

Stanton-Smith Elementary School



Campus Plan 2008-2009

Revised: 12/10/2009

Mission Statement

At Stanton-Smith Elementary School, our goal is a well-balanced curriculum, self-assured students, and knowledgeable young adults competent to meet the challenges of life and the future needs of society.

Campus Administrators

Curtis Williams, Principal
Sterling Haskell, Asst. Principal
Leaurme Black, Counselor

Campus Site Based Planning Team

Faculty

Tommie Grinnell
Jesse Gill
Brenda Glover
Melissa Alexander
Tonya Reynolds
Jill Herrington
Celia Ethridge
Doris Turner
Wendy Howard
Elaine Weinbrenner
Mary Gilpin

Central Administration

Dennis Miller
Daniel Dupree

Community and Business

Judy Kunzman
Betsy Rountree

Comprehensive Needs Assessment Tools

Student Assessments:

Texas English Language Proficiency Assessment System (TELPAS)	Texas Assessment of Knowledge and Skills (TAKS)
Texas Reading Proficiency Test in English (RPTE)	Cognitive Abilities Tests
Texas Primary Reading Inventory (TPRI)	Achievement Assessments
Gifted and Talented Matrix	Oral and Written Language Assessments (ITPE/IDEA)
Six Weeks Benchmark Assessments	Subject TEKS Benchmark Tests
Attendance Accounting	Special Education Data
504 Data	Dyslexia Screening
Teacher Observations	Pre/Post Tests
Kindergarten Diagnostic Instrument (KDI)	
Observation Summary / Reading Recovery	

Teacher Assessments:

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

Campus Assessments:

Campus Rating	Academic Indicator System (AEIS)
Program Evaluations	Annual Yearly Progress Report (AYP)
Special Education Compliance Rating	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)
Reading Recovery	English as a Second Language

PERFORMANCE OBJECTIVES MATRIX FOR TAKS
Campus Holloway Middle School
Grade Level 5th-6th

Student Group/Program	2002 2003		2003 2004		2004 2005		2005 2006		2006 2007		2007 2008	
	5	6	5	6	5	6	5	6	5	6	5	6
Mathematics												
All Students	90	93	87	90	89	86	96	86	96	86	95	87
White	93	96	90	96	94	88	98	90	98	90	98	90
African-American	67	71	70	61	55	72	80	50	80	50	87	73
Hispanic	73	73	79	61	76	91	95	94	95	94	75	76
Eco. Disadvantaged	95	82	73	83	80	75	90	78	90	78	94	77
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	70	29
ESL/Bilingual	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
At Risk	62	71	55	71	73	64	85	73	85	73	87	66
TLI Summary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Student Group/Program	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	5	6	5	6	5	6	5	6	5	6	5	6
Reading												
All Students	86	95	84	94	88	90	93	91	92	97	94	87
White	90	96	86	95	91	90	95	94	93	97	95	90
African-American	52	95	70	83	67	81	83	69	78	96	90	73
Hispanic	67	73	68	71	81	100	80	82	94	95	83	76
Eco. Disadvantaged	78	87	90	89	81	87	85	83	86	94	92	77
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	29
ESL/Bilingual	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
At Risk	46	80	48	78	66	72	78	79	79	92	82	81
TLI Summary	78	N/A	78	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

PERFORMANCE OBJECTIVES MATRIX FOR TAKS
Campus Holloway Middle School
Grade Level 5th-6th

Student Group/Program	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008		Student Group/Program	2004 5th	2005 5th	2006 5th	2007 5th	2008 5 th
Attendance	97.4	96.9	96.7	97	96.8	96.9	96.7		Science					
									All Students	70	65	82	86	88
Tardies									White	76	69	84	90	92
									African-American	41	32	63	56	69
Discipline Referrals									Hispanic	47	44	65	76	68
									Eco. Disadvantaged	53	58	69	72	82
Violence Incidents									Special Education	N/A	N/A	N/A	67	66
									ESL/Bilingual	N/A	N/A	N/A	N/A	N/A
Drop Out Rate									At Risk	31	26	57	65	66
									TLI Summary	N/A	N/A	N/A	N/A	N/A

**STANTON-SMITH ELEMENTARY SCHOOL
CAMPUS NEEDS ASSESSMENT**

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

Upon reviewing TAKS assessment data for the previous years, TAKS scores in both Reading and Math for 6th grade students have continued to remain fairly consistent. However, for the 2007-2008 school year, Reading scores dropped across all 6th grade areas. For 2007 – 2008, the sixth grade Math overall scores moved up 1% from 86% to 87. While the Hispanic scores dropped from 94 to 76%, African American scores rose 23% from 50 to 73% passing. White student scores remained consistent at 90% and Economic Disadvantaged students also remained fairly consistent dropping 1% from 78 to 77%. At-Risk students' scores dropped 11% from 92% to 81. Sixth grade overall reading scores were down 10% dropping from 97% to 87. White student scores decreased 7% from 97% to 90%; African American scores also dropped from 96 to 73%. The Hispanic group also dropped 19% from 95 to 76 %. Economic disadvantaged scores also showed a 17% drop from 94% to 77% and the At-Risk group decreased 11% from 92 to 81%.

Fifth grade overall Math TAKS scores were down 1% from 96%, but still healthy at 95% and TAKS reading was up 2% from 92% to 94%. The White subgroup in math stayed consistent at 98% and African American scores increased 7% from 80 to 87%. Hispanic scores dropped from 95 to 75%, but the Economic Disadvantaged subgroup increased 4% from 90 to 94%. At risk students also increased slightly from 85% to 87%. Fifth grade Reading overall scores for this year showed only a 2% increase, but the increase was from 92% to 94% Subgroup results in Reading showed an increase in every subgroup with the exception of Hispanic student scores which dropped 11% from 94 to 83%. White student scores increased 2% from 93 to 95% and African American scores rose 12% from 78 to 90%. The Economic Disadvantaged subgroup showed a 6% increase moving from 86% to 92% and the At-Risk scores increased 4 points from 79% to 82

With the continued district and campus emphasis on the fifth grade Science curriculum, Science scores for all fifth grade subgroups, with the exception of the Hispanic students, showed continued improvement. Overall student scores increased 2% from 86% to 88%. White student scores rose 2% from 90 to 92% and African-American scores rose 13 points from 56 to 69%. Hispanic scores dropped 8%, from 76% to 68%. The Economic Disadvantaged subgroup jumped 10 points from 72% to 82%. Our At-risk group also continued to rise slightly, moving up 1% points from 65 % to 66% mastery.

At the end of the 2007-2008 school year, all fifth grade students are required to pass both the reading and math portions of the TAKS. Thirty-one students did not pass one or both of the TAKS assessments on the first two administrations. Of these 31 students, 13 failed to master the Reading TAKS and 11 failed Math. Seven students failed both the Reading and the Math assessments. Summer remediation was provided for these students. After the third testing, 318 students of the 327 tested, or 97% of the fifth grade, passed the Math portion for TAKS. For Reading, 312 of the 326 students tested, 96%, passed the assessment.

The Annual Yearly Progress (AYP) report issued for the 2007-2008 school year showed the campus to be Academically Acceptable and the Holloway campus met AYP expectations with no negative indicators in any category.

The fall of 2008-2009 will usher in a new campus alignment for the Whitehouse Independent School District. A new elementary, Stanton-Smith Elementary, will open its doors and with it, all elementary campuses in the district will assume a Pre-K through 5th grade alignment. With this new alignment, students will no longer change campuses every two years, but will attend a campus until the end of the 5th grade year. This grade level arrangement will allow campuses to better align instruction and provide better continuity for students.

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

As we begin the fall of 2008, Stanton-Smith Elementary campus will be aligned Pre-K through 5th grade. Grade level and curriculum alignment for the campus will be self-directed by the campus. The scope and sequence of the curriculum will follow district guidelines and will be campus driven. All grade levels on the campus will now have ownership in the TAKS and the new campus grade level configurations will allow for the campus to align instruction Pre-K through 5th grade. Benchmark tests for each subject will be refined during the school year and the DMAC benchmark assessment system will allow teachers to analyze student responses on each six weeks test. Student fatigue continues to impact TAKS assessment results and consequently, Benchmark tests will include longer and more rigorous passages in order to build student stamina. Teachers will continue to receive additional training in Balanced Literacy, Math and Science strategies. A science lab will be available to all grade levels and additional science materials and manipulatives will be provided. The Physical Education and Health curriculum will again focus on student fitness and lifestyles. The PE program will continue with the Fitness Gram Program initiated in 2007-2008.

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

Classrooms on the Stanton-Smith Elementary Campus will be equipped the most recent technology that is available for educational instruction. Each classroom on the campus will be fitted with ceiling mounted projection units and with flat screen digital monitors. In addition, the campus will provide, as quickly as possible, digital visualizers (Elmo, Lumens) for instruction in the classroom. The campus and district will continue to train staff in the use of district software applications and programs. The campus staff will continue to refine skills in the use of technology as an instructional tool in the classroom. Teachers will incorporate "e instruction units" into classroom instruction. Students will be given additional technology instruction in the campus computer lab. Classroom computers will either be upgraded or replaced during the 2008-2009 school year to meet the increased demands of new district software and programs.

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

TAKS results continue to indicate that the scores of subgroups show a need for intervention. In effort to continue to meet the needs of these subgroups, the campus will provide staff and parents the latest information in regard to 504, ESL, Special Education, Gifted and Talented, and At-Risk policies and procedures and the Student Success Initiative (SSI). The Campus-Wide Title staff will again be employed on the campus to provide intervention for At-Risk students in reading and math. Two Academic Support Centers will be designated to work either K-2nd grade or 3rd through 5th grade. The campus will also utilize state and federal funds for Accelerated Reading and Math Instructional programs and staff. The campus will continue to provide English as a second language (ESL), Dyslexia, Reading Recovery, and Special Education instruction for qualifying students. In compliance

with the Three Tier Instructional Model, students will be provided accommodations through the regular classroom instructional setting and accelerated instruction will occur through Title and At-Risk intervention programs. Only after exhausting these avenues will a student be considered for special education services. Gifted and Talented students on each campus will now be served through a district-wide “pull-out” program.

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

Once again, results from TAKS data indicate that African-American, and the Economic Disadvantaged subgroups continue to require additional instructional strategies. Therefore, the campus will provide teachers and staff with opportunities for training with regard to identifying special population students, the process for the referral of these students, the Three Tier Instructional Model, and information on identified population students and their accommodations. Once identified, these students will be provided small group instruction, dyslexia training if appropriate, classroom tutorials and remediation for identified At-Risk students. All students not meeting minimum standards on any portion of the 3rd grade reading TAKS assessment or 5th grade TAKS assessment in Reading and/or Math will have an individual Accelerated Instruction Plan (AIP) developed for the 2009-2010 school year. Extended year programs will be continued for identified At-Risk students. District “Bubble Student” funding will continue, providing remediation and additional instruction for students in TAKS assessed grades.

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

The Stanton-Smith Elementary Campus will provide a character education program for students. Ten students in fourth grade and ten fifth grade students will be trained as peer mediators using the Region VII Educational Service Center model. After students are trained, peer mediation is available to all students on the campus as a positive means of conflict resolution. In compliance with state guidelines, a team of teachers has been trained in Crisis Prevention Intervention and the Texas Behavior Support Initiative and in the fall will be trained in the methodology and implementation of strategies for the Student Intervention Review team. The campus and district, in association with Region VII Education Service Center, will continue to implement the Coordinated Health Program (CATCH) into the curriculum. The campus will also provide an intervention/counseling program to meet the state law in regard to “Dating Violence” intervention. The campus will also participate in “Red Ribbon” drug awareness week in October and will have the district contracted “Drug Dog” visit the campus throughout the year. The campus will also review the District Emergency Operations Procedures and then develop the Stanton-Smith Emergency Operations /Campus Crisis Management Plan.

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

The campus site-based team is an integral part of the campus planning and operation. The site based interview team will assist the campus administration in conducting interviews of candidates for campus instructional positions. The committee will make recommendations to the campus principal. The team and the principal strive to employ only highly qualified teachers for these positions. All employees are either required or encouraged to continue with professional development training. On the Stanton-Smith Elementary campus, ALL classroom teachers are encouraged to obtain the 30-hour Gifted and Talented certification through the Region VII Education Service Center. In addition, all staff are afforded opportunities to attend regional and state professional development offerings either through in-service, workshops, conferences or seminars.

A conscientious effort is made to ensure that all low-income students and minority students are afforded the same educational opportunities as every other student on the campus and that a “highly qualified” teacher instructs each student. All educational assistants providing direct services to students are “Highly Qualified”.

***Goal VIII: Increase parent involvement on the campus.**

At Stanton-Smith Elementary School, we encourage parents to become involved in our campus. The Stanton-Smith Parent/Teacher Organization (PTO) will support the campus through volunteers who will work one to one with At-Risk and subgroup populations to improve reading, writing, math and skills. The PTO may provide funds to assist the campus purchase items the staff needs to implement instruction. Fifth grade students, in accordance with the Science TEKS, will attend the Camp Tyler Outdoor School for two “day” sessions experiencing “hands on” involvement in science activities. Parents are encouraged to volunteer to assist in staffing the program. Parents will also be involved in the production of the Stanton-Smith Yearbook.

Parent orientations will again be held at the beginning of the school year and parents are encouraged to meet their child’s teachers and discuss both classroom and campus policies and procedures. On the Stanton-Smith Elementary Campus, parents are viewed as a multi-faceted component of our education process.

**Stanton-Smith Elementary School
Campus Plan
2008-2009**

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

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

Effective School Correlate: **Assessment**

IMPLEMENTATION

EVALUATION

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Reorganize campus grade alignment Pre-K through 5 th grade.	All Staff	August 2008	District and Campus budget and personnel	Three year plan to build new elementary campus and to reorganize all elementary campuses	Opening of Stanton-Smith Pre-k through 5 th grade elementary in August 2008
Identify each student failing to meet TAKS minimum expectation requirements & develop individual subject remediation strategies	All Teachers	Mid-October 2008	List of non-mastery students	Individual strategies	TAKS Data
Analyze TAKS data & conduct individual student-teacher conferences addressing non-mastered reading, math and science objectives	All Teachers	End of 1 st 6 weeks 2008	TAKS Data	Chart individual students	Student growth on profile
Target performance of African American, Hispanic & economically disadvantaged subgroups and other identified At-Risk students on all assessment information	Principal All Teachers	2008-2009	Student analysis reports to the principal each 6 weeks	Results of TAKS, TPRI, RPTE, DMAC Benchmark tests	Assessment instruments
Implement more coordinated and effective teaching strategies for Math instruction incorporating new math textbook adoption grades K-5 th	Principal Math Teachers K-5	2008-2009	Bi-weekly Math meetings New math textbook	Minutes from meetings	TAKS results and data
Provide instruction and practice in using higher level thinking skills in all academic areas.	All Teachers	2008-2009	Lesson plans identifying activities using higher order thinking skills	Roster of students attending tutorials	6 weeks report card

**Stanton-Smith Elementary School
Campus Plan
2008-2009**

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

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

Effective School Correlate: **Assessment**

IMPLEMENTATION

EVALUATION

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Restructure Outdoor School schedule providing a two day "Day Only" instructional program for 5 th grade and "Books Alive" for 1 st grade students	Principal 5th grade teachers Camp Tyler teachers Parents	2008-2008	Outdoor School tuition \$3,500	Attendance at Outdoor School	Science TAKS Results for 5 th grade students and classroom discussions for 1 st grade students
Coordinate Science TEKS/Activities and alignment with grade K-5 th teachers	Principal 3 rd , 4 th , 5 th grade teachers	2008-2009	Purchase additional FOSS Kits for science teachers as needed	POs for Kits (\$500 each)	Incorporation of FOSS Kits into instruction Science TAKS results Spring 2009
Continue to provide professional development for Science instruction; send teachers from 3 rd , 4 th and 5 th grade to science conference	Curriculum Director Principal Teachers	Fall 2008	District and Campus budget	Registration & Attendance	Science TAKS results Spring 2009 Attendance at conference Presentation to campus science faculty
Purchase additional Science resource materials for grades K-5 th	Curriculum Director Principal Science IC	Fall 2008	District & Campus budget	Order Science resources	Lesson plans and use of resources in classrooms
Student attendance will meet or exceed 96%	Principal Attendance clerk Teachers	2008-2009	Attendance incentives weekly and by 6 weeks	Attendance each 6 weeks	Attendance rate at end of year

**Stanton-Smith Elementary School
Campus Plan
2008-2009**

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 Math, Language Arts, Social Studies, and Science.**

Effective School Correlate: **Curriculum**

Strategies/Initiatives	Person Responsible	IMPLEMENTATION		EVALUATION	
		Time Line	Resources	Formative	Summative
Alignment curriculum vertically and horizontally in Math, Science, Social Studies, & Language Arts	Principal All Teachers	2008-2009	Schedule of workdays for curriculum teams	Curriculum document	District budget for subs
Refine DMAC benchmark tests at each grade level by six-weeks in Math, Language Arts, Social Studies, and Science. Benchmark tests to be increased in length to build student reading stamina and endurance	Principal All Teachers	2008-2009	Schedule of workdays for teachers to align TEKS and develop tests	Refined TEKS alignment forms and Benchmark tests	District budget for subs
Train new staff in use of DMAC six-weeks benchmark assessment program	Principal New Teachers Grade level Team Leaders ISS Educational Assistant	2008-2009	District Instructional Consultants	Utilization for System for each 6 weeks test	Development of classroom tests and 6 weeks benchmark tests
Provide campus staff development in the implementation of Balanced Literacy strategies for grades K – 5th	Language Arts Teachers Language Arts Instructional Consultant	August 2008 Fall 2008	Campus and District budget \$1,000.00	Schedule of training dates	Implementation in the classrooms

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Utilize new District Staff position (Science/Health/PE Instructional Consultant) to strengthen campus science instructional alignment and to supervise administration of Fitness Gram in grades 3 rd – 5 th	Exec. Director of Curriculum Science IC Principal Science teachers PE Teachers	Fall 2008 & Spring 2009	Meetings and visits with Science/Health IC	Dates and minutes of visits and meetings. Implementation of Fitness Gram assessments	Adoption and implementation of aligned programs and comparison of Fitness Gram pre and post assessments

**Stanton-Smith Elementary School
Campus Plan
2008-2009**

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 School Correlate: **Technology**

IMPLEMENTATION

EVALUATION

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Provide new computer lab and computers for student use	District Technology Director Principal Teachers	Fall 2008	District budget for hardware and software	Installation of hardware and software	Student use of computer hardware and software
Provide students with appropriate software applications for research & inquiry	Principal Teachers Computer lab instructor	2008-2009	Campus Budget	Installation of software	District and campus technology budget
Continue to train staff in use and implementation of DMAC Benchmark Assessment System, Gradebook, Skyward and TPRI	Director of Technology Teachers Math IC	2008-2009	District Technology Staff	Schedule of training	List of trained staff and the use of DMAC assessment, Gradebook, Skyward and TPRI and other district assessment tools
Continue the use of attendance and grading programs by teachers in each classroom	Director of Technology Principal Teachers	2008-2009	District Staff District Funds for software	Incorporation and use by teachers	Student attendance recorded through classroom computer; implementation of grade book program
All Teacher computers on campus will be latest editions available or upgraded to meet newest specification requirements	Director of Technology Principal	Fall 2008	Campus Budget District Budget \$700.00 per computer	Purchase orders	Installation of computers
Purchase additional classroom projectors and digital visualizers (Lumens) for all teachers and provide training and access of United Streaming website information.	Principal Teachers Director of Technology	2008-2009	District and Campus Budget	POs for equipment Site licenses	Installation and use of technology

**Stanton-Smith Elementary School
Campus Plan
2008-2009**

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 special programs.**

Title Funds: \$141,866

Effective School Correlate: **Instruction and Assessment**

FTE's: 3.54

IMPLEMENTATION

EVALUATION

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Provide small group instruction for identified 3 rd , 4 th & 5 th grade students through Accelerated Reading and Math Instruction (ARI/AMI)	Principal Central Office ARI/AMI Personnel	Nov 2009	ARI/AMI Funds \$10,073 FTE's: .32	Roster of Students identified using ARI/AMI criteria	1 st and 2 nd Reading and Math TAKS results
Target adequate yearly progress of students	Counselor Teachers	2008-2009	TEA Guidelines TAKS Results Spring 2009	Individual student TAKS results Sub-group results	TAKS results Spring 2009 Number of AIP required by non-mastery
Provide ESL instruction for qualified students	ESL Teachers	2008-2009	Roster of students qualifying for ESL services	Lesson plans, RPTE results	Campus budget for ESL supplies
Provide small group instruction for K-5 th grade At-Risk students through school-wide Title I personnel	M. Qualls W. Howard	2008-2009	Title Funds	Organization of classroom roster of students attending instruction	TAKS results
Campus Resource classes to align with K- 5 th grade classes and schedules allowing resource students to remain in mainstream classrooms	Principal Teachers K.Youngblood	August 2008	District and Campus Funds	Schedule individual resource students into regular classrooms	Class rosters and student attendance in classes

**Stanton-Smith Elementary School
Campus Plan
2008-2009**

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.**

Comp. Ed. Funds: \$43,966

Effective School Correlate: **Instruction and Assessment**

FTE's: 1.90

IMPLEMENTATION

EVALUATION

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Maintain a tracking system & provide sufficient documentation for identification & progress of At-Risk students and ARI/AMI students	Principal Counselor M. Qualls W. Howard ARI/AMI teachers	2008-2009	Documentation for identification of At-Risk students and ARI/AMI students	List of At-Risk students as designated by at-risk indicator criteria and by ARI/AMI indicator criteria	At-Risk criteria TAKS results Six Weeks Grades 6 weeks benchmark tests
Provide all staff with training in regard to special population policies and procedures; how to support identified special populations, and with a list of all special population students & accommodations	Counselor Principal Staff	2008-2009	List of special population students	Teachers given copies of modifications for all special populations	List of students and modifications
Continue to refine follow-up procedures for CORE/SIT team referrals. Incorporate SIT procedures and format	Counselor CORE/SIT team members	2008-2009	Student referrals	SIT meeting, action & follow-up	SIT documentation of student progress
Provide supplemental tutorial programs for students identified as At-Risk	Principal Teachers	2008-2009	State, Local and Campus Funds	Identification of At-Risk students TAKS Results Grade Averages Teacher recommendation	Pre & Post Tests TAKS results Attendance Percentage Six Weeks Grades
Provide small group instruction for at-risk students through Title I and ARI/AMI teachers	M.Qualls W.Howard S.Humphrey ARI/AMI teachers	2008-2009	District budget for Title positions and and ARI & AMI staff	Roster of students attending small group instruction	Six weeks test results TAKS results

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Provide small group instruction for dyslexic students	Martha Waggonner	2008-2009	State and Local Funds	Roster of students qualified for instruction	Lesson plans, classroom evaluations for individual students, Brigance & STEIGLITZ Evaluations, TAKS results
Incorporate and utilize DAEP as a part of discipline management plan	Principal Assistant Principal	2008-2009	Number of referrals of students for DAEP	Number of students sent to DAEP and time spent	District Budget for DAEP
Develop Accelerated Instruction Plan (AIP) for each 3 rd grade student not mastering Reading TAKS and each 5 th grade student not mastering either or both Math and Reading TAKS	Counselor 3 rd grade teachers 5 th grade teachers Principal	Spring 2009	Faculty and staff 3 rd & 5 th grade TAKS results	List of students and development of plan	Implementation of AIP
Provide Paraprofessional staff in the prekindergarten classrooms to assist with instruction	Principal Teachers	2008-2009	State compensatory and Local Funds	Class Rosters	Pre-K report card results KDI pre/post test results

**Stanton-Smith Elementary School
Campus Plan
2008-2009**

Goal Six: **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**

IMPLEMENTATION

EVALUATION

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Establish Character Education Program and incorporate "Gold Slips" For positive student choices.	Counselor Principal Teachers	2008-2009	Character Education materials \$500	Develop curriculum Provide "Gold Slip" program	Schedule meetings Gold Slips given to students
Provide Crisis Prevention Intervention Training and Texas Behavior Support Initiative for additional staff	Principal Selected Teachers	2008-2009	District budget for subs	Certificates of completion	Schedule training
Participation in district wide drug free initiative	Principal Counselor	October 2008	District funds	Attendance documentation	Schedule of activities & programs (Red Ribbon)
Establish "Dating Violence Intervention Program"	Counselor	Fall 2008	Counselor	State Law requirements	Intervention Log
Provide Peer Mediation training for 20 4 th & 5th grade students	Counselor Principal	October 2008	Counselor Principal	Certificates of completion	List of students trained and mediations completed during year
Contract to provide "Drug Dog" for random inspection of the campus and "Red Ribbon" week presentation	Richard Peacock Counselor Principal	October 2008 and 2008-2009	District drug education funds	Contract	Number of visits
Revise and update Emergency Operations Plan / Campus Crisis Management Plan	Principal Assistant Principal Teachers	Fall 2008	District & campus management plans	Meeting with architect of new campus and city and county officials in regard to fire, tornado and disaster procedures	Revised Plan designed for new multi-floor campus
Establish CATCH Program on Campus	CATCH Campus committee	Fall 2008	CATCH Grant District Budget	CATCH Committee Copy of Grant	Implementation of CATCH program on campus

**Stanton-Smith Elementary School
Campus Plan
2008-2009**

Goal Seven: **The campus 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**

Strategies/Initiatives	IMPLEMENTATION			EVALUATION	
	Person Responsible	Time Line	Resources	Formative	Summative
Incorporate site-based interview team in the interview process	Principal Site base committee	Spring 2009	District Salary	List of applicants	Top 3 candidates
Provide opportunities for professional development	Principal Teachers/Staff	2008- 2009	\$2900.00	Workshop registration	Workshop attendance
Ensure that students are taught by teachers and educational assistants that meet criteria for “highly qualified” as established by NCLB	Principal Interview Team	August 2008	Employment criteria	Staff certifications and training	Certifications
Ensure that low income and minority students are provided with “Highly qualified” staff members at the same rate as all other students	Principal	August 2008	Employment criteria	Staff credentials	Class rolls and staff assigned to classes

**Stanton-Smith Elementary School
Campus Plan
2008-2009**

Goal Eight: **Increase parent involvement on the campus.**

Objective: **To involve parents in meeting the educational needs of children.**

Effective School Correlate: **Parent Involvement**

Strategies/Initiatives	Person Responsible	IMPLEMENTATION		EVALUATION	
		Time Line	Resources	Formative	Summative
Involve parents in Outdoor school Program reorganization from overnight to a two day "Day Only" program and "Books Alive" for 1 st grade students	Principal 5 th grade Teachers Parents	Fall 2008	Parents Teachers Camp Tyler	Parents involved in program	Parents attending two day program
Provide parent information in regard to 3 rd & 5 th grade Student Success Initiative (SSI), Accelerated Instruction Plan (AIP) and Grade Placement Committee (GPC)	Principal Counselor Teachers	Fall 2008 Spring 2009 Summer 2009	Parent contact And brochures from TEA	List of students not meeting expectations on 3 rd grade Reading and 5 th grade math and Reading TAKS	AIP form completed by parent GPC form completed by parent
Provide campus orientation for parents in regard to policies, procedures, and course offerings	Principal Counselor Teachers	September 2008	Campus staff	Scheduled presentations	Parental attendance
Establish Stanton-Smith Elementary School PTO	Principal PTO Officers Campus staff	Fall 2008	Parents PTO Budget	PTA officers and scheduled meetings.	PTA meetings 2008-2009
Incorporate parents and community into campus activities. (Outdoor school, PTO, campus volunteers, etc)	Principal Teachers Parents	2008-2009	Parents Community members	Application sheets submitted by parents	Attendance sheet of volunteers

Title I School Wide Plan Ten Components

1. Comprehensive Needs Assessment

Page 2 Comprehensive Needs Assessment Tools (Listed Assessment)

2. School Wide Reform Strategies

Page	9	Goal One:	Box 1: Reorganize campus grade alignment Pre-K through 5 th grade
Page	9	Goal One:	Box 6: Implement more effective strategies for math instruction
Page	11	Goal One:	Box 4: Continue Balance Literacy strategies in 5 th grade
Page	14	Goal Four:	Box 3: Provide ESL instruction via District Personnel
Page	14	Goal Four:	Box 4: Provide small group instruction via Title Personnel
Page	15	Goal Five:	Box 4: Provide supplemental tutorial program for students identified as At-Risk
Page	15	Goal Five:	Box 5: Provide small group instruction via District Personnel
Page	16	Goal Five:	Box 1: Provide small group instruction for dyslexic students

3. Instruction By Highly Qualified Professional Staff

Page	14	Goal Four:	Box 3/4: Title Personnel is a Certified Teacher
Page	15	Goal Five:	Box 4/5: District Personnel is Highly Qualified Paraprofessional
Page	18	Goal Seven:	Box 3/4: District Ensures that students are taught by Highly Qualified staff

4. Ongoing Professional Development

Page	10	Goal One:	Box 3: Send teachers to subject specific conferences
Page	18	Goal Seven:	Box 2: Provide for opportunities for staff professional development

5. Strategies to Attract High Quality Teachers

Page	18	Goal Seven:	Box 1: Site base team interviews of candidates
Page	18	Goal Seven:	Box 2: Provide opportunities for professional development
Page	18	Goal Seven:	Box 3: Ensure that students are taught by teachers that meet NCLB criteria
Page	18	Goal Seven:	Box 4: Ensure that low income and minority students are provided with highly qualified staff at same ratio as all students

6. Parental Involvement

- Page 19 Goal Eight: Box 2: Provide parent information in regard to SSI, GPC, and AIP for identified students
- Page 19 Goal Eight: Box 3: Provide campus orientation for parents in regard to policies, procedures and course offerings
- Page 19 Goal Eight: Box 4/5: Provide opportunities for parent involvement in campus programs (PTO, Camp Tyler Outdoor School, Campus Yearbook)

7. Transition Activities for Preschool Activities

- Page 15 Goal Five: Box 4: Provide supplemental tutorial program for students identified as at-risk

8. Inclusion of Teachers in Academic Assessment Decisions

- Page 9 Goal One: Box 3: All teachers analyze TAKS data and conduct individual student-teacher conferences
- Page 9 Goal One: Box 2: Identify each student failing to meet TAKS minimum expectations and develop individual subject remediation strategies
- Page 11 Goal Two: Box 2/3: Incorporation of DMAC Assessment System to be used for each Benchmark evaluation and evaluation of student responses
- Page 16 Goal Five: Box 3: Develop Accelerated Instruction Plan (AIP) for all students failing 3rd grade Reading, 5th grade Reading or 5th grade Math TAKS

9. Assistance Strategies for Students Experiencing Difficulties Mastering the Proficient and Advanced Levels of Achievement Standards.

- Page 9 Goal One: Box 2: Develop individual subject remediation for all students failing to meet TAKS requirements
- Page 9 Goal One: Box 3: Provide increased instruction and practice using higher level thinking skills in all academic areas
- Page 11 Goal Two: Box 4: Implementation of Balanced Literacy strategies
- Page 14 Goal Four: Box 3: Provide ESL instruction through District Personnel
- Page 14 Goal Four: Box 4: Provide small group instruction through Title Personnel
- Page 15 Goal Five: Box 5: Provide after school tutorial program for at-risk students
- Page 14 Goal Four: Box 4: Provide small group instruction for at-risk students through District personnel
- Page 16 Goal Five: Box 1: Provide small group instruction for dyslexic students

10. Coordination and Integration of Federal, State, and Local Service Programs.

Page	14	Goal Four:	Box 2: Target adequate yearly progress of students
Page	14	Goal Four:	Box 4: Provide small group instruction for At-Risk students through Title Personnel
Page	14	Goal Four:	Box 3: Provide ESL instruction for qualified students
Page	14	Goal Four:	Box 5: Restructure campus resource classes to meet Three Tier Instructional Model targeting mainstream instruction
Page	15	Goal Five:	Box 4: Provide supplemental tutorial programs for at-risk students
Page	15	Goal Five:	Box 5: Provide small group instruction for at risk students through Title I and ARI/AMI teachers.
Page	16	Goal Five:	Box 1: Provide small group instruction for dyslexic students
Page	17	Goal Six:	Box 1: Provide a Character Education Program for all students
Page	17	Goal Six:	Box 2: Provide Crisis Prevention Intervention training and Texas Behavior Support Initiative for appropriate staff
Page	17	Goal Six:	Box 3: Participation in district and state drug free initiative
Page	17	Goal Six:	Box 4: Establish "Dating Violence" Intervention Program
Page	17	Goal Six:	Box 5: Provide Peer Mediation (Conflict Resolution) Training for students and implementation of program