 2009	Grade level assessment
24. Each teacher, who teaches science, must visit the science lab <b>at least</b> once a six week to do a science activity		Grade level team leaders; Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie Hudson	October, 2008 through June, 2009	Online Science calendar; lesson plans
25. Teacher will incorporate science vocabulary into their classroom		Grade level team leaders; Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie Hudson	October, 2008 through June, 2009	Lesson plans

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
26. Every science teacher in grades 2 – 6 should have and use a copy of the science curriculum document in their planning		Grade level team leaders; Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie Hudson	October, 2008 through June, 2009	Lesson plans

**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>
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher.		Principal	September and January	Master schedule Teacher certification Principal Attestation
Teachers will participate in high quality, ongoing professional development based upon campus needs	SCE	Principal	December and April	ERO attendance reports
Administrators will monitor interventions used by classroom teachers		Principal: Celina Kilgore	October, 2008 through June, 2009	Walk throughs, team meetings, administrative planning time, one on one meetings with teachers
Administrators will provide focused staff development	District support (curriculum department specifically mathematics, science and writing	Principal: Celina Kilgore	October, 2008 through June, 2009	ERO attendance reports, lesson plans, walk throughs
Administrators will provide support and materials for targeted interventions as determined by each grade level (ex. TAKS Coach, math problem solving activities)	ARI/ AMI funding SCE	Principal: Celina Kilgore	October, 2008 through June, 2009	Lesson plans, tutoring sign in sheets

**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>
Teachers will provide small group instruction in writing, mathematics and science for additional time		Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie, Hudson	October, 2008 through June, 2009	Lesson plans
Teachers will provide tutoring	SCE funding ARI/AMI funding	Principal: Celina Kilgore	October, 2008 through June, 2009	Tutoring sign in sheet; lesson plans
Teachers will schedule conferences with parents of students who are at risk of failing		Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie, Hudson	October, 2008 through June, 2009	Lesson plans, parent conference schedule
Teachers will record interventions on TRIAND		Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie, Hudson	October, 2008 through June, 2009	TRIAND reports

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Administrators will have face to face conferences with students who are at risk of failing		Principal: Celina Kilgore		Student progress reports, Benchmark test results
Develop an implementation plan for schoolwide 'Basic Facts'	AMI funds	Principal: Celina Kilgore Math Committee Members: Mary Alice Williams, Tracy McKee, Valarie Yurkunas, Catherine UlmerLaurie Cox, Sandra Wren, Melody Dunn, Jennifer Wisbrock	October, 2008 through June, 2009	Written plan
Use math games	Pope math closet	Principal: Celina Kilgore Math Committee Members: Mary Alice Williams, Tracy McKee, Valarie Yurkunas, Catherine UlmerLaurie Cox, Sandra Wren, Melody Dunn, Jennifer Wisbrock	October, 2008 through June, 2009	

**Goal #3: To develop subject area vertical alignment.**

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Writing: Continue D.O.L activities for kindergarten and grades one through six (Use the CUPS strategy...capitalization, usage, punctuation, spelling)		Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie Hudson, Letty Gonzalez		Walk-Throughs
Writing: Cross-curriculum daily writing for kindergarten and grades one through six, as well as usage of draft notebooks for PreK and kindergarten		Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie Hudson		
Writing: Grades K, 1, 2, and 6 will write on the same day that fourth grade takes the Writing TAKS. Grades 3 and 5 will write on alternate day. These samples will be sent to the next grade level.		Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie Hudson		

**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>
Writing: School wide writing programs such as ‘Wee Deliver’ and pen pals.		Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie Hudson		
Writing: Usage of visuals through ‘Thinkin Maps’ in grades PreK-6		Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie Hudson		
Math: Reinforce math vocabulary through the usage of manipulatives, problem solving, and literature.		Principal: Celina Kilgore, Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie Hudson		

**Goal #3: To develop subject area vertical alignment.**

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Math: Vertical alignment of units from kindergarten through sixth grade		Principal: Celina Kilgore, Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie Hudson		
Math: Cross-curricular instruction (ex. math/science)		Principal: Celina Kilgore, Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie Hudson		
Offer opportunity for parents and students to attend Family Science Night		Fifth grade team: Michelle Pringle, Sue Wilhide, Mary Alice Williams, Jackie Kahle		



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**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>
Usage of science journals in grades K-6		Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie Hudson		

**Goal #4: To engage parents and the community in the educational process.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Historical Timeline	Access to the internet for research, Dad's Club volunteers	Celina Kilgore	October, 2008	Historical Timeline program
Fall Carnival	Dad's Club volunteers, PTA volunteers	Celina Kilgore	October, 2008	Fall Carnival
Spring Silent Auction/ Bake Sale	PTA volunteers	Celina Kilgore	March, 2008	Silent Auction/ Bake Sale
Student performance at PTA meetings		Celina Kilgore	September 2008 – April, 2009	
Dads at Doors (Every other Friday Dads help direct morning traffic and special events i.e. Election Day)	Dad's Club volunteers	Celina Kilgore	September, 2008 – April, 2009	
Paw Print (monthly newsletter communication to all parents)	PTA volunteers	Celina Kilgore	September, 2008 – April, 2009	Paw Print newsletters
Thanksgiving Lunch assistance	Dad's Club volunteers	Celina Kilgore	November, 2008	
Teachers will communicate student academic progress and assessment reports with parents at least once a six weeks via conference.				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	Rosanne Cunningham, Pope Librarian, Lorie Bruns, Library Services Director, Carole Hagler, Director of State and Federal Programs	Fall 2008 Spring 2009	Library Services Monthly Activity Reports Campus and District Calendars

**Campus Improvement Plan 2008-2009  
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**Goal #4: To engage parents and the community in the educational process.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Continue weekly team meetings to maintain grade level consistency in academic and behavioral expectations		Principal: Celina Kilgore, Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie Hudson	Fall 2008 Spring 2009	Student behavior reports signed by parents
Continue the consistent use of the student planner in grades 2 through 6	Rollover funds: \$2000	Principal: Celina Kilgore, Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie Hudson	August, 2008 through May 2009	Student planners
Continue to make positive written or verbal communication to parents			August 2008- May 2009	Classroom teacher documentation
Continue monthly PTA meetings with grade level performances and a teacher liaison		Principal: Celina Kilgore, PTA President: Betsy Bauer, PTA teacher liaison: Sally Brown	August 2008- May 2009	PTA meeting agendas

**Goal #4: To engage parents and the community in the educational process.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Continue positive and informative parent-teacher conferences		Principal: Celina Kilgore, Grade level team leaders: Donna Winborne, Cindy Webster, Kathy Selke, Sandra Wren, Ashley Borton, Michelle Pringle, Stephanie Hudson	August 2008- May 2009	Classroom teacher 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
Post hallway signs of expected student behavior		Safety committee members: Rebecca Stephan, David LeMond, Jackie Kahle, Stephanie Hudson, Debbie Bricker, Letty Gonzalez, Joanie Taliaferro	All staff monitor student behavior daily in the hallways	
Communicate and teach expected student behavior in the school restrooms		Safety Committee members: Rebecca Stephan, David LeMond, Jackie Kahle, Stephanie Hudson, Debbie Bricker, Letty Gonzalez, Joanie Taliaferro	All staff monitor student behavior daily in the restrooms	
Staff on after school duty will report at 3:20		Safety Committee members: Rebecca Stephan, David LeMond, Jackie Kahle, Stephanie Hudson, Debbie Bricker, Letty Gonzalez, Joanie Taliaferro	Duty staff	Duty roster

**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>
Students will be dismissed to assigned areas		Classroom teachers will escort assigned class at dismissal	Daily	School map
All areas of the playground will be monitored at recess time		David LeMond, Jackie Kahle, Stephanie Hudson, Debbie Bricker, Letty Gonzalez	Daily	Duty roster
A crisis response team will continue to assess and prevent any potential threats to students or faculty.		Principal: Celina Kilgore, Assistant Principal: Rebecca Stephan, Counselor: Sally Brown, Crisis team member: Letty Gonzalez	Fall 2008 Spring 2009	List of crisis team members, crisis manual, agendas from meetings
AISD security, Arlington Police Dept and Arlington Fire Dept will continue to be consulted to assess building security issues and make appropriate recommendations.	AISD security personnel, APD personnel, and AFD personnel	Principal: Celina Kilgore, Assistant Principal: Rebecca Stephan, Counselor: Sally Brown	Fall 2008 Spring 2009	
Provide training for playground safety awareness through the trainers of trainers model	District training (TOT Model) Staff Training	Principal: Celina Kilgore, Assistant Principal: Rebecca Stephan, Nurse: Patti Bell	October 2008 through May 2009	

**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>
Post hallway signs of expected student behavior		David LeMond, Jackie Kahle, Stephanie Hudson, Debbie Bricker, Letty Gonzalez	All staff monitor student behavior daily in the hallways	
Communicate and teach expected student behavior in the school restrooms		David LeMond, Jackie Kahle, Stephanie Hudson, Debbie Bricker, Letty Gonzalez	All staff monitor student behavior daily in the restrooms	



## Campus Improvement Plan 2008-2009 Pope Elementary School

### Bibliography

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Make changes in blue boxes only.

### Campus Site-Based Decision Making Committee Members

2007-08

Campus: Pope Elementary

**Classroom Teachers/Grade Level:**

Kindergarten

Teresa Humphrey

First Grade

Debbie Bricker

Second Grade

Joanie Taliaferro

Third Grade

Kelly Holzman

Fourth Grade

Tracy McKee

Fifth Grade

Sue Wilhide

Sixth Grade

Susan Lingo

Special Ed

Leticia Gonzalez

Fine Arts

Roseanne Cunningham

**Non-teaching, non-administrative, professional employees:**

Counselor

Sally Brown

**District level professional (1)**

**Parents (at least 2)**

Noah Cano

**Community Representative (at least 2)**

**Business Representative (at least 2)**

**Administrators**

Celina Kilgore

Rebecca Stephan

## System of Interventions

School: Pope Elementary

Priority: Mathematics

<b>TIER I</b> <u>Core/Universal</u>	<b>TIER II</b> <u>Targeted</u>	<b>TIER III</b> <u>Intensive</u>
Administrator:	Administrator: <ul style="list-style-type: none"> <li>➤ Face to face conference with students who are failing</li> <li>➤ Offer staff development on our campus for math strategies</li> <li>➤ Support development of schoolwide Basic Facts Plan</li> </ul>	Administrator: <ul style="list-style-type: none"> <li>➤ Check planners for homework if parents aren't checking</li> <li>➤ Ask math facts randomly</li> <li>➤ Personnel support in the classroom</li> </ul>
Teacher:	Teacher: <ul style="list-style-type: none"> <li>➤ Plan games to make math fun</li> <li>➤ Plan small group instruction</li> <li>➤ Tutor</li> <li>➤ Encourage parent involvement</li> <li>➤ Schedule parent conferences</li> <li>➤ Provide problem solving activities for tutors</li> </ul>	Teacher: <ul style="list-style-type: none"> <li>➤ Conference with parent</li> <li>➤ Do one on one review of Benchmark test</li> <li>➤ Use manipulatives in small groups</li> <li>➤ Student tutors for ounger students</li> <li>➤ Develop a campus wide plan for teaching basic facts</li> </ul>
Student:	Student: <ul style="list-style-type: none"> <li>➤ Attend tutoring</li> <li>➤ Participate in confidence building activities with counselor</li> <li>➤ Homework clinic</li> </ul>	Student: <ul style="list-style-type: none"> <li>➤ Attend tutoring</li> <li>➤ Work with parent volunteers</li> <li>➤ Attend homework clinic</li> <li>➤ Saturday school</li> </ul>

## System of Interventions

School: Pope Elementary

Priority: Mathematics

<b>TIER I</b> <u>Core/Universal</u>	<b>TIER II</b> <u>Targeted</u>	<b>TIER III</b> <u>Intensive</u>

## System of Interventions

School: Pope Elementary

Priority: Writing

<b>TIER I</b> <u>Core/Universal</u>	<b>TIER II</b> <u>Targeted</u>	<b>TIER III</b> <u>Intensive</u>
Administrator:	Administrator: <ul style="list-style-type: none"> <li>➤ Monitors interventions used by classroom teachers, through walk-throughs, team meetings, and meeting with individual faculty members</li> <li>➤ Provide focused staff development</li> <li>➤ Provide support and materials for targeted interventions as determined by grade level (TAKS Coach)</li> </ul>	Administrator: <ul style="list-style-type: none"> <li>➤ Participates with instructional personnel in planning and reviewing instruction strategies for individual students.</li> <li>➤ Monitor and ensure teacher or assistant support throughout the school day.</li> <li>➤ Attends and participates in parent conferences</li> </ul>
Teacher:	Teacher: <ul style="list-style-type: none"> <li>➤ Small group instruction for additional time</li> <li>➤ Tutoring</li> <li>➤ Encourage parent involvement</li> <li>➤ Schedule conferences</li> <li>➤ Record interventions on TRIAND</li> </ul>	Teacher: <ul style="list-style-type: none"> <li>➤ Conference with parent, teacher and administrator</li> <li>➤ Ongoing performance review</li> <li>➤ One on one tutoring</li> </ul>
Student:	Student: <ul style="list-style-type: none"> <li>➤ Actively participate in small group and tutoring instruction</li> <li>➤ Student/teacher conferences to set and monitor goals</li> </ul>	Student: <ul style="list-style-type: none"> <li>➤ Use specific intervention tools as directed by teacher</li> </ul>

## System of Interventions

School: Pope Elementary

Priority: Science

<b>TIER I</b> <u>Core/Universal</u>	<b>TIER II</b> <u>Targeted</u>	<b>TIER III</b> <u>Intensive</u>
<p>Administrator:</p> <p>All interventions specific to science are included in the campus plan as Tier One interventions.</p>	<p>Administrator:</p>	<p>Administrator:</p>
<p>Teacher:</p>	<p>Teacher:</p>	<p>Teacher:</p>
<p>Student:</p>	<p>Student:</p>	<p>Student:</p>

## Pope 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	%		%	
<b>ALL</b>	70	97%	72	99%	1%	90	93%	-5%	95%	2%
<b>Afri Amer</b>	5	80%	16	100%	20%	9	89%	-11%	90%	1%
<b>Hispanic</b>	17	100%	17	94%	-6%	32	88%	-7%	90%	3%
<b>White</b>	44	100%	36	100%	0%	47	98%	-2%	98%	0%
<b>Eco Disadv</b>	26	96%	34	97%	1%	52	88%	-9%	90%	2%
<b>LEP</b>	10	100%	11	91%	-9%	24	88%	-3%	90%	3%
<b>SpEd</b>	4	*	3	*	*	4	*	*		

  

<b>Grade 4 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	62	95%	69	96%	0%	75	95%	-1%	95%	0%
<b>Afri Amer</b>	7	100%	6	100%	0%	14	93%	-7%	95%	2%
<b>Hispanic</b>	14	100%	18	94%	-6%	23	87%	-7%	90%	3%
<b>White</b>	39	92%	43	95%	3%	35	100%	5%	100%	0%
<b>Eco Disadv</b>	27	96%	27	93%	-4%	37	92%	-1%	95%	3%
<b>LEP</b>	8	100%	3	*	*	14	93%	*	95%	2%
<b>SpEd</b>	4	*	4	*	*	3	*	*		

  

<b>Grade 5 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	69	93%	67	93%	0%	69	99%	6%	99%	0%
<b>Afri Amer</b>	12	92%	9	89%	-3%	7	100%	11%	100%	0%
<b>Hispanic</b>	15	87%	17	100%	13%	21	95%	-5%	95%	0%
<b>White</b>	41	98%	39	90%	-8%	38	100%	10%	100%	0%
<b>Eco Disadv</b>	25	84%	29	83%	-1%	28	96%	14%	96%	0%
<b>LEP</b>	10	90%	2	*	*	12	92%	*	95%	3%
<b>SpEd</b>	1	*	4	*	*	3	*	*		

  

<b>Grade 6 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	63	97%	69	100%	3%	64	95%	-5%	95%	0%
<b>Afri Amer</b>	4	*	13	100%	*	9	100%	0%	100%	0%
<b>Hispanic</b>	12	92%	15	100%	8%	20	95%	-5%	95%	0%
<b>White</b>	45	98%	39	100%	2%	34	94%	-6%	95%	1%
<b>Eco Disadv</b>	15	93%	22	100%	7%	25	100%	0%	100%	0%
<b>LEP</b>	1	*	2	*	*	3	*	*		
<b>SpEd</b>	4	*	1	*	*	9	44%	*	70%	26%

## Pope 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	%		%	
ALL	70	93%	74	81%	-12%	89	84%	3%	90%	6%
Afri Amer	5	60%	16	63%	3%	8	75%	13%	90%	15%
Hispanic	17	94%	17	76%	-18%	32	78%	2%	90%	12%
White	44	95%	38	89%	-6%	47	89%	0%	90%	1%
Eco Disadv	26	88%	35	69%	-20%	51	75%	6%	90%	15%
LEP	10	100%	11	82%	-18%	24	75%	-7%	90%	15%
SpEd	4	*	5	60%	*	5	100%	40%	100%	0%

  

<b>Grade 4 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	63	98%	68	99%	0%	75	87%	-12%	90%	3%
Afri Amer	6	100%	6	100%	0%	14	57%	-43%	90%	33%
Hispanic	14	93%	18	100%	7%	23	83%	-17%	90%	7%
White	41	100%	42	98%	-2%	35	100%	2%	100%	0%
Eco Disadv	27	96%	27	100%	4%	37	81%	-19%	90%	9%
LEP	8	88%	3	*	*	14	86%	*	90%	4%
SpEd	5	100%	3	*	*	3	*	*		

  

<b>Grade 5 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	70	93%	67	94%	1%	68	97%	3%	97%	0%
Afri Amer	12	83%	9	89%	6%	6	100%	11%	100%	0%
Hispanic	15	87%	16	88%	1%	21	95%	8%	95%	0%
White	42	98%	40	98%	0%	38	97%	0%	97%	0%
Eco Disadv	25	88%	28	93%	5%	28	93%	0%	95%	2%
LEP	10	90%	1	*	*	12	92%	*	95%	3%
SpEd	2	*	5	80%	*	2	*	*		

  

<b>Grade 6 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	63	94%	70	97%	3%	64	83%	-14%	90%	7%
Afri Amer	4	*	13	100%	*	9	89%	-11%	90%	1%
Hispanic	12	92%	15	93%	2%	20	75%	-18%	90%	15%
White	45	93%	40	98%	4%	34	85%	-12%	90%	5%
Eco Disadv	15	87%	23	96%	9%	25	80%	-16%	90%	10%
LEP	1	*	2	*	*	3	*	*		
SpEd	4	*	2	*	*	9	33%	*	70%	37%

## Pope 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>	63	92%	68	99%	6%	74	91%	-8%	95%	4%
<b>Afri Amer</b>	8	100%	6	100%	0%	14	86%	-14%	90%	4%
<b>Hispanic</b>	14	100%	18	100%	0%	22	82%	-18%	90%	8%
<b>White</b>	39	87%	43	98%	10%	35	97%	-1%	97%	0%
<b>Eco Disadv</b>	27	89%	26	96%	7%	36	81%	-16%	90%	9%
<b>LEP</b>	8	100%	3	*	*	14	71%	*	90%	19%
<b>SpEd</b>	5	40%	3	*	*	3	*	*		

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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>	71	83%	68	80%	-2%	72	89%	9%	90%	1%
<b>Afri Amer</b>	12	58%	9	78%	19%	8	50%	-28%	90%	40%
<b>Hispanic</b>	15	80%	16	80%	0%	21	90%	10%	90%	0%
<b>White</b>	43	93%	41	83%	-10%	40	98%	15%	98%	1%
<b>Eco Disadv</b>	26	68%	27	85%	17%	30	77%	-9%	90%	13%
<b>LEP</b>	10	80%	2	*	*	12	83%	*	90%	7%
<b>SpEd</b>	3	*	7	60%	*	6	67%	7%	90%	23%



**Campus Improvement Plan 2008-2009**  
 Pope 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>
<b>Comp. Ed. Budget</b>			
SUBSTITUTE TEACHERS	199.11.6112.00.120.9.24.0.04	0.00	150.00
TUTORIAL SERVICES	199.11.6119.02.120.9.24.0.00	32,280.00	32,280.00
MEDICARE	199.11.6141.00.120.9.24.0.04	0.00	2.18
FICA	199.11.6141.01.120.9.24.0.04	0.00	9.30
SAL & WAGES-SUPPORT PERS	199.31.6129.00.120.9.24.0.00	24,502.42	24,502.42
MEDICARE	199.31.6141.00.120.9.24.0.00	341.62	341.62
<b>TOTAL</b>		<b>57,124.04</b>	<b>57,285.52</b>
<b>FTE Count</b>			
PERSONNEL			1.00
<b>TOTAL</b>			<b>1.00</b>