

Short Elementary
Campus/Department Improvement Plan
2009-2010

Campus/Department Improvement Plan 2009-2010

Short Elementary

Overview

Short Elementary is a Title I Schoolwide Program campus with a student population of 510, with 68% receiving either free or reduced meals. The mobility rate at Short has increased steadily and is currently 27%. Our student population is 67% minority: 31% African American, 32% Hispanic, 2% Asian, 1% American Indian and 34% Anglo.

A survey of our students found that while the students feel safe at school, they are still concerned about bullying from other students. Parent responses on the survey in May showed that Short Elementary is communicating well with the parents. Parents feel well informed by the phone calling system, information sent home in flyers and newsletters, but they would like an increase in the use of email and website information. Parents would like to be invited for specific volunteer opportunities and encourage weekend activities for parents and families at school. Our teacher survey shows the need for vertical alignment, curriculum meetings between grade levels, and staff development on differentiated instruction.

The TAKS scores from 2008-2009 have resulted in Short Elementary's rating of Academically Acceptable. Students in all sub-populations performed well on the reading test, with 89% of all students passing reading. The math test (79% passing) shows a need for improvement in African American, Hispanic, and Economically Disadvantaged students. In writing, 88% of the students passed; however, the majority of students earned a "2" on the composition portion of the test. In science, only 71% of the students passed with 62% of the Economically Disadvantaged students passing.

End of Year testing in all grades for science shows that no grade level has above a 69% passing rate. First and second grade students are not meeting the EOY standard for DRA levels, EOY reading, EOY math and EOY writing.

Short Elementary's goal for 2009-2010 is to become a Recognized school. In order to meet this goal, students must increase their math scores to 80% passing. Students in fifth grade must also meet the 80% passing standard in science. Students in all grade levels will have 80% meet the passing standard on all End of Year testing. First and second grade students will end the year with 80% of the students meeting the EOY DRA standard.

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

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Comprehensive Needs Assessment Sources of Data

Required form for
Campus/Department Plans

A Comprehensive Needs Assessment was conducted with the Committee on June 15, 2009

Participants in Attendance	Data Sources Examined
Kat McCollum, principal	AEIS TAKS data - disaggregated End of Year testing data - disaggregated District PEIMS reports Short Elementary discipline data Short Elementary attendance data Surveys: parents, students, teachers Campus parent participation records
Beth Anne Woodard, assistant principal	
Sandra Redding, kindergarten	
Patricia Harrell, first grade	
Kristi Harding, third grade	
Jana Shirley, fourth grade	
Laura Jones, fifth grade	
Laura Coons, sixth grade	
Becky Kissel, office	

To be submitted with CIP/DIP

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Comprehensive Needs Assessment **Summary of Findings**

Required form for
Campus/Department Plans

Date Completed: Jun 15, 2009

Provide a written summary of the findings from the data analysis:

In order to improve the environment and culture of our school, we need to involve the students in Conflict Resolution, clearly state and teach the school's behavioral expectations, and increase parental communication in the form of email.
Academically, Short needs to improve in the areas of Differentiated Instruction, vertically align science instruction K-6, improve math scores 3-6, improve instruction of LEP and Economically Disadvantaged students in reading and math.

Prioritized Needs	
Needs	Data Source
Increase teacher's skills in providing Differentiated Instruction for students, specifically LEP and Economically Disadvantaged students in reading and math.	TAKS data (3-6), EOY data (1-2), teacher survey
Vertically align science instruction K-6, ensuring that all grades are teaching the designated curriculum.	EOY scores K-6, teacher survey
Improve instruction of LEP students in reading and math (K-6)	EOY data, TAKS data (TRIAND)
Improve math TAKS scores grades 3-6 in sub populations of economically disadvantaged and LEP students.	TAKS data (TRIAND)
Decrease discipline referrals through Conflict Resolution and clearly defined and taught behavioral expectations of the students.	Student and teacher survey, discipline records
Increase teacher use and knowledge/skills of TRIAND data	TRIAND teacher use records

To be submitted with CIP/DIP

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Goal: Subject area vertical alignment

Performance Objective: To improve science scores K-6 and TAKS science in 5th grade by vertically aligning curriculum and teaching strategies.

Summative Evaluation: 80% of all the students will pass TAKS science in 5th grade and EOY science tests K-6.

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Science notebooking will be required of all students K-6. (RS)	none	K McCollum(principal) B Woodard (AP)	Aug '09 - June '10	Walk through observations of science lessons. Random selection of science notebooks turned in to principal. Teacher lesson plans.	Add Del
Teachers will utilize the science lab or science TA for experiments monthly. (RS, C/I)	SCE funds (salary of science TA)	K McCollum (principal) B Bronstein (TA)	monthly: Aug '09 - June '10	Teacher lesson plans. Science Lab calendar and teacher sign-in with objectives listed.	Add Del
Increased use of science-related nonfiction literature in other curriculum areas. (RS, C/I)	SCE funds - \$455 (purchase of nonfiction books for leveled library) Title I funds (Salary for Instr. facilitator)	K McCollum(principal) D Zdrojewski (Inst. Facilitator) L Schmeisser (librarian)	Aug '09 - June '10	Checkout records: leveled library Teacher lesson plans.	Add Del
Science Camp provided to at-risk students in 5th grade two Saturdays prior to TAKS testing. (RS,C/I)	ARI/AMI funds (\$600)	K McCollum(principal) D Zdrojewski (Inst. Facilitator)	February '10	Attendance records Camp lesson plans TAKS results 5th science	Add Del

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Goal: To provide a system of academic interventions

Performance Objective: Increase LEP and Economically Disadvantaged student passing rates in reading and math through the use of Differentiated Instruction.

Summative Evaluation: 75% of LEP and Economically Disadvantaged students grades 3-6 will pass TAKS in reading and math.

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
All professional staff will engage in staff development activities offered for differentiated instruction and RTI. (RS, PD)	State Comp funds \$1000	K McCollum (principal) B Woodard (AP) D Zdrojewski (Inst Fac) C Talamantez (Inst Fac)	Aug '09 - June '10	Staff development (ERO) records Lesson plans detailing small group plans for instruction.	Add Del
Lesson plans will be turned in for documentation of small group instruction. (RS,Asmt)	none	K McCollum (principal)	Aug '09 - June '10	Lesson plans detailing small group plans for instruction. EOY and TAKS results: reading, math	Add Del
Books Studies for instructional strategies will be offered to teachers each semester. (PD)	State Comp funds \$1000	D Zdrojewski (Inst Fac) C Talamantez (Inst Fac) K McCollum (principal)	Aug '09 - June '10	Staff development (ERO) records Syllabus of book study.	Add Del
Math notebooking will be required of all students grades K-6. (RS)	none	K McCollum (principal)	Aug '09 - June '10	Walk through observations of math lessons. Random selection of math notebooks turned in to principal. Teacher lesson plans.	Add Del
Differentiated Instruction for reading and math provided by the HQ teacher.	none	K McCollum (principal)	Aug '09 - June '10	EOY and TAKS results: reading, math. Walk through observations.	Add Del
Students identified as needing additional learning time to meet academic standards will be provided with appropriate intervention strategies based upon their needs. The decision will be made by the teacher, RTI committee, or administrator. (M,C/I, Asmt)	Title I funds \$3000 ARI/AMI funds \$2000	K McCollum (principal)	Aug '09 - June '10	EOY testing K-2 TAKS results (3-6) RTI documents Lesson plans: teacher, tutoring	Add Del
Teachers will meet weekly to discuss instructional strategies to be used based upon student data. (Asmt)	SCE funds \$1543 (subs 1x6 wks for extended team data studies)	McCollum (principal)	Aug '09 - June '10	Meeting agendas	Add Del

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Goal: To lower failure rates

Performance Objective: Increase the passing rate of students in first and second grades on EOY and DRA2 testing.

Summative Evaluation: 80% of all first and second graders will be on-level with DRA2 EOY score and pass all EOY tests.

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Teachers will incorporate Best Practices of instruction, RTI interventions, Differentiated Instruction to increase student learning in 1st and 2nd grade classrooms. (C/I, RS,Asmt)	none	K McCollum (principal) Anderson, Ford, Harrell, Horn (1st grade) Bryant, Kielbas, Moran, Rives (2nd grade)	Aug '09 - June '10	Lesson plans Walk through observations PLC documentation EOY tests DRA2 scores	<input type="button" value="Add"/> <input type="button" value="Del"/>
An Instructional Facilitator will be added to work with primary teachers on improving instructional strategies in the classroom. (HQ,PD,Asmt)	Title I funds, State Comp Funds, ARRA funds (salary of Instructional Facilitator)	C Talamantez (Inst Fac) K McCollum (principal)	Aug '09 - June '10	Lesson plans Walk through observations PLC documentation EOY tests DRA2 scores	<input type="button" value="Add"/> <input type="button" value="Del"/>
Teachers will meet weekly to discuss instructional strategies to be used based upon student data. (Asmt)	none	K McCollum (principal) Ford (1st team leader) Kielbas (2nd team leader) C Talamantez (Inst Fac)	Aug '09 - June '10	Team meeting agendas and notes, PLC notes	<input type="button" value="Add"/> <input type="button" value="Del"/>

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Goal: To encourage community and parental engagement

Performance Objective: To increase communication with the parents and community, involving them in activities at Short.

Summative Evaluation: 10% increase in parent attendance at events as recorded on attendance records

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Teachers will communicate with parents of activities and academics through email, phone calls, notes home and face-to-face conferences. (FI)	none	K McCollum (principal)	Aug '09 - June '10	Purple Notebook records of communication In Touch calling log	Add Del
Post upcoming events on the Short marquee and Website. (FI)	none	K McCollum (principal) P Howard (PTA)	Aug '09 - June '10	Short Events Calendar	Add Del
Increase parent volunteer opportunities by ensuring that classroom teachers are aware of parents who wish to volunteer. (FI)	none	K McCollum(principal) P Howard (PTA)	Aug '09 - June '10	PTA volunteer forms AISD volunteer approval lists Teacher documentation of parent volunteers	Add Del
Family Involvement Team (FIT) will meet quarterly to plan and evaluate family involvement events. (FI)	Title I (Family Rep salary)	K McCollum (principal) O DeLeon (Family Rep)	Aug '09 - June '10	FIT meeting notes Parent survey results	Add Del
Monthly activities geared toward parent education and engaging families will be held. (FI)	Title I (\$990) babysitting, supplies	K McCollum (principal) O DeLeon (Family Rep)	Aug '09 - June '10	Short Events calendar Family Rep documents Attendance records	Add Del
The Short Dad's Club will continue to meet and hold two activities per semester to engage families. (FI)	none	K McCollum (principal) A Burrow (parent)	Aug '09 - June '10	Short Events calendar Dad's Club documents	Add Del
Conduct an annual Title I meeting to explain NCLB requirements and the instructional program and interventions at the campus. (FI)	none	K McCollum (principal) O DeLeon (Family Rep)	Sept '09	Short Events calendar Meeting flyers and agenda	Add Del

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Goal: To provide a safe and secure environment

Performance Objective: To promote and increase positive schoolwide behaviors.

Summative Evaluation: Decrease in the total number of office referrals for the 2009-2010 school year by 15%.

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Grade level assemblies each semester to explain behavioral expectations of all students.	none	B. Woodard (AP) K. McCollum (Principal)	August '09 - June '10	Calendar of planned assemblies Discipline records	Add Del
New student orientations will be held on the 15th of each month Sept - May to explain behavioral expectations.	none	B. Woodard (AP) P. Gebhardt (Counselor) R. Winberg (data clerk)	October '09- May '10	Calendar of planned assemblies Enrollment information Syllabus of orientations	Add Del
Conflict Resolution will be introduced to the students through presentations and continued through the school year.	\$100 State Compensatory funds	P. Gebhardt (counselor) B. Woodard (AP)	September '09 - May '10	Syllabus of presentations Counselor's calendar of presentations Counselor's notes of sessions	Add Del
Bully Prevention lessons in the classrooms will continue to help decrease incidents of bullying.	none	P. Gebhardt (counselor) B. Woodard (AP) K. McCollum(principal)	September '09 - May '10	Syllabus of presentations Counselor's calendar of presentations Counselor's notes of sessions	Add Del
Boys Town Model via review of skills will be presented on morning announcements and in classrooms.	none	K. McCollum (principal) B. Woodard (AP)	August '09 - June '10	Announcement records Lesson plans with BT skills listed	Add Del
Increase parental awareness of activities at Short through photograph posters displayed in the library. (FI)	budgeted funds	K McCollum (principal) S Caram (TA)	Aug '09 - June '10	Photograph posters, published into a book in June '10	Add Del

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Goal: To increase the use of TRIAND by teachers for academic interventions

Performance Objective: Teachers will be trained on the use of TRIAND for student records and RTI documentation.

Summative Evaluation: 100% of classroom teachers will attend TRIAND training.

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Staff development on the use of TRIAND will be held for classroom teachers. (PD, Asmt)	SCE funds (\$100)	K McCollum (principal) M Nicholson (Tech Trainer) C Collett (Tech Trainer)	Aug - Sept '09	ERO records for training	<input type="button" value="Add"/> <input type="button" value="Del"/>
Classroom teachers will utilize TRIAND to access student testing records for use in Differentiated Instruction. (Asmt, RS)	none	K McCollum (principal) C Talamantez (Inst Fac) D Zdrojewski (Instr Fac)	Aug '09 - June '10	TRIAND access records Teacher reports from TRIAND Lesson plans	<input type="button" value="Add"/> <input type="button" value="Del"/>
Classroom teachers will utilize TRIAND to document RTI interventions. (Asmt, RS)	none	K McCollum (principal) B Woodard (AP) P Gebhardt (counselor)	Aug '09 - June '10	RTI records TRIAND records	<input type="button" value="Add"/> <input type="button" value="Del"/>

Add New Goal or Objective

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Add another bibliography page



Short Elementary School Campus Improvement Plan 2009-10 (Includes TAKS-ACC)*

Grade 3 TAKS-Reading/ELA								Projected Goal		
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%			
ALL	65	85%	66	83%	-1%	59	83%	0%	80%	-3%
Afri Amer	22	77%	22	86%	9%	19	84%	-2%	80%	-4%
Hispanic	15	73%	15	80%	7%	15	60%	-20%	75%	15%
White	26	96%	27	81%	-15%	25	96%	15%	98%	2%
Eco Disadv	39	77%	35	80%	3%	35	74%	-6%	80%	6%

Grade 4 TAKS-Reading/ELA								Projected Goal		
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%			
ALL	59	88%	53	75%	-13%	58	84%	9%	86%	2%
Afri Amer	10	80%	19	74%	-6%	15	87%	13%	85%	-2%
Hispanic	18	78%	15	67%	-11%	21	86%	19%	75%	-11%
White	30	97%	18	83%	-13%	21	81%	-2%	98%	17%
Eco Disadv	23	74%	28	71%	-2%	39	85%	13%	76%	-9%

Grade 5 TAKS-Reading/ELA								Projected Goal		
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%			
ALL	56	79%	62	63%	-16%	53	68%	5%	86%	18%
Afri Amer	24	67%	15	40%	-27%	15	67%	27%	88%	21%
Hispanic	13	85%	18	56%	-29%	20	50%	-6%	88%	38%
White	15	87%	27	81%	-5%	15	87%	5%	83%	-4%
Eco Disadv	33	70%	26	35%	-35%	37	62%	28%	87%	25%

Grade 6 TAKS-Reading/ELA								Projected Goal		
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%			
ALL	80	91%	54	96%	5%	59	81%	-15%	80%	-1%
Afri Amer	16	81%	18	89%	8%	16	81%	-8%	75%	-6%
Hispanic	11	82%	16	100%	18%	18	83%	-17%	75%	-8%
White	47	96%	17	100%	4%	23	83%	-17%	89%	6%
Eco Disadv	29	79%	25	96%	17%	31	71%	-25%	75%	4%

*Grade 3 and 5 Reading reflects the first administration results only.

Short Elementary School Campus Improvement Plan 2009-10 (Includes TAKS-ACC)*

Grade 3 TAKS-Mathematics									Projected Goal	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
ALL	62	61%	65	74%	13%	59	75%	1%	80%	5%
Afri Amer	21	62%	22	73%	11%	18	72%	-1%	75%	3%
Hispanic	15	40%	16	69%	29%	15	47%	-22%	75%	28%
White	24	71%	25	80%	9%	26	92%	12%	95%	3%
Eco Disadv	36	50%	34	71%	21%	34	59%	-12%	75%	16%

Grade 4 TAKS-Mathematics									Projected Goal	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
ALL	60	83%	55	69%	-14%	59	78%	9%	80%	2%
Afri Amer	10	70%	19	79%	9%	15	73%	-6%	80%	7%
Hispanic	17	71%	16	50%	-21%	21	76%	26%	75%	-1%
White	31	94%	19	74%	-20%	22	82%	8%	85%	3%
SpEd	23	70%	30	57%	-13%	40	73%	16%	75%	3%

Grade 5 TAKS-Mathematics									Projected Goal	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
ALL	56	80%	62	77%	-3%	52	71%	-6%	80%	9%
Afri Amer	25	68%	15	60%	-8%	15	80%	20%	75%	-5%
Hispanic	12	100%	18	61%	-39%	19	53%	-8%	78%	25%
White	15	80%	27	96%	16%	15	80%	-16%	85%	5%
Eco Disadv	31	77%	27	59%	-18%	37	65%	6%	75%	10%

Grade 6 TAKS-Mathematics									Projected Goal	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
ALL	79	75%	53	91%	16%	59	75%	-16%	80%	5%
Afri Amer	16	63%	18	94%	32%	16	88%	-7%	82%	-6%
Hispanic	11	64%	15	87%	23%	18	56%	-31%	75%	19%
White	46	78%	17	88%	10%	23	78%	-10%	82%	4%
Eco Disadv	28	61%	24	88%	27%	31	65%	-23%	75%	10%

*Grade 5 Math reflects the first administration results only.



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Grade 4 TAKS-Writing									Projected Goal	
	Spring 2007		Spring 208		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
ALL	56	84%	55	85%	2%	57	88%	2%	90%	2%
Afri Amer	10	80%	20	90%	10%	14	93%	3%	95%	2%
Hispanic	16	75%	16	88%	13%	21	86%	-2%	90%	4%
White	29	90%	18	78%	-12%	21	86%	8%	90%	4%
Eco Disadv	21	81%	31	81%	0%	39	90%	9%	92%	2%

Grade 5 TAKS-Science									Projected Goal	
	Spring 2007		Spring 2008		Diff	Spring 2009		Diff	Spring 2010	Diff
	N	%	N	%		N	%		%	
ALL	57	65%	61	69%	4%	49	71%	3%	80%	9%
Afri Amer	24	46%	14	43%	-3%	15	73%	30%	80%	7%
Hispanic	14	58%	18	72%	14%	18	67%	-6%	80%	13%
White	15	93%	27	81%	-11%	13	77%	-5%	80%	3%
Eco Disadv	31	50%	25	52%	2%	34	62%	10%	80%	18%