

Starrett Elementary School
Campus Improvement Plan
2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT



Campus Improvement Plan 2008-2009 Starrett Elementary School

Overview

Starrett Elementary is a culturally diverse school with approximately 78% minority students. Starrett's student population is comprised as follows: 29% African American, 40% Hispanic, 22% Caucasian, and 9% other. Starrett has an active PTA and positive parent support. Extra curricular activities include Chess Club, Dads' Club, and Science Club. All of these support the academic goals of Starrett. Character Education and Boys Town support positive student behaviors and choices. Peer mediation, initiated during the 2004-05 school year, promises to further support efforts to instill positive choices and conflict resolution. Starrett's Science Committee will focus on special programs, science fair, and family science night. We believe that involving the students while spotlighting science encourages high expectations for success in science.

In 2007-08, Starrett showed growth in most areas of math and writing. Using data from last year's testing results, our grade level teachers did a needs assessment and determined that we will target our economically disadvantaged and Hispanic sub-groups in the areas of reading, science, and math.

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

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Math-3,4,5,6 *Economically Disadvantaged * Hispanic * African American	State Comp. Ed. Funds/ARI-AMI Funds	J. Wofford, Principal Team Leaders: M. Osborne, 3 S. Adams, 4 K. Stelwagen, 5 M. Roberts, 6	Bi-weekly team meetings using TRIAND data to create and monitor tutoring groups	Benchmarks
Reading-3,4,5,6 * Economically Disadvantaged * Hispanic * African American	State Comp. Ed. Funds/ARI-AMI Funds	J. Wofford, Principal Team Leaders: M. Osborne, 3 S. Adams, 4 K. Stelwagen, 5 M. Roberts, 6	Bi-weekly team meetings using TRIAND data to create and monitor tutoring groups	Benchmarks
Science-5 * Economically Disadvantaged * Hispanic * African American	State Comp. Ed. Funds	J. Wofford, Principal K. Stelwagen, 5 C. Franks and D. West, Starrett Science Contact persons.	Bi-weekly science meetings using TRIAND data to create and monitor tutoring groups	Benchmarks

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

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<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>State Comp. Ed. Funds</p>	<p>K. Wright, Couns. Grade Level teachers</p>	<p>Daily</p>	<p>RAP documentation</p>

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Report cards and Progress reports	None needed	Homeroom Teachers	3, 6, 9 weeks	Parent signature
Daily Communicator notebooks	General Budget	Homeroom Teachers	Daily	Parent and Student signature
Pullout and Push-in tutoring	State Comp. Ed. Funds/ARI-AMI Funds	Team Leaders: M. Osborne, 3 S. Adams, 4 K. Stelwagen, 5 M. Roberts, 6	Daily	Benchmarks
Breakfast Club(6 th grade math)	State Comp. Ed. Funds	J. Wofford, Principal J. Terrell, 6 th grade math teacher	Daily	Homework grades
Meet with students who are failing and build relationships with these students	None needed	J. Wofford, Principal T. Evans, Asst. Prin. K. Wright, Couns. Team Leaders: C. Davis, K A. Nelson, 1 V. Forsberg, 2 A. Morris, 2 M. Osborne, 3 S. Adams, 4 K. Stelwagen, 5 M. Roberts, 6 B. Trussell, Sp. Ed. D. Pilon, Fine Arts	3,6,9 weeks	Notes kept by Team Leader and/or administrative team

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Personal notes or emails from teachers or administrators	None needed	J. Wofford, Principal T. Evans, Asst. Prin. Grade level teachers	Whenever needed	Input received from parents regarding notes written from teachers
Blitz days to allow students to make-up missing assignments	None needed	Grade level teachers	Once per 6 weeks	Homework grades
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher.	None needed	Principal	September and January	Master schedule Teacher certification Principal attestation
Teachers will participate in high quality, ongoing professional development based upon campus needs.	State Comp. Ed. Funds	Principal	December and April	ERO attendance reports

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Provide time at faculty meetings for grade levels to meet and discuss strategies	None needed	J. Wofford, Principal T. Evans, Asst. Prin.	Monthly	Feedback received from teachers regarding vertical alignment discussions
Develop subject specific common vocabulary with each grade level	None needed	Team Leaders: C. Davis, K A. Nelson, 1 V. Forsberg, 2 A. Morris, 2 M. Osborne, 3 S. Adams, 4 K. Stelwagen, 5 M. Roberts, 6 B. Trussell, Sp. Ed. D. Pilon, Fine Arts K. McElreath, ESL	Monthly	Feedback received from teachers regarding vertical alignment discussions
Provide staff development relevant to vertical alignment	None needed	J. Wofford, Principal T. Evans, Asst. Prin.	semester	Feedback and evaluations from teachers regarding staff development
Administrative team meets with grade level teams to ensure that vertical teaming is taking place	None needed	J. Wofford, Principal T. Evans, Asst. Prin. K. Wright, Couns.	monthly	Notes taken during meetings and feedback from teachers
Grade level teachers visit classes of other teachers either one grade above or one grade below	State Comp. Ed. Funds to pay for substitutes	J. Wofford, Principal T. Evans, Asst. Prin.	semester	Debriefing with teachers after their classroom visits

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
Stallion Stampede newsletter and other attachments sent home by office to keep parents informed of school functions and opportunities for school involvement	None needed	J. Wofford, Principal	monthly	Feedback from parents
Starrett Dad's club to become involved in mentoring students and offering outside opportunities for students to become involved with other community resources	None needed	T. Blanton, Sponsor	monthly	Feedback from students and parents
Starrett Science Night/Starrett Math Night that allows students to show projects that they have done and allows community businesses to visit with students and parents.	General Budget funds	Starrett Science committee J. Terrell, 6 th grade math teacher	yearly	Artifacts produced by students and feedback from teachers, parents and students
Starrett Career Day that will allow students to observe and question community members from diverse career paths.	General Budget funds	T. Evans, Asst. Prin. K. Wright, Couns.	yearly	Feedback from students and community members.
Family Literacy Night that allows parents to visit with teachers and students while learning ways that they can help their students become better readers.	General Budget funds	C. Davis, K K. McElreath, K	yearly	Feedback from students and parents

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
Continue to have open communication between staff and parents. This will allow parents to support the school and aide in the learning process of the students	General Budget Funds to provide substitutes so that teachers can conduct parent conferences when needed	J. Wofford, Principal T. Evans, Asst. Prin. K. Wright, Couns. Team Leaders: C. Davis, K A. Nelson, 1 V. Forsberg, 2 A. Morris, 2 M. Osborne, 3 S. Adams, 4 K. Stelwagen, 5 M. Roberts, 6 B. Trussell, Sp. Ed. D. Pilon, Fine Arts	Daily	Communication log Progress reports Daily communicator
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, and Storytellers.	Campus Library Budgets Campus Library Activity Budget LS Dept. Library Budget	Campus Librarians Lorie Bruns, Library Services Director	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
Counselor will provide Peer Mediation with students in grades 5 and 6	None needed	K. Wright, Couns.	monthly	Student reflection sheets
All students and staff will participate in safety drills (fire, lock-down, inclement weather)	None needed	J. Wofford, Principal T. Evans, Asst. Prin	monthly	Observation of drills by administrative team
Visitors entering the building will be required to sign in and will be monitored and visitor badge colors will be changed daily	General Budget Funds	Starrett office staff	daily	Check sign in sheets
Teachers and staff will be on duty between the hours of 7:50-8:05 AM and 3:20-3:35 PM at designated locations throughout the building and grounds	None needed	J. Wofford, Principal T. Evans, Asst. Prin.	daily	Duty roster and map created by Assistant Principal Evans



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Bibliography

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Rasinski, Timothy V. The Fluent Reader : Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension. Wilmington: Teaching Resources, 2003.

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Tomlinson, Carol A., and Susan D. Allan. How to Differentiate Instruction in Mixed-Ability Classrooms. Alexandria: Association for Supervision & Curriculum Development, 2001

Site Based Decision Making Committee Members for 2008/09

KG	Ronda Mandrell
1 st	Janis Planche
2 nd	Tom Blanton
3 rd	Michelle Williams
4 th	Debbie West
5 th	Culley Franks
6 th	Ronna Wyse
Fine Arts	Todd Dubbelde
Resource	Robert Roszak
Parent	Becky Torres
Parent	Victoria Joye
AISD	Paula Morone

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Grade 3 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	88	91%	89	93%	2%	102	86%	-7%	90%	4%
Afri Amer	32	97%	26	92%	-5%	24	96%	4%	97%	1%
Hispanic	24	83%	22	86%	3%	41	76%	-11%	80%	4%
White	29	93%	33	97%	4%	28	93%	-4%	95%	2%
Eco Disadv	38	87%	36	89%	2%	50	80%	-9%	85%	5%
LEP	10	90%	15	93%	3%	26	73%	-20%	85%	12%
SpEd	3	*	3	*	*	3	*	*		

Grade 4 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	100	80%	80	75%	-5%	86	79%	4%	80%	1%
Afri Amer	21	76%	23	91%	15%	21	67%	-25%	75%	8%
Hispanic	29	69%	24	63%	-6%	30	73%	11%	75%	2%
White	36	92%	28	82%	-10%	28	89%	7%	90%	1%
Eco Disadv	39	64%	31	68%	4%	38	76%	9%	80%	4%
LEP	12	75%	8	25%	-50%	23	74%	49%	77%	3%
SpEd	6	67%	4	*	*	4	*	*		

Grade 5 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	103	89%	105	88%	-2%	86	83%	-5%	85%	2%
Afri Amer	34	91%	21	76%	-15%	27	89%	13%	90%	1%
Hispanic	27	85%	34	79%	-6%	26	73%	-6%	80%	7%
White	38	95%	37	100%	5%	26	96%	-4%	97%	1%
Eco Disadv	33	85%	49	86%	1%	40	70%	-16%	80%	10%
LEP	9	78%	4	*	*	15	47%	*	70%	23%
SpEd	7	100%	6	100%	0%	4	*	*		

Grade 6 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	95	97%	108	93%	-4%	98	95%	2%	98%	3%
Afri Amer	24	96%	40	93%	-3%	18	94%	2%	95%	1%
Hispanic	33	100%	32	91%	-9%	34	91%	1%	92%	1%
White	28	96%	33	94%	-2%	36	97%	3%	98%	1%
Eco Disadv	40	98%	40	90%	-8%	41	95%	5%	96%	1%
LEP	5	100%	2	*	*	5	100%	*	100%	0%
SpEd	7	86%	4	*	*	6	67%	*	75%	8%

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Grade 3 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	92	78%	91	69%	-9%	101	73%	4%	75%	2%
Afri Amer	33	70%	27	59%	-10%	23	78%	19%	80%	2%
Hispanic	27	74%	23	61%	-13%	41	61%	0%	70%	9%
White	29	90%	32	81%	-8%	28	82%	1%	85%	3%
Eco Disadv	42	69%	37	57%	-12%	49	67%	11%	70%	3%
LEP	12	67%	16	50%	-17%	26	73%	23%	75%	2%
SpEd	5	60%	6	50%	-10%	5	100%	50%	100%	0%

Grade 4 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	102	69%	82	66%	-3%	86	76%	10%	80%	4%
Afri Amer	21	52%	23	70%	17%	21	67%	-3%	75%	8%
Hispanic	30	63%	26	54%	-9%	31	68%	14%	70%	2%
White	37	78%	29	76%	-3%	27	85%	9%	88%	3%
Eco Disadv	40	55%	32	50%	-5%	39	67%	17%	70%	3%
LEP	12	75%	9	22%	-53%	23	65%	43%	70%	5%
SpEd	6	83%	6	33%	-50%	7	57%	24%	70%	13%

Grade 5 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	103	78%	107	78%	0%	83	84%	7%	85%	1%
Afri Amer	33	73%	22	64%	-9%	25	84%	20%	85%	1%
Hispanic	27	74%	34	65%	-9%	26	81%	16%	85%	4%
White	39	85%	38	95%	10%	24	96%	1%	98%	2%
Eco Disadv	31	61%	50	70%	9%	39	72%	2%	75%	3%
LEP	10	70%	4	*	*	16	69%	*	75%	6%
SpEd	9	56%	8	88%	32%	3	*	*	80%	#VALUE!

Grade 6 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	95	80%	110	69%	-11%	100	77%	8%	85%	8%
Afri Amer	23	70%	40	53%	-17%	19	68%	16%	75%	7%
Hispanic	33	85%	33	79%	-6%	34	68%	-11%	75%	7%
White	29	79%	34	79%	0%	37	86%	7%	88%	2%
Eco Disadv	40	78%	41	51%	-26%	42	74%	23%	77%	3%
LEP	5	80%	2	*	*	5	60%	*	70%	10%
SpEd	7	57%	6	83%	26%	8	38%	-46%	70%	33%

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Grade 4 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	95	78%	79	87%	9%	85	87%	0%	90%	3%
Afri Amer	21	62%	23	91%	29%	21	86%	-6%	90%	4%
Hispanic	25	72%	23	83%	11%	30	80%	-3%	85%	5%
White	36	89%	29	86%	-3%	27	93%	6%	95%	2%
Eco Disadv	37	65%	30	87%	22%	38	95%	8%	97%	2%
LEP	11	82%	7	86%	4%	23	83%	-3%	88%	5%
SpEd	6	67%	4	*	*	4	*	*		

Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	106	68%	108	71%	3%	85	69%	-1%	75%	6%
Afri Amer	36	54%	23	62%	8%	25	64%	2%	70%	6%
Hispanic	27	63%	34	52%	-11%	28	68%	16%	75%	7%
White	38	84%	38	92%	7%	25	80%	-12%	85%	5%
Eco Disadv	36	49%	51	65%	16%	40	58%	-7%	70%	13%
LEP	9	44%	4	*	*	15	40%	*	70%	30%
SpEd	8	71%	11	67%	-5%	6	83%	17%	85%	2%



Campus Improvement Plan 2008-2009
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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	199.11.6112.00.140.9.24.0.04	0.00	150.00
TUTORIAL SERVICES	199.11.6119.02.140.9.24.0.00	39,480.00	39,480.00
MEDICARE	199.11.6141.00.140.9.24.0.04	0.00	2.18
FICA	199.11.6141.01.140.9.24.0.04	0.00	9.30
SAL & WAGES-SUPPORT PERS	199.31.6129.00.140.9.24.0.00	23,463.00	23,463.00
TOTAL		62,943.00	63,104.48
FTE Count			
PERSONNEL			1.00
TOTAL			1.00