

# Stanton-Smith Elementary School



## Campus Plan 2009-2010

## **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**

Jesse Gill  
Angie Downs  
Melissa Alexander  
Tonya Reynolds  
Jill Herrington  
Celia Ethridge  
Doris Turner  
Wendy Howard  
Melissa Qualls  
Mary Gilpin

#### **Central Administration**

Tony Black

#### **Community and Business**

Kevin Huckabee  
Rita Galbraith  
Amy Drott  
Jana Hancock

# 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)	Rigby Benchmark Assessments
Observation Summary/DLM Assessments	

## Teacher Assessments:

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

## 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)
	English as a Second Language

**PERFORMANCE OBJECTIVES MATRIX FOR TAKS**  
**Campus Stanton Smith Elementary School**  
**Grade Level PreK – 5<sup>th</sup>**

	2008-2009			2009			2010			2011		
	3	4	5	3	4	5	3	4	5	3	4	5
<b>Mathematics</b>												
All Students	93	86	98									
White	94	93	100									
African-American	85	50	89									
Hispanic	100	83	100									
Eco. Disadvantaged	91	69	94									
Special Education	90	N/A	N/A									
ESL/Bilingual	N/A	N/A	N/A									
At Risk	93	35	97									

Student/Group Program	2008-2009			2009			2010			2011		
	3	4	5	3	4	5	3	4	5	3	4	5
<b>Reading</b>												
All Students	99	86	98									
White	99	93	100									
African-American	87	50	89									
Hispanic	100	83	100									
Eco. Disadvantaged	94	61	95									
Special Education	100	N/A	N/A									
ESL/Bilingual	N/A	N/A	N/A									
At Risk	93	47	97									

**PERFORMANCE OBJECTIVES MATRIX FOR TAKS**  
**Campus Stanton-Smith Elementary School**  
**Grade Level PreK-5th**

<b>Student Group/Program</b>	2008 2009	2009 2010	2010 2011	2011 2012	2012 2013			<b>Student Group/Program</b>	2008- 2009 5 <sup>th</sup> Science		2008- 2009 4 <sup>th</sup> Writing		
Attendance	96.7							<b>5<sup>th</sup> Science &amp; 4<sup>th</sup> Writing</b>					
								All Students	87		97		
Tardies								White	92		99		
								African-American	65		87		
Discipline Referrals								Hispanic	100		100		
								Eco. Disadvantaged	77		93		
Violence Incidents								Special Education	N/A		N/A		
								ESL/Bilingual	N/A		N/A		
Drop Out Rate								At Risk	75		81		

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

**2008-2009 TEA Recognized Campus**

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

In analyzing the inaugural TAKS assessment data for the Stanton-Smith Campus, TAKS scores in all three grade levels were above the “Recognized” standard. Third grade information showed an impressive 93% of the students passing Math and 99% passing Reading. In looking at the third grade subgroup data, only one area was less than Exemplary status; African-American Math scores were at 85% passing and this was the lowest ranking of all third grade scores. Other third grade math scores were as follows: White students 94%, Hispanic 100%, Economic Disadvantaged 91% and At-Risk at 93%. Reading scores were almost identical with 87% of the African-American subgroup passing the assessment; White students showed 99% passing, Hispanic 100%, Economic Disadvantaged 94% and At-Risk students at 93%.

Fourth grade data showed that 86% of the students passed both the Reading and the Math portions of the state assessments and 97% passed the Writing. Math scores resulted in 93% of White students passing, 83% Hispanic students passing and 50% of the African-American students mastering the assessment. In addition, 94% of the Economic Disadvantaged passed while 35% of the At-Risk students passed. In the TAKS Reading, results were as follows: White 93%, African-American 50% and Hispanic at 83%. Economic Disadvantaged students scored 61% passing and At-Risk students were at 47%. Writing scores were very good with 100% of Hispanic students passing, 99% of White student passing and 87% of the African-American students passing. Economic Disadvantaged students scored 93% passing and 81% of At-Risk students mastered the writing.

Fifth grade students also did well on their three state assessments. Fifth grade Science was the most challenging for our students with 87% of fifth grade mastering the test. White students scored 92%, African-American students 65% and Hispanic students 100%. Economic Disadvantaged students were at 77% and At-Risk students at 75%. Fifth grade Math and Reading scores were excellent and the results were almost identical. Each test was mastered by 98% of the students. One hundred percent of White students and Hispanic students passed both tests, and with African-American students, 89% mastered each of the tests. Likewise 97% of the At-Risk students passed both the Math and the Reading tests and though not quite identical, 94% of the Economic Disadvantaged passed the Math and 95% mastered the Reading.

Overall, assessment results were very good. However, the data does indicate needed areas of improvement. Fourth grade must address the African-American subgroup scores in both Reading and Math. In addition, fourth grade must also focus on the Economic Disadvantaged and the At-Risk subgroups. Fifth grade Science will also target strategies for improving African-American and the At-Risk subgroups. Fifth grade will be reorganized into a departmentalized concept and students will rotate through math, science, English and reading. In addition, Family night for math and science will be offered periodically throughout the year.

At the end of the 2008-2009 school year, all third grade students are required to pass the Reading TAKS and all fifth grade students are required to pass both the reading and math portions of the TAKS. All students in third grade mastered the Reading TAKS and in 5<sup>th</sup> grade only 3 students did not master one or both assessments; of these 3 students that attended summer TAKS remediation, one student took the Math test, one student the Reading and one student was required to take both tests.

The Annual Yearly Progress (AYP) report issued for the 2008-2009 school year showed the campus to be Academically Acceptable and the Stanton-Smith campus met AYP expectations with no negative indicators in any category.

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

TAKS results show that the campus must continue to focus on the African-American and the Economic Disadvantaged subgroups. To assist in reaching these subgroups, fifth grade teachers were trained during the summer in “Capturing Kids Hearts.” These teachers will then present this information to both district and campus teachers. Additional campus training will continue to occur throughout the fall semester. In addition, campus staff supervision will be reassigned to allow classroom teachers to meet regularly afterschool to plan both as a grade level and by subject areas. DMAC benchmark assessment will continue this year and the data will be used to target areas of student weakness.

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

The campus will continue to purchase the latest available technology resources and to provide training for all staff in the use of this technology during instruction. At the end of the 2009-2010 school year all classrooms will be equipped with projectors and document cameras. Throughout the year Interactive Whiteboards will be purchased to be utilized in classroom instruction. Staff training will continue in the areas of incorporating websites into instruction, the use of “e” Instruction interactive student response systems and in the use of the Interactive Whiteboards. The campus and district will purchase and incorporate four student laptop computers to be used by students in the Gifted and Talented program. The campus will then begin purchasing laptop computers for use in all classrooms.

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

TAKS results again 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 continue to be designated to work either K-2<sup>nd</sup> grade or 3<sup>rd</sup> through 5<sup>th</sup> 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 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 will continue to be served through a district-wide “pull-out” program.

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

Results from TAKS data continue to indicate that African-American and the Economic Disadvantaged subgroups will require additional instructional strategies. Therefore, the campus will continue to 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. When identified, these students will again 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 3<sup>rd</sup> grade reading TAKS assessment or 5<sup>th</sup> 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 expand our 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 staff will also be trained in campus security and safety during the August 2009 district inservice. Fifth grade teachers will also present “Capturing Kids Hearts”, an intervention program for students, to the faculty at the beginning of the year and periodically throughout the fall semester.

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

The site based interview team, as an integral part of the campus planning and operation, 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 will 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 science 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. The campus will also conduct Family Math and Science nights throughout the school year.

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  
2009-2010**

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**

Strategies/Initiatives	Person Responsible	IMPLEMENTATION		EVALUATION	
		Time Line	Resources	Formative	Summative
Reorganize 5 <sup>th</sup> grade alignment into departmentalized schedule	All Staff	August 2009	Campus personnel	5 <sup>th</sup> Grade student schedules	Student rotation through classes
Identify each student failing to meet TAKS minimum expectation requirements & develop individual subject remediation strategies	All Teachers	End of 1 <sup>st</sup> six weeks 2009	List of all students with cumulative folder information	Individual student assessment results	TAKS Data
Analyze TAKS data & conduct individual student-teacher conferences addressing non-mastered reading, math and science objectives	All Teachers	End of 1 <sup>st</sup> six weeks 2009	TAKS Data	Student inventory sheets targeting individual strategies for each student	Benchmark and TAKS assessments
Target performance of African American, Hispanic & economically disadvantaged subgroups and other identified At-Risk students on all assessment information	Principal All Teachers	2009-2010	Student analysis reports to the principal each six weeks	Results of TAKS, TPRI, RPTE, DMAC Benchmark tests	Assessment instruments
Implement more coordinated and effective teaching strategies for instruction	Principal Teachers K-5	2009-2010	Weekly curriculum & grade level meetings	Minutes from meetings	TAKS results and data
Provide instruction and practice in using higher level thinking skills in all academic areas.	All Teachers	2009-2010	Lesson plans identifying activities using higher order thinking skills	Roster of students attending tutorials	Six weeks report card

**Stanton-Smith Elementary School  
Campus Plan  
2009-2010**

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**

<b>Strategies/Initiatives</b>	<b>Person Responsible</b>	<b>Time Line</b>	<b>Resources</b>	<b>Formative</b>	<b>Summative</b>
Continue Outdoor School schedule providing a two day "Day Only" instructional program for 5 <sup>th</sup> grade and "Books Alive" for 1 <sup>st</sup> grade students	Principal 5th grade teachers Camp Tyler teachers Parents	2009-2010	Outdoor School tuition \$3,500	Attendance at Outdoor School	Science TAKS Results for 5 <sup>th</sup> grade students and classroom discussions for 1 <sup>st</sup> grade students
Continue to coordinate Science TEKS/Activities and alignment with grade K-5 teachers and departmentalization of 5 <sup>th</sup> grade providing equal time for all subjects	Principal All Teachers	2009-2010	Campus Planning	Minutes of subject area meetings	Science Benchmark and TAKS assessments
	5 <sup>th</sup> Grade Teachers	Fall 2009	5 <sup>th</sup> Grade Teachers	Individual student schedules	Student rotation through classes
Implement Math and Science Family Night activities throughout the year	Parents Principal Teachers	Fall & Spring 2009-2010	Campus Staff PTO	Invitations to parents	Attendance log
Utilize afterschool "Bus Time" for study hall and tutorials	Librarian Principal Teachers	Fall 2009	Librarian Campus Staff	Student assignments to areas of cafeteria	Lesson plans and use of technology in cafeteria
Student attendance will meet or exceed 96%	Principal Attendance clerk Teachers	2009-2010	Assistant Principal Attendance Clerk Parents	Attendance each 6 weeks	Attendance rate at end of year

**Stanton-Smith Elementary School  
Campus 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 Math, Language Arts, Social Studies, Science, Health and Physical Education.**

Effective School Correlate: **Curriculum**

Strategies/Initiatives	Person Responsible	IMPLEMENTATION		EVALUATION	
		Time Line	Resources	Formative	Summative
Align curriculum vertically and horizontally in Math, Science, Social Studies, Language Arts, & PE	Principal All Teachers	2009-2010	Schedule of workdays for curriculum teams	Curriculum document	District budget for subs
Continue 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	2009-2010	Schedule of workdays for teachers to align TEKS and develop tests	Refined TEKS alignment forms and Benchmark tests	Benchmark Assessments
Train new staff in use of DMAC six-weeks benchmark assessment program	Principal New Teachers (5) Grade level Team Leaders ISS Educational Assistant	2009-2010	District Instructional Consultants	Utilization of System for each 6 weeks test	Development of classroom tests and 6 weeks benchmark tests
Provide "Capturing Kids Hearts" training for staff	Adams, Cooksy, Stamps, Turner Curriculum Director Principal	July 2009	Campus and District budget \$2400.00	Attendance at conference	Information from conference
Staff will train campus in "Capturing Kids Hearts" strategies	Adams, Cooksy, Stamps, Turner	Fall 2009	Campus Staff	Presentation of information	Implementation in classrooms

<b>Strategies/Initiatives</b>	<b>Person Responsible</b>	<b>Time Line</b>	<b>Resources</b>	<b>Formative</b>	<b>Summative</b>
Strengthen campus physical education program through curriculum alignment and training and the integration of the health curriculum into the physical education classes	Exec. Director of Curriculum Science IC Principal Science teachers PE Teachers	2009-2010	Fitness Gram Workshops and inservice training District Budget	Implementation of Fitness Gram assessments Documentation for training sessions	Adoption and implementation of aligned programs and comparison of Fitness Gram pre and post assessments

**Stanton-Smith Elementary School  
Campus 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 School 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>
Purchase SmartBoards for classroom instructional use	District Technology Director Principal Teachers	Fall 2009	Campus budget for hardware and software	Installation of hardware and software	Instructional application of technology
Provide students with latest software applications and websites	Principal Teachers Computer lab instructor	2009-2010	Campus & District Budgets	Installation of software	Staff and student use of software
Continue to train staff in use and implementation of DMAC Benchmark Assessment System, Gradebook, Skyward and TPRI	Director of Technology Teachers Math IC	2009-2010	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
Purchase Laptop computers for student use	Director of Technology Principal Teachers Parents	2009-2010	District & Campus funds PTO donation \$3800.00	Purchase of computers (4)	Student use of laptop computers in classroom
All Teacher computers on campus will be latest editions available or upgraded as needed with transition to Laptop computers	Director of Technology Principal	2009-2010	Campus Budget District Budget \$700.00 per computer	Purchase orders	Installation of computers
Purchase additional classroom digital visualizers (Lumens) to complete goal of one in each classroom	Principal Teachers Director of Technology	Fall 2009	District and Campus Budget \$548.00 per item	List of classrooms needing Lumens	Installation and use of technology

**Stanton-Smith Elementary School  
Campus 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 special programs.**

Effective School Correlate: **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 small group instruction for identified 3 <sup>rd</sup> 4 <sup>th</sup> & 5 <sup>th</sup> grade students through Accelerated Reading and Math Instruction (ARI/AMI)	Principal Central Office ARI/AMI Personnel	Nov 2009	District Funds	Roster of Students identified using ARI/AMI criteria	3 <sup>rd</sup> 4 <sup>th</sup> & 5 <sup>th</sup> Grade Reading and Math TAKS results
Target adequate yearly progress of students	Counselor Teachers	2009-2010	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	2009-2010	Roster of students qualifying for ESL services	Lesson plans, RPTE results	Campus budget for ESL supplies
Provide small group instruction for K-5 <sup>th</sup> grade At-Risk students through school-wide Title I personnel	M. Qualls W. Howard S. Humphrey C. Hogenmiller	2009-2010	District Budget for Teachers' Salary	Organization of classroom roster of students attending instruction	TAKS results

**Stanton-Smith Elementary School  
Campus 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 Correlate: **Instruction and Assessment** **District At-Risk (“Bubble” Funds)**

**IMPLEMENTATION**

**EVALUATION**

<b>Strategies/Initiatives</b>	<b>Person Responsible</b>	<b>Time Line</b>	<b>Resources</b>	<b>Formative</b>	<b>Summative</b>
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	2009-2010	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 Six weeks benchmark tests
Each classroom teacher will complete an individual student inventory for every student in regard to pertinent academic information	Counselor Principal Staff	1 <sup>st</sup> six weeks of 2009	Individual student cumulative folders	Teachers complete spread sheet for each student	Teachers are knowledgeable of all educationally relevant student information
Continue to refine follow-up procedures for CORE/SIT team referrals. Incorporate SIT procedures and format	Counselor CORE/SIT team members	2009-2010	Student referrals	SIT meeting, action & follow-up	SIT documentation of student progress
Provide supplemental tutorial programs for students identified as At-Risk	Principal Teachers	2009-2010	District Budget Campus Budget	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 C.Hoganmiller ARI/AMI teachers	2009-2010	District budget for Title positions and ARI & AMI staff	Roster of students attending small group instruction	Six weeks test results TAKS results

<b>Strategies/Initiatives</b>	<b>Person Responsible</b>	<b>Time Line</b>	<b>Resources</b>	<b>Formative</b>	<b>Summative</b>
Provide small group instruction for dyslexic students	Martha Waggonner	2009-2010	District Budget	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	2009-2010	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 5 <sup>th</sup> grade student not mastering either or both Math and Reading TAKS	Counselor 5 <sup>th</sup> grade teachers Principal	Spring 2010	5 <sup>th</sup> Grade teachers and 5th grade TAKS results	List of students and development of plan	Implementation of AIP

**Stanton-Smith Elementary School  
Campus Plan  
2009-2010**

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**

<b>Strategies/Initiatives</b>	<b>Person Responsible</b>	<b>Time Line</b>	<b>Resources</b>	<b>Formative</b>	<b>Summative</b>
Continue Character Education Program and "Gold Slips" for positive student choices.	Counselor Principal Teachers	2009-2010	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	2009-2010	District budget for subs	Schedule training	Certificates of completion
Participation in district wide drug free initiative	Principal Counselor	October 2009	District funds	Attendance documentation	Schedule of activities & programs (Red Ribbon)
Continue "Dating Violence Intervention Program"	Counselor	Fall 2009	Counselor	State Law requirements	Intervention Log
Provide Peer Mediation training for 20 4 <sup>th</sup> & 5th grade students	Counselor Principal	October 2009	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 2009 and 2009-2010	District drug education funds	Contract	Number of visits
Installation and training in "RAPTOR" program	Principal Assistant Principal Teachers District Safety officer	Fall 2009	District budget	Installation of "RAPTOR"	Use each time adult enters building and log with information on individual adults
Provide Security and Safety staff development	District Safety officer	August 2009	Dan Reeves	Presentation of information	Implementation procedures on campus

**Stanton-Smith Elementary School  
Campus Plan  
2009-2010**

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**

<b>Strategies/Initiatives</b>	<b>IMPLEMENTATION</b>			<b>EVALUATION</b>	
	<b>Person Responsible</b>	<b>Time Line</b>	<b>Resources</b>	<b>Formative</b>	<b>Summative</b>
All classroom teachers will be certified in Gifted and Talented (GT) instruction	Principal Curriculum Director	2009-2010	District Budget	Schedule of training	GT Certified Teachers
Provide opportunities for professional development	Principal Teachers/Staff	2009-2010	\$3500.00	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 2009	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 2009	Employment criteria	Staff credentials	Class rolls and staff assigned to classes

**Stanton-Smith Elementary School  
Campus Plan  
2009-2010**

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

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

Effective School Correlate: **Parent Involvement**

**IMPLEMENTATION**

**EVALUATION**

<b>Strategies/Initiatives</b>	<b>Person Responsible</b>	<b>Time Line</b>	<b>Resources</b>	<b>Formative</b>	<b>Summative</b>
Involvement parents in Outdoor school two day "Day Only" program and "Books Alive" for 1 <sup>st</sup> grade students	Principal 1 <sup>st</sup> & 5 <sup>th</sup> grade Teachers and Parents	Fall 2009	Parents Teachers Camp Tyler	Parents involved in program	Parents attending two day program & Books Alive program
Provide parent information in regard to 5 <sup>th</sup> grade Student Success Initiative (SSI), Accelerated Instruction Plan (AIP) and Grade Placement Committee (GPC)	Principal Counselor Teachers	Fall 2009 Spring 2010 Summer 2010	Parent contact And brochures from TEA	List of students not meeting expectations on 5 <sup>th</sup> 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 2009	Campus staff	Scheduled presentations	Parental attendance
Provide Family math and science night throughout the year	Principal PTO All Teachers	Fall 2009 Spring 2010	Parents Students Teachers	Invitations to Parents	Attendance at activities
Incorporate parents and community into campus activities. (Outdoor school, PTO, campus volunteers, Fall Festival, Etc.)	Principal Teachers Parents	2009-2010	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 5 <sup>th</sup> grade class alignment into departmentalized program
Page 9	Goal One:	Box 6: Implement more effective strategies for instruction in all subjects
Page 10	Goal One:	Box 4: Utilize after school “Bus Time” for school-wide tutorials
Page 11	Goal One:	Box 4: Provide Capturing Kids Hearts training for staff
Page 12	Goal Two:	Box 6: Provide training in Coordinated Health Program
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 are Certified Teachers
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 11	Goal Two:	Box 3: Train new staff in Benchmark assessment
Page 11	Goal Two:	Box 4: Send teachers to Capturing Kids Hearts conference
Page 11	Goal Two:	Box 5: Provide staff training in Capturing Kids Hearts
Page 12	Goal Two:	Box 6: Provide staff training in physical education activities and health
Page 13	Goal Three:	Box 1: Train staff in use of “SmartBoards” for instruction
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: All classroom teachers will be trained and GT certified
- 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: Provide family math and science nights
- Page 19 Goal Eight: Box 5: Provide opportunities for parent involvement in campus programs (PTO, Outdoor School, Fall Festival)

**7. Transition Activities for Preschool Students**

- Page 17 Goal Six: Box 1: Participation with all students in Character Education and the “Gold Slips” programs
- Page 17 Goal Six: Box 3: Participation in the district wide drug free initiative

**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 5<sup>th</sup> grade Reading or 5<sup>th</sup> 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	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	14	Goal Four:	Box 4: Provide small group instruction for at-risk students through District personnel
Page	15	Goal Five:	Box 5: Provide after school tutorial program for at-risk students
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	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: Provide “Dating Violence” Intervention Program
Page	17	Goal Six:	Box 5: Provide Peer Mediation (Conflict Resolution) Training for students and implementation of program
Page	17	Goal Six:	Box 7: Installation and use of “Raptor” individual security screening system