

Remynse Elementary School

Campus Improvement Plan

2008-2009

INDEPENDENT SCHOOL DISTRICT



CAMPUS IMPROVEMENT PLAN 2008-2009 REMYNSE ELEMENTARY SCHOOL

OVERVIEW

DEMOGRAPHICS:

Bud RemyNSE Elementary opened in the fall of 2001. During the 2002-03 school year, RemyNSE became a Title I Schoolwide Program. Presently, we have an enrollment of approximately 600 students with 92.72% being of minority representation. Our student population is represented by 69% Hispanic, 20% African American, 07% Caucasian, and 04% Other Nationalities. Approximately 77.7% of our students receive free or reduced lunch. Bud RemyNSE Elementary received Academically Acceptable status on the 2008 TAKS accountability rating.

COMPREHENSIVE NEEDS ASSESSMENTS (CNA):

The following data was assessed by the teachers, instructional facilitators, and administration of RemyNSE to determine our strengths and weaknesses (**Asmt**):

- Attendance Records
- Discipline Records
- Highly Qualified Report
- Parent Involvement Data
- Staff Development Survey
- Benchmark Reports
- DRA²/EDL²
- Home and School Communication
- Parent Involvement Session Evaluations
- TAKS Disaggregation
- Building/facility needs
- End of Year Tests
- Homeless Population
- Parent Surveys
- TRIAND Reports
- Community Data
- Grade Level Retention Report
- Observation Survey
- Special Education Referrals
- Truancy

We determined there is a need to increase student performance in the areas of math, reading, science, and writing. Activities, assessments, and strategies have been developed to address these needs (**Asmt**).

SCHOOLWIDE COMPONENT CODES:

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



**CAMPUS IMPROVEMENT PLAN 2008-2009
REMYNSE ELEMENTARY SCHOOL**

GOAL #1: TO DEVELOP AND IMPLEMENT A SYSTEM OF ACADEMIC INTERVENTIONS

IMPROVEMENT AREAS/STRATEGIES	RESOURCE ALLOCATIONS	PERSON RESPONSIBLE FOR MONITORING	TIMELINE FOR MONITORING	FORMATIVE EVALUATION
<p>MATH 3RD-6TH</p> <ul style="list-style-type: none"> • African American • Economically Disadvantaged • Hispanic • LEP • Special Education <p>(C/D)</p>	<ul style="list-style-type: none"> • Funds <ul style="list-style-type: none"> ○ 21st Century Grant ○ 404 ○ \$107,000 from Title I for Instructional Facilitators' Salaries • Programs: <ul style="list-style-type: none"> ○ Calendar Math ○ Kim Sutton ○ Moose Math ○ Partner Games ○ Thinking Maps • Technology • \$11, 750 from SCE for Tutoring 	<ul style="list-style-type: none"> • M. Kennedy, Principal • L. Beaver, Asst. Principal • M. Simmons, Counselor • M. Hannah, SE Team Leader • N. Dailey, Instr. Fac. • A. Porras, Instr. Fac. • V. Montelongo, Grant Manager • All Math Teachers PK-6 	<p>August, 2008 through June, 2009</p>	<ul style="list-style-type: none"> • Benchmarks • Classroom Observations • EOY Tests • Lesson Plans • PLCs • Staff Development • TAKS 2009 • Technology Principal Report • TRIAND



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IMPROVEMENT AREAS/STRATEGIES	RESOURCE ALLOCATIONS	PERSON RESPONSIBLE FOR MONITORING	TIMELINE FOR MONITORING	FORMATIVE EVALUATION
<p>READING 3RD-6TH</p> <ul style="list-style-type: none"> • African American • Economically Disadvantaged • Hispanic • LEP • Special Education <p>(C/D)</p>	<ul style="list-style-type: none"> • Funds <ul style="list-style-type: none"> ○ 404 ○ Title I ○ Salary for 21st Century Grant Manager • Programs: <ul style="list-style-type: none"> ○ Calendar Math ○ Kim Sutton ○ Moose Math ○ Partner Games ○ Thinking Maps • Technology • \$11, 750 from SCE for Tutoring 	<ul style="list-style-type: none"> • M. Kennedy, Principal • L. Beaver, Asst. Principal • M. Simmons, Counselor • M. Hannah, SE Team Leader • N. Dailey, Instr. Fac. • A. Porras, Instr. Fac. • V. Montelongo, Grant Manager • All Reading Teachers PK-6 	<p>August, 2008 through June, 2009</p>	<ul style="list-style-type: none"> • AR/STAR Reports • Benchmarks • Classroom Observations • DRA Reading Charts • Lesson Plans • Observation Survey • PLCs • Staff Development • Student Work • TAKS 2009 • Technology Principal Report • TRIAND • Vertical Alignment
<p>SCIENCE—5TH</p> <ul style="list-style-type: none"> • African American • Economically Disadvantaged • Hispanic • LEP • Special Education <p>(C/D)</p>	<ul style="list-style-type: none"> • Funds <ul style="list-style-type: none"> ○ 21st Century Grant ○ 404 ○ Title I • Programs: <ul style="list-style-type: none"> ○ Calendar Math ○ Kim Sutton ○ Moose Math ○ Partner Games ○ Thinking Maps • Technology • \$11, 750 from SCE for Tutoring 	<ul style="list-style-type: none"> • M. Kennedy, Principal • L. Beaver, Asst. Principal • M. Simmons, Counselor • M. Hannah, SE Team Leader • N. Dailey, Instr. Fac. • A. Porras, Instr. Fac. • V. Montelongo, Grant Manager • All Science Teachers PK-6 	<p>August, 2008 through June, 2009</p>	<ul style="list-style-type: none"> • Benchmarks • Classroom Observations • EOY Tests • Interactive Notebooking • Lesson Plans • PLCs • Staff Development • TAKS 2009 • Technology Principal Report • TRIAND • Vertical Alignment



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IMPROVEMENT AREAS/STRATEGIES	RESOURCE ALLOCATIONS	PERSON RESPONSIBLE FOR MONITORING	TIMELINE FOR MONITORING	FORMATIVE EVALUATION
<p>WRITING—4TH</p> <ul style="list-style-type: none"> • African American • Economically Disadvantaged • Hispanic • LEP • Special Education <p>(C/D)</p>	<ul style="list-style-type: none"> • Funds <ul style="list-style-type: none"> ○ 21st Century Grant ○ 404 ○ Title I • Programs: <ul style="list-style-type: none"> ○ Calendar Math ○ Kim Sutton ○ Moose Math ○ Partner Games ○ Thinking Maps • Technology • \$11, 750 from SCE for Tutoring 	<ul style="list-style-type: none"> • M. Kennedy, Principal • L. Beaver, Asst. Principal • M. Simmons, Counselor • M. Hannah, SE Team Leader • N. Dailey, Instr. Fac. • A. Porras, Instr. Fac. • V. Montelongo, Grant Manager • All Writing Teachers PK-6 	<p>August, 2008 through June, 2009</p>	<ul style="list-style-type: none"> • Benchmarks • Classroom Observations • EOY Tests • Lesson Plans • PLCs • Staff Development • TAKS 2009 • Technology Principal Report • TRIAND • Vertical Alignment • Writing Samples: <ul style="list-style-type: none"> ○ Daily ○ Journal ○ TELPAS
<p>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.</p> <p>(M, C/D)</p>	<ul style="list-style-type: none"> • Title I • SCE • Accelerated Reading/Math 	<ul style="list-style-type: none"> • M. Kennedy, Principal • L. Beaver, Asst. Principal • M. Simmons, Counselor 	<p>August, 2008 through June, 2009</p>	<ul style="list-style-type: none"> • RAP form

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GOAL #2: TO REDUCE COURSE/SUBJECT FAILURE RATES

IMPROVEMENT STRATEGIES	RESOURCE ALLOCATIONS	PERSON RESPONSIBLE FOR MONITORING	TIMELINE FOR MONITORING	FORMATIVE EVALUATION
Analyze and review student data at the third and six weeks mark: <ul style="list-style-type: none"> • Start building relationships with all failing students by having individual conferences (Asmt, CNA, M)	<ul style="list-style-type: none"> • Daily positive notes home • Parent Conferences • 21st Century Grant 	<ul style="list-style-type: none"> • M. Kennedy, Principal • L. Beaver, Asst. Principal • M. Simmons, Counselor • N. Dailey, Instr. Fac. • A. Porras, Instr. Fac. • V. Montelongo, Grant Manager • All Teachers PK-6 	August, 2008 through June, 2009	<ul style="list-style-type: none"> • Benchmarks • Classroom Observations • DRA Reading Charts • Lesson Plans • Observation Survey • PLCs • Progress/Failure Reports • Staff Development • Student Work Samples • TRIAND
Implement a school-wide system for student recognition: <ul style="list-style-type: none"> ○ Academics ○ Attendance ○ Behavior <ul style="list-style-type: none"> ▪ Caught Being Good ○ Etc. (RS)	<ul style="list-style-type: none"> • Awards/Certificates • Daily positive notes home • Teleparent 	<ul style="list-style-type: none"> • M. Kennedy, Principal • L. Beaver, Asst. Principal • M. Simmons, Counselor • N. Dailey, Instr. Fac. • A. Porras, Instr. Fac. • All Teachers PK-6 	August, 2008 through June, 2009	<ul style="list-style-type: none"> • Benchmarks • Lesson Plans • PLCs • Progress/Failure Reports • Staff Development • Student Work Samples • TRIAND

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GOAL #2: TO REDUCE COURSE/SUBJECT FAILURE RATES

IMPROVEMENT STRATEGIES	RESOURCE ALLOCATIONS	PERSON RESPONSIBLE FOR MONITORING	TIMELINE FOR MONITORING	FORMATIVE EVALUATION
Implement a school-wide system for targeting learning objectives for students in small groups based on assessment data called "Lil' Texan Time". (Asmt, M, RS)	<ul style="list-style-type: none"> • \$20,000 out of Title I for special education teaching assistant • Teleparent 	<ul style="list-style-type: none"> • M. Kennedy, Principal • L. Beaver, Asst. Principal • M. Simmons, Counselor • N. Dailey, Instr. Fac. • A. Porras, Instr. Fac. • All Teachers PK-6 	August, 2008 through June, 2009	<ul style="list-style-type: none"> • Benchmarks • Classroom Observations • EOY Tests • Lesson Plans • Observation Survey • PLCs • Progress/Failure Reports • Staff Development • Student Work Samples • TAKS 2009 • TRIAND
Utilize the RAP Committee, Professional Learning Communities (RAAS), and the RtI process to identify Tier III students that will need an accelerated instruction plan. (Asmt)	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • M. Kennedy, Principal • L. Beaver, Asst. Principal • M. Simmons, Counselor • M. Hannah, SE Team Leader • N. Dailey, Instr. Fac. • A. Porras, Instr. Fac. • All Teachers PK-6 	August, 2008 through June, 2009	<ul style="list-style-type: none"> • Benchmarks • Classroom Observations • EOY Tests • Lesson Plans • Observation Survey • PLCs • Progress/Failure Reports • Staff Development • Student Work Samples • TAKS 2009 • TRIAND

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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)	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> M. Kennedy, Principal 	September and January	<ul style="list-style-type: none"> 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 curriculum subject area. (R/R)	<ul style="list-style-type: none"> District Title I funds 	<ul style="list-style-type: none"> State & Federal Program Office 	<ul style="list-style-type: none"> October and February 	<ul style="list-style-type: none"> Cheryl Davis Jennifer Reed Linda Tyrer-Miller
Teachers will participate in high quality, ongoing professional development based upon campus Comprehensive Needs Assessment. (PD)	<ul style="list-style-type: none"> \$5000 from Title I 	<ul style="list-style-type: none"> M. Kennedy, Principal 	<ul style="list-style-type: none"> December and April 	<ul style="list-style-type: none"> ERO attendance reports
All grade level teachers will meet once a week to discuss instructional strategies based on student data, to improve classroom performance. (Asmt)	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> M. Kennedy, Principal 	<ul style="list-style-type: none"> Weekly 	<ul style="list-style-type: none"> Teacher meeting agendas

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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
Maintain school wide vertical alignment strategies in: <ul style="list-style-type: none"> • Math • Reading • Science • Social Studies • Writing (RS)	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • M. Kennedy, Principal • L. Beaver, Asst. Principal • M. Simmons, Counselor • N. Dailey, Instr. Fac. • A. Porras, Instr. Fac. • All Teachers PK-6 	August, 2008 through June, 2009	<ul style="list-style-type: none"> • Agenda/minutes from meetings: <ul style="list-style-type: none"> ○ Grade Level ○ Faculty ○ PLCs ○ RAAS ○ Staff Development ○ Vertical Alignment • Classroom Observations
Implement a school-wide system of instructional strategies to help students gain academic success in all areas: <ul style="list-style-type: none"> • Math: <ul style="list-style-type: none"> ○ PINS • Reading: <ul style="list-style-type: none"> ○ BAG & TAG • Science: <ul style="list-style-type: none"> ○ RUBIES • Writing: <ul style="list-style-type: none"> ○ HOWDY HAND (RS)	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • M. Kennedy, Principal • L. Beaver, Asst. Principal • M. Simmons, Counselor • N. Dailey, Instr. Fac. • A. Porras, Instr. Fac. • All Teachers PK-6 	August, 2008 through June, 2009	<ul style="list-style-type: none"> • Agenda/minutes from meetings: <ul style="list-style-type: none"> ○ Grade Level ○ Faculty ○ PLCs ○ RAAS ○ Staff Development ○ Vertical Alignment • Classroom Observations • Lesson Plans

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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
Maintain faculty meeting format as a staff development model that provides opportunities for shared alignment across the curriculum. (RS)	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • M. Kennedy, Principal • L. Beaver, Asst. Principal • M. Simmons, Counselor • N. Dailey, Instr. Fac. • A. Porras, Instr. Fac. • All Teachers PK-6 	August, 2008 through June, 2009	<ul style="list-style-type: none"> • Classroom Observations • Lesson Plans • PLCs
Activities that encourage a coherent, seamless transition for at-risk students will be provided, which include kindergarten roundup, Sneak a Peek Night, and 6 th grade meeting with Junior High Counselors. (Tr)	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • M. Kennedy, Principal • L. Beaver, Asst. Principal • M. Simmons, Counselor 	August, 2008 through June, 2009	<ul style="list-style-type: none"> •

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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
Increase communication with parents through a variety of resources: <ul style="list-style-type: none"> • Bluebonnet Newsletter • Communicators • Family Involvement • Flyers • Grade Level Newsletters • Lil' Texan Folder • Parent conferences • Progress Reports • Report Cards • Title I Surveys • 21st Century Grant Activities (FI)	<ul style="list-style-type: none"> • General Budget • \$20,000 for Family Representative's Salary • 21st Century Grant 	<ul style="list-style-type: none"> • M. Kennedy, Principal • L. Beaver, Asst. Principal • M. Simmons, Counselor • N. Dailey, Instr. Fac. • A. Porras, Instr. Fac. • V. Montelongo, Grant Manager • H. Flores, Family Rep 	August, 2008 through June, 2009	<ul style="list-style-type: none"> • Communicators • Copies of: <ul style="list-style-type: none"> ○ Flyers ○ Progress Reports ○ Newsletter • Purple Notebooks • Sign-in sheets • Survey results • Teleparent Data
Implement and maintain a PTA. (FI)	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • M. Kennedy, Principal • L. Beaver, Asst. Principal 	August, 2008 through June, 2009	<ul style="list-style-type: none"> • Communicators • Copies of: <ul style="list-style-type: none"> ○ Flyers ○ Progress Reports ○ Newsletter • Purple Notebooks • Sign-in sheets • Survey results • Teleparent Data

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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
Partner with the Title I Program and the 21 st Century Grant to provide monthly academic/thematic based activities: <ul style="list-style-type: none"> • Academic Subject Meetings • Book Fair Night • Cinco De Mayo Program • Coffee with the Counselor • Donuts with Dad • Meet the Teacher Night • Muffins with Mom • Open House • Pastries with the Principal • Promotion/Retention Requirements • Razzle Dazzle Day • Sneak a Peek • TAKS Night • Trunk or Treat • Winter Program (FI)	<ul style="list-style-type: none"> • General Budget • \$2309 from Title I funds • 21st Century Grant 	<ul style="list-style-type: none"> • M. Kennedy, Principal • L. Beaver, Asst. Principal • M. Simmons, Counselor • N. Dailey, Instr. Fac. • A. Porras, Instr. Fac. • V. Montelongo, Grant Manager 	August, 2008 through June, 2009	<ul style="list-style-type: none"> • Communicators • Copies of: <ul style="list-style-type: none"> ○ Flyers ○ Progress Reports ○ Newsletter • Purple Notebooks • Sign-in sheets • Survey results • Teleparent Data

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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
<p>The Family Involvement Team (FIT), comprised of teachers, Instructional Facilitator(s), Family School Representative and parents, will meet once each semester to plan and evaluate family involvement events based upon campus' needs. (FI)</p>	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • M. Kennedy, Principal • Heather Flores, Family Representative 	<ul style="list-style-type: none"> • January 2009 • June 2009 	<ul style="list-style-type: none"> • Event evaluations • Staff surveys
<p>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)</p>	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • M. Kennedy, Principal • Heather Flores, Family Representative 	<ul style="list-style-type: none"> • End of 1st Six Weeks 	<ul style="list-style-type: none"> • None
<p>Conduct an annual Title I meeting to explain NCLB requirements and the instructional program and interventions at the campus. (FI)</p>	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • M. Kennedy, Principal 	<ul style="list-style-type: none"> • September 23, 2008 	<ul style="list-style-type: none"> • Event evaluation

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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 at three week intervals by sending home a progress report or a report card. (FI)	<ul style="list-style-type: none"> • General Budget 	<ul style="list-style-type: none"> • M. Kennedy, Principal 	<ul style="list-style-type: none"> • 3 week progress report time • End of each six weeks 	<ul style="list-style-type: none"> • Teacher documentation of communications with parents
Participate in the annual Literacy Fair Day (Razzle Dazzle Reading Day) which promotes reading and parental and community involvement. (FI)	<ul style="list-style-type: none"> • Title I district funding 	<ul style="list-style-type: none"> • Lorie Bruns, Library Services Director • Carole Hagler, Director of State and Federal Programs • Julie Moore, Title 1 Library Services Specialist • Lesley Cano, Librarian 	<ul style="list-style-type: none"> • Fall, 2008 	<ul style="list-style-type: none"> • Event date • Published photos and event statistics

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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
Require staff/visitors/volunteers to wear name tags/badges. (RS, FI)	<ul style="list-style-type: none"> General budget 	<ul style="list-style-type: none"> M. Kennedy, Principal L. Beaver, Asst. Principal T. Peter, Secretary 	August, 2008 through June, 2009	<ul style="list-style-type: none"> Visitor/volunteer logs
Provide a Campus/District Emergency Plan. (HQ)	<ul style="list-style-type: none"> Cameras Crisis Team 	<ul style="list-style-type: none"> M. Kennedy, Principal L. Beaver, Asst. Principal 	August, 2008 through June, 2009	<ul style="list-style-type: none"> RemyNSE Teacher Handbook Practice Drills
Utilize the AISD Cluster Intervention Program. (HQ, FI, TR, M)	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> James Tucker, Behavior Interventionist M. Kennedy, Principal L. Beaver, Asst. Principal M. Simmons, Counselor 	August, 2008 through June, 2009	<ul style="list-style-type: none"> Number of referrals Classroom activities Prepared lessons
Continue social skills based model for behavior. (RS, HQ, PD, FI)	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> M. Kennedy, Principal L. Beaver, Asst. Principal M. Simmons, Counselor 	August, 2008 through June, 2009	<ul style="list-style-type: none"> Number of referrals Classroom activities Prepared lessons
Continue with a Discipline Committee. (RS)	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> M. Kennedy, Principal L. Beaver, Asst. Principal M. Simmons, Counselor 	August, 2008 through June, 2009	<ul style="list-style-type: none"> Number of referrals Classroom activities Communicators



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SBDM TEAM MEMBERS:

PK/Kindergarten	Barbara Jarvis	Counselor	Monique Simmons
First Grade	Sondra Martin	Librarian	Lesley Cano
Second Grade	Michael Morton	Instructional Facilitators	Natalie Dailey and Ana Porras
Third Grade	Bethanne Hudgens	21st Century Grant Manager	Victoria Montelongo
Fourth Grade	Ali Toufanpur	Business Members	Barbara Heinze and Priscilla Starnes
Fifth Grade	Linda Bushlow-Rico	Community Members	Juli Mayfield and Marsha Wells
Sixth Grade	Katherine Thompson	Parents	Vernetta Freeman and Carmela Harris
Enrichment	Donna Ivey	Central Office	Marilyn Evans
Special Education	Millie Hannah	Assistant Principal	Laurence Beaver
Paraprofessionals	Teresa Peters	Principal	Madonna Kennedy

LIST OF INTERVENTIONS (M):

TIER II:

- Administrator meets with the teacher every three weeks to monitor the children's progress
- Mentors
- Extended Day
- Administrator conferences with each child to set goals
- Individual Parent Conferences
- Accelerated Instruction Plan
- Goal setting after TAKS/benchmark tests
- Reteach using alternate curriculum/methodology
- Peer Tutoring
- Tutoring
 - Push-In
 - Pull-Out
- Vocabulary development across the curriculum
- Use data to drive instruction

TIER III:

- Administrator meets with the teacher every week to monitor the children's progress
- Comprehensive evaluation
- Mandatory tutoring for struggling learners
- Continue parent conferences/home visits
- Modify accommodations
- Additional staff development for teachers
- Instructional facilitators work with individuals
- Increase tutoring time
- Saturday tutoring
- Administrator continues conferencing with each child to set goals
- Individual student plan for identified students
- Intensive analysis of all data

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Grade 3 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	77	77%	71	69%	-8%	62	85%	16%	90%	5%
Afri Amer	14	79%	17	94%	16%	9	89%	-5%	90%	1%
Hispanic	51	76%	46	59%	-18%	49	84%	25%	85%	1%
White	9	78%	6	67%	-11%	3	*	*	75%	#VALUE!
Eco Disadv	62	76%	53	68%	-8%	53	85%	17%	90%	5%
LEP	48	71%	37	49%	-22%	39	87%	39%	90%	3%
SpEd	1	*	4	*	*	5	60%	*	90%	30%

Grade 4 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	65	72%	77	66%	-6%	55	65%	-1%	75%	10%
Afri Amer	16	88%	8	63%	-25%	18	56%	-7%	75%	19%
Hispanic	40	70%	61	64%	-6%	35	69%	5%	75%	6%
White	7	57%	7	86%	29%	2	*	*	75%	#VALUE!
Eco Disadv	49	63%	68	63%	0%	40	58%	-6%	75%	18%
LEP	31	55%	50	60%	5%	26	62%	2%	75%	13%
SpEd	5	60%	4	*	*	2	*	*	75%	#VALUE!

Grade 5 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	49	80%	65	80%	0%	51	73%	-7%	75%	2%
Afri Amer	8	100%	16	94%	-6%	7	71%	-22%	75%	4%
Hispanic	31	71%	39	77%	6%	38	68%	-9%	75%	7%
White	8	88%	7	57%	-30%	5	100%	43%	100%	0%
Eco Disadv	37	81%	50	76%	-5%	46	72%	-4%	75%	3%
LEP	23	70%	20	50%	-20%	31	65%	15%	75%	10%
SpEd	1	*	3	*	*	2	*	*	75%	#VALUE!

Grade 6 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	51	90%	42	88%	-2%	46	96%	8%	98%	2%
Afri Amer	14	100%	8	100%	0%	13	92%	-8%	95%	3%
Hispanic	31	84%	25	80%	-4%	26	96%	16%	98%	2%
White	6	100%	7	100%	0%	5	100%	0%	100%	0%
Eco Disadv	44	89%	27	85%	-3%	33	94%	9%	95%	1%
LEP	21	76%	16	75%	-1%	16	94%	19%	95%	1%
SpEd	2	*	*	*	*	6	50%	*	75%	25%

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Grade 3 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	79	56%	68	56%	0%	61	61%	5%	75%	14%
Afri Amer	14	43%	17	76%	34%	9	44%	-32%	75%	31%
Hispanic	53	58%	43	42%	-17%	48	63%	21%	75%	12%
White	9	56%	6	83%	28%	3	*	*	75%	#VALUE!
Eco Disadv	64	55%	51	47%	-8%	53	60%	13%	75%	15%
LEP	49	51%	32	34%	-17%	39	64%	30%	75%	11%
SpEd	2	*	6	50%	*	10	40%	-10%	75%	35%

Grade 4 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	67	75%	78	68%	-7%	56	61%	-7%	75%	14%
Afri Amer	17	82%	8	50%	-32%	18	83%	33%	85%	2%
Hispanic	40	70%	62	68%	-2%	36	47%	-21%	75%	28%
White	8	75%	7	86%	11%	2	*	*	75%	#VALUE!
Eco Disadv	50	66%	69	65%	-1%	40	55%	-10%	75%	20%
LEP	32	59%	51	61%	1%	26	38%	-22%	75%	37%
SpEd	6	67%	4	*	*	2	*	*	75%	#VALUE!

Grade 5 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	49	78%	64	81%	4%	51	69%	-13%	75%	6%
Afri Amer	8	88%	16	81%	-6%	8	63%	-19%	75%	13%
Hispanic	31	68%	39	82%	14%	37	65%	-17%	75%	10%
White	8	100%	6	67%	-33%	5	100%	33%	100%	0%
Eco Disadv	37	78%	48	77%	-1%	47	68%	-9%	75%	7%
LEP	23	65%	18	67%	1%	30	67%	0%	75%	8%
SpEd	1	*	4	*	*	2	*	*	75%	#VALUE!

Grade 6 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	50	86%	42	71%	-15%	47	77%	5%	80%	3%
Afri Amer	13	92%	8	63%	-30%	13	85%	22%	90%	5%
Hispanic	31	81%	25	72%	-9%	27	70%	-2%	75%	5%
White	6	100%	7	71%	-29%	5	80%	9%	85%	5%
Eco Disadv	43	84%	27	63%	-21%	33	73%	10%	75%	2%
LEP	21	76%	16	69%	-7%	16	63%	-6%	75%	13%
SpEd	1	*	*	*	*	6	17%	*	75%	58%

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Grade 4 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	66	86%	75	83%	-4%	56	88%	5%	90%	3%
Afri Amer	19	89%	8	75%	-14%	18	83%	8%	85%	2%
Hispanic	40	85%	60	82%	-3%	36	92%	10%	95%	3%
White	5	100%	6	100%	0%	2	*	*	75%	#VALUE!
Eco Disadv	52	85%	66	83%	-1%	40	88%	4%	90%	3%
LEP	32	81%	48	79%	-2%	28	86%	7%	90%	4%
SpEd	4	*	3	*	*	2	*	*	75%	#VALUE!

Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	50	42%	64	68%	26%	52	58%	-11%	75%	17%
Afri Amer	9	33%	16	81%	48%	8	50%	-31%	75%	25%
Hispanic	31	35%	39	61%	25%	38	53%	-8%	75%	22%
White	8	63%	6	67%	4%	5	100%	33%	100%	0%
Eco Disadv	38	34%	48	63%	28%	48	56%	-6%	75%	19%
LEP	23	22%	18	33%	12%	31	48%	15%	75%	27%
SpEd	1	*	4	*	*	3	*	*	75%	#VALUE!



Campus Improvement Plan 2008-2009
 Remyse 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

Description	Acct Code	Original Budget	09/30/2008 Budget
Comp. Ed. Budget			
SUBSTITUTE TEACHERS	199.11.6112.00.159.9.30.0.04	0.00	300.00
TUTORIAL SERVICES	199.11.6119.02.159.9.30.0.00	47,040.00	47,040.00
MEDICARE	199.11.6141.00.159.9.30.0.04	0.00	4.35
FICA	199.11.6141.01.159.9.30.0.04	0.00	18.60
SAL & WAGES-SUPPORT PERS	199.31.6129.00.159.9.30.0.00	19,679.77	19,679.77
MEDICARE	199.31.6141.00.159.9.30.0.00	274.38	274.38
TOTAL		66,994.15	67,317.10
FTE Count			
PERSONNEL			2.00
TOTAL			2.00



Campus Improvement Plan 2008-2009
 Remyse Elementary

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	211.11.6119.00.159.9.24.0.00	168,961.00	98,238.00
CONTRACT ADDENDA-STIPEND	211.11.6119.09.159.9.24.0.00	0.00	3,000.00
ADVANCED DEGREE-STIPEND	211.11.6119.10.159.9.24.0.00	0.00	1,500.00
SAL & WAGES-SUPPORT PERS	211.11.6129.00.159.9.24.0.00	0.00	14,817.00
EDUCATIONAL STIPEND	211.11.6129.10.159.9.24.0.00	0.00	1,000.00
MEDICARE	211.11.6141.00.159.9.24.0.00	0.00	1,689.00
HEALTH INSURANCE	211.11.6142.01.159.9.24.0.00	0.00	9,360.00
TEACHER RETIREMENT	211.11.6146.00.159.9.24.0.00	0.00	8,743.00
TRS-CARE CONTRIBUTION	211.11.6146.01.159.9.24.0.00	0.00	641.00
READING MATERIALS	211.11.6329.00.159.9.24.0.00	0.00	8,652.00
GENERAL SUPPLIES	211.11.6399.01.159.9.24.0.00	18,064.00	16,455.00
STUDENT TVL*NO AISD BUSES	211.11.6412.00.159.9.24.0.00	0.00	1,175.00
DIST TRANS FOR STDNT TRAV	211.11.6494.00.159.9.24.0.00	0.00	900.00
MISC OPERATING EXPENSES	211.11.6499.00.159.9.24.0.00	0.00	500.00
EMPLOYEE TRAVEL	211.13.6411.00.159.9.24.0.00	125.00	50.00
SAL & WAGES-SUPPORT PERS	211.61.6129.00.159.9.24.0.00	0.00	15,797.00
MEDICARE	211.61.6141.00.159.9.24.0.00	0.00	229.00
HEALTH INSURANCE	211.61.6142.01.159.9.24.0.00	0.00	3,120.00
TEACHER RETIREMENT	211.61.6146.00.159.9.24.0.00	0.00	1,197.00

TRS-CARE CONTRIBUTION	211.61.6146.01.159.9.24.0.00	0.00	87.00
GENERAL SUPPLIES	211.61.6399.01.159.9.24.0.00	2,310.00	2,310.00
EMPLOYEE TRAVEL	211.61.6411.00.159.9.24.0.00	250.00	250.00
MISC OPERATING EXPENSES	211.61.6499.00.159.9.24.0.00	25.00	25.00
TOTAL		189,735.00	189,735.00