

SNYDER INDEPENDENT SCHOOL DISTRICT
SNYDER ELEMENTARY
CAMPUS IMPROVEMENT PLAN
2008-2009

Campus / Department / District: SNYDER ELEMENTARY

Administrator:

KAREN SAUNDERS

Goal #: 1

Students in Snyder Elementary School will demonstrate increases in student performance that will allow them to reach a 90% TAKS passing standards in all areas for all subgroup populations, by the TAKS testing cycle of the 2010 - 2011 school year, (3 year goal), and meet AYP standards the first year the campus is evaluated for AYP off the 2009 TAKS results.

Needs Assessment:

AEIS Report; TPRI Grade K - 3; Star Reading, PLATO Diagnostic Testing; and AYP.

Objective	Desired Outcome of Objective	Assessment of Obj.	Initiative / Strategy / Activity (ISA) (Timeline)	Resource Allocated	Method of Monitoring ISA	Monitor	
1.1 All student subgroups meet or exceed TAKS Reading, Math, Science, Writing scores of 90%.	90 % minimum mastery for all students in all subgroups. 2008 - 2009 GOALS * 2009 - 2010 GOALS * 2010 - 2011 GOALS * *SEE APPENDIX 1	TAKS 2009	1.1.1 Disaggregate and analyze TAKS data from 2005/06 results through 2007/08 results (September - November 2008). a. Utilizing Professional Learning Communities, teacher faculty members how to look at data in order to use that data to make decisions and changes in instruction to meet the needs of students.	General fund Rural & Low Income Grant Title I, Part A ARI/AMI	Teacher worksheets Disaggregated AEIS data for groups and individual students. Benchmark TAKS assessments Intervention Strategies Documentation Form Sign In Sheets for wkly, grade level	Principal Teacher Assistant Principals Campus Response Teams Peer Partners	
		TAKS 2010			Professional Learning Communities meetings. Staff Development sign in sheets	Region 14 Srv Ctr	
		TAKS 2011		1.1.2 Identified at-risk students in Reading and Math. ARI tutors will work with classroom students while the classroom teacher works in small groups with at-risk students for 30 min., 4 days per week. AMI tutors work with students in grades 4-5, 1 hr per wk.	ARI/AMI Funds	Benchmark assessments TPRI - grades K - 3 PLATO student reports	Principal Teacher Assistant Principals Campus Response Teams
				1.1.3 Benchmark testing. (See Appendix 2 for Timeline) Data will be disaggregated to determine individual needs of students in order to differentiate teaching. Additionally, benchmark data will be analyzed to identify weaknesses curriculum or instructional practices, so that positive intervention in those areas may be addressed through further training as needed.	General Fund Title I, Part A	Staff Attendance at Workshops PDAS Response Team Care Cards Learning/Behavior Checklist	Peer Partners Principal Teacher Assistant Principals Campus Response Teams Peer Partners
				1.1.4 Active participation in campus-wide Accelerated Reader Program (Aug. 2007-2009); Provide incentive to encourage students to read daily		Benchmark TAKS assessments STAR testing results Student Goal Achievement Reports Library Monthly Report	Reading Specialist Principal Teacher PTA
			1.1.5 Establish Campus Teams in the areas of ELA, Math, Social Studies, Science, Bilingual/ESL,	General Funds	Team Expectations & Goals sheet, updated annually.	Principal Assistant Principals	

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			<p>Coordinated Health, and Technology. (See App. 3.) (August 2008 - June 2009)</p> <p>a. Staff Development - teams will recommend to the Campus SBDM future training recommendations; evaluate Benchmarks and TAKS data; bring training back to grade level teachers for Peer Sharing.</p> <p>b. Budget/Materials/Equipment - teams will survey campus needs; submit recommendations to principal and SBDM.</p> <p>c. Curriculum and Textbooks - teams will work to vertically and horizontally align campus curriculum and programs; serve on textbook committees as needed.</p> <p>d. School Climate - teams will participate and activities to promote positive school climate by building bridges from the campus to other campuses, parents, community members, and local business partners.</p> <p>e. 2008 - 2009 Goals - teams will establish review and evaluate previous goals/expectations and set new goals for the 2008-09 school year.</p> <p>1.1.6 Harcourt Math Adoption and new math materials for all grade levels, with online student ebooks will be utilized. The Math Team will do a curriculum audit and school wide alignment (November 2008-July 2009).</p> <p>1.1.7 Encourage parents, community members, and business partners to be active in the SBDM processes. July 2008 - July 2009).</p>	<p>General Funds Title I, Part A</p> <p>General Funds Campus Activity Funds</p>	<p>TAKS Agendas and Team Meeting Minutes</p> <p>Parent, community, and staff surveys. Sign in sheets and meeting notes.</p> <p>Teacher lesson plans Benchmark Math assessments Curriculum Alignment Evaluation Tool</p> <p>CIP SBDM meeting minutes Notification and fliers of activities published in Spanish and English Volunteer and Parental Involvement</p>	<p>Peer Partners Team Leaders</p> <p>Technology Rep Campus Teams All Faculty</p> <p>Principal Assistant Principals All teachers Math Team</p> <p>SBDM members Parents, PTA, Bus., Community members.</p>
<p>1.2 To narrow the achievement gaps and meet the academic needs of all students in identified programs of various subgroup populations.</p>	<p>90% mastery for all students within all subgroups by the 2010/11 TAKS year (see Appendix 1 for 3 year goals.)</p>	<p>TAKS Benchmark data</p>	<p>1.2.1 Provide all staff with training on the special needs and challenges presented by low socio-economic and challenges presented by low socio-ec., at-risk, Hispanic, LEP and ESL students. (August 2008 - July 2009).</p>	<p>General funds Title I, Part A (Apply for ICF Grant, Oct. 08).</p>	<p>Evidence of attendance at campus, district and education service center professional dev. AEIS Report TAKS</p>	<p>Admin Principal Teachers</p>

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	<p>Parents will obtain skills and confidence to be their child's first teacher.</p> <p>Students taking the TAKS with Accom., TAKS-M, or TAKS-Alt. will achieve a gain of 1 year or more on the test measurement at their tested level (to meet AYP expectations.) All LEP/ESL students will achieve a gain of one year or more on the Reading Proficiency Tests in English RPTE and TELPAS.</p>	Released TAKS tests	<p>1.2.2 Offer "A Taste of TAKS Night" presentations to parents of 3rd, 4th and 5th Gr. students March 2009.</p> <p>1.2.3 Utilize the 3 Tiered Response to Intervention Model to address the needs of individual students. Campus Response Teams will develop learning plans for each student identified as being at-risk for failing the TAKS, their grade level, or any of the core subject areas. (August 2008 - June 2009).</p> <p>1.2.4 Implement a Bilingual Plan for long term, systemic LEP student improved academic achievement. Campus Bil./ESL Team will develop a plan for SES to become a bilingual campus in 2009-10. Teams will visit other districts and explore the 4 different Bil.l options, to include Dual Language approaches.</p> <p>1.2.5 Implement a responsive special education team to address the needs of the special education student population in order to meet federal requirements of AYP. The campus will continue with timelines, least restrictive environment, providing related services and re-evaluations. The RTI process will be an integral part as campus strives to address students learning issues in grades K, 1, and 2.,</p> <p>Additionally, the committee will review special education student data to make TAKS, TAKS-A, TAKS-M, and TAKS-Alt decisions that comply with the 2%, and 1% CAPS.</p>	<p>General Funds Parental Involvement Funds</p> <p>Title I, Part A</p> <p>General Funds</p> <p>General funds Bil/ESL</p> <p>General funds Title I, Part A Comp Ed Spec Ed Funds</p>	<p>Sign in Sheets Parent Surveys</p> <p>Program generated reports</p> <p>Learning Behavior Checklist Intervention Strategies Documentation Form Response Team meeting minutes</p> <p>Program generated reports AEIS and AYP reports Current Reseach on Bilingual Program Campus visits to other districts Team Agendas and Meeting Minutes</p> <p>Sign-in sheets Attendance verification Team Agendas, sign-in sheets, mtg r Benchmarks AEIS and AYP reports</p>	<p>Teachers PTA Principal</p> <p>Admin</p> <p>Principal Response Teams Assistant Principals Peer Partners Parents</p> <p>Bilingual/ESL Team LPAC Principal Asst. Principals</p> <p>Principal Asst. Principa;s Spec Ed Team Diagnostisian</p>
1.3 To meet the academic needs of all students in identified programs.	90 % minimum mastery for all students in all subgroups. (See Appendix 1.)		<p>1.3.1 Implement a responsive GT program that is differentiated to meet the needs of all GT students. The program will consist of 1 hr per week pull out for in-depth GT study, independent student study, and cluster GT groups in classrooms with cert. GT teachers. Teachers will differentiate instruction in GT clusters to meet the needs of GT students</p> <p>1.3.2 Provide staff training in the areas of at-risk, special education, Bil/ESL, Section 504, GT, & Dyslexia, Homeless, (August 2008 - June 2009).</p>	<p>GT funds</p> <p>General funds Special</p>	<p>Lesson plans Observations Parent survey Collaborative student projects</p> <p>Program generated reports Team Agendas, Sign-in Sheets, Mtg r</p>	<p>Principals Teachers GT Peer Partner</p> <p>Admin. Principal Teachers</p>

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Objective	Desired Outcome of Objective	Assessment of Obj.	Initiative / Strategy / Activity (ISA) (Timeline)	Resource Allocated	Method of Monitoring ISA	Monitor
			1.3.7 Continue a responsive migrant education program following the district CAP, Corrective Action Plan (Aug. 2008 - May 2009) SWC # 9, 2, 1	Ed funds Special Education Title I, Part C Migrant	Program generated reports	Sp.Ed. Dir. Admin. Diagnostician\ Principal Teachers

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Administrator:

Goal #: 2 Students at Snyder Elementary will demonstrate an annual attendance rate at or above the state standard.

Needs Assessment: AEIS Report

Objective	Desired Outcome of Objective	Assessment of Obj.	Initiative / Strategy / Activity (ISA) (Timeline)	Resource Allocated	Method of Monitoring ISA
2.1 To meet an annual attendance rate at or above the state standard.	Attendance rate will meet or exceed the state standard of 95% for all student groups	AEIS data	2.1.1 Individual teachers will establish charts or other visual recognition tools to recognize perfect attendance of students in their individual classrooms and encourage students to attend (Aug. 2008 - May 2009)	General funds	Classroom attendance charts will be monitored by the school principal
			2.1.2 Students demonstrating regular attendance, academic excellence and positive character traits will be identified and rewarded (Oct. 2008 - May 2009)	General funds Parent Council	Students recognized each semester in school-wide assembly programs.
			2.1.3 Parents of students with excessive absenteeism will be contacted by the teacher after 3 absences and reported to the principal after 5 absences in a semester. Any student who has 3 or more days or parts of days absent from school within any 4 week period must be reported to the campus principal. (Aug. 2008 - May 2009)	General funds State Comp Ed	Absences and tardies are recorded and on file in the office Charges filed if necessary in the Justice of the Peace Court Homebound Services
			2.1.4 Students will be recognized in semester assemblies for perfect attendance. Dec 08, May 09	General Funds	list of students with perfect attendance
			2.1.5 Principal's Perfect Attendance Award - students with 100% attendance	General Funds	Award Certificates; attendance report
			2.1.6 Attendance Committee will meet as needed for individual	n/a	Attendance records reviewed

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~~2008-2009~~
K-5

Monitor
Principal Asst. Principals Teachers
Principal Asst. Principals Teachers
Principal Asst. Principals Teachers
Principal Asst. Principals Teachers
Principal
Principal Office Staff

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Teachers

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Campus / Department / District: SNYDER ELEMENTARY - 3

Administrator: Karen Saunders

Goal #: 3

Snyder Elementary administration and staff will recognize and/or reward students who consistently demonstrate outstanding

"Terrific Tiger Traits": Trustworthiness, Integrity, Generosity, Effort, Responsibility and Safety.

Needs Assessment:

Parent communication, counselor intervention, discipline management, teacher and administrator observations

Objective	Desired Outcome of Objective	Assessment of Objective	Initiative / Strategy / Activity (ISA) (Timeline)	Resource Allocated	Method of Monitoring ISA	Monitor
3.1 Tiger Traits Program will be implemented, and students will be encouraged to behave in a responsible manner.	Positive behavior traits exhibited by all students	Discipline Referrals Effective Classroom Management	3.1.1 Students will present character messages over the school public address system each day using a "character education" word pre-planned for each six weeks Aug. 2008 - May 2009)	General Funds Title IV, Part A	Students participating over PA system Tiger Traits selected and used each six weeks	Principal Teachers Counselors
			3.1.2 Students will be recognized for outstanding character & academic success. (Aug. 2008- May 2009)	General Funds	List of honorees, posted in hallway Monthly rewards Tally Marks Tiger Paws (monthly)	Principal Teachers
			3.1.3 Students reaching individual reading and math goals will be recognized throughout the year Aug. 2008 - May 2009)	Parent Council	Students listed and honored during assemblies	Principal Teachers Librarian
3.2 Students will be provided opportunities to become actively involved in community activities at the campus level.	Students will become better citizens	discipline referrals are reduced when students are actively involved.	3.2.1 Students participate in annual fundraisers for local charity orgs.	n/a	Participation rosters. Records of monies raised and donated.	Campus Coordinators PTA Teachers

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Administrator: Karen Saunders

Goal #: 4

All students will be provided the opportunity to utilize technology as a tool to foster improvement in academic achievement, comr from diverse backgrounds with varying needs.

Needs Assessment: CAI Generated Reports; TAKS

Objective	Desired Outcome of Objective	Assessment of Objective	Initiative / Strategy / Activity (ISA) (Timeline)	Resource Allocated	Method of Monitoring ISA	Monitor
4.1 Students will have opportunities to utilize technology to enhance academic achievement.	Reduced discipline referrals due to student engagement in the learning process. Improved daily student grs. Increase in TAKS scores.	Classroom walk through reports; Discipline reports; PLATO assessments; TAKS	4.1.1 All students will have computer class 2 hours weekly and utilize PLATO learning environment as well as keyboarding programs and web based activities. (Aug 08- May 09)	General Funds Technology Funds	PLATO reports Benchmarks	Teachers Principal Computer Lab Aides Tech Team
			4.1.2 Teachers will utilize Accelerated Reader Program to motivate students to read more toward improving reading skills. (2007-2008)	PTA	AR Reports	Reading Team Teachers Principal Librarian Reading Peer Partner
			4.1.3 All K - 3rd grade students will be assessed at the beginning, middle, and end of year through the TPRI Reading Program.	Title One, ARI/AMI Funds	Reports generated for parent-teacher conferences	Teachers Principal Reading Peer Partner
			4.1.4 Professional Development Classes will be offered to the Tech Team member teachers who will share and teach their gr level partner	Rural & Low Income Grant		Technology Director Tech Team
			4.1.5 All classrooms are equipped with Promethean Boards, elmos, and surround sound systems. All teachers will be trained and mentored in how the use this technology daily and effectively.	Title One General Funds	workshop sign in sheets TAKS Discipline rept	Tech Team Principal Asst Principals Teachers
		Goal 4				

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Campus / Department / District: SNYDER ELEMENTARY - 5

Administrator: Karen Saunders

Goal #: 5

Snyder Elementary will provide a safe and orderly environment to maximize time for teachers to teach and students to learn.

Needs Assessment: Staff, student and parent input data

Objective	Desired Outcome of Objective	Assessment of Objective	Initiative / Strategy / Activity (ISA) (Timeline)	Resource Allocated	Method of Monitoring ISA	Monitor
5.1 To build positive attitudes and behaviors in students.	Reduce student discipline refers by 10%. Reduce school suspensions to be for only those students as required by SCC.	Regular safety drills held throughout the year	5.1.1 Campus Critical Incidence Response Plan team meetings held throughout the school year to address campus safety related issues (Dec. 2008- June 2009)	General funds	Evidence of meetings held	Principals
		Safety Audits	5.1.2 Continue usage of campus emergency response guide/plan and provide applicable staff training (Aug. 2008- May 2010)	General funds	Dates recorded/ logged regular emergency drills	Principals
	Drug & Violence Prevention / Intervention	Participation of Students	5.1.3 Red Ribbon Week "Road Show" counseling Student Opportunity Coaching lessons on making good choices	General funds	Record of presentations being made	Principals Teachers Counselors Student Opportunity Coach

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Objective	Desired Outcome of Objective	Assessment of Objective	Initiative / Strategy / Activity (ISA) (Timeline)	Resource Allocated	Method of Monitoring ISA	Monitor
			5.1.4 Counseling services will be provided students addressing a safe and orderly environment (Sept. 2008 - May 2009).	General funds	List of students receiving services	Counselor Teachers
			5.1.5 An effective discipline management plan will be in place at the campus level - mandatory after school detention will take the place of in school and out of school suspension for 95% of referrals. Students in suspension will receive tutoring in deficient subjects during detentions times. (Aug 08 - May 09).	General funds	Staff Development Love & Logic Training Record of attendance	Principal Staff
			5.1.6 Bullyproofing presentations	General funds	Class attendance records	Counselors
	Positive Behavior shown schoolwide	Tiger Paw Chart	5.1.7 T.I.G.E.R. Traits Schoolwide Behavior Plan	General funds PTA	Classroom observation. Reduced discipline referrals.	Counselors Staff and Students

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Administrator: Karen Saunders

Goal #: 6 **Snyder Elementary staff and administration will adhere to local, state and federal guidelines while implementing the goals of the Snyder I.S.D. board of trustees.**

Needs Assessment: **Parent, staff and community input; students should have the opportunity to reach and develop their individual potential.**

Objective	Desired Outcome of Objective	Assessment of Objective	Initiative / Strategy / Activity (ISA) (Timeline)	Resource Allocated	Method of Monitoring ISA	Monitor
6.1 To utilize Local/State/Federal funds to develop and sustain the campus instructional/educational program. These programs/activities/strategies are developed in partnership with school personnel, parents and community to provide a safe, respectful, supportive and positive culture to produce an atmosphere where students will be encouraged and given the opportunity to reach their individual potential.	Students should have the opportunity to reach and develop their individual potential.	Individual campus CIP's reflect the district's goals	6.1.1 Analysis of TAKS, AEIS, TPRI, & other data; conduct teacher/parent/community surveys; analyze demographic information; and make staff development plans according to campus needs.	General funds	Documentation will be provided to show that each program/strategy is reasonable and necessary to carry out the intent and purpose.	Admin. Principal Teachers
	School wide Reform Strategies will be scientifically researched		6.1.2 Strategies to ensure all children meet the state required level of performance; that all meet needs of low achieving students; that ensure that the needs of under represented populations are met which include migrants, females, homeless & others. Strategies that will add enrichment and acceleration to the curriculum. Strategies that increase the quality of learning.		Each program/strategy/activity will address a need previously identified in the campus comprehensive needs assessment.	Admin. Principal Teachers
	Instruction by Highly Qualified		6.1.3 Develop strategies to attract, recruit, enlist and retain Highly Qualified personnel; to provide high quality professional development; to insure ongoing and high quality professional		The program/strategy/activity will be evaluated to measure a positive impact on student achievement.	Principal Teachers Students

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Objective	Desired Outcome of Objective	Assessment of Objective	Initiative / Strategy / Activity (ISA) (Timeline)	Resource Allocated	Method of Monitoring ISA	Monitor
			<p>development that addresses the Comprehensive Needs Assessment; to ensure that low achieving students are taught by highly qualified teachers;</p> <p>to ensure that teachers are included in the campus instructional decisions; and, to ensure that all core academic subjects are taught by highly qualified teachers</p>		<p>The program/strategy/activity will upgrade the entire educational program of the campus.</p>	<p>Admin. Bldg. Principal</p> <p>Administrator</p>
	<p>Involvement of Parental and Community will be ensured.</p>		<p>6.1.4 Develop a Parental Involvement Policy to be utilized and evaluated on an annual basis; a Campus-Parent Compact will be developed and utilized; parents will be contacted in a language they understand and will be kept advised on the status of their child and the activities of the Campus; and, parents will be notified of their Right To Know about the requirements of the NCLB law regarding the qualifications of their child's teachers.</p>		<p>All federal activities/ programs/strategies will be of a supplemental nature.</p>	
	<p>Instructional programs and strategies will be utilized to assist students to meet and reach their maximum potential.</p>		<p>6.1.5 Special programs/strategies/ activities will assist student progress such as: Tutoring, ARI/AMI, Dyslexia, Bridges (3-5), Discovery Bridges (K-2), U.I.L. Participation, Gifted/Talented, English as a Second Language, Computer Assisted Instruction, Before/After School programs and pull-out specialized instruction and others as needed.</p>			

Note:

Goal 6

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Administrator:

Karen Saunders

Goal #: 7

Collaborative efforts with business, community, and parents will be strengthened and expanded to provide opportunities for increased student learning and success.

Needs Assessment:

Parent Involvement Assessment Review, parent participation in campus programs

Objective	Desired Outcome of Objective	Assessment of Objective	Initiative / Strategy / Activity (ISA) (Timeline)	Resource Allocated	Method of Monitoring ISA	Monitor
7.1 To provide parents, business and community members regular opportunities to become actively involved in the education of children in the community.	7.1 Parent, community and business involvement at the campus level	Active participation of all parties involved	7.1.1 Hold frequent campus improvement council meetings in which parents, business and community members are encouraged to participate (Aug. 2008 - May 2009)	General funds	Evidence of meetings held and attendance agendas/minutes posted	Principal
			7.1.2 Parent and community volunteers are encouraged to become involved at the campus level ie. Parent reading activities, Open House activities, inviting Adopt-a-School partners to participate in individual classes (Aug. 2008 - May 2009)	General funds	Agendas, Minutes Teacher register of partners Attendance sheets	Principal Teachers
			7.1.3 Parents and community members will be invited to programs each six weeks (Sept. 2008 - May 2009)	General funds Parents	Attendance at programs	Principal Teachers
			7.1.4 Campus will keep parents informed of school activities by sending home a quarterly newsletter highlighting upcoming school events/activities (Aug. 2008 - May 2009)	General funds	Monthly newsletter sent to parents	Principal Teachers
			7.1.5 Parent conferences will be held at least once each semester	General funds	Parent Conference verification sheets RTI documentation	Teachers

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			7.1.6 Utilize community, school resource officer at the campus level (Aug. 2008 - May 2009)	General Funds Safe & Drug Free Grant	List of activities denoting participation	Teachers Principal Counselors
			7.1.7 Utilize representatives of district STAR program at campus (Aug. 2008 - May 2009)	General Funds	Evidence of campus participation	Admin Teachers Principal
			7.1.8 Encourage participation of community college, WTC, at the campus level and work collaboratively w/ the community to support community-wide activities. (Aug.2008 - May 2009.)	General Funds	Participation in Culture programs, Scurry County/White Buffalo Days/Library Programs Historic Scurry County Snyder Fire Dept. Boy Scouts	Teachers Principal