

Short Elementary School
Campus Improvement Plan
2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT



**Campus Improvement Plan 2008-2009
Short Elementary School**

Overview

Short Elementary is rated Academically Acceptable for the 2007-2008 year. Short is a School-wide Program Title I school, with 65% of our students economically disadvantaged. Our student population consists of 33% Anglo, 32% Hispanic, 31% African American, 2% Asian and 1% American Indian. Short's percentage of students who use English as their second language is 14%.

A Comprehensive Needs Assessment (CNA) was completed by the faculty, Site Based Decision Making Committee, and Team Leaders. The CNA was completed by using 07-08 TAKS data and End of Year test scores K-6, along with DRA2 scores for students completing K-2. TAKS results from the spring 2008 test, as well as End Of Year test results, indicate that all subgroups will benefit from interventions in both science and math instruction.

Short Elementary will target math and science instruction as our instructional focus for the 2008-2009 school-year in all grade levels and all subgroups.

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

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

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Use of interactive notebooks in math and science classes K-6.	None	McCollum(principal), Woodard (asst. prin.)	Six weeks	Math/Science Benchmarks Math EOY (K,1,2) Science EOY (2-4,6) Math TAKS (3 rd -6 th) Science TAKS (5 th)
Differentiated instruction for math: small group lessons lead by the HQ classroom teacher and HQ teaching assistants.	State Comp funds	McCollum(principal), Woodard (asst. prin.)	Six weeks	Math Benchmarks Math EOY (K,1,2) Math TAKS (3 rd -6 th)
Math and science word walls: classrooms, and school hallways.	None	McCollum(principal), Woodard (asst. prin.)	Weekly during walk through observations	Math/Science Benchmarks Math EOY (K,1,2) Science EOY (2-4,6) Math TAKS (3 rd -6 th) Science TAKS (5 th)
Math facts practice in the classrooms, hallways before school and during transition periods. (music CDs of facts, Dr. Jean CDs, “multiples” number lines on walls)	Budgeted funds for supplies	McCollum(principal), Woodard (asst. prin.) Zdrojewski (inst.fac.)	Weekly	Weekly quizzes on math facts.
Daily problem solving activities in math using a school-wide approach in classes K-6.	None	McCollum(principal), Woodard (asst. prin.) Zdrojewski (inst.fac.)	Weekly during walk through observations	Math Benchmarks Math EOY (K,1,2) Math TAKS (3 rd -6 th)
Science “Word of the Week” announced each morning with definitions and examples. Word of the Week will be extended in music, PE and art classes.	None	McCollum (principal) Woodard (asst. prin.) Mullen (PE), Tettleton (music), Rodgers (art)	Weekly during walk through observations	Science Benchmarks Science EOY (2-4,6) Science TAKS (5 th)

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

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Utilize Thinking Maps in math and science activities in classes K-6.	None	McCollum(principal), Woodard (asst. prin.) Zdrojewski (inst.fac.)	Weekly during walk through observations	Math/Science Benchmarks Math EOY (K,1,2) Science EOY (2-4,6) Math TAKS (3 rd -6 th) Science TAKS (5 th)
Use of non-fiction science books during read aloud time in class. Emphasize the use of non-fiction science texts for free reading by students, grades 3-5.	Title I funds designated for library purchases.	McCollum(principal), Woodard (asst. prin.) Zdrojewski (inst.fac.) Schmeisser (librarian)	Six weeks: lesson plans, library records, leveled library records	Science Benchmarks Science TAKS (5th) EOY Science (3 rd , 4 th)
Hands-on science experiments are to be provided at a minimum of twice per unit.	Title I funds: science teaching assistant	McCollum(principal), Woodard (asst. prin.) Zdrojewski (inst.fac.) Hammonds (5 th science), Bronstein (science TA)	Six weeks: lesson plans, science lab calendar, science materials check-out	Science EOY (2-4,6) Science TAKS (5th)
Science Camp provided to at-risk fifth grade students for four Saturdays prior to TAKS.	State Comp. funds (\$400)	McCollum(principal), Woodard (asst. prin.) Zdrojewski (inst.fac.) Hammonds (5 th science,)	Month prior to TAKS	Science TAKS (5 th)

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

Improvement Areas	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. (M)	Title I SCE Accelerated Reading/Math (C/I)	McCollum(principal) Woodard(asst princ.) Zdrojewski (Istr.Fac.) Team Leaders (K-6) Gebhardt(counselor)	Teacher lesson plans, tutoring logs, RAP documents	Math/Science Benchmarks Math EOY (K,1,2) Science EOY (2-4,6) Math TAKS (3 rd -6 th) Science TAKS (5 th)

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Differentiated instruction for math, reading and writing: small group lessons lead by the HQ classroom teacher.	State Comp funds	McCollum(principal), Woodard (asst. prin.)	Six weeks	M/R/W Benchmarks Math(K,1,2), Science EOY (2) DRA2 (K,1,2) Math, Reading TAKS (3 rd -6 th) Writing TAKS (4 th)
Differentiated instruction (individual re-teach) for math, reading and writing: provided by the HQ classroom teacher.	State Comp funds	McCollum(principal), Woodard (asst. prin.)	Six weeks	M/R/W Benchmarks Math(K,1,2), Science EOY (2) DRA2 (K,1,2) Math, Reading TAKS (3 rd -6 th) Writing TAKS (4 th)
Frequent parent contacts by phone, email, agenda books, face-to-face conferences. Parent contacts will be documented in the “purple notebook.”	None	McCollum(principal), Woodard (asst. prin.)	Three weeks and six weeks	Progress Reports Report Cards
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)	Title I budget, State Comp. Funds AISD budget	McCollum(principal)	September & January	Master schedule Teacher certification Principal Attestation

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
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)	District Title I funds	State & Federal Program Office	October & February	List of teachers participating in Master's program
Teachers will participate in high quality, ongoing professional development based upon campus Comprehensive Needs Assessment (PD)	Title I SCE	McCollum(principal)	December & April	ERO attendance reports
K-6 Grade level teachers will meet weekly to discuss instructional strategies, based on student data, to improve classroom performance. (Asmt)	none	McCollum(principal)	Weekly October - June	Teacher meeting agendas, PLC agendas

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
All professional staff will engage in Professional Learning Communities a minimum of once per month to discuss instructional strategies and vertical alignment of curriculum.	None	McCollum(principal), Woodard (asst. prin.) Zdrojewski(instr.fac.)	Monthly	Benchmarks (2-6) EOY, DRA (K-2) TAKS (3 rd -6 th) Data notebook: meeting notes
Development of school-wide strategies for math, science and reading.	None	McCollum(principal), Woodard (asst. prin.) Zdrojewski(instr.fac.)	Weekly during walk-through observations.	Benchmarks (2-6) EOY, DRA (K-2) TAKS (3 rd -6 th)
Staff Development opportunities will be offered: book studies, instructional strategies, colleague groups.	State Compensatory Funds	McCollum(principal), Woodard (asst. prin.) Zdrojewski(instr.fac.)	Monthly listing of classes	ERO records of classes offered and attendance records for classes
Activities that encourage a coherent, seamless transition for at-risk students will be provided, which include PK-6 parent meetings, Kindergarten Roundup and Gunn Junior High Sixth Grade meetings (Tr)	Title I funds (\$100)	McCollum(principal), Woodard (asst. prin.) Gebhardt (counselor) PK-6 Team Leaders	August (PK-6), February (6 th grade), April (PK, new kindergarten families)	Short Calendar of Events, parent information flyers

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
Formation of Short Dad's Club to engage fathers in the educational process.	Budgeted funds: Student Activity	McCollum(principal), Woodard (asst. prin.) DeLeon (family rep)	Monthly	Attendance records for meetings and activities.
Monthly educational activities involving parents will be planned.	Title I: Family Involvement budget, Family Rep's salary	McCollum(principal), Woodard (asst. prin.) DeLeon (family rep) FIT team members	Monthly	Title I Family Involvement records: plan of action, attendance records, parent evaluations
Monthly activities geared toward parent education will be planned.	Title I Family Involvement budget	McCollum(principal), Woodard (asst. prin.) DeLeon (family rep),FIT team members	Monthly	Title I Family Involvement records: plan of action, attendance records, parent evaluations
The Family Involvement Team (FIT), comprised of teachers, Instructional Facilitator(s), Family School Representative and parents, will meet quarterly to plan and evaluate family involvement events based upon campus' needs. (FI)	Title I funds - \$750	McCollum(principal), Woodard (asst. prin.) DeLeon (family rep),FIT team members	Monthly	Event evaluations Staff surveys
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)	Title I funds - \$50	McCollum(principal), Woodard (asst. prin.) DeLeon (family rep), FIT team members, teachers PK-6	End of 1 st Six Weeks	Title I Family Involvement records, lesson plans, teacher documentation of parent contacts (purple notebook)

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
Conduct an annual Title I meeting to explain NCLB requirements and the instructional program and interventions at the campus. (FI)	none	McCollum(principal), Woodard (asst. prin.) DeLeon (fam.rep.)	Date of meeting	Title I Family Involvement records Event evaluation
Teachers will communicate student academic progress and assessment reports with parents every three weeks via progress reports, report cards, parent/teacher conferences, notes and calls home , and parent conferences (FI)	none	McCollum(principal), Woodard (asst. prin.) Teachers (PK-6)	Ongoing, September – June 3 weeks progress 6 weeks report cards	Teacher documentation of communications with parents
A Community Outreach Library Program for families will be piloted with after school and/or Saturday access.	\$3000 per campus from Title 1 Funds Arlington Public Library Grant	Lorie Bruns, Library Services Director Julie Moore, Title 1 Library Services Specialist Carole Hagler, Director of State and Federal Programs Campus Librarians Arlington Public Library Staff	Fall, 2008 to Spring, 2009	Library Monthly Activity Report

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
Participate in the annual Literacy Fair Day (Razzle Dazzle Reading Day) which promotes reading and parental and community involvement.	Title I district funding	Lorie Bruns, Library Services Director Carole Hagler, Director of State and Federal Programs Julie Moore, Title 1 Library Services Specialist Schmeisser (Librarian)	Fall, 2008	Event date Published photos and event statistics

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
The school counselor will provide classroom lessons on character building and anti-bullying.	None	McCollum(principal), Woodard (asst. prin.), Gebhardt (counselor)	Two grade levels each 6 weeks (K-6)	Counselor's calendar of classroom instruction, Discipline reports
Character Traits will be discussed monthly during announcements with a new trait introduced each month.	Budgeted funds to purchase Character Trait cards.	McCollum(principal), Woodard (asst. prin.), Gebhardt (counselor)	Monthly	Daily Announcement records
Counselor will work with individuals and groups of students on conflict resolution.	None	Gebhardt (counselor)	Monthly	Counselor calendar and plans
PALS-Peer Assistant Leadership-volunteer high school students spend time with at-risk students to improve self-esteem.	None	McCollum(principal), Woodard (asst. prin.), Gebhardt (counselor) Team Leaders, AHS PALS sponsors	October-May	Agendas, Schedules
Play It Safe-a personal safety curriculum will be provided to each grade level.	None	Gebhardt (counselor), Team Leaders	November	Schedule, Pretests, Post tests, Lesson Plans

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
Safety Patrol- instills students with a sense of responsibility and leadership as they protect classmates on campus going to and from school.	Budgeted Funds: Student Activity	Woodard (asst.prin.)	Each Six Weeks	Six Week Safety Patrol Lists
Bully Prevention Program-The Safe Haven will provide presentations to inform, educate and support students regarding the issue of bullies; promoting bully prevention and ensuring a safe learning environment.	None	Woodard (asst.prin.), Gebhardt (counselor) Team Leaders (K-6)	Spring '09	Lesson Plans, Agendas, Schedules, Office Referrals
Project Alert-Intervention specialist will present lessons on drug interventions and prevention to grades 4-6.	None	Woodard (asst.prin.), Gebhardt (counselor) Team Leaders (K-6)	October-May	Lesson Plans, Schedule
Principal and Assistant Principal will visit classrooms regularly to encourage and motivate students and teachers.	None	McCollum(principal), Woodard (asst. prin.)	Weekly	Record of Walk-Through observations



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Bibliography

Constantino, Steven; Engaging All Families; Rowman & Littlefield Education, 2006.

DuFour, DuFour, Eaker and Karhanek; Whatever It Takes, How Professional Learning Communities Respond When Kids Don't Learn; Solution Tree, 2004

Eaker, DuFour & DuFour; Getting Started Reculturing School to Become Professional Learning Communities; Solution Tree, 2002.

Hyerle; Thinking Maps Tools for Learning; Thinking Maps Inc., 1995.

Marzano, Pickering; Building Academic Vocabulary Teacher's Manual; ASCD, 2005.

Marzano, Pickering, Pollock; Classroom Instruction That Works; ASCD, 2001.

Tomlinson, Carol Ann; How to Differentiate Instruction in Mixed-Ability Classrooms; ASCD, 2001.

Zemelman, Daniels, Hyde; Best Practice Today's Standards for Teaching & Learning in America's Schools; Heinemann, 2005.

Interventions

Tier 2 interventions – small group, focused instruction by the classroom teacher / tutoring during and after school by teacher or HQ tutor

Tier 3 interventions – individual instruction by the classroom teacher / tutoring during and after school by teacher or HQ tutor

Short Elementary Administrative Team:

Principal – Kat McCollum

Assistant Principal – Beth Anne Woodard

Counselor – Phyllis Gebhardt

Short Elementary Team Leaders:

Kindergarten – S. Redding

First – K. Ford

Second – B. Kielbas

Third – S. Hanrahan

Fourth – M.A. Patterson

Fifth- L. Jones

Sixth – L. Coons

Special Education – C. Powers

ESL – L. Ledford

Fine Arts – M. Mullen



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Short Elementary Family Involvement Team:

O. DeLeon, Title I Family Involvement Representative

B. Kielbas	M.A. Patterson	C. Collett	B.A. Woodard	L. Jones
D. Zdrojewski	S. Horn	C. Thompson	S. Hanrahan	H. Cangierter (parent)
J Pedlow (parent)	E. White (parent)	A. Cumberbatch (parent)		

Short Elementary Site Based Decision Making Team (SBDM):

K. McCollum (principal)	S. Redding (K, preK)	P. Harrell (1)	J. Bryant (2)	K. Harding (3)
J. Shirley (4)	J. Hammonds (5)	L. Coons (6)	J. Tettleton (Sp. Ed., specials)	
B. Kissel (office)	A. Acuna (community)	K. Hayes (community)	C. Allen (business)	
P. Hollingsworth (business)	J. Pedlow (parent)	L. Phillips (parent)	L. English (Central Office)	

Short Elementary Faculty:

PK- S. Lim Kindergarten- S. Redding (TL), C. Dolan, V. Hughes, M. Johnson

First – K. Ford (TL), B. Anderson, P. Harrell, S. Horn

Second – B. Kielbas (TL), J. Bryant, K. Moran, T. Rives

Third- S. Hanrahan (TL), N. Aguilar, K. Harding , A. Lilley, J. Lightfoot (Success)

Fourth- M.A. Patterson (TL), D. Hemingway, M. Nicholson, J. Shirley

Fifth- L. Jones (TL/ math), K. Fouts (language arts), J. Hammonds (science/ science building liason), A. Kidd (Success)

Sixth – L. Coons (TL/ math), C. Collett (science), L. Pickens (language arts)

Special Education – C. Powers (TL/ language arts), S. Smith (math), C. Thompson (PASS), D. Tesch (speech)



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ESL – L. Ledford

Library – L. Schmeisser

Fine Arts – M. Mullen (TL/ PE), D. Rodgers (art), J. Tettleton (music), S. Branch (strings), S. Stringer (band)

Title I – D. Zdrojewski (Instructional Specialist), O. DeLeon (Family Involvement Representative), B. Bronstein (science lab teaching assistant),
W. Durr (5th teaching assistant)

Teaching Assistants – A. Conley (PASS), D. Cobert (PASS), M. Moore (Sp.Ed.), G. Johnson (Sp.Ed.), J. Tuggle (Sp.Ed.), L. Butler (Sp.Ed.),
C. Baker (PE), J. Baker (library), C. Reiter (kinder), K. Saenz (kinder), R. Mayhorn (kinder)

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Grade 3 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	65	89%	62	87%	-2%	64	91%	4%	95%	4%
Afri Amer	13	85%	21	86%	1%	21	90%	5%	95%	5%
Hispanic	16	75%	15	73%	-2%	16	88%	14%	90%	3%
White	34	97%	24	96%	-1%	25	92%	-4%	95%	3%
Eco Disadv	24	79%	36	81%	1%	33	85%	4%	90%	5%
LEP	7	43%	7	71%	29%	8	100%	29%	100%	0%
SpEd	6	100%	3	*	*	3	*	*		

Grade 4 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	51	76%	59	88%	12%	53	75%	-13%	80%	5%
Afri Amer	18	61%	10	80%	19%	19	74%	-6%	80%	6%
Hispanic	9	89%	18	78%	-11%	15	67%	-11%	70%	3%
White	20	80%	30	97%	17%	18	83%	-13%	85%	2%
Eco Disadv	25	64%	23	74%	10%	28	71%	-2%	80%	9%
LEP	4	*	8	50%	*	7	57%	7%	70%	13%
SpEd	3	*	6	83%	*	2	*	*		

Grade 5 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	73	86%	56	88%	1%	61	80%	-7%	85%	5%
Afri Amer	13	77%	25	76%	-1%	15	80%	4%	85%	5%
Hispanic	11	73%	13	92%	20%	18	67%	-26%	70%	3%
White	44	91%	15	100%	9%	26	92%	-8%	95%	3%
Eco Disadv	24	79%	32	81%	2%	26	65%	-16%	70%	5%
LEP	4	*	1	*	*	8	50%	*	70%	20%
SpEd	4	*	4	*	*	10	70%	*	75%	5%

Grade 6 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	67	93%	80	91%	-1%	54	96%	5%	100%	4%
Afri Amer	15	93%	16	81%	-12%	18	89%	8%	90%	1%
Hispanic	13	92%	11	82%	-10%	16	100%	18%	100%	0%
White	35	91%	47	96%	4%	17	100%	4%	100%	0%
Eco Disadv	24	92%	29	79%	-12%	25	96%	17%	100%	4%
LEP	2	*	3	*	*	2	*	*		
SpEd	3	*	5	100%	*	6	100%	0%	100%	0%

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Grade 3 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	67	73%	62	61%	-12%	64	75%	14%	80%	5%
Afri Amer	13	54%	21	62%	8%	21	76%	14%	80%	4%
Hispanic	16	56%	15	40%	-16%	16	69%	29%	75%	6%
White	35	91%	24	71%	-21%	25	80%	9%	85%	5%
Eco Disadv	25	52%	36	50%	-2%	33	73%	23%	80%	7%
LEP	7	29%	7	57%	29%	8	75%	18%	80%	5%
SpEd	8	88%	3	*	*	4	*	*		

Grade 4 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	50	80%	60	83%	3%	55	69%	-14%	75%	6%
Afri Amer	18	72%	10	70%	-2%	19	79%	9%	85%	6%
Hispanic	8	88%	17	71%	-17%	16	50%	-21%	70%	20%
White	20	80%	31	94%	14%	19	74%	-20%	80%	6%
Eco Disadv	24	75%	23	70%	-5%	30	57%	-13%	70%	13%
LEP	4	*	7	57%	*	7	57%	0%	70%	13%
SpEd	3	*	7	86%	*	2	*	*		

Grade 5 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	73	84%	56	82%	-1%	60	87%	5%	90%	3%
Afri Amer	13	69%	25	68%	-1%	14	79%	11%	85%	6%
Hispanic	11	64%	12	100%	36%	18	78%	-22%	85%	7%
White	44	91%	15	87%	-4%	26	96%	9%	98%	2%
Eco Disadv	24	63%	31	81%	18%	26	77%	-4%	85%	8%
LEP	4	*	2	*	*	8	63%	*	70%	8%
SpEd	4	*	3	*	*	10	100%	*		

Grade 6 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	66	82%	79	75%	-7%	51	94%	19%	97%	3%
Afri Amer	14	79%	16	63%	-16%	18	94%	32%	97%	3%
Hispanic	13	85%	11	64%	-21%	14	93%	29%	97%	4%
White	35	80%	46	78%	-2%	16	94%	15%	97%	3%
Eco Disadv	23	78%	28	61%	-18%	24	88%	27%	95%	8%
LEP	2	*	3	*	*	2	*	*		
SpEd	2	*	4	*	*	5	60%	*	70%	10%

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Grade 4 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	47	87%	56	84%	-3%	54	87%	3%	90%	3%
Afri Amer	18	83%	10	80%	-3%	19	95%	15%	98%	3%
Hispanic	9	89%	16	75%	-14%	16	88%	13%	90%	3%
White	16	94%	29	90%	-4%	18	78%	-12%	85%	7%
Eco Disadv	24	88%	21	81%	-7%	31	81%	0%	85%	4%
LEP	4	*	6	67%	*	7	71%	5%	85%	14%
SpEd	3	*	5	80%	*	2	*	*		

Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	78	69%	57	65%	-5%	61	69%	4%	75%	6%
Afri Amer	15	47%	24	46%	-1%	14	43%	-3%	70%	27%
Hispanic	11	64%	14	58%	-5%	18	72%	14%	75%	3%
White	47	75%	15	93%	18%	27	81%	-11%	85%	4%
Eco Disadv	27	40%	31	50%	10%	25	52%	2%	70%	18%
LEP	4	*	2	*	*	8	50%	*	70%	20%
SpEd	8	20%	5	100%	80%	12	58%	-42%	70%	12%



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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			
SAL & WAGES-SUPPORT PERS	199.31.6129.00.123.9.24.0.00	19,875.39	19,875.39
MEDICARE	199.31.6141.00.123.9.24.0.00	277.11	277.11
SUBSTITUTE TEACHERS	199.11.6112.00.123.9.30.0.04	0.00	150.00
TUTORIAL SERVICES	199.11.6119.02.123.9.30.0.00	27,480.00	27,480.00
MEDICARE	199.11.6141.00.123.9.30.0.04	0.00	2.18
FICA	199.11.6141.01.123.9.30.0.04	0.00	9.30
TOTAL		47,632.50	47,793.98
FTE Count			
PERSONNEL			1.34
TOTAL			1.34



Campus Improvement Plan 2008-2009
Short 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			3.66
TOTAL			3.66
Title 1 Budget			
SALARIES-TEACH & OTH PROF	211.11.6119.00.123.9.24.0.00	116,000.00	49,987.00
CONTRACT ADDENDA-STIPEND	211.11.6119.09.123.9.24.0.00	0.00	1,500.00
SAL & WAGES-SUPPORT PERS	211.11.6129.00.123.9.24.0.00	0.00	26,298.00
MEDICARE	211.11.6141.00.123.9.24.0.00	0.00	1,128.00
HEALTH INSURANCE	211.11.6142.01.123.9.24.0.00	0.00	6,240.00
TEACHER RETIREMENT	211.11.6146.00.123.9.24.0.00	0.00	5,896.00
TRS-CARE CONTRIBUTION	211.11.6146.01.123.9.24.0.00	0.00	428.00
READING MATERIALS	211.11.6329.00.123.9.24.0.00	0.00	1,000.00
GENERAL SUPPLIES	211.11.6399.01.123.9.24.0.00	1,000.00	6,323.00
SAL & WAGES-SUPPORT PERS	211.61.6129.00.123.9.24.0.00	0.00	16,608.00
MEDICARE	211.61.6141.00.123.9.24.0.00	0.00	241.00
TEACHER RETIREMENT	211.61.6146.00.123.9.24.0.00	0.00	1,259.00
TRS-CARE CONTRIBUTION	211.61.6146.01.123.9.24.0.00	0.00	92.00
GENERAL SUPPLIES	211.61.6399.01.123.9.24.0.00	1,000.00	1,000.00
EMPLOYEE TRAVEL	211.61.6411.00.123.9.24.0.00	250.00	250.00
MISC OPERATING EXPENSES	211.61.6499.00.123.9.24.0.00	756.00	756.00
TOTAL		119,006.00	119,006.00