

West Elementary School
Campus Improvement Plan
2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT

Overview

West Elementary has a diverse student population of approximately 940 students. Approximately 39% of the students are African American, 20% are Hispanic, and 39% are white and/or Asian. The economically-disadvantaged population has continued to grow with approximately 40% falling into this area.

The site-based decision-making committee in conjunction with the remainder of the professional staff at West Elementary reviewed data from the 2007-2008 school year, including final grades, end-of-year subject areas tests, DRA2 end-of-year assessments and TAKS results. From this data, the staff identified academic areas of progress and academic areas that need continued attention.

During the 2007-2008 school year, the West Elementary students made good gains in all areas. In reading, students scored in the exemplary and recognized range across the board with an overall 95% passing. In writing, great gains were made with 98% of the students passing writing TAKS. In the area of math, gains were made so that 89% of all students were passing. In science, tremendous gains were made with all sub groups with as much as a 15 point gain in the economically disadvantaged group; however, the African American, Hispanic, and economically disadvantaged groups fell below the 70% passing mark.

As a result of review the data, the site-based committee and the faculty as a whole concluded that the performance of African American, Hispanic, and economically disadvantaged students in areas of math and science must be addressed. Goals and strategies have been designed to address these areas. During this next year, the staff will concentrate in the areas of math and science with the goal to bring up groups to 90% passing. Although these two areas will be the area of focus, progress in writing and reading for all students must be maintained. With focus and careful monitoring, we believe it is possible to reach exemplary status for the school and learning for all students.

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
1. To improve math performance in all grade levels with special attention to the following groups: <ul style="list-style-type: none"> • African American • Hispanic • Economically Disadvantaged 	1. Comp Ed and Accelerated money for tutoring materials and tutoring costs	1. Administrators: George, Varnell, Bowland <u>Team Leaders:</u> Byrd, Hill, Condon, Powers, McMurry, Peltier, Bridges, and Debbie Cantrell	August 2008 – June 2009	Benchmark tests, mini tests, and end-of-year assessments
2. To improve science performance in all grade levels with special attention to the following groups <ul style="list-style-type: none"> • African American • Economically Disadvantaged • Hispanic 	2. Comp Ed and roll over funds for tutoring materials and other tutoring costs	1. Administrators: George, Varnell, Bowland <u>Team Leaders:</u> Byrd, Hill, Condon, Powers, McMurry, Peltier, Bridges, and Debbie Cantrell	August 2008 – June 2009	Benchmark tests, mini tests, and end-of-year assessments
3. To maintain and improve reading and writing performance for all student groups	3.. Comp Ed, Accelerated money and budget allocations for materials and tutoring	1. Administrators: George, Varnell, Bowland <u>Team Leaders:</u> Byrd, Hill, Condon, Powers, McMurry, Peltier, Bridges, and Debbie Cantrell	August 2008 – June 2009	Benchmark tests, mini tests, DRA 2 and Observation Survey as well as end-of-year assessments

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
1. Provide staff development for primary teachers in order to implement Science Notebooking school-wide	1. None needed	1. Yleen George, Principal	1. October 2008	1. Sign-in sheets from training and feedback from teachers at grade level meetings
2. Explicitly teach vocabulary words in math and science school-wide	2. Grade-level vocabulary lists provided by the district	2. Teachers on Science Committee at each grade level	2. September 2008- June 2009	2. Lesson plans and feedback from teachers on Science Committee
3. Provide frequent parent communication on student academic progress and assessments	3. None needed	3. <u>Team Leaders:</u> Byrd, Hill, Condon, Powers, McMurry, Peltier, Bridges	3. August 2008 – June 2009 at least every six weeks	3. Progress reports, report cards, parent conference summary sheets, and teacher records
4. Utilize co-teaching, in-class support, and ESL push-in for struggling students	4. District funds—no additional funds needed	4. Yleen George, Principal; Debbie Cantrell, Special Education Team Leader	4. August 2008-June 2009	4. Teacher lesson plans, teacher schedules, and notes from grade level meetings with principal
5. Utilize cross-grade level peer tutors: Math Buddies, Reading Buddies, and Science Buddie	5. None needed	5. <u>Team Leaders:</u> Byrd, Hill, Condon, Powers, McMurry, Peltier, Bridges	5. August 2008 – June 2009	5. Teacher lesson plans

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
6. Utilize Restart to address needs of struggling students	6. District funds—no additional funds needed	6. Administrators: Yleen George, Matt Varnell, Evelyn Bowland	6. August 2008 – June 2009	6. Restart requests for help, Restart meeting minutes, and progress reports
7. Utilize benchmark tests as well as on-going assessment to address student needs	7. No additional funds needed	7. Yleen George	7. August 2008-June 2009	7. Administrator/teacher meetings notes
8. Utilize science kits and science stations for hands-on science in all grades	8. District funds and Comp Ed funds	8. Yleen George, Principal	8. August 2008-June 2009	8. Lesson plans
9. Use non-fiction texts to reinforce science and math concepts, including <u>Time for Kids, Science Studies Weekly--Exploration</u>	9. Approximately \$2,000 in State Comp Ed funds and allocated budget funds	9. Team Leaders: Byrd, Hill, Condon, Powers, McMurry, Peltier, and Bridges	9. August 2008 – June 2009	9. Lesson plans
10. Implement tutoring for struggling students <ul style="list-style-type: none"> • After school • During the day 	10. Comp Ed funds and Accelerated funds for math and reading in the amount of approximately \$30,000	10. <u>Administrators:</u> Yleen George, Matt Varnell, Evelyn Bowland	10. October 2008-June 2009	10. Student lists for tutoring and sign-in sheets for students being tutored

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
11. Implement homework help/tutoring for students failing because of incomplete work and/or missing work	11. Comp Ed funds and Accelerated funds for math and reading—Approximately \$1,500 in State Comp Ed funds	11. <u>Administrators:</u> Yleen George, Matt Varnell, Evelyn Bowland	11. October 2008-June 2009	11. Progress reports, sign-in sheets for students attending homework help
12. Use of FlashMasters to develop speed and accuracy of math facts	12. No additional funds needed	12. Yleen George	12. August 2008-June 2009	12. Checkout sheet for FlashMasters and teacher lesson plans
13. Use of Thinking Maps to organize thinking in all subjects School wide	13. No additional funds needed	13. Yleen George TM Trainers: Hill, Beisch, Harkrider, and Reynolds	13. August 2008-June 2009	13. Lesson plans and posted student work
14 .Utilize study hall, after-school help, and extra credit to get students to master concepts	14. No additional funds needed	14. Administrators: George, Varnell,	14. August 2008-June 2009	14. Notes and minutes from administrator /teacher meetings
15. Establish teacher/student mentor program for high at-risk students	15. No additional funds needed	15. Tandra Hendricks-Bartoszek, counselor	15. October – June 2009	15. Reports from mentors and students
16. Ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher	16. No additional funds needed	16. Yleen George, Principal	16. August 2008 and January 2009	16. Master schedule And teacher certification documents

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
17. Ensure that teachers will participate in high quality, on going professional development based upon campus needs	17. No additional funds needed	17. Yleen George, Principal	17. August 2008 – June 2009	17. ERO attendance reports
18. Provide internet based Study Island for review of math and science skills	18. Approximately \$3,000 in State Comp Ed funds	18. Yleen George, Principal	18. October 2008- October 2009	18. Weekly use report from Study Island

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
1. Establish cross-grade level groups in science, math, reading, and writing to align curriculum and collaborate on strategies and ideas	1. Activity money to provide snacks for group during after-school meeting	1. <u>Administrators:</u> Y. George, M. Varnell, and E. Bowland	1. August 2008 – June 2009	1. Minutes from meeting and final products
2. Provide copies of math TEKS in grade level below and above	2. No additional funds needed	2. Administrators: Y. George, M. Varnell, and E. Bowland	2. October 2008	2. Agenda for Faculty Meeting
3. Provide staff development in scientific method and science best practices	3. No additional funds needed	3. Yleen George	3. August building staff development	3. Faculty Agenda for August staff development
4. Provide a copy of all science TEKS for every teachers	4. Activity funds	4. Yleen George	4. October 2008	4. TEKS for each teacher
5. Establish consensus on a math rubric to use school wide: CUBE in primary and RUBIES in intermediate	5. No additional funds needed	5. Math Committee:	5. October 2008	5. Minutes and report from committee
6. Gather information from sending grade level to determine areas students needed more preparation, including 7 th grade	6. No additional funds needed	6. Yleen George	6. November 2008	6. Faculty agenda and/or reports from each team

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
1. Encourage West fathers to become involved at school through the Dads' Club	1. \$300 from PTA	1. Administrator: M. Varnell	1. September 2008- June 2009	1. Sign in sheets, minutes, and projects
2. West Parent Reading Academies <ul style="list-style-type: none"> • K – 1st (4 different sessions) • 2nd—Fluency and Comprehension (2 sessions) • 3rd—Fluency and Comprehension (2 sessions) 	2. Extra duty pay for presenters @ \$25/hour from budget money	2. Y. George, W. Rathgeber, B. Condon, C. Gutierrez, J. Powers	2. October 2008	2. Sign in sheets and feedback forms
3. Thinking Maps Scavenger Hunt for Parents	3. No additional funds needed	3. Thinking Maps Trainers: Reynolds, Beisch, Hill, Harkrider	3. November 13, 2008	3. Sign in sheets and feedback forms from parents
4. Implement West Career Day	4. No additional funds needed	4. Tandra Hendricks, Bartoszek, counselor	4. December 5, 2008	4. Feedback forms from teachers, students, and parents involved
5. West Institute of Science	5. No additional funds needed	5. Y. George, Principal; Team Leaders: Byrd, Hill, Condon, Powers, McMurry, Peltier, Bridges	5. November 2008- June 2009	5. Feedback form from teachers and students; sign in sheets of 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
1. Encourage West fathers to become involved at school through the Dads' Club	1. \$300 from PTA	1. Administrator: M. Varnell	1. September 2008- June 2009	1. Sign in sheets, minutes, and projects
6. Conference with every parent in the fall concerning student goals and progress	6. Approximately \$4,000 of State Comp Ed funds: \$75/teacher for substitutes or extra duty pay to hold conferences	6. Administrators: Y. George, M. Varnell, E. Bowland	6. October –November 2008	6. Completed parent conference forms
7. Host two Movie Nights for Students and Parents	7. \$150 licensing fees from activity student funds	7. Chrystena Talamantez, Administrative Intern	7. Fall and spring 2008-2009	7. Flyers for Movie Nights
8. Host Math Academy for Parents	8. No additional funds needed	8. Heather Farmer, Lisa Mahan and Yleen George	8. January 2009	8. Sign in sheets and feedback forms from parents



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
1. Complete playground safety training with all staff	1. No additional funds needed	1. M. Varnell	1. August 2008	1. Sign in sheets
2. Require all teachers to be on duty after school	2. No additional funds needed	2. <u>Administrators:</u> M. Varnell, Y. George, E. Bowland	2. August 2008-June 2009	2. Observation
3. Specific and separate places for different grade levels to be picked up after school	3. No additional funds needed	3. <u>Administrators:</u> Y. George, M. Varnell, E. Bowland	3. August 2008-June 2009	3. Campus Map
4. Distribute <u>West Student Parent Handbook</u> to every student	4. \$750 in budget money for printing	4. Y. George, Principal; L. Spencer, Clerk	4. August 2008-June 2009	4. Signed return receipt from parent
5. Implement guidance lessons in all grade levels	5. No additional funds needed	5. Tandra Hendricks-Bartoszek, counselor	5. September 2008-June 2009	5. Counselor's calendar and formal/informal feedback from teachers
6. Conduct safety drills during the year: fire, bad weather, and lockdown drills	6. No additional funds needed	6. Matt Varnell	6. September 2008-June 2009	6. Calendar of drills, observation, and staff feedback

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
7. Establish Male Court of Honor <ul style="list-style-type: none"> • Provide positive male role models • Provide instruction on appropriate social skills • • Provide incentives for good behavior and academic work 	7. Community donations	7. Matt Varnell	7. October 2008-June 2009	7. Sign in sheets and feedback from students and teachers

Bibliography

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Peters, Stephen G. Inspired to Learn: Why We Must Give Children Hope. Rising Sun, 2001.

Routman, Reggie. Teaching Essentials. Heinemann, 2008.

Tomlinson, C.A. How to Differentiate Instruction in Mixed-ability Classrooms. ASCD, 2001.

Zemelman, Steven, et. al. Best Practice: Today’s Standards for Teaching and Learning in American Schools. Heinemann, 2005.

West Elementary Site-based Decision-Making Team

Sandra Underhill	Kindergarten
Wendy Rathgeber	First Grade
Candace Bush	Second Grade
Carrie Gutierrez	Third Grade
Angela Seeton	Fourth Grade
Andrew Glass	Fifth Grade
Amy Cook	Sixth Grade
Jacqui Sheppherd	Enrichment Team
Heather Garrett	Special Education
Tandra Hendricks- Bartoszek	Counselor
Matt Varnell	Assistant Principal
Yleen George	Principal
Kenya Rodgers	Parent
Cindy Rehonic	Parent

West 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	89	100%	121	98%	-2%	106	99%	2%	100%	1%
Afri Amer	26	100%	37	100%	0%	34	100%	0%	100%	0%
Hispanic	20	100%	23	96%	-4%	22	100%	4%	100%	0%
White	30	100%	35	100%	0%	30	97%	-3%	100%	3%
Eco Disadv	23	100%	48	96%	-4%	35	100%	4%	100%	0%
LEP	14	100%	16	100%	0%	20	100%	0%	100%	0%
SpEd	2	*	5	100%	*	5	80%	-20%	100%	20%

Grade 4 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	107	94%	105	84%	-11%	125	91%	7%	91%	0%
Afri Amer	41	95%	37	70%	-25%	44	93%	23%	93%	0%
Hispanic	12	92%	23	74%	-18%	27	85%	11%	90%	5%
White	38	97%	29	100%	3%	28	89%	-11%	90%	1%
Eco Disadv	26	92%	26	77%	-15%	54	85%	8%	90%	5%
LEP	13	77%	7	57%	-20%	21	86%	29%	90%	4%
SpEd	9	89%	7	86%	-3%	6	100%	14%	100%	0%

Grade 5 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	102	89%	122	94%	5%	104	94%	0%	94%	0%
Afri Amer	30	87%	52	94%	8%	32	94%	0%	94%	0%
Hispanic	21	81%	19	89%	9%	24	83%	-6%	90%	7%
White	33	94%	35	97%	3%	29	100%	3%	100%	0%
Eco Disadv	36	83%	37	89%	6%	31	87%	-2%	90%	3%
LEP	12	75%	3	*	*	14	86%	*	90%	4%
SpEd	2	*	6	100%	*	7	86%	-14%	90%	4%

Grade 6 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	81	99%	111	95%	-3%	130	96%	1%	96%	0%
Afri Amer	28	96%	33	94%	-2%	53	94%	0%	94%	0%
Hispanic	9	100%	23	96%	-4%	25	100%	4%	96%	-4%
White	29	100%	36	100%	0%	36	94%	-6%	95%	1%
Eco Disadv	22	100%	38	92%	-8%	50	92%	0%	93%	1%
LEP	2	*	4	*	*	8	88%	*	88%	1%
SpEd	5	100%	5	80%	-20%	10	80%	0%	80%	0%

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Grade 3 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	90	87%	118	86%	-1%	105	92%	7%	93%	
Afri Amer	29	69%	36	81%	12%	34	91%	11%	93%	
Hispanic	20	90%	22	73%	-17%	23	91%	19%	93%	2%
White	30	97%	35	94%	-2%	30	90%	-4%	93%	3%
Eco Disadv	25	68%	47	81%	13%	36	92%	11%	93%	1%
LEP	13	100%	16	88%	-13%	20	100%	13%	95%	-5%
SpEd	3	*	5	80%	*	7	71%	-9%	90%	19%

Grade 4 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	107	93%	107	79%	-13%	125	90%	10%	90%	0%
Afri Amer	41	90%	38	66%	-24%	44	84%	18%	85%	1%
Hispanic	11	100%	23	74%	-26%	27	85%	11%	85%	0%
White	39	92%	30	90%	-2%	28	93%	3%	93%	0%
Eco Disadv	27	85%	27	63%	-22%	54	80%	17%	80%	0%
LEP	13	92%	7	71%	-21%	21	95%	24%	95%	0%
SpEd	8	100%	7	57%	-43%	6	83%	26%	80%	-3%

Grade 5 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	99	87%	120	88%	1%	106	86%	-2%	88%	2%
Afri Amer	29	83%	51	82%	0%	34	76%	-6%	80%	4%
Hispanic	21	71%	18	83%	12%	24	79%	-4%	80%	1%
White	31	97%	35	94%	-2%	29	93%	-1%	95%	2%
Eco Disadv	35	74%	36	72%	-2%	32	75%	3%	80%	5%
LEP	11	82%	3	*	*	14	79%	*	80%	1%
SpEd	2	*	4	*	*	6	83%	*	85%	2%

Grade 6 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	80	91%	110	90%	-1%	128	87%	-3%	88%	1%
Afri Amer	28	79%	33	76%	-3%	52	77%	1%	81%	4%
Hispanic	9	89%	23	87%	-2%	24	88%	1%	88%	1%
White	28	100%	36	100%	0%	36	94%	-6%	95%	1%
Eco Disadv	22	91%	38	82%	-9%	50	82%	0%	82%	0%
LEP	2	*	4	*	*	8	75%	*	80%	5%
SpEd	4	*	4	*	*	10	10%	*	80%	70%

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Grade 4 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	107	94%	106	91%	-4%	123	98%	8%	98%	0%
Afri Amer	41	98%	37	81%	-16%	43	100%	19%	100%	0%
Hispanic	11	91%	23	87%	-4%	25	100%	13%	100%	0%
White	38	92%	30	100%	8%	29	97%	-3%	98%	1%
Eco Disadv	25	92%	27	81%	-11%	53	98%	17%	98%	0%
LEP	13	85%	7	86%	1%	21	95%	10%	98%	3%
SpEd	9	78%	7	100%	22%	5	100%	0%	90%	-10%

Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	108	74%	125	74%	0%	109	82%	7%	90%	8%
Afri Amer	32	60%	52	62%	2%	35	69%	7%	80%	11%
Hispanic	22	57%	19	63%	6%	25	72%	9%	80%	8%
White	36	92%	38	91%	0%	30	93%	2%	93%	0%
Eco Disadv	35	60%	38	56%	-4%	34	68%	12%	80%	12%
LEP	12	50%	3	*	*	14	71%	*	80%	9%
SpEd	5	0%	11	67%	67%	10	60%	-7%	80%	20%



Campus Improvement Plan 2008-2009
West 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	199.11.6112.00.152.9.24.0.04	0.00	150.00
TUTORIAL SERVICES	199.11.6119.02.152.9.24.0.00	38,520.00	38,520.00
MEDICARE	199.11.6141.00.152.9.24.0.04	0.00	2.18
FICA	199.11.6141.01.152.9.24.0.04	0.00	9.30
SAL & WAGES-SUPPORT PERS	199.31.6129.00.152.9.24.0.00	22,698.56	22,698.56
MEDICARE	199.31.6141.00.152.9.24.0.00	316.47	316.47
TOTAL		61,535.03	61,696.51
FTE Count			
PERSONNEL			1.00
TOTAL			1.00