

Williams Elementary School

Campus Improvement Plan

2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT



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

Overview

Williams Elementary received a rating of Academically Acceptable from the State of Texas for the 2007-2008 school year. The student enrollment at Williams Elementary is 930 students: 35% Hispanic, 30% African-American, 20% White, and 15% Asian and Indian. The special programs at Williams Elementary include four PPCD classes, four Pre-K classes, one class for orthopedically challenged students and one class for elementary skills. Williams Elementary employs a full time and a part time speech pathologist, two resource teachers and MAC labs for primary and intermediate students.

In August of 2008, Williams Elementary team leaders participated in an in-depth analysis of testing data for the Seguin Network and for the Williams campus based on the spring 2008 TAKS scores. The team leaders met in committee with the Site-Based Decision Making Team and together comprehensive needs of the campus were identified. The comprehensive needs assessment (CNA) identified academic pressure points in the areas of Math for all grade levels, Science for all grade levels as it impacts fifth grade science TAKS, and DRA2 and EOY scores in reading for grades K-2. Utilizing data from our student scores from state testing, benchmark testing, and end of year testing, specific needs are outlined in this improvement plan and strategies for reform are included. These committees also identified other areas needing attention: discipline/behavior management and common instructional strategies throughout grade levels.

The campus improvement plan outlines comprehensive reform strategies designed for Williams Elementary. The Title 1 school wide program ensures that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. All teaching staff and teaching assistants are highly qualified to meet the state and federal standards. State, federal and local funding is utilized to meet the needs of instructional costs as well as teaching staff. Professional development training for professional teaching staff is in place to target specific areas of need throughout this improvement plan.

School wide Component Codes:

CNA -Comprehensive Needs Assessment	RS -SW Reform Strategies	HQ -Highly Qualified Staff	PD -Professional Development	R/R -Recruitment & Retention of HQ teachers
FI -Family Involvement	Tr -Transition	Asmt -Teachers involved in assessment decisions	M -Effective, timely, additional assistance for Mastery	C/I -Coordination & Integration of Federal, State & Local funds

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

Improvement Area	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Math performance in all grade levels, including the following: <ul style="list-style-type: none"> • African American sub-group • Hispanic sub-group • Economic Disadvantaged 	Title 1 SCE ARI/AMI funds	D.Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress	October 2008-May 2009	EOY test results Benchmark test results TAKS 2009 performance
Science performance in all grade levels, including the following: <ul style="list-style-type: none"> • African American sub-group • Hispanic sub-group • ESL 	Title 1 SCE ARI/AMI funds	D.Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress	October 2008-May 2009	EOY test results Benchmark test results TAKS 2009 performance
Maintain performance in writing as well as maintain and improve reading, including the following: <ul style="list-style-type: none"> • DRA2 MOY/EOY • MOY/EOY reading and writing exams • LEP students 	Title 1 SCE ARI/AMI funds	D.Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress	October 2008-May 2009	EOY test results Benchmark test results TAKS 2009 performance

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Close parent contact regarding grades, homework, and academic performance (RS, FI)	None	D.Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress	August 2008-June 2009	➤ Failure report at 3weeks and 6 weeks grading period
Build relationships with students to promote success (Staff Development in August) (FI, RS, CNA)	None	All teachers, teaching assistances, and staff, including: D. Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress	August 2008-June 2009	➤ 2009 TAKS performance ➤ Failure reports for 3 weeks and 6 weeks grading periods
Reading Strategies applicable to grade levels: K: Guided Reading & Literacy Framework 1: The Daily Five for Literacy Stations 2: Guided Reading (CNA, RS, Asmt, M)	None	D. Goode, principal K. Perales R. DeZeeuw J. Gonzales	August 2008-May 2009	DRA2 – EOY EOY testing

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Grading: <ul style="list-style-type: none"> • Teachers are to record a minimum of 12 grades per subject area for each grading period • CARS (Correct & Return Signed): failing grades are corrected at home and returned for a higher grade • ZAP (Zeros Aren't Permitted) CNA, RS, Asmt)	None	D.Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress	October 2008-May 2009	<ul style="list-style-type: none"> ➤ Failure reports at 3 weeks and end of six weeks grading period ➤ Report cards
Tutoring before and after school day (CNA, RS, HQ, Asmt, M, C/I)	Title 1 \$59,000 SCE \$9,000 ARI/AMI funds \$20,755	D. Goode, Principal	October 2008 through May 2009	<ul style="list-style-type: none"> ➤ Teacher made tests ➤ Benchmarks ➤ TAKS results from previous school year
Homework Club for students in grades 4, 5, and 6 (CNA, RS, HQ, Asmt, M, C/I)	Title 1 \$59,000 SCE \$9,000 ARI/AMI \$20,755	Dana Goode, Principal Kayleen Cress	October 2008 - April 2009	TAKS results from previous school year <ul style="list-style-type: none"> ➤ Classroom performance ➤ Benchmark testing results
Thinking Maps (CNA, RS, Asmt, M, C/I)	None	D. Goode, principal	September 2008 - May 2009	<ul style="list-style-type: none"> ➤ Teacher made tests ➤ Benchmarks ➤ TAKS 2009 results ➤ Report cards

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Use of non-fiction texts to reinforce science and math skills (CNA, RS, Asmt, M, C/I)	Leveled Book Room	D.Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress	September 2008 – May 2009	<ul style="list-style-type: none"> ➤ Teacher made tests ➤ Benchmarks ➤ TAKS 2009 results ➤ Report cards
Utilize results from Benchmark testing to improve instruction (CNA, RS, PD, Asmt, M)	Local (Seguin Network data analysis meetings)	D.Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress	October 2008 – May 2009	<ul style="list-style-type: none"> ➤ Teacher made tests ➤ Report cards ➤ Reduced failures at 3 weeks and 6 weeks
Co-Teaching and Push-in support for LEP and Special Education students (CNA, RS, HQ, Asmt, M, C/I)	None	D.Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress Susan Griffith Alison Davis Denise Carriveau	October 2008-May 2009	<ul style="list-style-type: none"> ➤ Teacher made tests ➤ Report cards ➤ Reduced failures at 3 weeks and 6 weeks

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

Improvement Strategies	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)	SCE \$9,000 Title 1 \$59,000 Accelerated Reading/Math (C/I) \$20,755	D.Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress Susan Griffith Alison Davis Denise Carriveau	October 2008-May 2009	<ul style="list-style-type: none"> ➤ Teacher made tests ➤ Report cards ➤ Performance on Benchmark tests ➤ Reduced failures at 3 weeks and 6 weeks
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)	None	D. Goode, principal	September & January	Master schedule Teacher certification Principal Attestation
Teachers will participate in high quality, ongoing professional development based upon campus needs (PD)	Title I \$3000	D. Goode, principal	December & April	ERO attendance reports
All grade level teams will meet weekly to discuss instructional strategies, based on student data, to improve classroom performance. (Asmt)	None	D. Goode, principal	Weekly, beginning August 25, 2008 – May 26, 2009	Teacher meeting agendas

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

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Seguin Network vertical alignment and data analysis (CNA, RS, PD, Asmt, M, C/I)	None	D. Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress	September 2008-May 2009	<ul style="list-style-type: none"> ➤ Teacher made tests ➤ Benchmarks ➤ TAKS 2009 results ➤ Report cards ➤ Staff development
Collaboration between grade levels to improve instruction and align curriculum <ul style="list-style-type: none"> • Time during after school staff meetings to work with teams. (CNA, RS, PD, Asmt, R/R)	None	D. Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress	September 2008-May 2009	<ul style="list-style-type: none"> ➤ Teacher made tests ➤ Benchmarks ➤ TAKS 2009 results ➤ Report cards ➤ Staff development
Focus on gaps in science scope and sequence between grade levels (CNA, RS, PD, Asmt)	None	D. Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress	September 2008-May 2009	<ul style="list-style-type: none"> ➤ Teacher made tests ➤ Benchmarks ➤ TAKS 2009 results ➤ Report cards ➤ Staff development

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Science Kits and Lessons targeted per grade level (CNA, RS, HQ, PD, Asmt, M, C/I)	Title 1 IF Salary	D. Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress M. Manley	September 2008-May 2009	<ul style="list-style-type: none"> ➤ Teacher made tests ➤ Benchmarks ➤ TAKS 2009 results ➤ Report cards ➤ Staff development
Math/Science note-booking in all grade levels (CNA, RS, M)	None	D. Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress	September 2008-May 2009	<ul style="list-style-type: none"> ➤ Teacher made tests ➤ Benchmarks ➤ TAKS 2009 results ➤ Report cards ➤ Staff development
Common Math/Science vocabulary (CNA, RS, M)	Title 1 IF Salary	D. Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress M. Manley	September 2008-May 2009	<ul style="list-style-type: none"> ➤ Teacher made tests ➤ Benchmarks ➤ TAKS 2009 results ➤ Report cards ➤ Staff development

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
RUBIES – problem-solving strategy for math introduced and implemented through all grades (CNA, RS, M)	None			
Math/Science TEKS above and below each grade level (CNA, RS, M)	Title 1 \$100	D. Goode, principal M. Manley, IF	October 2008	<ul style="list-style-type: none"> ➤ Lesson plans ➤ Scope and sequence ➤ 2009 TAKS performance
Copy of TEKS for each grade level before and after. (CNA, RS, M)	Local funds Title 1 \$300	D.Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress M. Manley, IF	October 2008	<ul style="list-style-type: none"> ➤ 2009 TAKS performance
Activities that encourage a coherent, seamless transition for at-risk students will be provided, which include teacher conferencing with receiving teacher, organizational help for student, sharing of successful interventions. (Tr)	None	D.Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress M. Manley, IF	August 2008 – June 2009	<ul style="list-style-type: none"> ➤ Teacher made tests ➤ Benchmarks ➤ TAKS 2009 results ➤ Report cards ➤ Staff development

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
Coffee with the Principal (CNA, RS, FI)	Title 1 <u>\$100</u>	D. Goode, principal Dinisha Alvarado, PTA President	October 2008 – May 2009	➤ Parent participation and feedback
Themed Nights: <ul style="list-style-type: none"> • Pumpkin Festival (Science) • Native American Reading Night • Math Night (CNA, RS, FI)	Title 1 <u>\$ 800</u>	Dana Goode, principal T. Gonzalez, FSR	October 2008-May 2009	➤ Parent participation and feedback ➤ Sign-in sheets
Teleparent phone calling system (CNA, RS, FI, Tr)	Title 1 Department/AISD	D. Goode, principal Robin Collier, secretary	October 2008-June 2009	➤ Use of phone line ➤ Parent feedback via teacher conferences
Encourage students to be in the classroom by 8:05 to start the day for additional instructional time. (CNA, RS)	None	D.Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress	September 2008- June 2009	➤ Teacher observation ➤ Parent/teacher meetings
PE Special Events: <ul style="list-style-type: none"> • Turkey Trot • Bunny Hop • Field Days (CNA, RS, HQ, FI, C/I)	Local Funds	D. Goode, principal C. Frederick J. Johannes		➤ Parent participation and feedback

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
Conference Night for parent-teacher conferencing (CNA, RS, FI)	None	D. Goode, principal	Fall 2008 & Spring 2009	➤ Purple Notebooks for documentation of participation
Career Night (CNA, RS, FI)	Title 1 \$ 300	D. Goode, principal Teresa Gonzalez	Spring 2009	➤ Student feedback ➤ Teacher evaluation
Partnership between PTA and Williams Elementary to promote parent participation (CNA, RS, FI, C/I)	None	D. Goode, principal	August 2008 – June 2009	➤ Increase in parent participation and volunteering in the schools
Toddler Time (CNA, RS, FI)	Title 1 \$300	D. Goode, principal T. Gonzalez, FSR	October 2008-Spring 2009	➤ Parent feedback
Teachers will communicate student academic progress and assessment reports with parents every 3 weeks (grades 2-6) and 6 weeks (grades K-1) via Progress Reports and Report Cards. (FI)	Campus Budget	D. Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress	September 2008 – June 2009	Teacher documentation of communications with parents
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	T. Gonzalez M. Manley K. Cress L. Foreman K. Alexander C. Frederick A. Crowell L. Nichols D. Burkink	End of 1 st Six Weeks	October 2008

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	D. Goode, principal	October 3, 2008	Event evaluation
The Family Involvement Team (FIT), comprised of teachers, Instructional Facilitator(s), Family School Representative and parents, will meet four times per year to plan and evaluate family involvement events based upon campus' needs. (FI)	Title I funds - \$100 FSR Salary	D. Goode, principal T. Gonzalez, FSR M. Manley, IF	September 2008-May 2009	Event evaluations Staff surveys

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
Teaching rules and defining parameters in the following areas: <ul style="list-style-type: none"> • Classroom • Hallway • Restrooms • Cafeteria • Playground (CNA, RS, PD, Tr)	None	All teachers, teaching assistances, and staff, including: D. Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress	August 2008 – June 2009	<ul style="list-style-type: none"> ➤ Reduction in Office Referrals ➤ Reduction in OCS, Home-Based Instruction, & Alternative Education Placements
Greet students at the classroom door each morning (CNA, RS)	None	All teachers, teaching assistances, and staff, including: D. Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress	August 2008 – June 2009	<ul style="list-style-type: none"> ➤ Reduction in Office Referrals ➤ Reduction in OCS, Home-Based Instruction, & Alternative Education Placements

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
Guidance Lessons in the following areas: <ul style="list-style-type: none"> • Role playing specific areas of concern • Peer pressure • Character Counts (CNA, RS) 	None	D. Goode, principal K. Twamley, counselor	September 2008-May 2009	<ul style="list-style-type: none"> ➤ Feedback from teachers ➤ Reduction in Office Referrals ➤ Reduction in OCS, Home-Based Instruction, & Alternative Education Placements
Whole class restroom breaks in grades 4-6 (CNA, RS)	None	D. Goode, principal L. Hall H. Marshall K. Cress	September 2008-June 2009	<ul style="list-style-type: none"> ➤ Reduction in Office Referrals ➤ Reduction in OCS, Home-Based Instruction, & Alternative Education Placements



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
Each teacher will supervise and walk students outside at dismissal each day. (CNA, RS)	None	All teachers, teaching assistances, and staff, including: D. Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress	August 2008 – June 2009	<ul style="list-style-type: none"> ➤ Reduction in Office Referrals ➤ Reduction in OCS, Home-Based Instruction, & Alternative Education Placements
Positive Role Models on campus <ul style="list-style-type: none"> • Fire fighters from S. Cooper Station (CNA, RS)	None	D. Goode, principal Teresa Gonzalez	October 2008-June 2009	<ul style="list-style-type: none"> ➤ Reduction in Office Referrals ➤ Reduction in OCS, Home-Based Instruction, & Alternative Education Placements
Provide PTA programs targeting students and their parents to gain support for behavioral concerns (CNA, RS, FI, C/I)	Title 1 \$200 PTA	D. Goode, principal S. Bounds, assistant principal Teresa Gonzalez, FSR Dinisha Alvarado, PTA president	Fall 2008 & Spring 2009	<ul style="list-style-type: none"> ➤ Reduction in Office Referrals ➤ Reduction in OCS, Home-Based Instruction, & Alternative Education Placements

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
Teachers select a teacher partner to provide a “cool down” place for students (CNA, RS)	None	D.Goode, principal K. Perales R. DeZeeuw J. Gonzales C. Snodgrass L. Hall H. Marshall K. Cress	October 2008-June 2009	<ul style="list-style-type: none"> ➤ Reduction in Office Referrals ➤ Reduction in OCS, Home-Based Instruction, & Alternative Education Placements
Teachers as Mentors for students (CNA, RS)	None	D. Goode, principal S. Bounds, AP M. Manley, IF T. Gonzalez, FSR Alissa Miller	October 2008-June 2009	<ul style="list-style-type: none"> ➤ Reduction in Office Referrals ➤ Reduction in OCS, Home-Based Instruction, & Alternative Education Placements



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Other Attachments:

- SCE, NCLB & ARI/AMI budget (generated by the Budget Department) (C/I) *(required by Title I & SCE)*
- SBDM Team List which includes parents *(required by TEC §11.251)*
- List of interventions (RTI tier 2 & 3) provided at the campus (M) *(required by SCE)*



**Campus Improvement Plan 2008-2009
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Site-Based Decision Making Team

Kindergarten:	Kari Ritvanen
1st Grade:	Meredith Vigil
2nd Grade:	May Shahid
3rd Grade:	Bernita Robinson
4th Grade:	Mike Morris
5th Grade:	Brenda Kelly
6th Grade:	Stacy Bloxom
Special Education:	Denise Carriveau
Specials:	Debbie Davis
Professional:	Karen Twamley
Other:	Mary Manley
	Susan Bounds
	Teresa Gonzalez
	Robin Collier
Community:	Saul Barrom
Parent:	Dinisha Alvaredo

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Grade 3 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	104	96%	108	93%	-4%	99	89%	-4%	90%	
Afri Amer	39	97%	32	91%	-7%	26	85%	-6%	87%	
Hispanic	22	91%	41	95%	4%	36	86%	-9%	88%	2%
White	29	100%	22	91%	-9%	25	96%	5%	96%	0%
Eco Disadv	63	97%	64	94%	-3%	56	86%	-8%	86%	0%
LEP	25	88%	24	92%	4%	31	81%	-11%	85%	4%
SpEd	6	100%	9	78%	-22%	6	83%	6%	85%	2%

Grade 4 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	103	75%	101	84%	9%	105	87%	3%	90%	3%
Afri Amer	42	67%	37	81%	14%	28	89%	8%	90%	1%
Hispanic	26	77%	23	70%	-7%	42	81%	11%	85%	4%
White	20	85%	26	100%	15%	21	95%	-5%	95%	0%
Eco Disadv	62	66%	64	81%	15%	65	83%	2%	85%	2%
LEP	25	76%	25	68%	-8%	34	76%	8%	80%	4%
SpEd	1	*	9	89%	*	11	45%	-43%	70%	25%

Grade 5 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	107	83%	104	90%	7%	101	92%	2%	93%	1%
Afri Amer	39	74%	39	92%	18%	32	100%	8%	100%	0%
Hispanic	32	75%	31	84%	9%	31	77%	-6%	80%	3%
White	28	100%	17	88%	-12%	21	100%	12%	100%	0%
Eco Disadv	63	81%	65	88%	7%	64	91%	3%	92%	1%
LEP	24	71%	18	83%	13%	23	78%	-5%	80%	2%
SpEd	4	*	5	60%	*	5	100%	40%	55%	-45%

Grade 6 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	94	99%	109	96%	-3%	103	98%	2%	93%	-5%
Afri Amer	37	100%	43	95%	-5%	35	97%	2%	90%	-7%
Hispanic	22	95%	32	94%	-2%	37	100%	6%	78%	-22%
White	22	100%	26	100%	0%	14	93%	-7%	95%	2%
Eco Disadv	40	98%	65	95%	-2%	66	98%	3%	92%	-6%
LEP	5	80%	5	100%	20%	10	100%	0%	79%	-21%
SpEd	7	100%	6	83%	-17%	10	60%	-23%	70%	10%

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Grade 3 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	104	73%	111	68%	-6%	93	78%	11%	85%	
Afri Amer	39	62%	33	67%	5%	24	67%	0%	85%	
Hispanic	22	77%	43	60%	-17%	34	82%	22%	85%	3%
White	29	83%	22	82%	-1%	24	83%	2%	85%	2%
Eco Disadv	63	70%	67	69%	-1%	54	80%	11%	85%	5%
LEP	25	72%	26	58%	-14%	30	87%	29%	89%	2%
SpEd	6	67%	11	55%	-12%	10	30%	-25%	50%	20%

Grade 4 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	105	77%	101	77%	0%	106	70%	-7%	80%	10%
Afri Amer	42	67%	37	57%	-10%	28	79%	22%	75%	-4%
Hispanic	27	85%	23	83%	-3%	42	55%	-28%	85%	30%
White	21	81%	26	92%	11%	22	86%	-6%	86%	0%
Eco Disadv	64	75%	64	75%	0%	65	60%	-15%	85%	25%
LEP	25	84%	25	84%	0%	34	62%	-22%	87%	25%
SpEd	1	*	9	67%	*	13	31%	-36%	55%	24%

Grade 5 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	110	78%	108	80%	1%	98	76%	-4%	75%	-1%
Afri Amer	38	63%	39	67%	4%	30	60%	-7%	70%	10%
Hispanic	33	85%	34	85%	0%	30	73%	-12%	65%	-8%
White	31	84%	18	83%	-1%	21	95%	12%	90%	-5%
Eco Disadv	65	77%	66	79%	2%	63	70%	-9%	70%	0%
LEP	24	83%	20	85%	2%	23	74%	-11%	70%	-4%
SpEd	9	56%	8	50%	-6%	4	*	*	40%	#VALUE!

Grade 6 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	91	91%	111	67%	-25%	106	78%	12%	77%	-1%
Afri Amer	37	84%	43	56%	-28%	36	67%	11%	61%	-6%
Hispanic	21	95%	33	64%	-32%	38	87%	23%	74%	-13%
White	21	95%	27	81%	-14%	15	73%	-8%	95%	22%
Eco Disadv	38	92%	66	64%	-28%	67	78%	14%	71%	-7%
LEP	5	100%	5	40%	-60%	11	55%	15%	74%	19%
SpEd	4	*	8	38%	*	11	27%	-10%	45%	18%

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Grade 4 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	101	84%	100	84%	0%	101	96%	12%	96%	0%
Afri Amer	42	81%	37	84%	3%	28	96%	13%	96%	0%
Hispanic	26	81%	23	78%	-3%	38	95%	16%	95%	0%
White	18	89%	25	88%	-1%	21	100%	12%	95%	-5%
Eco Disadv	63	79%	63	86%	6%	61	93%	8%	93%	0%
LEP	25	92%	25	80%	-12%	31	97%	17%	97%	0%
SpEd	1	*	9	78%	*	11	64%	-14%	70%	6%

Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	122	57%	109	64%	7%	103	75%	11%	78%	3%
Afri Amer	47	35%	40	54%	19%	35	63%	9%	72%	9%
Hispanic	34	59%	33	67%	8%	29	69%	2%	72%	3%
White	33	83%	18	71%	-12%	22	95%	25%	99%	4%
Eco Disadv	73	46%	68	59%	13%	66	71%	12%	73%	2%
LEP	25	40%	20	55%	15%	23	70%	15%	72%	2%
SpEd	14	50%	11	38%	-13%	9	67%	29%	72%	5%



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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	199.11.6112.00.145.9.30.0.04	0.00	300.00
SALARIES-TEACH & OTH PROF	199.11.6119.00.145.9.30.0.00	28,470.80	28,470.80
TUTORIAL SERVICES	199.11.6119.02.145.9.30.0.00	9,049.00	9,049.00
SAL & WAGES-SUPPORT PERS	199.11.6129.00.145.9.30.0.00	19,311.77	19,311.77
MEDICARE	199.11.6141.00.145.9.30.0.04	0.00	4.35
MEDICARE	199.11.6141.00.145.9.30.0.00	673.98	673.98
FICA	199.11.6141.01.145.9.30.0.04	0.00	18.60
SAL & WAGES-SUPPORT PERS	199.31.6129.00.145.9.30.0.00	20,981.18	20,981.18
MEDICARE	199.31.6141.00.145.9.30.0.00	292.53	292.53
TOTAL		78,779.26	79,102.21
FTE Count			
PERSONNEL			2.50
TOTAL			2.50



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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			2.50
TOTAL			2.50
Title I Budget			
SALARIES-TEACH & OTH PROF	211.11.6119.00.145.9.24.0.00	145,290.00	70,538.00
TUTORIAL SERVICES	211.11.6119.02.145.9.24.0.00	30,000.00	30,000.00
CONTRACT ADDENDA-STIPEND	211.11.6119.09.145.9.24.0.00	0.00	1,500.00
EXTRA DUTY-SUPPORT PERS	211.11.6121.00.145.9.24.0.00	0.00	500.00
SAL & WAGES-SUPPORT PERS	211.11.6129.00.145.9.24.0.00	0.00	7,725.00
MEDICARE	211.11.6141.00.145.9.24.0.00	0.00	1,686.00
HEALTH INSURANCE	211.11.6142.01.145.9.24.0.00	0.00	5,928.00
TEACHER RETIREMENT	211.11.6146.00.145.9.24.0.00	0.00	8,808.00
TRS-CARE CONTRIBUTION	211.11.6146.01.145.9.24.0.00	0.00	640.00
READING MATERIALS	211.11.6329.00.145.9.24.0.00	0.00	2,000.00
GENERAL SUPPLIES	211.11.6399.01.145.9.24.0.00	5,000.00	28,028.00
DIST TRANS FOR STDNT TRAV	211.11.6494.00.145.9.24.0.00	0.00	500.00
SUBSTITUTE TEACHERS	211.13.6112.00.145.9.24.0.00	0.00	500.00
MEDICARE	211.13.6141.00.145.9.24.0.00	0.00	8.00
FICA	211.13.6141.01.145.9.24.0.00	0.00	31.00
MISC PURCH & CONTR SERV	211.13.6299.00.145.9.24.0.00	2,362.00	2,362.00
EMPLOYEE TRAVEL	211.13.6411.00.145.9.24.0.00	1,000.00	500.00
EXTRA DUTY-SUPPORT PERS	211.61.6121.00.145.9.24.0.00	0.00	500.00
SAL & WAGES-SUPPORT PERS	211.61.6129.00.145.9.24.0.00	0.00	16,815.00

MEDICARE	211.61.6141.00.145.9.24.0.00	0.00	298.00
HEALTH INSURANCE	211.61.6142.01.145.9.24.0.00	0.00	3,120.00
TEACHER RETIREMENT	211.61.6146.00.145.9.24.0.00	0.00	1,552.00
TRS-CARE CONTRIBUTION	211.61.6146.01.145.9.24.0.00	0.00	113.00
GENERAL SUPPLIES	211.61.6399.01.145.9.24.0.00	3,335.00	3,335.00
EMPLOYEE TRAVEL	211.61.6411.00.145.9.24.0.00	1,500.00	1,500.00
MISC OPERATING EXPENSES	211.61.6499.00.145.9.24.0.00	500.00	500.00
TOTAL		188,987.00	188,987.00