

Wimbish Elementary School

Campus Improvement Plan

2008-2009

Russ Berrong, Principal

Lesley Bettis, Assistant Principal

Campus Overview

Wimbish Elementary School is a Title I School Wide Program campus that serves a rather diverse population of 610 PreK-3 to 6th grade students. Our multi-cultural, multi-ethnic, student population is composed of 20% White, 42% Hispanic, 34% African American and 4% Asian and Native American. Limited English Proficient (LEP) students represent 20% of our student body and are serviced in both self-contained and pull-out classes depending on program placement and grade-level. Wimbish experiences a high mobility rate of 37%.

Two areas of focus from the Effective Schools Correlates, Safe and Orderly Environment and Home School Relations, showed positive gains as students were becoming familiar with the skills taught in the Boys Town Education Model and the Life Skills taught in our Character Counts education model. Teachers and students were better equipped to handle many minor discipline issues before they became office referrals. In addition, we attained record numbers for our parent participation in such events as: Beginning Year Parent Meetings, Open Houses, Trunk or Treat, Parenting Classes, Science Night, Math Night, PTA, Talent Show, Awards Ceremonies, etc.

(CNA)(RS)(HQ)(FI)(Asmt)(C/I)

The TAKS gains for the 2007-2008 school year were met with mixed emotions as we made some gains in Reading but lost significant ground in Math, which in turn dropped our rating from Recognized back to Acceptable. The 5th grade Science scores continued to rise with an increases for all subgroups except African American. Through intensive staff development and committee recommendations, we reached many of the goals that were set forth but failed to reach our goals in Math. *(HQ)(Asmt)(M)*

The school wide goals for this year were set through collaborative discussion among grade level teams & special teams during our annual faculty treat and beginning of year staff development training. TAKS information and results of our annual Title I survey were analyzed as part of our discussion. In addition, input from our curriculum committees and Family Involvement Team (FIT) was used to align our campus needs with our campus output. The results of our collaboration indicate a need for heavy focus on mathematics across all grade levels and to continue several of the school-wide family involvement initiatives that were started in previous years. These goals and FIT initiatives are detailed later in the activity portion of this document. *(CNA) (Asmt) (FI) (PD)*

The Annual Yearly Progress Report (AYP) showed satisfactory improvement for our student performance. Gains and losses, as mentioned above, were made in student achievement / performance. We have already received a "Met Expectations" rating for our 2008 AYP Rating.

Schoolwide 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 Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
MATH - gr. 3,4,6 *African American *Hispanic *Eco Disadv	404 Funds Comp Ed Funds Title I Funds	Berrong, Bettis, Wright, Hestand, McCord, Weaver, Etley	Tri-Weekly	Math Benchmarks Math TAKS
READING - gr. 4 *African American *Hispanic *Eco Disadv	404 Funds Comp Ed Funds Title I Funds	Berrong, Bettis, Wright, Gutierrez, Bjelland, Parks, Peterman	Tri-Weekly	Reading Benchmarks Reading TAKS
WRITING - gr. 4 *African American *Eco Disadv.	404 Funds Comp Ed Funds Title I Funds	Berrong, Bettis, Wright, Kennard, Bjelland, McCord, Frankiewicz	Tri-Weekly	Writing Benchmarks Writing TAKS
SCIENCE - gr. 5 *African American *Hispanic *Eco Disadv	404 Funds Comp Ed Funds Title I Funds	Berrong, Bettis, Wright, Osburn	Tri-Weekly	Science Benchmarks Science TAKS

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. <i>(M)</i></p>	<p>Title I SCE Accelerated Reading/Math <i>(C/I)</i></p>	<p>Berrong, Bettis, Wright, McClain</p>	<p>Tri-Weekly</p>	<p>Report Cards Benchmarks TAKS</p>

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
MATH - create a Math Lab for intensive hands-on training with focused instruction using number sense & manipulatives.	Title I Funds	Berrong, Bettis, Wright, Hestand, McCord, Weaver, Eteley	Tri-Weekly	Math Benchmarks Math TAKS
MATH - hire Math Lab TA to assist the classroom teachers in set-up of lab activities and organization and implementation of the Math lab. <i>(CNA) (HQ) (R/R)</i>	Title I Funds	Berrong, Bettis, Wright, TA-TBA	Tri-Weekly	Math Benchmarks Math TAKS
MATH - Family Math games for school-wide “take-home” games created by FSR and IF.	Title I Funds	Berrong, Bettis, Wright, Matlock	Bi-Weekly	Math Benchmarks Math TAKS
MATH – Daily Math Words / Questions on the morning announcements.	n/a	Berrong, Bettis, Wright	Daily	Math Benchmarks Math TAKS

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>READING – Teachers will utilize the Title I leveled book reading room for guided reading instruction. (RS) (R/R) (M)</p>	Title I Funds	Berrong, Bettis, Wright, Elliott	Tri-weekly	DRA Reading EOY Tests Reading Benchmarks Reading TAKS
<p>READING – Move toward Model AR School Status by playing an active role in helping students succeed -</p> <ol style="list-style-type: none"> 1. Make students aware of their ZPD and use it in book selection. 2. Guide Student s in book selection in the classroom and library 	n/a	Berrong, Bettis, Wright, Lawson, Wylie, Lackey, Regina, Gutierrez, Bjelland, Parks, Peterman	Weekly	DRA Reading EOY Tests Reading Benchmarks Reading TAKS
<p>READING – Move toward Model AR School Status by schedule time for reading practice -</p> <ol style="list-style-type: none"> 1. Scheduled time per grade level 2. Checking reading comprehension 3. Use mixed reading practices such as read to, read with and reading independently 	n/a	Berrong, Bettis, Wright, Lawson, Wylie, Lackey, Regina, Gutierrez, Bjelland, Parks, Peterman	Weekly	DRA Reading EOY Tests Reading Benchmarks Reading TAKS

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>READING - Move toward Model AR School Status by setting student reading goals and diagnosing problems in reading –</p> <ol style="list-style-type: none"> 1. Use daily Status of Class to identify and correct problems 2. Monitor quiz scores weekly with AR reports. 	n/a	Berrong, Bettis, Wright, Lawson, Wylie, Lackey, Regina, Gutierrez, Bjelland, Parks, Peterman	Weekly	DRA Reading EOY Tests Reading Benchmarks Reading TAKS
<p>READING – Move toward Model AR School Status by recognizing students who meet their goals –</p> <ol style="list-style-type: none"> 1. Provide immediate feedback 2. Reading announcements 3. Reading Carnival 	Library Activity Funds for reading incentives and Reading Carnival	Berrong, Bettis, Wright, Lawson, Wylie, Lackey, Regina, Gutierrez, Bjelland, Parks, Peterman	Weekly	DRA Reading EOY Tests Reading Benchmarks Reading TAKS
<p>WRITING – Teachers will utilize student writing conferences in coaching the students to writing success. (<i>M</i>)</p>	n/a	Berrong, Bettis, Wright, Kennard, Frankiewicz, McCord, Bjelland	Weekly	Writing Benchmarks Writing TAKS Conference Logs

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>WRITING – Teachers will utilize strategies gleaned from 25 Mini-Lessons for Teaching Writing. (<i>Asmt</i>)</p>	n/a	Berrong, Bettis, Wright, Kennard, Frankiewicz, McCord, Bjelland	Tri-weekly	Writing Benchmarks Writing TAKS
<p>WRITING - Teachers K-2 will utilized strategies from Lucy Caulkins writing workshops to prepare students for 4th grade TAKS writing. (<i>PD</i>)</p>	n/a	Berrong, Bettis, Wright, Kennard, Frankiewicz, McCord, Bjelland	Tri-weekly	Writing Benchmarks Writing TAKS
<p>WRITING – Teachers will work with students regarding more publishing and production of student work. (<i>Asmt</i>)</p>	n/a	Berrong, Bettis, Wright, Kennard, Frankiewicz, McCord, Bjelland	Tri-weekly	Writing Benchmarks Writing TAK
<p>SCIENCE – Students will read at least 1 non-fiction book a week on a TEKS topic for specific grade level</p>	Title I Funds	Berrong, Bettis, Wright, Lawson, Green, Spivey, Cobb, Kennard, Wright, Mathenia, Osburn, Burns-Holland	Weekly check-out	Science Benchmarks Science TAKS

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
SCIENCE – students will perform 6 hands-on science activities each six weeks for each classroom.	n/a	Berrong, Bettis, Wright, Smith	Tri-Weekly	Science Benchmarks Science TAKS
SCIENCE – Title I Teaching Assistant / Lab Assistant will be utilized to help classroom teachers with hands-on demonstration lessons. (CNA) (HQ) (R/R)	Title I Funds for salary	Berrong, Bettis, Wright, Smith	Monthly	Science Lab Schedule Science Benchmarks Science TAKS
TUTORING in all subject areas before, during and after school. (HQ)	404 ARI/AMI Funds Title I Funds Comp Ed Funds	Berrong, Bettis, Wright, Campion, Kennard, Osburn, Etley	Tri-Weekly	Benchmark TAKS
TECHNOLOGY - Teachers will use graphic organizers to help students organize thinking. (RS)	Presentation Stations (carts, laptops, software, projectors) Computer Labs Inspiration and Kidspiration Software	Berrong, Bettis, Wright, Childs	Monthly	DRA EOY Tests Benchmarks TAKS

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Review progress reports & report cards and conference with students who are failing at each grading period.	n/a	Berrong, Bettis, Wright, Campion, Kennard, Osburn, Etle	Six-Weeks	Progress Reports Report Cards
Professional Learning Community (PLC) meetings to review data, discuss student progress and plan for meeting the needs of students who did not master specific targeted objectives. <i>(PD) (Asmt)</i>	Comp Ed. Funds	Berrong, Bettis, Wright	Tri-Weekly	Common Assessments Benchmarks
A Campus Instructional Facilitator will be utilized to support students and teachers through instruction, assessment, modeling and demonstrations. <i>(Asmt)</i>	Title I Funds for salary	Berrong, Bettis	Continual	IF Schedule Benchmarks TAKS

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Faculty Retreat for Planning & Coordinating Curriculum. (PD) (CNA)	Title I - \$3,300 (meals, lodging, supplies, & presenter) In the interest of time and a full agenda, staff was cloistered and working during meal times.	Berrong, Bettis, Wright	Annually	PLC Assessments
Fund additional field trips with entrance fees so students will be exposed to more extra curricular. (C/I)	Title I - \$3,400	Berrong, Bettis	Annually	DRA EOY Tests Benchmarks TAKS
School principal will actively participate in district recruitment efforts to attract high-quality, highly-qualified teachers. (R/R) (HQ)	n/a	Berrong	Continual	DRA EOY Tests Benchmarks TAKS
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)	n/a	Principal	September & January	Master schedule Teacher certification Principal Attestation

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
To attract and retain Highly Qualified teaching staff, teachers are provided the opportunity to participate in a Master's Degree program in a core curriculum subject area. <i>(R/R)</i>	District Title I funds	State & Federal Program Office	October & February	List of teachers participating in Master's program
Teachers will participate in high quality, ongoing professional development based upon campus Comprehensive Needs Assessment <i>(PD)</i>	Title I SCE	Principal	December & April	ERO attendance reports
Pk3 – 6 th grade teachers will meet twice per six weeks period in PLC to discuss instructional strategies, based on student data, to improve classroom performance. <i>(Asmt)</i>	SCE - \$6,300	Principal	Twice per six weeks period	Teacher meeting agendas

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Provide time during PLC & Faculty meetings for cross-grade level discussion, planning and creating a common vocabulary.	n/a	Berrong, Bettis, Wright	Tri-Weekly	PLC Assessments Benchmarks TAKS
Each classroom teacher will visit another grade-level classroom at least once during each semester and share written observations.	n/a	Berrong, Bettis, Wright, Wylie, Wamstad, Heuze, Campion, Kennard, Osburn, Etle	Once per semester	Benchmarks TAKS
Provide continuing staff development on Differentiated Instruction and Response to Intervention as students transition from one grade level to the next.	Title I Funds	Berrong, Bettis, Wright	Monthly	Benchmark TAKS
All teachers will be trained in utilizing and implementing Thinking Maps strategies. (PD)	n/a	Berrong, Bettis, Wright, Becker	Weekly	DRA EOY Tests Benchmarks TAKS

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>Activities that encourage a coherent, seamless transition for at-risk students will be provided, which include back to school parent information nights to provide curriculum and testing information to parents. Principal will hold Title I informational parent meeting with Title I PowerPoint Presentation. <i>(RS)</i> <i>(FI)</i> <i>(Tr)</i></p>	<p>Title I</p>	<p>Berrong, Bettis, Matlock</p>	<p>Annually</p>	<p>Attendance Rosters</p>

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
Science Committee and Family Involvement Team will coordinate Math and Science Night <i>(RS) (FI) (Asmt) (C/I)</i>	Title I Funds - \$750 science & math materials	Berrong, Bettis, Wright, Matlock	Each Semester	DRA EOY Tests Benchmarks TAKS Title I Survey
Provide English as a Second Language classes to our non-English speaking parents. <i>(HQ) (FI)</i>	Title I Funds - \$2,000 <i>(C/I)</i> Babysitting Title I Funds - \$1,000	Berrong, Bettis, Wright, Filewood	Weekly	DRA EOY Tests Benchmarks TAKS Title I Survey
Family Involvement Team will coordinate McTeacher night at our neighboring McDonald's to build community support for our school. <i>(FI)</i>	n/a	Berrong, Bettis, Wright, Matlock	Each semester	DRA EOY Tests Benchmarks TAKS Title I Survey
Title I Family School Representative (FSR) and Title I TA will sponsor "Make & Take" classes to provide materials to parents to supplement their child's education. <i>(FI)</i>	Title I Funds - \$300 materials	Berrong, Bettis, Wright, Matlock	Weekly	DRA EOY Tests Benchmarks TAKS Title I Survey

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
Title I FSR will sponsor various parenting classes through the school year to encourage success of child through more parent involvement. <i>(FI)</i>	Title I Funds to cover FSR salary	Berrong, Bettis, Wright, Matlock	Monthly	DRA EOY Tests Benchmarks TAKS Title I Survey
All grade levels will sponsor back to school parent information nights to provide curriculum and testing information to parents. Principal will hold Title I informational parent meeting with Title I PowerPoint Presentation. <i>(RS) (FI) (Tr)</i>	n/a	Berrong, Bettis, Wright, Matlock	Annually	DRA EOY Tests Benchmarks TAKS Title I Survey
Family Involvement Team (FIT) to sponsor Parent University to provide support and educational topics related to curriculum, setting expectations, organizational skills, fitness and/or nutrition. <i>(RS) (FI) (Tr)</i>	Title I Funds - \$1,000 supplies, child care and snacks	Berrong, Bettis, Filewood, Mueller	Monthly	DRA EOY Tests Benchmarks TAKS Title I Survey

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
The Family Involvement Team (FIT), comprised of teachers, Instructional Facilitator(s), Family School Representative and parents, will meet monthly to plan and evaluate family involvement events based upon campus' needs. <i>(FI)</i>	n/a	Berrong, Bettis, Wright, Matlock	December, May	Event evaluations Staff surveys
Campus Family Involvement Policy and Compact, which was developed by the FIT team, will be sent to all parents along with each child's first report card. Campus FI Policy will guide the Family Involvement Program. <i>(FI)</i>	n/a	Berrong, Bettis, Clark	End of 1 st Six Weeks	Report Card
Conduct an annual Title I meeting to explain NCLB requirements and the instructional program and interventions at the campus. <i>(FI)</i>	n/a	Berrong	September 25, 2008	Event evaluation

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
Teachers will communicate student academic progress and assessment reports with parents every three weeks via mail, conference, phone, e-mail, etc.) (FI)	n/a	Berrong, Bettis, Clark	Tri-Weekly	Teacher documentation of communications with 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
Faculty & Staff will continue to implement and utilize Boys Town Education Model <i>(PD) (C/I)</i>	n/a	Berrong, Bettis, Wright, McClain	Monthly	Office Referral Reduction AEP Referral Reduction
Counselor will utilize lessons from the Discovery Health classroom intervention lessons.	n/a	Berrong, Bettis, Wright, McClain	Monthly	Reduction in violent acts - student to student
"Bully Proofing Our School" Student, Teacher and Parent Education Classes <i>(R/R) (FI)</i>	n/a	Berrong, Bettis, Wright, McClain	Monthly	Reduction in violent acts - student to student
Grades 5 & 6 will participate in the AISD "Pathways to Success" classes.	n/a	Berrong, Bettis, Wright, McClain	Monthly	Reduction in violent acts - student to student
"Project Alert" lessons will be implemented in 5th & 6th grades	n/a	Berrong, Bettis, Wright, McClain	Monthly	Reduction in violent acts - student to student



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
Visitors will be asked to wear a visitor badge when they are visiting our school other than the office area and to show a photo ID when signing a child out of school. <i>(FI) (Asmt)</i>	\$200 local funds for badges	Berrong, Bettis, Delforge, Lofton, Clark	Monthly	Reduction in unregistered visitors roaming the building
Students will be trained through the "Play it Safe" program to recognize potentially dangerous situations regarding physical and sexual abuse. <i>(RS) (FI) (Tr) (CI)</i>	n/a	Berrong, Bettis, Wright, McClain	Monthly	Reduction in the number of reported abuse cases



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Students will be trained through the "Play it Safe" program to recognize potentially dangerous situations regarding physical and sexual abuse. (RS)
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Wimbish Elementary Site-Based Decision Making Committee Members

Barbara Wylie – Kindergarten

Kimberly Lackey – 1st grade

Shea Burns-Holland – 2nd grade

Debra Cobb – 3rd grade

Shayla Kennard – 4th grade

Jerri Weaver – 5th grade

Deana Peterman – 6th grade

Karen Hurtado – Sp. Ed.

Michelle Guttman – Sp. Teams A

David Filewood – Sp. Teams B

Amy McClain - Counselor

Cheryl Wright – Instructional Facilitator

Julie Strange - Parent

Tonya Cortez - Parent

Elouise Perry – Community Representative

Betty Thomas – Community Representative

Keith Vanacek – Business Representative

Lesley Bettis – Assistant Principal

Russ Berrong - Principal

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Grade 3 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	51	76%	60	85%	9%	59	93%	8%	94%	1%
Afri Amer	15	53%	19	74%	20%	19	89%	16%	90%	1%
Hispanic	22	82%	28	86%	4%	25	92%	6%	93%	1%
White	12	92%	13	100%	8%	11	100%	0%	100%	0%
Eco Disadv	43	72%	50	82%	10%	42	95%	13%	96%	1%
LEP	14	79%	15	73%	-5%	13	92%	19%	93%	1%
SpEd	4	*	*	*	*	3	*	*		

Grade 4 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	60	68%	37	81%	13%	52	69%	-12%	80%	11%
Afri Amer	15	60%	10	90%	30%	16	56%	-34%	80%	24%
Hispanic	32	66%	19	79%	13%	22	64%	-15%	80%	16%
White	10	90%	5	80%	-10%	14	93%	13%	95%	2%
Eco Disadv	43	63%	33	82%	19%	41	68%	-14%	80%	12%
LEP	23	65%	10	60%	-5%	5	40%	-20%	80%	40%
SpEd	1	*	2	*	*	2	*	*		

Grade 5 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	39	82%	49	90%	8%	43	91%	1%	93%	2%
Afri Amer	7	71%	9	100%	29%	14	93%	-7%	95%	2%
Hispanic	16	94%	27	85%	-9%	21	90%	5%	92%	2%
White	14	79%	10	100%	21%	5	100%	0%	100%	0%
Eco Disadv	30	87%	36	86%	-1%	35	94%	8%	96%	2%
LEP	6	83%	6	50%	-33%	10	80%	30%	82%	2%
SpEd	*	*	1	*	*	*	*	*		

Grade 6 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	60	87%	42	83%	-3%	48	94%	10%	95%	1%
Afri Amer	14	79%	11	82%	3%	9	89%	7%	92%	3%
Hispanic	25	84%	16	75%	-9%	28	93%	18%	95%	2%
White	20	95%	13	100%	5%	8	100%	0%	100%	0%
Eco Disadv	44	86%	32	81%	-5%	36	94%	13%	95%	1%
LEP	7	86%	4	*	*	4	*	*		
SpEd	3	*	*	*	*	9	67%	*	80%	13%

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Grade 3 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	52	60%	60	67%	7%	57	67%	0%	80%	13%
Afri Amer	16	38%	19	63%	26%	18	56%	-8%	80%	24%
Hispanic	22	59%	28	57%	-2%	25	72%	15%	80%	8%
White	12	83%	13	92%	9%	10	70%	-22%	80%	10%
Eco Disadv	44	55%	50	66%	11%	42	64%	-2%	80%	16%
LEP	14	71%	15	33%	-38%	13	69%	36%	80%	11%
SpEd	4	*	*	*	*	5	60%	*	80%	20%

Grade 4 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	60	55%	37	89%	34%	52	71%	-18%	80%	9%
Afri Amer	15	53%	10	100%	47%	16	63%	-38%	80%	18%
Hispanic	32	47%	19	79%	32%	22	68%	-11%	80%	12%
White	10	80%	5	100%	20%	14	86%	-14%	93%	7%
Eco Disadv	43	49%	33	91%	42%	41	71%	-20%	85%	14%
LEP	23	52%	10	90%	38%	5	60%	-30%	80%	20%
SpEd	1	*	2	*	*	3	*	*		

Grade 5 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	40	88%	51	88%	1%	41	78%	-10%	88%	10%
Afri Amer	8	88%	9	100%	13%	12	83%	-17%	90%	7%
Hispanic	16	88%	29	83%	-5%	20	70%	-13%	83%	13%
White	14	93%	10	90%	-3%	6	83%	-7%	90%	7%
Eco Disadv	31	90%	38	87%	-3%	35	80%	-7%	87%	7%
LEP	6	83%	8	63%	-21%	10	60%	-3%	80%	20%
SpEd	1	*	2	*	*	1	*	*		

Grade 6 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	60	67%	43	81%	15%	49	76%	-6%	85%	9%
Afri Amer	14	29%	12	75%	46%	9	56%	-19%	80%	24%
Hispanic	25	80%	16	88%	8%	29	72%	-15%	80%	8%
White	20	75%	13	85%	10%	8	100%	15%	100%	0%
Eco Disadv	44	64%	33	82%	18%	37	70%	-12%	85%	15%
LEP	7	57%	4	*	*	5	60%	*	80%	20%
SpEd	3	*	1	*	*	10	30%	*	80%	50%

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Grade 4 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	62	81%	39	85%	4%	52	79%	-6%	90%	11%
Afri Amer	17	88%	10	90%	2%	17	65%	-25%	80%	15%
Hispanic	32	69%	20	80%	11%	21	86%	6%	90%	4%
White	10	100%	6	83%	-17%	14	86%	2%	90%	4%
Eco Disadv	45	78%	35	83%	5%	41	78%	-5%	85%	7%
LEP	23	65%	11	73%	8%	5	80%	7%	85%	5%
SpEd	2	*	2	*	*	2	*	*		

Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	45	73%	53	76%	2%	41	76%	0%	80%	4%
Afri Amer	10	57%	10	89%	32%	12	75%	-14%	80%	5%
Hispanic	19	67%	30	70%	4%	21	71%	1%	80%	9%
White	14	86%	10	80%	-6%	5	80%	0%	80%	0%
Eco Disadv	36	69%	39	72%	3%	34	79%	7%	80%	1%
LEP	9	50%	7	17%	-33%	9	67%	50%	80%	13%
SpEd	5	0%	5	100%	100%	3	*	*		



Campus Improvement Plan 2008-2009
Wimbish 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	199.11.6112.00.116.9.30.0.04	0.00	300.00
TUTORIAL SERVICES	199.11.6119.02.116.9.30.0.00	36,960.00	36,960.00
MEDICARE	199.11.6141.00.116.9.30.0.04	0.00	4.35
FICA	199.11.6141.01.116.9.30.0.04	0.00	18.60
SAL & WAGES-SUPPORT PERS	199.31.6129.00.116.9.30.0.00	20,293.41	20,293.41
MEDICARE	199.31.6141.00.116.9.30.0.00	282.94	282.94
TOTAL		57,536.35	57,859.30
FTE Count			
PERSONNEL			1.00
TOTAL			1.00



Campus Improvement Plan 2008-2009
Wimbish Elementary

Title I, Part A:

Intended Purpose - to enable all children to meet the state student performance standards

Intended Beneficiaries - students who experience difficulties mastering the state academic achievement standards

Description	Acct Code	Original Budget	09/30/2008 Budget
FTE Count			
PERSONNEL			3.50
TOTAL			3.50
Title I Budget			
SALARIES-TEACH & OTH PROF	211.11.6119.00.116.9.24.0.00	164,839.00	55,519.00
EXTRA DUTY-TEACH/OTH PROF	211.11.6119.01.116.9.24.0.00	0.00	1,000.00
TUTORIAL SERVICES	211.11.6119.02.116.9.24.0.00	10,000.00	10,000.00
TEACH COMP ALLOT SUPPL	211.11.6119.04.116.9.24.0.00	0.00	1,500.00
CONTRACT ADDENDA-STIPEND	211.11.6119.09.116.9.24.0.00	0.00	1,500.00
EXTRA DUTY-SUPPORT PERS	211.11.6121.00.116.9.24.0.00	0.00	1,000.00
SAL & WAGES-SUPPORT PERS	211.11.6129.00.116.9.24.0.00	0.00	55,967.00
MEDICARE	211.11.6141.00.116.9.24.0.00	0.00	2,038.00
HEALTH INSURANCE	211.11.6142.01.116.9.24.0.00	0.00	14,040.00
TEACHER RETIREMENT	211.11.6146.00.116.9.24.0.00	0.00	10,653.00
TRS-CARE CONTRIBUTION	211.11.6146.01.116.9.24.0.00	0.00	773.00
READING MATERIALS	211.11.6329.00.116.9.24.0.00	0.00	3,300.00
GENERAL SUPPLIES	211.11.6399.01.116.9.24.0.00	23,161.00	13,227.00
EXCEPTION ASSETS <\$5,000	211.11.6399.20.116.9.24.0.00	0.00	2,500.00
STUDENT TVL*NO AISD BUSES	211.11.6412.00.116.9.24.0.00	0.00	2,700.00
DIST TRANS FOR STDNT TRAV	211.11.6494.00.116.9.24.0.00	0.00	1,400.00
SUBSTITUTE TEACHERS	211.13.6112.00.116.9.24.0.00	0.00	1,000.00
MEDICARE	211.13.6141.00.116.9.24.0.00	0.00	15.00
FICA	211.13.6141.01.116.9.24.0.00	0.00	62.00

MISC PURCH & CONTR SERV	211.13.6299.00.116.9.24.0.00	2,000.00	2,000.00
EMPLOYEE TRAVEL	211.13.6411.00.116.9.24.0.00	9,500.00	4,000.00
MISC OPERATING EXPENSES	211.13.6499.00.116.9.24.0.00	0.00	1,100.00
EXTRA DUTY-SUPPORT PERS	211.61.6121.00.116.9.24.0.00	0.00	1,000.00
SAL & WAGES-SUPPORT PERS	211.61.6129.00.116.9.24.0.00	0.00	16,968.00
EDUCATIONAL STIPEND	211.61.6129.10.116.9.24.0.00	0.00	1,000.00
MEDICARE	211.61.6141.00.116.9.24.0.00	0.00	321.00
HEALTH INSURANCE	211.61.6142.01.116.9.24.0.00	0.00	3,120.00
TEACHER RETIREMENT	211.61.6146.00.116.9.24.0.00	0.00	1,675.00
TRS-CARE CONTRIBUTION	211.61.6146.01.116.9.24.0.00	0.00	122.00
GENERAL SUPPLIES	211.61.6399.01.116.9.24.0.00	2,603.00	2,603.00
EMPLOYEE TRAVEL	211.61.6411.00.116.9.24.0.00	300.00	300.00
MISC OPERATING EXPENSES	211.61.6499.00.116.9.24.0.00	1,000.00	1,000.00
TOTAL		213,403.00	213,403.00