

Thornton Elementary School

Campus Improvement Plan

2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT

Overview

Thornton Elementary has a population of 711 students in grades Pre K-3 through 6th grade and includes students in Life Skills. Thornton has a high minority population at 96.9% . The percentage of Hispanic students is 86%. African American students account for 8.7% of the population while the white population is 4%. Approximately 96% of the students come from economically disadvantaged homes. Sixty five percent of them are limited English proficient and 77% of the students are at risk. Various programs are offered for qualifying students including ESL/Bilingual /Dual Language services, Special Education, including related services, ESL push in support, Bilingual push in support, Restart and tutorials-both during school and after as needed. The campus has a Bilingual Instructional Facilitator as well as an ESL collaborative teacher who help support the classroom teachers. Support is offered to parents through Adult Literacy classes and through monthly meetings with the Principal. The Parent/Family Liaison will offer workshops for the parents on a variety of topics throughout the year as well. These programs and personnel are provided to Thornton Elementary since it is a Schoolwide Title I campus.

Based on the Comprehensive Needs Assessment taken in Spring of 2008 by the Comprehensive Needs Assessment team during the 2008-2009 school year with the use of a Needs Assessment, TAKS and Benchmark data, and input from the community, the focus will be on staff development to improve teaching and learning in the areas of Mathematics, Science and Reading. We will continue to build relationships with parents so that they feel empowered to be partners in their child’s education. Other areas of focus will include push in support to break up instruction into more manageable small groups which will benefit the students as they will receive more individualized instruction. Teachers will plan and work collaboratively in their classrooms using data to drive their instruction. They will continue to emphasize maximization of time and will have high expectations for all learners including themselves. We will focus on building and maintaining positive relationships with students in the classroom to help foster students’ desire learn, to attend school and focus on instruction. Our goals are to continue make gains on all standardized tests so that Thornton Elementary students continue to maintain their “Recognized” status and work towards becoming an “Exemplary” campus.

According to the TAKS 2008 data, our instructional focus will be in the areas of scientific process and the understanding of scientific principals of life, physical and earth sciences. In Mathematics, mathematical processes and tools, especially problem-solving, and measurement in a variety of contexts will be taught extensively. In reading, emphasis will be placed on the use of critical thinking skills to analyze culturally diverse texts. In writing, the focus will be on producing cohesively written texts that meet the standards for grammar and mechanics while fostering individual author’s voice. Higher order thinking will continue to be emphasized in all content areas. Achievement, as measured by TAKS will indicate all subgroups to be at a “Recognized” level.



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

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.

CONTINUED FROM PRIOR PAGE

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Improve student success in Math in 3 rd , 4 th , 5 th and 6 th grades by: <ul style="list-style-type: none"> •Analyzing/Disaggregate Benchmark data •Differentiating Instruction •Use of Technology (Envision Math) •Student Conferences •Mentoring (M) (Asmt) 	Local funds, Title I funds 404 funds SCE funds (C/I)	Principal, Instructional Facilitator, ESL Collaborative teacher, classroom teachers, BIL/ESL Support teachers, Guidance Tech., District curriculum staff	Every six weeks Daily	Benchmark tests Daily work/Homework
Improve student success in Reading in Kindergarten through 6 th grades by: <ul style="list-style-type: none"> •Analyzing/Disaggregate Benchmark data •Differentiating Instruction •Use of Technology •Student Conferences •Mentoring (M) (Asmt) 	Title I funds 404 funds SCE funds (C/I)	Principal, Instructional Facilitator, ESL Collaborative teacher, classroom teachers, BIL/ESL Support teachers, Guidance Tech, District curriculum staff, Restart	Every six weeks Beginning of year, Mid Year and End of year for DRA2/EDL2 Daily	Benchmark tests DRA2/EDL2 Daily work/Homework

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

CONTINUED FROM PRIOR PAGE

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Improve student success in Science by: <ul style="list-style-type: none"> •Analyzing/Disaggregate Benchmark data •Differentiating Instruction •Use of Technology for virtual Field Trips •Going on field trips •Student Conferences •Mentoring (M) (Asmt) 	Title I funds, 404 funds SCE funds (C/I)	Principal, Instructional Facilitator, ESL Collaborative teacher, K-6 teachers, BIL/ESL support teachers, Guidance Tech, District curriculum staff	Every six weeks Daily	Benchmark tests Daily work/Homework
Improve student success in Writing in Kindergarten through 6th grades by: <ul style="list-style-type: none"> •Analyzing/Disaggregate Benchmark data •Differentiating Instruction •Use of Technology •Student Conferences •Mentoring (M) (Asmt) 	Title I funds 404 funds SCE funds Accelerated Reading/Math (C/I)	Principal, Instructional Facilitator, ESL Collaborative teacher, classroom teachers, BIL/ESL support teachers, Guidance Tech, District curriculum staff	Every six weeks Daily	Benchmark tests Writing samples Daily work

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

CONTINUED FROM PRIOR PAGE

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) (Asmt)	Title I funds, 404 funds SCE funds (C/I)	Teachers, Counselor, Asst. Principal, Principal	After each Benchmark test, weekly, beginning of year, end of year	Benchmark tests Writing samples Daily work
Implement the Restart Process for students at risk of not making academic progress. (M)	Local funds (C/I)	Restart Manager, Restart Team, Principal	Monthly	Student data sheet
Use the RAP process to ensure that strategies are implemented to ensure that students identified as at risk are provided additional support.	Local funds (C/I)	Counselor, Asst. Principal, Principal, Teachers	September & May	Report cards Benchmark data
Use Action Teams to provide support in a variety of ways including for collaboration in the areas of : •Math •Science •Language Arts •Staff Support •Family Involvement	Local funds (C/I)			

Goal #2: To reduce course/subject failure rates. CONTINUED FROM PRIOR PAGE

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
After School tutoring will be held to differentiate instruction and to accelerate instruction for students needing remediation. (M)	Title I funds 404 funds SCE funds (C/I)	Principal, classroom teachers	Weekly	Benchmark tests
Teachers will utilize student planners to communicate with parents. (F)	None needed	classroom teachers	Daily	NA
Parent Communication through various methods including phone calls, notes or home visits. (F/I)	None needed	classroom teachers	Weekly for failing students	NA
FastForWord program will be used in the computer labs for Tier II students needing additional academic support. (M)	Title I funds 404 funds (C/I)	Principal, ESL Pullout teacher, Instructional Facilitator, classroom teachers	Weekly	FastForWord Report
Push in support will be provided by the support teachers and assistants to reduce class size and differentiate instruction for students needing Tier II and III support. (RS)	Local funds Title I funds 404 funds SCE funds (C/I)	Principal, Instructional Facilitator, ESL Collaborative teacher, BIL. Pull out Teacher, ESL Pull out teacher, classroom teachers	Weekly	Benchmark tests, Local tests

Goal #2: To reduce course/subject failure rates. CONTINUED FROM PRIOR PAGE

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Small group instruction will be utilized by all teachers to meet the varying needs of their students. (RS)	Title I funds 404 funds (C/I)	Classroom teachers, Instructional Facilitator, ESL Collaborative teacher, BIL. push in teacher, ESL push in teacher, tutors	Daily	Benchmark tests, Local tests
Differentiated instruction will be provided to students who are not being successful academically. (RS)	Title I funds 404 funds (C/I)	Classroom teachers, Instructional Facilitator, ESL Collaborative teacher, BIL. Pull out teacher, ESL Pull out teacher, tutors	Daily	Benchmark tests, Local tests
Teacher Looping when appropriate (HQ)	None	Principal, classroom teachers	End of each year	Promotion/Retention rates
Provide field trips for students that are TEKS based to provide relevant first-hand background knowledge for our students. (RS) (M)	Title I funds Local funds (C/I)	Principal, classroom teachers	End of each year	Title I survey, Comprehensive Needs Assessment
A Vocational Education student will be utilized to reduce student/teacher ration in library.	Title I funds (C/I)	Librarian, Principal	Daily	Title I survey, Comprehensive Needs Assessment
Conferencing with students who are not meeting academic standards. (Asmt) (M)	None	Principal, Asst. Principal	Every six weeks	Benchmark tests

Goal #2: To reduce course/subject failure rates. CONTINUED FROM PRIOR PAGE

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Community mentoring for students to provide support outside the classroom. (M)	None	Arlington Hispanic Chamber of Commerce	Every six weeks	Title I survey, Comprehensive Needs Assessment
PINC Group (Promoting Intellect and Noble Character-group for girls) (M)	Local grants Local funds (C/I)	Instructional Facilitator, ESL Collaborative teacher, mentor teachers	Weekly	Title I survey, Comprehensive Needs Assessment
BLUE (Building Leadership through Understanding and Education-group for boys) (M)	Local grants Local funds (C/I)	Mentor teachers, Principal	Weekly	Title I survey, Comprehensive Needs Assessment
Improve communication between school/parents through use of Teleparent (F/I)	Title I funds (C/I)	Principal, Asst. Principal, classroom teachers	Ongoing	Title I survey, Comprehensive Needs Assessment
Provide after school academic activities such as: Science Club (M)	Local funds (C/I)	Science TA's, 6 th grade Science teacher	Monthly	Title I survey, Comprehensive Needs Assessment
Provide positive after school social activities for students such as: Yearbook/Newsletter Club (M)	Local funds (C/I)	Club Sponsors	Weekly	Title I survey, Comprehensive Needs Assessment
MAD SCIENCE for differentiating instruction for specific 3 rd , 4 th , and all 5 th grade students. (M)	Local funds-\$3,000 (C/I)	Principal, MAD SCIENCE instructors, 5 th grade teachers	5 weeks leading up to Science TAKS test	Title I survey, Comprehensive Needs Assessment
Use morning announcements for the Science word of the Week	None	Principal, teachers	Daily	Science TAKS results Benchmark results

Goal #2: To reduce course/subject failure rates. CONTINUED FROM PRIOR PAGE

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Professional Learning Communities Staff Development for teachers to learn about collaboration. (PD) (HQ)	Local funds (C/I)	Principal, Instructional Facilitator, Thinking Maps trainers	Bi-monthly	Title I survey, Comprehensive Needs Assessment
Study Island for 3 rd and 5 th grades to provide a differentiated approach to Math, Reading and Science (M)	Title I funds 404 funds SCE funds (C/I)	Principal, Classroom Teachers	Weekly	Benchmark results Title I survey, Comprehensive Needs Assessment
Teachers will participate in high quality, ongoing professional development based upon campus Comprehensive Needs Assessment (PD) (HQ)	Local funds (C/I)	Principal, Teachers, District Trainers	Monthly	ERO Records
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)	None	Principal	September & January	Master schedule Teacher certification Principal Attestation
To attract and retain Highly Qualified staff, teachers are provided the opportunity to participate in a Master's Degree program in a core curriculum subject area. (R/R)	State & Federal Programs Office (C/I)	Principal	October and February	List of teachers participating in Master's program

Goal #2: To reduce course/subject failure rates. CONTINUED FROM PRIOR PAGE

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
All Grade level teachers will meet 2 times per month to discuss instructional strategies, based on student data, to improve classroom performance. (Asmt) (M)	None	Principal, Guidance Tech	Bi-monthly	Teacher meeting agendas
Social Worker will meet with students to support them to ensure that their academic, social, and emotional needs are being met. (M)	SCE Funds (C/I)	Principal	September and	Social Worker's schedule

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
ENCORE-planning with each grade level every single six weeks to discuss Benchmark tests and share strategies on specific objectives. (M) (Asmt)	Time for meeting	Principal, Instructional Facilitator, Thinking Maps trainers, Guidance Tech	Every six weeks	Benchmark reports, TAKS test
Vertical teaming to collaborate areas of strength and weaknesses in teaching/learning. (Asmt) (RS)	Time for meeting Local funds	Principal, Instructional Facilitator, classroom teachers	Once per semester	Benchmark reports
Professional Learning Communities meetings will be held to discuss specific objectives that need to be focused on during instruction. (PD) (HQ)	Local funds (C/I)	Principal, Instructional Facilitator, Thinking Maps trainers	Bi-monthly	Title I survey, Comprehensive Needs Assessment
Team Meetings held to disaggregate student data, discuss effective teaching strategies and learn from each other. (Asmt)	None	Principal, Team Leaders	Bi-monthly	Title I survey, Comprehensive Needs Assessment
Team Leader Meetings will be held to promote collaboration vertically. (RS)	None	Principal	Monthly	Title I survey, Comprehensive Needs Assessment



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

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Activities that encourage a coherent, seamless transition for at-risk students will be provided, which include: •6 th grade meetings with the Jr. High school Counselors •6 th graders visiting the Jr. High school campus at the end of their 6 th grade year. (Tr)	Title I	Counselor, 6 th grade teachers	May 2009	Report cards

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

CONTINUED FROM PRIOR PAGE

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Principal will hold “Coffee with the Principal” meetings to engage the parents in discussions and to inform them of policies and procedures. (F/I)	Title I funds-\$250.00 (C/I)	Principal, Parent/Family Liaison	Monthly	Sign-in sheets Title I survey
Family Involvement Team, comprised of teachers, Instructional Facilitator, Family School Representative and parents, will meet monthly to plan and evaluate family involvement events based upon campus’ needs (FI)	None	Principal, Parent/Family Liaison, committee members	Monthly	Title I survey Comprehensive Needs Assessment
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-\$100.00 (C/I)	Family Involvement Team, Principal	End of 1 st Six Weeks	List of Family Involvement Team Members
Academic Parent Nights to inform parents about their roles in the educational process. (F/I)	Local funds, Title I funds (C/I)	Principal, classroom teachers	Every semester	Sign-in sheets Title I survey
Dad’s Club to provide support to campus, faculty, staff and students. (F/I)	None	Principal, Social Worker, Parent/Family Liaison	Monthly	Sign-in sheets Title I survey

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

CONTINUED FROM PRIOR PAGE

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Teachers will communicate student academic progress and assessment reports with parents every six weeks via report cards, and through phone calls, and notes sent home. (F/I)	None	Teachers, Family School Representative	Every Six Weeks	Report cards, Title I “Purple Binder” Teacher documentation of communications with parents
Mom’s Club to provide support to campus, faculty, staff and students. (F/I)	None	Principal, Social Worker, Parent/Family Liaison	Monthly	Title I survey
The campus will provide the Thornton Elementary website to provide information to the families and the community. (F/I)	None	Principal, Campus Webmaster	Monthly	Title I survey
Adult Literacy classes will be provided to the parents of students to help them be able to be more involved in the educational process. (F/I)	Title I funds (C/I)	Title I Office, Site Manager, Adult ESL teachers	Bi-weekly	Title I survey
Parent Education classes will be offered to help parents feel more comfortable in helping their children to become more successful academically. (F/I)	Title I funds (C/I)	Parent Family Liaison	Monthly	Title I survey, Comprehensive Needs Assessment
Common Sense Parenting courses to help parents deal with their children at home. (F/I)	None	Principal, Parent/Family Liaison	Monthly	Sign-in sheets

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

CONTINUED FROM PRIOR PAGE

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Parent field trip to public library to teach parents how to use the library, selecting books and reading to their children. (F/I)	Local funds (C/I)	Principal, Instructional Facilitator, Thinking Maps trainers	Bi-monthly	Title I survey, Comprehensive Needs Assessment
Mentoring	None	Principal, Teachers, Community Members	Monthly	Benchmark reports, TAKS data
Conduct and annual Title I meeting to explain NCLB requirements and the instructional program and interventions at the campus. (FI)	none	Family School Representative, Instructional Facilitator, Principal	September 2008	Sign in sheets
Form partnerships with members of the community such as the Arlington Sunrise Rotary to help beautify the campus. (F/I)	Grants provided by the Rotary club. (C/I)	Principal	Ongoing	Beautification projects

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
Faculty on duty to supervise students before, and after school. (RS)	Comp time for paraprofessionals	Principal and all faculty	Daily	Office referrals
Lockdown Drills will be conducted to prepare students for times of crises. (RS)	Time	Principal, Asst. Principal, teachers	Once per semester	Calendar
Identification badges for everyone in the building, including visitors will be required. (RS)	Local funds (C/I)	Principal, Office staff	Ongoing	None
Campus staff will actively monitor of cameras during the day. (RS)	None	Principal, Office staff	Ongoing	None
New teachers will go to staff development to learn the Boys Town training model	None	Principal	Ongoing	Exchange Plans
Sixth grade students will be used as Safety Patrol for student safety. (RS)	None	Principal, Asst. Principal, Joshua Minyard	Ongoing	None
Informational Assemblies with 5 th and 6 th Grade students. (RS)	None	Asst. Principal, School Resource Officer	Beginning of school	Office referrals
Parent Conferences will be held with students that are not behaving appropriately. (M)	None	Principal, Assistant Principal, Classroom teachers	Beginning of school	Office referrals
Monthly Parent Meetings (Coffee with Principal) to discuss ways parents can spot signs of children being involved with gangs. (F/I)	Local funds (C/I)	Principal, Family School Representative	Monthly	Title I survey, Comprehensive Needs Assessment



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

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
Teach Boys Town social skills in class and during the morning announcements. (RS)	Time	Principal, Teachers	Daily	Office referrals

Bibliography

Banks, James A. "Multicultural Literacy and Curriculum Reform." Educational Horizons spring 69 (1991): 135-40. 1994. Effective Schools. Lansing Michigan. 2003. Keyword: At-Risk Students, Multicultural Education.

Brogan, Patricia. "A Parent's Perspective: Educating the Digital Generation." Educational Leadership october (2000): 57-59.

Clark, Christopher, and Susan Florio. Understanding Writing in School: A Descriptive Study of Writing and Its Instruction in Two Classrooms. Vers. Research Series No. 104, Executive Summary. 1994. Michigan State University. 2003.

Delquadri, J., C. R. Greenwood, D. Whorton, J. J. Carta, and R. V. Hall. "Classwide Peer Tutoring." Exceptional Children 52 (1986): 535-542. 1994. Effective Schools. Lansing, Michigan. 2003. Keyword: Instructional Leadership.

Dusterhoff, Marilane. "Why Write in Math." Teaching K-8 (1995): 48-48.

"Effective Literacy Teaching In First-Grade Classroom." Educational Research Newsletter. Vol. 11. Dec. 1998.

Epstein, Joyce L. "Title I and School-Family-Community Partnerships: Using Research to Realize to Potential." Journal of Education for Students Placed At Risk 3 (1996): 263-78. 1994. Effective Schools. Lansing, Michigan. 2003. Keyword: Effective Schools, Home-School Relations, School Improvement Committees.

Ermis, Ed.D., Shirley A., and Deanna L. Nekovei, Ed.D. "What Parents and Schools Can Do To Support Early Literacy." TEPSA summer 7 (2004): 6-11.

Glasser, William. "The Quality School." Phi Delta Kappan feb. 71 (1990): 424-35. 1990. Effective Schools. Lansing, Michigan. 2003. Keyword: School Improvement, High Expectations.

Guskey, Thomas R., and Perry D. Passaro. "Teacher Efficacy: A Study of Construct Dimensions." American Educational Research Journal fall 31 (1994): 627-43. 1994. Effective Schools. Lansing, Michigan. 2003. Keyword: High Expectations, Effective Schools.

Haury, David L., and Peter Rillero. "Perspectives of Hands-On Science Teaching." Eric Clearinghouse for Science, Mathematics, and Environmental Education. 30 June 1995. North Central Regional Educational Laboratory. 2003



Campus Improvement Plan 2008-2009 Thornton Elementary School

- Hertzberg, Frederick. "One More time: How Do you Motivate Employees?" Harvard Business Review jan.-feb. 46 (1968): 53-62. 1994. Effective Schools. Lansing, Michigan. 2003. Keyword: Instructional Leadership.
- Hodges, Helene L. "Using Research to Inform Practice in Urban Schools: 10 Key Strategies for Success." Educational Policy (June 1996): 223-252.
- Jenkins et al., Joseph. "Accommodations for Individual Differences Without Classroom Ability Groups: An Experiment in School Restructuring." Exceptional Children february 60 (1994): 344-58. Effective Schools. Okemos, Michigan.
- Kelley, Carolyn, "The Kentucky School-Based Performance Award Program: School-Level Effects." Educational Policy 12, 3(May, 1998): 305-324.
- Kohn, Alfie. "Teaching Children to Care." Phi Delta Kappan march 72 (1991): 496-506. 1994. Effective Schools. Lansing, Michigan. 2004. Keyword: Affective Domain.
- Kratzer, Cindy C. "Roscoe Elementary School: Cultivating a Caring Community in an Urban Elementary School." Journal of Education for Students Placed At Risk 2 (1997): 345-75. 1994. Effective Schools. Lansing, Michigan. 2003. Keyword: School Improvement, School Culture, School Mission.
- Lieberman, Ann, and Others. "Practices That Support Teacher Development." Phi Delta Kappan 76: 591-596.
- Lindquist, Mary Montgomery. "Strategic Thinking in Mathematics." Chapter 6 in Strategic Thinking and Learning Cognitive Instruction in the Content Areas, Beau Fly Jones, Annemarie Sullivan Pallincsar, Donna Sederburg Ogle, Eileen Glynn Carr, Ed.
- Lou, Yiping, Philip c. Abrami, John C. Spence, Catherine Poulsen, Bette Chambers, and Sylvia d'Apollonia. "Within-Class Grouping: A Meta-Analysis." Review of Educational Research 66, 4(Winter 1996): 423-458.
- McShane, Rhoda. "Parent Involvement: Review of Research and Principles of Successful Practice." Current Topics in Early Childhood Education 6 (1985).
- Means, Barbara, and Michael S. Knapp. "Cognitive Approaches to Teaching Advanced Skills to Educationally Disadvantaged Students." Phi Delta Kappan 73 (Dec. 1991): 282-289.



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

Mirra, Amy. "Powered by Technology." Cable in the Classroom april (2003): 6+.

Penuel, William R. "The Multimedia Challenge." Educational Leadership october (2000): 34-38.

Pressley, Michael, Joan Rankin, and Linda Yokoi. "A Survey of Instructional Practices of Primary Teachers Nominated as Effective in Promoting Literacy." The Elementary School Journal, 96 (March 1996): 363-384.

Schoenbach, Ruth. "Classroom Renewal Through Teacher Reflection." Journal of Staff Development winter 15 (1994): 24-28. 18994. Effective Schools. Lansing, Michigan. 2003. Keyword: Staff Development, Effective Instruction, School Culture.

Schwarz, Gretchen. "Renewing Teaching through Media Literacy." Kappa Delta Pi Record fall (2000): 8-12.

Sutman, Francis X., Matthew H. Bruce, Patricia N. May, Robert McConaghy, and Sally K. Nolt. "Hands-On Science and Basic Skills Learning by Culturally and Academically Diverse Students: A Test of the IALS." Journal of Curriculum and Supervision summer 12 (1997): 356-366. 1994. Effective Schools. Lansing, Michigan. 2003. Keyword: Effective Instruction, Science, Mathematics.

Wheelock, Anne. "The Case for Untracking." Educational Leadership 50 (1992): 6+.

Other attachments:

- SCE, NCLB & ARI/AMI budget (C/I)
- SBDM Team List
- List of interventions (RtI Tier 2 and 3) provided at the campus (M)

Thornton Elementary School Campus Improvement Plan 2008-09

Grade 3 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	70	94%	75	77%	-17%	71	90%	13%	95%	
Afri Amer	4	*	4	*	*	4	*	*	90%	
Hispanic	64	94%	65	78%	-15%	63	89%	10%	95%	6%
White	1	*	3	*	*	4	*	*	90%	#VALUE!
Eco Disadv	65	94%	74	77%	-17%	63	89%	12%	95%	6%
LEP	58	93%	60	75%	-18%	52	90%	15%	95%	5%
SpEd	1	*	2	*	*	1	*	*		

Grade 4 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	85	75%	60	82%	6%	54	63%	-19%	85%	22%
Afri Amer	7	71%	5	80%	9%	2	*	*	85%	#VALUE!
Hispanic	76	76%	53	81%	5%	48	65%	-17%	85%	20%
White	2	*	1	*	*	1	*	*	85%	#VALUE!
Eco Disadv	81	74%	58	81%	7%	53	62%	-19%	85%	23%
LEP	72	75%	47	79%	4%	42	60%	-19%	85%	25%
SpEd	*	*	*	*	*	4	*	*		

Grade 5 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	86	67%	98	84%	16%	71	86%	2%	90%	4%
Afri Amer	6	83%	5	80%	-3%	3	*	*	85%	#VALUE!
Hispanic	76	67%	89	83%	16%	66	86%	3%	90%	4%
White	4	*	3	*	*	2	*	*	90%	#VALUE!
Eco Disadv	84	68%	92	83%	15%	63	86%	3%	90%	4%
LEP	65	63%	81	86%	23%	55	85%	-1%	90%	5%
SpEd	2	*	4	*	*	2	*	*		

Grade 6 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	74	86%	75	85%	-1%	67	94%	9%	95%	1%
Afri Amer	6	100%	7	86%	-14%	2	*	*	90%	#VALUE!
Hispanic	64	86%	65	85%	-1%	60	95%	10%	95%	0%
White	4	*	2	*	*	5	80%	*	90%	10%
Eco Disadv	68	85%	69	86%	0%	62	94%	8%	95%	1%
LEP	50	84%	49	80%	-4%	32	88%	8%	95%	8%
SpEd	3	*	1	*	*	2	*	*		

Thornton Elementary School Campus Improvement Plan 2008-09

Grade 3 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	72	68%	75	53%	-15%	70	77%	24%	85%	
Afri Amer	4	*	4	*	*	4	*	*	85%	
Hispanic	66	67%	65	57%	-10%	61	75%	18%	85%	10%
White	1	*	3	*	*	5	100%	*	100%	0%
Eco Disadv	67	66%	74	53%	-13%	63	78%	25%	85%	7%
LEP	60	68%	59	56%	-12%	51	76%	21%	85%	9%
SpEd	2	*	3	*	*	6	50%	*	75%	25%

Grade 4 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	84	67%	64	77%	10%	56	70%	-7%	80%	10%
Afri Amer	6	50%	6	67%	17%	2	*	*	80%	#VALUE!
Hispanic	76	68%	56	79%	10%	50	72%	-7%	80%	8%
White	2	*	1	*	*	1	*	*	80%	#VALUE!
Eco Disadv	80	65%	62	77%	12%	55	69%	-8%	80%	11%
LEP	71	68%	49	82%	14%	42	69%	-13%	80%	11%
SpEd	*	*	2	*	*	6	33%	*	70%	37%

Grade 5 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	84	64%	92	73%	9%	73	81%	8%	85%	4%
Afri Amer	6	83%	5	80%	-3%	2	*	*	85%	#VALUE!
Hispanic	74	64%	83	71%	8%	69	80%	9%	85%	5%
White	4	*	3	*	*	2	*	*	85%	#VALUE!
Eco Disadv	82	65%	86	72%	7%	66	80%	8%	85%	5%
LEP	63	62%	48	60%	-1%	58	79%	19%	85%	6%
SpEd	2	*	2	*	*	4	*	*		

Grade 6 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	74	88%	75	76%	-12%	68	84%	8%	90%	6%
Afri Amer	6	83%	7	57%	-26%	2	*	*	85%	#VALUE!
Hispanic	64	91%	65	77%	-14%	60	85%	8%	90%	5%
White	4	*	2	*	*	6	67%	*	85%	18%
Eco Disadv	68	88%	69	75%	-13%	63	86%	10%	90%	4%
LEP	49	86%	49	76%	-10%	32	72%	-4%	85%	13%
SpEd	4	*	1	*	*	4	*	*		

Thornton Elementary School Campus Improvement Plan 2008-09

Grade 4 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	86	92%	61	77%	-15%	54	78%	1%	85%	7%
Afri Amer	7	71%	5	60%	-11%	2	*	*	80%	#VALUE!
Hispanic	77	95%	54	80%	-15%	48	79%	0%	90%	11%
White	2	*	1	*	*	1	*	*	90%	#VALUE!
Eco Disadv	83	92%	59	78%	-14%	53	77%	-1%	85%	8%
LEP	73	95%	47	85%	-9%	42	76%	-9%	85%	9%
SpEd	*	*	*	*	*	1	*	*		

Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	90	30%	96	60%	30%	76	80%	21%	85%	5%
Afri Amer	6	67%	6	60%	-7%	2	*	*	80%	#VALUE!
Hispanic	80	26%	86	59%	33%	70	80%	21%	85%	5%
White	4	*	3	*	*	4	*	*	80%	#VALUE!
Eco Disadv	88	29%	90	59%	30%	69	78%	19%	85%	7%
LEP	67	26%	79	59%	33%	60	77%	18%	85%	8%
SpEd	4	*	5	33%	*	7	57%	24%	70%	13%



Campus Improvement Plan 2008-2009
Thornton 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	199.11.6112.00.114.9.30.0.04	0.00	600.00
TUTORIAL SERVICES	199.11.6119.02.114.9.30.0.00	28,551.00	28,551.00
MEDICARE	199.11.6141.00.114.9.30.0.04	0.00	8.70
FICA	199.11.6141.01.114.9.30.0.04	0.00	37.20
SAL & WAGES-SUPPORT PERS	199.31.6129.00.114.9.30.0.00	23,028.03	23,028.03
EDUCATIONAL STIPEND	199.31.6129.10.114.9.30.0.00	1,000.00	1,000.00
MEDICARE	199.31.6141.00.114.9.30.0.00	335.56	335.56
SALARIES-TEACH & OTH PROF	199.32.6119.00.114.9.30.0.00	47,663.74	47,663.74
EMPLOYEE TRAVEL ALLOWANCE	199.32.6139.00.114.9.30.0.00	726.00	726.00
MEDICARE	199.32.6141.00.114.9.30.0.00	688.10	688.10
TOTAL		101,992.43	102,638.33
FTE Count			
PERSONNEL			2.00
TOTAL			2.00



Campus Improvement Plan 2008-2009
Thornton 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			7.00
TOTAL			7.00
Title I Budget			
SALARIES-TEACH & OTH PROF	211.11.6119.00.114.9.24.0.00	273,643.00	273,643.00
TUTORIAL SERVICES	211.11.6119.02.114.9.24.0.00	3,000.00	3,000.00
GENERAL SUPPLIES	211.11.6399.01.114.9.24.0.00	9,232.00	9,232.00
MISC PURCH & CONTR SERV	211.13.6299.00.114.9.24.0.00	1,700.00	1,700.00
EMPLOYEE TRAVEL	211.13.6411.00.114.9.24.0.00	2,000.00	2,000.00
GENERAL SUPPLIES	211.61.6399.01.114.9.24.0.00	3,583.00	3,583.00
EMPLOYEE TRAVEL	211.61.6411.00.114.9.24.0.00	200.00	200.00
MISC OPERATING EXPENSES	211.61.6499.00.114.9.24.0.00	500.00	500.00
TOTAL		293,858.00	293,858.00