



**MOZELLE BROWN  
ELEMENTARY  
2009-2010**

**MOZELLE BROWN ELEMENTARY  
CAMPUS IMPROVEMENT PLAN  
2009-2010**

**Mission Statement:** The mission of Mozelle Brown Elementary School is to foster an environment that cares for and challenges each child. High expectations for all students send a strong message that we believe all children can succeed. We also know that children thrive in environments in which they feel safe. As an elementary school, we strive to create a school that nurtures each and every child.

**District Administrators:**

Daniel DuPree, Superintendent of Schools  
Richard Peacock, Assistant Superintendent  
Sherrie Lloyd, Executive Director of Budget and Finance  
Betty Lough, Executive Director of Curriculum and Special Programs  
Doris Pitts, Executive Director of Special Education and Special Programs  
Bob Arnold, Director of Technology  
Tony Black, Director of Special Services  
Monet Brown, Director of Personnel  
Karen McCammond, Director of Food Service

**Board of Trustees**

Vince Primo, President  
Howard Patterson, Vice President  
Darrell Crymes, Secretary  
Kevin Cashion  
Patrick Moran  
Jason Wade  
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**Campus Improvement Committee Members:**

Valencia Ray, Principal	
Kristi Harris, Parent	Gay Harvey, 4 <sup>th</sup> Grade Teacher
Leigh Anne Barber, Counselor	Charlotte Maschal, Kindergarten Teacher
Angie Connor, 5 <sup>th</sup> Grade Teacher	Teresa Walker, 1 <sup>st</sup> Grade Teacher
Tammy Dickson, Pre-Kindergarten Teacher	Katy Ybarra, Special Education Teacher

## Comprehensive Needs Assessment Tools

### Student Assessments:

Texas Reading Proficiency Test in English (RPTE)  
Six Weeks Grades  
Attendance Accounting  
504 Data  
Gifted and Talented Matrix  
Teacher Observations  
Texas Assessment of Knowledge of Skills-M  
Texas Assessment of Knowledge of Skills-A  
Achievement Tests  
Fluency Probes  
KDI  
CORE Data

Texas Assessment of Knowledge and Skills (TAKS)  
Pre/Post Tests  
Oral and Written Language Assessments (ITPE/IDEA)  
Subject TEKS Benchmark Tests  
Special Education Data  
Dyslexia Screening  
Cognitive Abilities Tests  
Rigby Benchmark Tests  
Phonics Screen (TPRI)  
Reading Screen for Fluency  
CAT  
Cognitive Abilities Test

### Teacher Assessments:

Professional Development & Appraisal System (PDAS)  
Staff Development Survey  
Formal and Informal Walkthroughs

### Campus Assessments:

Campus Rating  
Academic Indicator System (AEIS)  
Special Education Compliance Rating  
Program Evaluations  
At Risk Student Performance

### Special Programs for At-Risk Students:

Campus Wide Title I Instruction  
Dyslexia Alpha Phonics  
Accelerated Reading Instruction (ARI)  
Accelerated Math Instruction (AMI)  
Extended Day Tutorials  
English as a Second Language  
In School Tutorials

**MOZELLE BROWN ELEMENTARY TAKS PERFORMANCE OBJECTIVES MATRIX  
STUDENT SUCCESS INITIATIVE**

<b>Student Group</b>	2009	2010	2011		<b>Student Group</b>	2009	2010	2011
<b>3<sup>rd</sup> Grade Reading</b>	TAKS	TAKS	TAKS		<b>3<sup>rd</sup> Grade Mathematics</b>	TAKS	TAKS	TAKS
All Students (37)	92%				All Students (37)	86%		
African-American (6)	50%				African-American (6)	33%		
Hispanic (2)	*				Hispanic (2)	*		
White (26)	100%				White (26)	96%		
Asian (3)	*				Asian (3)	*		
Special Education (1)	*				Special Education (1)	*		
Eco. Disadvantaged (11)	73%				Eco. Disadvantaged (11)	63%		
LEP (4)	*				LEP (4)	*		
Male (19)	95%				Male (19)	84%		
Female (18)	89%				Female (18)	89%		
Attendance for Year	97.4%							

**\*Indicates there were fewer than five students tested.**

**MOZELLE BROWN ELEMENTARY TAKS PERFORMANCE OBJECTIVES MATRIX**

<b>Student Group</b>	2009	2010	2011		<b>Student Group</b>	2009	2010	2011
<b>4<sup>th</sup> Grade Reading</b>					<b>4<sup>th</sup> Grade Math</b>			
All Students (31)	84%				All Students (31)	94%		
African-American (3)	*				African-American (3)	*		
Hispanic (4)	*				Hispanic (4)	*		
White (21)	90%				White (21)	95%		
Asian (3)	*				Asian (3)	*		
Special Education (3)	*				Special Education (2)	*		
Eco. Disadvantaged (11)	73%				Eco. Disadvantaged (11)	91%		
LEP (3)	*				LEP (3)	*		
Male (18)	83%				Male (18)	94%		
Female (13)	85%				Female (13)	92%		
Attendance for Year	97.0%							

<b>Student Group</b>	2009	2010	2011
<b>4<sup>th</sup> Grade Writing</b>			
All Students (31)	97%		
African-American (3)	100%		
Hispanic (4)	100%		
White (21)	95%		
Asian (3)	*		
Special Education (4)	*		
Eco. Disadvantaged (11)	100%		
LEP (3)	*		
Male (18)	100%		
Female (13)	92%		

**\*Indicates there were fewer than five students tested.**

**MOZELLE BROWN ELEMENTARY TAKS PERFORMANCE OBJECTIVES MATRIX  
STUDENT SUCCESS INITIATIVE**

<b>Student Group</b>	2009	2010	2011		<b>Student Group</b>	2009	2010	2011
<b>5<sup>th</sup> Grade Reading</b>					<b>5<sup>th</sup> Grade Math</b>			
All Students (43)	100%				All Students (44)	98%		
African American (4)	100%				African-American (4)	*		
Hispanic (1)	*				Hispanic (2)	*		
White (32)	100%				White (32)	100%		
Native American (1)	*				Native American (1)	*		
Asian (5)	100%				Asian (5)	100%		
Special Education (1)	*				Special Education (1)	*		
Eco. Disadvantaged (14)	100%				Eco. Disadvantaged (14)	100%		
LEP (0)	*				LEP (0)	*		
Male (23)	100%				Male (24)	96%		
Female (20)	100%				Female (20)	100%		
Attendance for Year	96.4%							

<b>Student Group</b>	2009	2010	2011
<b>5<sup>th</sup> Grade Science</b>			
All Students (45)	93%		
African-American (4)	67%		
Hispanic (2)	100%		
White (33)	94%		
Native American (1)	*		
Asian (5)	100%		
Special Education (1)	*		
Eco. Disadvantaged (10)	79%		
LEP (0)	*		
Male (25)	88%		
Female (20)	90%		

\*Indicates there were fewer than five students tested.

## MOZELLE BROWN ELEMENTARY COMPREHENSIVE NEEDS ASSESSMENT

### **Goal I: All students will meet or exceed state and district educational standards.**

Based on the last three years of TAKS results and other data, goal I will be continued. When put on a matrix, a comparison of TAKS scores over the last three years shows that Brown's sub groups indicate that scores have improved in some areas but still need to be improved.. Individual assessment beginning at an early age is important when determining the needs of each student. Therefore, the results of assessment instruments at all grade levels to identify needs and provide instruction should be used. Instruction that develops higher order thinking skills will help give students strategies to grow academically and improve their scores on assessment instruments such as the TAKS.

District-wide math scores indicate a continued improvement between the 2008 scores and 2009 scores. Math teaching strategies should continue to be targeted throughout the district. Teachers will be encouraged to attend various training sessions to improve math instruction. Because LEP, AA, Sp. Ed. and Hispanic scores are consistently lower than their white counterparts, teachers need to attend training sessions that target strategies to meet the needs of diverse student populations.

Scores from the Science portion of TAKS indicate a continued need for a better alignment of the science curriculum and additional staff development concerning teaching strategies. Subgroup scores once again indicate a need for training in meeting the needs of a diverse population. Scores indicate an improvement in the economically disadvantaged and special education subgroups while the AA and Hispanic scores show little change. Overall, science scores continue to indicate that the teachers would continue to benefit from training and tools to help them be more effective when teaching science.

District Benchmark tests should continue to be revised and administered at the end of each six-weeks using data collection software to disaggregate the results. The results should be used to identify students that need specific acceleration in order to be successful on TAKS. Released TAKS should be given at regular intervals to check data results student by student.

### **Goal II: Vertical and horizontal curriculum alignment will be emphasized to assure equitable student achievement for all students.**

Curriculum alignment should be an ongoing process. Teachers should be provided time to improve the curriculum alignment for WISD. Benchmark tests that address the TEKS should continue to be developed, reevaluated and improved as needed in the core subject areas. Testing and data gathering software will be used to help teachers develop and score benchmark tests. Data from the benchmark testing should be used to guide instruction.

The state has spoken to the need for school district to better inform students concerning healthier life styles and choices. The results of the physical education and health program audit will need to be considered and recommendations implemented as deemed appropriate during the 2009-2010 school year. Vertical alignment of both health and physical education curriculum should continue to be targeted. There should be continued implementation of the district's wellness policy.

Curriculum alignment committees need to continue working to ensure both horizontal and vertical alignment occurs during the second year of the new K-5 campus alignment. Information meetings should be scheduled with the staff so that input concerning grade realignment issues can be gathered throughout the year.

**Goal III: Learners will have appropriate technological resources to support the district’s educational performance goals.**

Because technology plays such an important role in the world today and in the educational process, Brown should continue to provide quality technological support. Through campus level planning, campus technology committees should determine technology needs in order to improve teacher efficiency and student performance. Continued training also needs to be provided for new teachers on the district e-mail software and other software applications.

The campus web site should be updated during each grading period so that teachers, students, parents and the entire community will be better informed concerning all aspects of WISD. More distance learning opportunities should be explored as well as we based instructional systems. Programs such as Focus on Reading and Rosetta Stone should be maximized to improve student learning.

**Goal IV: Federal compliance standards will be met in order to increase student achievement.**

Based on analysis of TAKS and other assessment results, it is determined that Title and Special Education funds need to be used to pay quality staff that can provide supplemental instructions in the areas of reading, math, science and social studies. Because the Student Success Initiative no longer requires that third grade students pass reading TAKS but, fifth and eighth grade students must pass both reading and math TAKS, the reading and math instructional consultants should provide teaching strategies and student assessment instruments for teachers to implement. Staff paid with Title funds will serve students meeting the at-risk criteria through a remedial reading program. Staff development that will provide these teachers with better teaching strategies to meet diverse needs should be targeted. Based on the requirements that the Three Tier Instructional Model be implemented before a student receives special education services, training will continue to be provided to assist campus administrators and teachers with implementation of this model. Based on the results of the Performance Based Monitoring Assessment System, PBMAS, it has been determined that more special education students must be served in the regular classroom. The campus has begun developing plans that meet the RtI requirements for providing assistance for at-risk students in the regular classroom setting.

**Goal V: State compliance standards will be met in order to increase student achievement.**

**(Compensatory Education Funds and Programs)**

State compensatory funds need to support educational programs which focus on students falling below the 40<sup>th</sup> percentile on an achievement test, students not reaching at least the instructional level on the TPRI, students failing a subject area or failing a portion of TAKS and/or students meeting any of the other at-risk criteria. TAKS results and other data from the AEIS should be documented on the district matrix while achievement tests, TPRI and KDI results will be documented on the appropriate campus matrix. TAKS scores over a three-year period show that at-risk minority students consistently score below their white peers. The district will continue to maintain a tracking system that will provide adequate data on at-risk students. The tracking system will allow teachers from grade level to grade level to better meet the needs of the students.

Funds should also be used to continue after school and extended year programs for identified at-risk students. Based on TAKS results district wide, there is still a need for tutorial assistance during the school day in grades 3-11. The “Bubble and federal stimulus funds should be continued for all TAKS tested grades. These funds will target not only students that failed to meet the passing standard but will also target students that passed by no more than 3 questions. Minority students will also be targeted with these funds.

It is recommended that the district continue to use Compensatory Educations funds to provide additional support for the REACH students. Additional staff and the upgraded version of PLATO should continue so that the TAKS passing rate and the graduation rate improves from year to year. REACH students are some of the district's most at-risk students and they require a strong support base.

**Goal VI: State compliance standards will be met in order to increase student achievement.**

**(Special Programs: School Wide, ESL, dyslexia and GT)**

Federal Stimulus and local "bubble" funds should be used K-8 to provide supplemental help for students that need acceleration in reading and math. Part-time teachers should be employed to provide additional instruction for these at-risk students. Funds can also be used to purchase supplies and leveled readers that will enable teachers to better meet the needs of individual students or to provide staff development. Focus on Reading, and Rosetta Stone software programs will continue to be used to target the needs of at-risk students. The "Learning Lab" for students identified as dyslexic will continue to be implemented. A GT pull-out program will provide expanded learning opportunities for students in grades K-5 while Pre-AP and AP classes will target the needs of these students in grades 6-12.

Teachers need to be given information concerning the identification of the at-risk students using the compensatory education criteria as well as information concerning the identification of the gifted student. Copies of the 504, ESL, GT and Dyslexia manuals will be available to all teachers. Staff development that focuses on these areas should also be provided for appropriate staff.

**Goal VII: A safe, drug-free and orderly learning environment will be provided for students.**

Due to the requirement that all campuses have a Crisis Intervention Team and a Behavior Modification Team, current team members should receive their yearly update and new members should receive the two days of initial training. The WISD Health Advisory Committee will continue to meet and review programs that directly impact health education of all students. WISD will continue to implement the Coordinated School Health Program, CATCH, in grades K-5. Recommendations made by the Physical Education and Health Curriculum Audit Team will continue to be reviewed and implemented as determined appropriate.

The District Code of Conduct will be revised so that it is in compliance with the new legal updates. In an effort to ensure that everyone has access to the District Code of Conduct, it will continue to be placed on the WISD web site for parents, teachers and students to access. The District Crisis Plan should continually go through the updating process. It was also determined that security for all campuses should continue to be a priority. As required by TEA, a district wide Emergency Operations Plan will continue to be implemented

**Goal VIII: The district will work to attract and maintain the highest level of qualified personnel.**

Based on the requirements of No Child Left Behind, the district must continue to hire only the most highly qualified teachers. Improvement of salaries and benefits should continue to be a district priority so that not only does the district attract highly qualified teachers and paraprofessionals, but so that the district is able to retain them. According to data produced in the AEIS, WISD is under the average state salary level. The AEIS also shows that the average years of experience for teachers remaining in the district is 8.2 years and the average years of teaching experience is 13.7 years. The current turnover rate for teachers is 8.7%. Improvement of the teaching should continue to be targeted through consistent staff evaluations, walkthroughs and staff development.

**Goal IX: All levels of the school district will have a parent involvement program.**

Whitehouse ISD values parental involvement. The success of an instructional program is often significantly influenced by how well parents of the students support the school. Whitehouse ISD experiences a high level of parental support through organizations such as PTA/PTO

and booster clubs. Providing accurate and timely information to parents is always important. Due to importance of TAKS, TELPAS, SAT/ACT and other assessments, information should be provided frequently through various media. Parents need to be better informed concerning programs such as ESL, Title and GT. This can be accomplished through scheduled parental informational sessions. Links should be put on the WISD website with information concerning higher educational opportunities, grants and scholarships. This information should be distributed through mail-outs, e-mails, counselor conferences with parents and students and parental/student informational assemblies.

\*Compensatory Education and Title Funds will be added to the district plan during the budget process.

\*In the following plan, the initials, IC, will represent district-wide instructional consultant staff.

**Whitehouse ISD  
Mozelle Brown Elementary Improvement Plan  
2009-2010**

Goal One: **All students will meet or exceed state and district educational standards.**

Objective: **Target reading, writing, math, science, social studies, physical education and health to promote student success on assessment instruments**

Effective School Correlate: Assessment

**IMPLEMENTATION**

**EVALUATION**

<b>Strategies/Initiatives</b>	<b>Person Responsible</b>	<b>Time Line</b>	<b>Resources</b>	<b>Formative</b>	<b>Summative</b>
Target performance of all subgroups and other identified at-risk students on all assessment instruments (ex. TPRI, KDI, TOP, Rigby, Benchmark Tests)	Principal Counselor Teachers	2009-2010	Campus funds AEIS	List of targeted students Administer assessments	Assessment results Lesson plans
Provide instruction and practice using higher order thinking skills in all academic areas targeting the TEKS	Principal Teachers	2009-2010 (Weekly)	Campus funds Teacher materials	Independent workshops Activities using higher order thinking skills	Assessment results Lesson plans Curriculum alignment documents Walkthroughs
Provide staff development targeting reading, writing, math, science, social studies, Focus on Reading, TOP/TELPAS Rater Training, Rosetta Stone, TAKS	Curriculum Director Principal Reading, Math, and Science IC's Teachers	2009-2010	District funds Campus funds	Region 7 list of workshops and conferences	Region 7 certificates Student assessment results TELPAS results
Continue plan to improve vertical alignment of science curriculum and assessment	Curriculum Director Science IC Principal Teachers	2009-2010	District funds Campus funds	Schedule of staff development	Record of staff development Assessment results Lesson plans
Improve science skills through use of FOSS kit materials, staff development and revised curriculum/benchmarks	Curriculum Director Science IC Principal Teachers	2009-2010	District funds Campus funds	FOSS kits Lab journals Hands-on lab activities	FOSS experiments Lesson plans Benchmark test results TAKS results
Continue using state approved math adoptions, leveled readers, Touch Math, Math Their Way, and TEXTTEAMS to teach the TEKS	Principal Kindergarten teachers First grade teachers	2009-2010	TEA Region 7 AEIS	TAKS data distributed and analyzed	TAKS results Areas of improvement identified
Implement ARI (Accelerated Reading Instruction) and AMI (Accelerated Math Instruction)	Principal Tutorial staff	2009-2010	ARI funds AMI funds	Schedules for the tutorial staff	Tutorial staff lesson plans Student assessments
Continue use of leveled readers in Schoolwide program	Principal Schoolwide teachers	2009-2010	Campus budget HM kits Literacy library	Schedules for the Schoolwide staff	Lesson plans Running records Walkthroughs

Work with Math IC on TEXTEAMS and math manipulative strategies to increase achievement test math scores	Math IC Principal Teachers	2009-2010	Campus budget	TEXTEAMS and Math Manipulative Strategies	Benchmark math tests Lesson plans Walkthroughs
Continue modified Reading Recovery Program	Principal Reading Recovery Teacher	2009-2010	District budget Trained staff	Reading Recovery teacher's schedules	Reading assessment instruments Purchase orders
Inform parents of the importance of all achievement tests and TAKS tests, along with SSI requirements	Principal Counselor Teachers	2009-2010	Campus supplies and budget TEA letters	Newsletters SSI letter TEA letter and information	Documentation of campus newsletters Copy of SSI letter/TEA letter Documentation of parent conferences TAKS results
Disaggregate/analyze recent TAKS scores utilizing the DMAC system	Math, Science, and Reading IC's Principal Counselor Teachers	2009-2010	TEA Region 7 AEIS	DMAC training TAKS data distributed	TAKS results DMAC training sign-in sheets
Continue extended day tutorials for at-risk students in reading and math	Principal Counselor Teachers	November 2009-April 2010	State Comp. Ed. Budget At- Risk criteria	Identified at-risk students	TAKS scores Benchmark tests Six weeks grades

**Whitehouse ISD  
Mozelle Brown Elementary Improvement Plan  
2009-2010**

Goal Two: **Vertical and horizontal curriculum alignment will be emphasized to assure equitable student achievement for all students.**

Objective: **Complete the curriculum alignment framework in the core subject areas of language arts, math, social studies, science, health and physical education**

Effective School Correlate: Curriculum

**IMPLEMENTATION**

**EVALUATION**

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Curriculum alignment committee meetings to address alignment issues from Pre-K through grade 5	Curriculum Director Principal Teachers	2009-2010	Release time for meetings Alignment forms	List of team members Work days scheduled	Committee minutes Curriculum documents TEK alignment forms
Continue using curriculum documents for reading, math, science, and social studies, including timelines for teaching TEKS by six weeks	Curriculum Director Principal Teachers	2009-2010	TEKS Campus funds	List of TEKS per six weeks Curriculum writing	Completed TEKS by six weeks Documentation of curriculum writing
Continue use of science lab to familiarize students with the scientific process, vocabulary, and hands-on practices	Principal Teachers	2009-2010	TEKS Campus funds	Schedule of science lab times	Lesson plans Science lab documentation Science lab lessons
Continue to implement the three-year literacy plan that supports the aligned curriculum for Pre-K through grade 5	Reading IC Principal Teachers	August 2009	Campus funds Three Year Literacy Plan	Agendas from Pre-K through grade 5 meetings Rigby benchmarks	Lesson plans Rigby benchmarks Staff development Purchase orders
Continue to revise and improve benchmark tests by six weeks in math, language arts, science, and social studies	Curriculum Director Principal Teachers	Each 6 weeks	TEKS	Schedule of work days for teachers to align TEKS and develop tests Benchmarks given	Benchmark results Completed TEKS alignment documentation
Participate in district-wide vertical alignment meetings for health and physical education curriculum based on the audit report	Curriculum Director Principal Teachers	2009-2010	TEKS District funds Audit report	Schedule of meetings	Documentation of meetings Sign-in sheets Agendas Lesson plans

**Whitehouse ISD  
Mozelle Brown Elementary Improvement Plan  
2009-2010**

Goal Three: **Learners will have appropriate technological resources to support the district's educational performance goals.**

Objective: **Provide access to technology in order to assist the district's preparation to meet academic expectations**

Effective Schools Correlate: Technology

**IMPLEMENTATION**

**EVALUATION**

<b>Strategies/Initiatives</b>	<b>Person Responsible</b>	<b>Time Line</b>	<b>Resources</b>	<b>Formative</b>	<b>Summative</b>
Provide students with appropriate instructional software that is grade level appropriate	Director of Technology Technology Department Principal	2009-2010	District and campus funds	Purchase orders for purchase of software	Documentation of software purchased
Continue use of technological accessories to enhance instruction	Technology Department Principal	2009-2010	District and campus funds	Sign out sheets for digital cameras, scanners, palm pilot, Internet, and other technological accessories	Documented use of accessories
Continue to purchase new computers and new computer software, to replace old computers and outdated software and add additional student computers	Director of Technology Technology Department Principal	2009-2010	District and campus funds	Purchase orders for Purchase of computers and computer software	Documentation of computers and software purchased
Continue to train staff in the use of district software applications, Skyward attendance and grading	Executive Director of Student and Support Services Director of Technology PEIMS Coordinator Principal Teachers	2009-2010	District network and software Skyward Computers	Schedule of training sessions and workshops	Sign-in sheets
Continue the use of various computer programs in the computer lab and the classroom for instructional purposes	Director of Technology Principal Teachers Computer lab paraprofessional	2009-2010	District and campus funds Education City Rosetta Stone (ESL) ESL funds	Documented use of Education City in computer lab Documented use of Rosetta Stone with ESL students	Computer program Students' written products Teachers' lesson plans (ESL)
Use of Data Management for Assessment and Curriculum (DMAC) software	Technology Department Reading, Math, and Science Instructional Consultants Principal Teachers	2009-2010	DMAC software	DMAC training and utilization	Sign-in sheets Improved TAKS interpretation/results

**Whitehouse ISD  
Mozelle Brown Elementary Improvement Plan  
2009-2010**

Goal Four: **Federal compliance standards will be met in order to increase student achievement.**

Objective: **Provide supplementary services for at-risk students through the use of federal funds**

Effective School Correlates: Instruction and Assessment

<b>IMPLEMENTATION</b>				<b>EVALUATION</b>	
<b>Strategies/Initiatives</b>	<b>Person Responsible</b>	<b>Time Line</b>	<b>Resources</b>	<b>Formative</b>	<b>Summative</b>
Comply with federal guidelines for special education and the identification of special education students	Special Ed. Director Special Ed. Diagnostician Principal Counselor	2009-2010	Federal Special Education guidelines and funds	List of identified students IEP's ARD minutes Teacher schedules	District and campus Special Education reports ARD Committee records
Expend federal grant funds to improve student achievement through employment of highly qualified staff, purchase of teaching materials, and staff development	Budget/Finance Director Curriculum Director Special Ed. Director Principal	2009-2010	Title 1 funds Federal grant funds	Benchmark tests Six weeks grades	Benchmark test results Passing rate in all subject areas Improved student performance on various assessments: TPRI, achievement tests, benchmark tests
Utilize the Student Intervention Team (SIT) to assess the needs of at-risk students	Student Intervention Team Principal	2009-2010	Federal guidelines SIT members	List of SIT members Teacher/Parent documentation	SIT minutes Summary of referrals
Continue Schoolwide services to provide small group instruction to meet the needs of at-risk students	Curriculum Director Schoolwide teachers and staff Principal	2009-2010	Schoolwide teachers Schoolwide letters to parents	Schoolwide teachers' schedules Parent permission Parent letters	Schoolwide teachers' lesson plans Signed parent permission letters TAKS results
Provide small group instruction for identified students through intense reading and math instruction	Central Office Principal Extended day Personnel	2009-2010	Local funds	Roster of students identified using local criteria	Reading and Math TAKS scores Reading and Math post tests
Provide ESL instruction for qualified students using Rosetta Stone and small group instruction	Curriculum Director Principal ESL Teachers	2009-2010	State funds Campus budget	Roster of students qualifying for ESL services	Teachers' lesson plans RPTE results
Training for staff in how to support identified special population students in order to improve student performance	Curriculum Director Special Ed. Director Principal	2009-2010	District, campus, special ed., and title funds Region VII	Region VII posting of workshops District and campus staff development schedule	Documentation of training Sign-in sheets Student assessment results
Maintain a tracking system and provide documentation for identification and progress of special education, Section 504, and ESL students through the Student	Student Intervention Team Principal Counselor	2009-2010	Copies of Special Ed. guidelines, 504 procedures, and LPAC/ESL	Copies of guidelines, manuals, and supporting documentation List of students	SIT, ARD, 504, LPAC minutes and notes List of identified students

Intervention Team (SIT)			procedures		
Make available to staff the policies and procedures for identification of special education and 504 students	Student Intervention Team Principal Counselor	2009-2010	Copies of Special Ed. guidelines and 504 procedures	Manuals, policies, and procedures Staff training	List of students served through special programs and services Documentation of staff training

**Whitehouse ISD  
Mozelle Brown Elementary Improvement Plan  
2009-2010**

Goal Five: **State compliance standards will be met in order to increase student achievement.**

Objective: **Provide supplementary services for at-risk students through the use of State Compensatory Funds**

Effective School Correlates: Instruction and Assessment

**IMPLEMENTATION**

**EVALUATION**

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Expend State Compensatory Education funds to improve performance of students identified as at-risk through qualified staff and supplemental programs as addressed in the campus plans. Target improved performance on: Six weeks grades, benchmark tests, achievement tests, TPRI and TOP/TELPAS, KDI	Curriculum Director Budget/Finance Director Principal	May 2010	Comp. Ed.:  FTE'S STAR:  FTE's Dyslexia:  FTE's:	Benchmark tests results Student passing rate each six weeks List of students identified at-risk List of students participating in special programs List of qualified staff	Improved student performance on various assessments as documented on matrix: TAKS Achievement tests TPRI Benchmark tests Six weeks grades TOP/TELPAS KDI
Maintain a tracking system at each campus and provide sufficient documentation for identification and progress of at-risk students and ARI/AMI students	Principal Counselor ARI/AMI teachers	2009-2010	At-risk criteria ARI/AMI criteria PEIMS report	Supporting at-risk and ARI/AMI documentation of students	At-risk list PEIMS report ARI/AMI list
Instruct staff in policies and procedures for identification of at-risk students	Curriculum Director PEIMS Coordinator Principal Counselor	September/ October 2009	Comp. Ed., Dyslexia, ESL, Section 504 state and local criteria	Updated at-risk indicators as well as policies and procedures	At-risk list/report PEIMS report Special program reports
Provide extended year tutorials for students identified as at-risk	Principal Teachers	June 2010	Comp. Ed. funds: FTE's:	Goals and objectives of extended year program Pretests	Program list of students Post tests TAKS scores
Continue Learning Lab to assist students identifies as dyslexic	Principal Counselor Learning Lab Teacher	2009-2010	Comp. Ed. funds	Supporting dyslexia documentation of qualified students Pre-assessment results	Post-assessment results Six weeks grades TAKS scores
Provide all teachers with a list of all special population students in their class, along with their modifications	Principal Counselor Special Ed. Teacher	2009-2010	Special population information	List of special population students	List of special population students and their modifications
Continue to refine SIT (Student Intervention Team) procedures for referrals	Principal Counselor SIT Team	2009-2010	Teacher referrals	Action and follow-up required	SIT minutes/documentation
Continue administration of KDI,	Principal	2009-2010	KDI	Schedule of testing	Documentation of test results

TPRI, and math pretests to aid in the identification of at-risk students	Counselor Pre-K, K, and 1 <sup>st</sup> teachers		TPRI Math pretests		
Provide extended day tutorials for students identified as at-risk	Principal Counselor Teachers	2009-2010	TAKS test from previous year, TPRI, Rigby KDI	Pretest at beginning	Post testing TAKS testing TPRI, end of year

**Whitehouse ISD**  
**Mozelle Brown Elementary Improvement Plan**  
**2009-2010**

Goal Six: **State compliance standards will be met in order to increase student achievement.**

Objective: **Provide supplementary services for students through Special Programs**

Effective School Correlates: Instruction and Assessment

**IMPLEMENTATION**

**EVALUATION**

<b>Strategies/Initiatives</b>	<b>Person Responsible</b>	<b>Time Line</b>	<b>Resources</b>	<b>Formative</b>	<b>Summative</b>
Provide training for staff in how to support identified special population students in order to improve student performance	Curriculum Director Principal Counselor Special Education Teacher	2009-2010	District funds Campus funds Region 7	Posting of available workshops District and campus staff development schedule	Documentation of training Sign-in sheets Budget summaries Student testing/screening results
Utilize SIT (Student Intervention Team) for assistance in serving and identifying at-risk students	Principal Counselor SIT team	2009-2010	Campus funds	SIT referrals	SIT minutes SIT documentation
Maintain a tracking system for identified and progress of ESL, dyslexic, and GT students	Curriculum Director Principal Counselor	2009-2010	ESL manual Dyslexia manual GT manual	Documentation of identification of ESL, dyslexia, and GT students	LPAC minutes, 504 minutes, GT documentation Six week grades Benchmark tests Achievement tests GT reevaluation results
Make available to staff the policies and procedures for identification of ESL, dyslexic, and GT students	Curriculum Director Principal Counselor	2009-2010	ESL manual Dyslexia manual GT manual	Manuals of policies and procedures Training	List of students identified for special programs and services, such as ESL, dyslexia, and GT Program evaluations
Train campus testing coordinators and ESL teacher raters concerning completion of TELPAS for TOP rating and RPTE	Curriculum Director ESL Coordinator Principal Counselor Teacher raters	2009-2010	Region 7 TEA materials On-line training	Posting of available training sessions	Documentation of training Assessment results
Implement teaching strategies to improve LEP student success on TOP/TELPAS	Curriculum Director ESL Coordinator Principal ESL Liason ESL Teachers	2009-2010	Staff development funds	Staff development dates Lesson plans	Staff development documentation Assessment results
Utilize the part-time district wide ESL liason	Curriculum Director ESL Coordinator ESL Liason	2009-2010	ESL funds	Schedule of students	Documentation of students Assessment results

Provide ESL students with appropriate instruction by continuing the use of Rosetta Stone software	Principal ESL Coordinator ESL Liason ESL Teachers	2009-2010	ESL funds Rosetta Stone software	Lesson plans	Assessments
Provide on-going Rosetta Stone training for teachers	Principal ESL teachers	2009-2010	ESL funds Rosetta Stone software Computers	Inservice dates	Inservice agenda/documentation Sign-in sheets Lesson plans
Provide Extended Year services to ESL students	Principal ESL teachers	2009-2010	EYS funds	List of qualified students Permission letters from parents Attendance records Pre-test	Post test results
At-risk and ESL vertical teams will meet three times per year	Principal Teachers	2009-2010	District ESL teachers	Schedule of meeting dates	Meeting minutes
All Pre-K and all new teachers will be required to become ESL certified	Principal	2009-2010	Pre-K teachers New teachers	List of Pre-K teachers List of new applicants	Teachers' certificates
Provide staff development and training in dyslexia practices and methods	Principal Dyslexia teacher	2009-2010	District Dyslexia Plan District Training Guide	Training session dates	Sign-in sheets Teachers' certificates
Provide instruction to students identified as dyslexic	Principal Dyslexia teacher	2009-2010	Dyslexia guidelines	Identified dyslexic students	Dyslexia roster Testing results Benchmark scores
Provide opportunities for continuing GT training through workshops and conferences	Curriculum Director Principal Teachers	2009-2010	District professional development funds Region 7 GT conference	Conference dates Workshop dates	Teachers' certificates
Provide instruction targeting students identified as GT through vertical and horizontal planning	Principal Counselor GT teachers	2009-2010	GT guidelines	Identified GT students	GT student roster Achievement test scores Six weeks grades
Provide assistance for students at-risk for reading and math failure through local and federal funds	Principal ARI/AMI employees Extended year employees	2009-2010	Local, local and federal funds	Student roster Purchase orders for materials	Charts of student progress Six week grades Benchmark test scores Achievement test scores TPRI scores

Implement TAKS Extended Year reading and math remediation for grades 3, 4, and 5	Principal Counselor Extended Year Staff	Summer 2009	Local and state funds	TAKS failures	Charts of student progress Six weeks grades
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**Whitehouse ISD  
Mozelle Brown Elementary Improvement Plan  
2009-2010**

Goal Seven: **A safe, drug-free and orderly learning environment will be provided for our students.**

Objective: **Reduce drug use, violence and/or disruptive behavior by students**

Effective School Correlate: School Climate and Violence Intervention and Prevention

Strategies/Initiatives	Person Responsible	Time Line	Resources	EVALUATION	
				Formative	Summative
Begin campus character education plan	Principal Counselors Teachers	2009-2010	Character education materials	Lesson plans	Program documentation
Participate in Red Ribbon Week (drug free program)	Principal Counselors Teachers	October 2009	District funds Region 7	List of activities Lesson plans	Documentation of weekly activities
Recertify and train CPI (Crisis Prevention Intervention) and TBMI (Texas Behavior Modification Intervention) teams	Principal Counselor Selected Teachers	2009-2010	District funds Region 7	Schedule of training sessions	Certificates of completion Sign-in sheets
Implement WISD emergency operation plan	All Campus Personnel	2009-2010	State regulations and guidelines	Copy of plan	Schedule of drills
Continue providing fire prevention activities for grade K and 1 <sup>st</sup> students	Principal Counselor K and 1 <sup>st</sup> teachers	2009-2010	Local fire dept.	Lesson plans	Schedule of events
Update and distribute disciplinary Code of Conduct through WISD website and paper copy, per request	Director of Student and Support Services Principal	2009-2010	District policy	Website posting notice sent home to all parents	Student/parent signature sheets Forms
Utilize DAEP (Disciplinary Alternative Education Program) as needed	Principal	2009-2010	State Comp. Ed. funds	Disciplinary documentation	List of students referred to DAEP
Continue the school health program (CATCH)	Principal Nurse Food Service Manager PE teacher	2009-2010	CATCH Region 7	Grant Record of training	Certificates of attendance Meeting notes
Participate in on-going training for prevention of bullying	Principal Counselor	2009-2010	Region 7	Documentation of training	Staff development agendas and sign-in sheets
Continue visits by district security personnel	Director of Student and Support Services District Security Personnel and Principal	2009-2010	District funds Title 1- Part A	On campus visits and security checks	Documentation of security checks Logs of campus visits

**Whitehouse ISD  
Mozelle Brown Elementary Improvement Plan  
2009-2010**

**Goal Eight: The district will work to attract and maintain the highest level of qualified personnel.**

**Objective: Provide academic instruction by highly qualified personnel**

Effective School Correlate: Professional Development (building the capacity of professionals)

**IMPLEMENTATION**

**EVALUATION**

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Post, screen, interview, and select the most highly qualified individuals	Principal Interview team	2009-2010	Applications	Screen and interview applicants	Hire the most highly qualified individuals Signed contract
Provide opportunities for high-quality professional development through Region 7 and within district	Principal Counselor Teachers	2009-2010	District funds Campus funds Region 7 workshops	Schedule of workshops	Certificates of completion Sign-in sheets List of workshops attended
Ensure that students throughout the district are taught by teachers that meet the criteria for “highly qualified” as established by No Child Left Behind (NCLB)	Director of Personnel Principal	2009-2010	Central office applications NCLB criteria Region 7	Highly qualified teacher list	Teacher certification documentation NCLB Highly Qualified Teachers Program Compliance
Evaluate professional staff through frequent walkthroughs and formal observations	Principal	2009-2010	Walkthroughs PDAS guidelines/forms	Walkthrough reports to Superintendent	Contracts
Ensure that students throughout the district are assisted by educational aides that meet the criteria for “highly qualified” as established by NCLB	Director of Personnel Principal	2009-2010	District funds Campus funds District criteria NCLB criteria Region 7	List of staff not meeting criteria for “highly qualified” and their assignments	Paraprofessional certification documentation Title 1, Part A Compliance report
Assist teachers in maintaining or attaining GT and ESL certification	Director of Personnel Principal	2009-2010	Training programs	Staff development records	Teacher certification documentation

**Whitehouse ISD**  
**Mozelle Brown Elementary Improvement Plan**  
**2008-2009**

**Goal Nine:** All levels of the school district will have a parent involvement program.

**Objective:** Involve parents to help meet the educational needs of their children

Effective School Correlate: Parental Involvement

**IMPLEMENTATION**

**EVALUATION**

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Schedule parent information time to inform parents of teacher expectations, campus policies and procedures, and ways they can be involved (Open House, Meet the Teacher)	Principal Counselor Teachers	August 2009	Student handbooks Class procedures	Schedule of "Open House" or "Meet the Teacher"	Parent sign-in sheets
Inform parents of PTO through school newsletters and use of school marquee, encouraging parent participation	PTO President Principal Teachers	2009-2010	PTO newsletter Campus newsletter	Send home newsletters Schedule of meetings Marquee	Copy of newsletters
Encourage parents to participate in Veteran's Day, Red Ribbon Week, Community Helper Week, Open House, Activity Night, and PTO functions	PTO Principal Campus Committees Teachers	2009-2010	PTO Campus budgets	Copies of letters and invitations	Sign-in sheets Pictures of events
Inform parents and students of the importance of the TAKS test and other important assessments	Curriculum Director Principal Counselor Teachers	2009-2010	Campus budgets	District website Campus newsletters Additional information send home	Distribution of information Assessment results
Volunteer readers will continue to read to students in their classrooms	Parent Involvement Committee Principal Teachers	2009-2010	Sign-in sheets in the office	Flyers sent to parents and community members	Parent sign-in sheets
Provide an activity night each semester that focuses on parent/child involvement in learning activities	Principal Counselor Teachers	2009-2010	PTO Community, Parents, and Teachers	Schedule of activities	Parent sign-in sheets
Update the campus webpage with upcoming events, newsletters, and up-to-date information	Technology Personnel Principal Counselor	2009-2010	Website Campus newsletters	Documentation of website	Record the number of times the materials were accessed
Provide parents with information to sign up for Family Access	Executive Director of Student and Support Services	2009-2010	Skyward	Enrollment forms	Numbers of parents enrolled

	Principal				
Provide information to new enrolling parents regarding district attendance zones on WISD webpage	Superintendent Assistant Superintendent Technology Personnel Principal	2009-2010	Webpage Attendance zones	Documentation of attendance zones	Record the number of times the information was accessed
Schedule ESL, GT, and Title parent information sessions	Curriculum Director Principal Counselor Teachers	2009-2010	Program manuals and guidelines	Agendas	Parent sign-in sheets