

# Kings Manor Elementary 2009 - 2010




Prek - 5 Quality Education

Theme 2009 - 2010  
Mission to Excellence

## Campus Improvement Plan

## Kings Manor Elementary School Profile

<p><b>Special Recognition</b></p> <p>2002 TEA Exemplary School                  2003 TEA Exemplary School                  2004 TEA Recognized School                  2004 Gold Commended Performance Reading/English Language Arts                  2005 TEA Recognized School                  2006 TEA Recognized School                  2007 TEA Recognized School                  2008 TEA Recognized School</p>	<p><b>Kings Manor Elementary School</b></p> <p>21111 Royal Crossing Drive                  Kingwood, TX 77339</p> <p>Phone (281) 577-2940                  FAX (281) 359-6391</p>		
<p><b>Campus Programs / Opportunities</b></p> <p>Accelerated Reader/Math                  Adult ESL Classes                  Applied Skills                  Art Contests                  Awards Assemblies                  Bilingual PK, K, 1, 2                  Book Fairs                  Book-It Program                  Career Awareness                  CEI Lab – Reading and Math                  CHAMPs Program                  Chorus (Koala Honor Choir Gr. 4 and 5)                  Computer Camp                  Diabetes Walk                  Dyslexia Program                  English as a Second Language (ESL)                  Extended Day – TAKS Tutoring                  Family Center                  Field Trips                  First Week Celebration                  Gifted &amp; Talented Program                  Good Citizen Award                  Honor Roll                  Jump Rope for Heart                  MEET THE TEACHER NIGHT                  Mentoring Programs                  Parent Grade Level Orientation Nights                  Parent Volunteer Program                  Pennies for Patients                  Perfect Attendance Awards                  PPCD                  Prekindergarten Program                  PTO                  Quizzzy's Fun Day                  Reading Recovery                  Recycling                  Red Ribbon Week                  Renaissance Learning                  Safety Patrol                  Saturday School                  Science Fair                  Special Education Content Mastery Center                  Special Education Resource                  Speech Therapy                  Student Mentoring Program                  Summer School                  Super Center                  U.I.L. Academic Teams                  Yearbook</p>	<p><b>Mission Statement</b></p> <p>We, at Kings Manor Elementary are committed to the concept that, ALL CHILDREN CAN LEARN.</p> <p>We believe that students have different capacities for learning, learn in multiple ways, and will experience success in our safe and orderly school environment.</p> <p>We firmly believe that, HAND IN HAND...TOGETHER WE CAN provide each child a quality education for academics as well as social skills. The home, school, and community share the responsibility for tutoring, guiding, supporting, and educating students.</p> <p>We will provide each student with the foundation, knowledge, and skills to be life-long learners and successful in life.</p> <p>We will make parents and community members welcomed partners in the Kings Manor Elementary Family.</p> <div style="text-align: center; margin: 10px 0;">  </div> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;">                 Principal                  Assistant Principal                  Grade Levels                  School Colors                    Mascot                  Motto                    Enrollment             </td> <td style="width: 50%; vertical-align: top; padding: 5px;">                 Penny Peacock                  Darrell Tompkins                  PPCD, Prek – 5th                  Navy blue, Hunter green and white                  Koala                  “Hand in Hand...Together We Can”                  471             </td> </tr> </table>	Principal Assistant Principal Grade Levels School Colors  Mascot Motto  Enrollment	Penny Peacock Darrell Tompkins PPCD, Prek – 5th Navy blue, Hunter green and white Koala “Hand in Hand...Together We Can” 471
Principal Assistant Principal Grade Levels School Colors  Mascot Motto  Enrollment	Penny Peacock Darrell Tompkins PPCD, Prek – 5th Navy blue, Hunter green and white Koala “Hand in Hand...Together We Can” 471		

**“Hand in Hand...Together We Can.”**

# Kings Manor Elementary

## Campus Improvement Plan

### 2009– 2010

#### GOALS

- I. Kings Manor Elementary students in grade five will meet or exceed the state standard of 90% on the 2008 – 2009TAKS/TAKS A test in science. At least 80% of students in grades kindergarten, first and second will be on or above grade level on benchmark tests.
- II. Kings Manor Elementary will monitor and maintain high standards of excellence in student and staff attendance.
- III. Kings Manor Elementary will increase opportunities for parental and community involvement.
- IV. All Kings Manor Elementary staff and students will use technology as a tool during the 2009 – 2010 school year.
- V. During the 2009 – 2010 school year all Kings Manor staff members and students will work and learn in a safe, orderly and drug free environment.

#### INITIATIVES

- I. Full day kindergarten (Evaluate and continue)
- II. Safety
  - a. Shelter in Place
  - b. Lockdown
  - c. Gotta Go Kits – all classrooms
  - d. Stop/Go Signs
- III. Evaluate and continue Family Center
- IV. Full implementation of Renaissance Learning
- V. Character Skill/Trait of the Month
- VI. TAKS Assessment/Benchmarks
- VII. Curriculum Mapping
- VIII. Balanced Literacy Library
- IX. Full implementation of the Texas Behavior Support Initiative
- X. TAKS Staff Development
- XI. Capturing Kids' Hearts
- XII. Math and Reading Instruction 90 minutes daily
- XIV. Use of science lab by all grade levels



## Probable Causes of High Areas of Student Needs

As a result of the enthusiastic work being done hand-in-hand with staff, parents and students to improve our school, no negative factors were ascertained.

## Probable Causes of High Areas of Student Success

Kings Manor Elementary has a staff 100% committed to ensuring academic success for every student in our school. Budget and title money allocations to the campus are providing opportunities for innovative programs and professional development to ensure student success.

Parents are committed to assisting the staff and students in achieving their goals. A Family Center was established during the 2004-2005 school year.

Full day kindergarten program was implemented for the 2003 – 2004 school year.

Teachers and paraprofessionals at Kings Manor Elementary meet the highly qualified staff requirement of the NO CHILD LEFT BEHIND ACT. The staff is committed to continued life-long learning and professional development. (NCLB Performance Goal 3.1, 3.2, and 3.3)

## *Texas State Objectives and Goals*

### ASSURANCE OF SUPPORT OF THE STATE OF TEXAS' MISSION STATEMENT, OBJECTIVES, AND GOALS FOR THE PUBLIC EDUCATION SYSTEM OF TEXAS

The Kings Manor Elementary Campus Improvement Plan has been developed in support of the State of Texas' Mission statement, objectives, and goals for the public education system of Texas, as they are reflected in the Texas Education Code Section 4.001 Public Education Mission and Objectives and Section 4.002 Public Education Academic Goals.

#### Texas Education Code Section 4.001 Public Education Mission and Objectives

- (a) The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a parental involvement in the school is essential for the maximum educational achievement of a child.
- (b) The objectives of the public education are:
- OBJECTIVE 1: Parents will be full partners with educators in the education of their children
  - OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
  - OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
  - OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students
  - OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed, and retained.
  - OBJECTIVE 6: The state's students will demonstrate exemplary performance in comparison to national and international standards.
  - OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.
  - OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
  - OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

#### Texas Education Code Section 4.001 Public Education Mission and Objectives

To serve as a foundation for a well-balanced and appropriate education:

- GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

# Kings Manor Elementary

## 10 Components of a Schoolwide Program

1. A comprehensive needs assessment
  - review of testing data – TAKS, TPRI, TAKS A, TAKS Alt., TAKS M, RPTE, benchmarks, AEIS, LAT, and TELPAS
  - review of parent and staff survey results
  - evaluation of special programs, discipline referrals, referrals to special education, attendance percentages, 504 student/identification and retention rates
  
2. Schoolwide reform strategies
  - Tutorials – ARI, AMI, Before-school, Extended Day, Mentoring
  - CEI Computer Lab – Reading and Math
  - Renaissance Learning
  - Reading Recovery
  - Dyslexia Program
  - 2nd Computer Lab
  
3. Instruction by highly qualified teachers
  - All teachers at KME will meet the highly qualified staff requirement of the NO CHILD LEFT BEHIND ACT.
  
4. High-quality and ongoing professional development
  - District Summer Staff Development Opportunities
  - Campus Staff Development Opportunities
  - Region VI Service Center (Source), Region IV Service Center
  - Tuition Grants
  
5. Strategies to attract highly qualified teachers
  - Recruiting at Job Fairs (year round)
  - Local NCISD Job Fair (May, 2009)
  - Staff referrals
  
6. Strategies to increase parental involvement
  - Parent Teacher Organization
  - Meet the Teacher Night
  - Grade Level Parent Orientation Nights
  - Field Trips
  - Volunteering
  - Parent Programs – Students Performing
  - Conferences

- Family Center
  - Donuts for Dad, Muffins for Moms, Goodies for Grandparents
  - Open House
  - Texas Public School Week Activities
  - Family Fun Nights
7. Transition from early childhood programs
    - Meet the Teacher Night
    - Shared Field Trips
    - Parent Orientation Nights
    - Registrations Events
  8. Measures to include teachers in the decisions regarding the use of academic assessments
    - Choice of assessments used
    - Dates selected
    - Selection of test preparation materials
    - Use of district benchmarks
  9. Effective, timely additional assistance
    - ARI (Accelerated Reading Instruction)
    - AMI (Accelerated Math Instruction)
    - Tutorials
    - Mentors
    - Pull-out Programs
    - Extended Day
  10. Coordination and integration of Federal, State, and local services and programs
    - Super Center (Special Education and Title I resources/staff)
    - Community/Business Volunteers
    - Coordinated / Integrated Curriculum
    - Extended Day/Nutrition Programs

## No Child Left Behind Act Performance Goals and Objectives

To facilitate the implementation of the No Child Left Behind Act; the U.S. Department of Education identified five performance goals and objectives that focus on student achievement. These goals and objectives were required to be adopted in the submittal of consolidated state application to receive funds under the No Child Left Behind Act.

1. **Performance Goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
  - 1.1 Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are not at or above the proficient level in reading on the State's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section 1111(h)(1)(C)(i) and include students desegregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)
  - 1.2 Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are not or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section 1111(h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)
  - 1.3 Performance Indicator: The percentage of Title I schools that make adequate yearly progress.
  
2. **Performance Goal 2:** All limited English proficient students will become proficient in English and Reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
  - 2.1 Performance Indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
  - 2.2 Performance Indicator: The percentage of Limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
  - 2.3 Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.
  
3. **Performance Goal 3:** By 2005-2006, all students will be taught by highly qualified teachers.
  - 3.1 Performance Indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(viii) of the ESEA)
  - 3.2 Performance Indicator: The percentage of teachers receiving high-quality professional development [as the term "professional development" is defined in section 9101(34)].
  - 3.3 Performance Indicator: The percentage of paraprofessional (excluding those whose sole duties are translators and parental involvement assistants) who are qualified. (See section 1119[c] and (d).
  
4. **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
  - 4.1 Performance Indicator: The number of persistently dangerous schools, as defined by the State.
  
5. **Performance Goal 5:** All students will graduate from high school.
  - 5.1 Performance Indicator: The percentage of students who graduate from high school, with a regular diploma,
    - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
    - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
  - 5.2 Performance Indicator: The percentage of students who drop out of school,
    - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
    - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

## New Caney ISD Mission and Goals

### ASSURANCE OF SUPPORT OF THE NEW CANEY ISD MISSION AND GOALS

The Kings Manor Elementary Campus Improvement Plan has been developed in support of the New Caney ISD mission and goals statement.

The Mission of the New Caney Independent School District is to produce prepared self-sufficient, accountable and productive citizens.

Goal 1: All students will reach high standards, at a minimum attaining

Goal 2: All NCISD students will graduate from high school within 4 years of beginning ninth grade.

Goal 3: All NCISD students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Goal 4: All NCISD students in special programs will reach high standards, at a minimum attaining proficiency or better in reading/language arts, math, science, and social studies.

Goal 5: Develop and maintain a five year plan for students in the career and technology education (CATE) program which will reinforce the dual role students face as a family member and wage earner.

Goal 6: All students will be educated by highly qualified teachers and paraprofessional who will engage in meaningful and quality professional growth activities.

Goal 7: NCISD will involve the parents and community members as partners in the students' education.

# Kings Manor Elementary Mission Statement

We, at Kings Manor Elementary are committed to the concept that, ALL CHILDREN CAN LEARN.

We believe that students have different capacities for learning, learn in multiple ways, and will experience success in our safe and orderly school environment.

We firmly believe that, HAND IN HAND...TOGETHER WE CAN provide each child a quality education for academics as well as social skills. The home, school, and community share the responsibility for nurturing, guiding, supporting, and educating students.

We will provide each student with the foundation, knowledge, and skills to be life-long learners and successful in life.

We will make parents and community members welcomed partners in the Kings Manor Elementary Family.

School Motto     “Hand in Hand...Together We Can”

2009-2010       “Mission to Excellence”

## Kings Manor Elementary Goals and Objectives 2009 –2010

**Campus Goal #1** – By the year 2010 – 2011, all Kings Manor Elementary students in grades three, four, and five will meet, exceed, and/or maintain the state's exemplary standard of 90% on the TAKS/TAKS A/RPTE tests in reading, math, writing, science and social studies. At least 80% of students in grades kindergarten, one and two will be on or above grade level on the District Benchmark tests in reading and math.

**Performance Objective A:** By the Spring of 2010, Kings Manor Elementary students will show the following increases in reading:

1. Met standard on reading TAKS objectives grade 3 from 97% to 100%, grade 4 from 95% to 100%, and grade 5 from 99% to 100%.
2. Commended Performance on TAKS reading – grade 3 from 68% to 75%, grade 4 from 27% to 35% and grade 5 from 42% to 50%.
3. TAKS Reading Objectives - #2 Literary Elements grade 3 from 89% to 94%, grade 4 #3 Strategies to Analyze Texts from 81% to 86%, grade 5 #4 Applying Critical Thinking Skills from 85% to 90%.
4. Benchmark testing will improve from 82% passing in grade 1 to 90%. Grade 2 will improve from 58% to 65%.
5. TAKS A, TAKS M testing, \*growth for special education students will be determined by review of each individual's test results compared with previous year's results.

**Performance Objective B:** By the Spring of 2010, Kings Manor Elementary students will show the following increases in math:

1. Met standard of all math TAKS objectives grade 3 from 94% to 99%, grade 4 from 90% to 95% and grade 5 from 94% to 99%.
2. Commended Performance on TAKS math – grade 3 from 63% to 70%, grade 4 from 43% to 50% and grade 5 from 48% to 55%.
3. TAKS Math Objectives #6 Mathematical Processes and Tools grade 3 from 84% to 90%. TAKS Math Objective #3 Geometry in grade 4 from 81% to 86%. TAKS Math Objective #2 Patterns, Relationships and Algebraic Reasoning in grade 5 from 83% to 88%.
4. Benchmark testing grade 1 from 88% to 93%, grade 2 from 78% to 85%.
5. TAKS A and TAKS M testing, \*growth for special education students will be determined by review of each individual's test results compared with previous year's results.

**Performance Objective C:** By the Spring of 2010, Kings Manor Elementary students will show the following increases in writing:

1. Met standard on writing TAKS objectives grade 4 from 91% to 99%.
2. Commended Performance on TAKS writing grade 4 from 36% to 40%.
3. The percentage of 3's and 4's on TAKS writing – grade 4 from 3's 39% to 45% and 4's 3% to 10%.
4. TAKS Writing Objectives - #4 Correct and Effective Sentence Construction 83% to 90%, #6 Punctuation, Capitalization, Spelling 87% to 92%.
5. SDAA testing, \*growth for special education students will be determined by review of each individual's test results compared with previous year's results.

**Performance Objective D:** By the Spring of 2010, Kings Manor Elementary students will demonstrate mastery of all grade appropriate science objectives.

1. Met standard on all science objectives grade 5 from 86% to 90%.
2. Commended performance on TAKS Science from 37% to 42%.
3. TAKS science objective #4 Earth Sciences from 70% to 75%.
4. Benchmark Testing grade 3 from 89% to 95% and grade 4 from 84% to 90%.

5. TAKS A and TAKS M testing, \*growth for special education students will be determined by review of each individual's test results compared with previous year's results.

**Performance Objective E:** By the Spring of 2010, Kings Manor Elementary students will demonstrate mastery of all grade appropriate social studies objectives.

1. Benchmark testing grade 3 from 88% to 93%, grade 4 from 55% to 60% and grade 5 from 35% to 40%.

**Campus Goal #2** – By the year 2009 –2010, all Kings Manor Elementary will receive additional acknowledgement of AEIS for an attendance rate of 97% or higher. KME will work to support the district goal that all students will complete their secondary education in a timely manner without dropping out of school.

**Performance Objective:** Kings Manor Elementary student attendance rate will increase from 96.4% to 97%.

**Campus Goal #3** – Kings Manor Elementary will increase opportunities for parental and community involvement.

**Performance Objective:** By the end of the 2009–2010 school year, parental involvement will increase.

**Campus Goal # 4** – By the year 2009 – 2010, all Kings Manor staff members and students will use technology as a tool for learning.

**Performance Objective:** By Spring 2010, all students will show improvement in academic performance through the application of the technology TEKS, and all teachers will use technology in preparation and presentation of lessons.

**Campus Goal #5** – During the year 2009–2010, all Kings Manor Elementary staff members and students will work and learn in a safe, orderly and drug free environment.

**Performance Objective:** Beginning in the Fall of 2009 and ongoing throughout the school year, all staff members will be educated on drug and violence prevention, intervention and school safety. Students will be educated on safety rules, conflict resolution, and importance of academic success.

**Campus Goal #6** – All Kings Manor Elementary students will be taught by highly qualified professional and paraprofessional staff members.

**Performance Objective:** Beginning in the Summer of 2009 and throughout the school year, all Kings Manor Elementary staff members will receive high-quality professional development.

# Kings Manor Elementary

## Needs Assessment

The needs assessment for Kings Manor Elementary Campus Improvement Plan was both formal and informal. Formal assessment was obtained from the staff and parent survey results. Parents and staff members completed a survey based on the Effective School Correlates. The parent survey results were tabulated and discussed by the staff and the Site-based Decision Making Committee. (See Appendix B) As reflected in the parent survey, parents are generally pleased with the school staff and programs. The staff survey results were tabulated. (See Appendix B)

The staff conducted informal assessment. This included reviewing the 2009 AEIS testing data for Kings Manor Elementary. TAKS, TAKS A, TAKS M, RPTE, Benchmarks and TPRI reports were analyzed and disaggregated by grade level, individual teacher reports, demographic subgroups, subjects, objectives, gender, ethnicity and economic status. The positive and negative factors were also studied.

In addition to test data, related measures were assessed. These measures included student performance of special programs, discipline referrals, participation in extracurricular activities, parent participation, referrals to special education, attendance percentages and 504 students. Failure and retention rates were studied. CARE Team referrals were reviewed. Results of related measures:

- special programs are meeting the needs of our students
- discipline referrals have decreased as reflected in the 425 PEIMS discipline report
- no students were excluded from extra curricular activities due to failing grades
- parent volunteers have increased
- referrals to special education have decreased
- attendance for students remained at 96.4%
- students identified as 504 have decreased
- eleven students were retained, one student promotion pending TAKS retest in July, 2009
- CARE Team referrals increased

### Analysis of Patterns and Trends:

- TAKS skills needing to be addressed are:
  - Reading
    - 3<sup>rd</sup> Grade – Literary Elements
    - 4<sup>th</sup> Grade – Strategies to Analyze Texts
    - 5<sup>th</sup> Grade – Applying Critical Thinking Skills
  - Math
    - 3<sup>rd</sup> grade – Mathematical processes and tools in problem solving
    - 4<sup>th</sup> grade – Geometry
    - 5<sup>th</sup> grade – Patterns, Relationships and Algebraic Reasoning

- Writing
  - Correct and effective sentence construction in written text
  - Punctuation, Capitalization, Spelling
- Science
  - Earth Science
- Economically disadvantaged and Hispanic students are scoring lower on TAKS than other subgroups. Strategies must be planned and implemented to address this need.
- Attendance is critical for success.
- Tardies and absences are major concerns and will be addressed by the staff.
- Maintain a cohesive parent involvement group.
- Need for additional discipline options such as CHAMPs and Saturday School.
- Additional library books are needed to support the Accelerated Reader Program and Balanced Reading Program.
- Staff development is needed for teachers to become more proficient in the following areas:
  - TPRI, use of results, computer program
  - Mapping of curriculum
  - Computers and technology integration in the classrooms
  - Pre-k, K, 1<sup>st</sup>, 2<sup>nd</sup> focus on higher level thinking skills
  - Writing Academy
  - Literacy – Balanced Literacy
  - Reading – Grade Reading Academy, Struggling Readers
  - Math - Algebraic Reasoning, Geometry, Mathematical Processes and Tools

Kings Manor Elementary meets the ADEQUATE YEARLY PROGRESS standard of the No Child Left Behind Act and the highly qualified staff standard as reflected in our 2008-2009 reports.

Kings Manor Elementary had an Exemplary rating from the Texas Education Agency for the school years 2001-2002, 2002-2003 and projected for 2008-2009. During the 2003-2004, 2004-2005, 2005-2006, 2006-2007, 2007-2008 school years, KME received a Recognized rating. Gold Commended Performance Award was achieved during the 2004-2005, 2005-2006, 2006-2007, 2007-2008, and 2008-2009 school years.

# Significant Factors

District Focus – 10 Step Process – Strategies from the 9 Step Process were first implemented during the 1999 – 2000 school year. Kings Manor Elementary will support and implement the district focus during the 2009 – 2010 school year.

Each child will be given the opportunity to reach his/her learning potential through implemented campus programs.

- Reading Recovery
- Accelerated Reader and Accelerated Math
- CEI Reading and Math Lab
- English as a Second Language
- Computer Lab
- Special Education Services
- Gifted and Talented Program
- Dyslexia Program
- Parent Volunteers
- Counseling
- UIL
- Extended Day/Tutorials
- School Wide Content Mastery Center
- Renaissance Learning
- Accelerated Reading Instruction and Accelerated Math Instruction
- Honor Choir
- Safety Patrol
- CHAMPs
- Grade Level Field Trips
- Guest Speakers

## Kings Manor Elementary Campus Improvement Plan 2009-2010

**Goal #:** 1 - By the year 2010-2011, all Kings Manor Elementary students in grades three, four, and five will maintain the state's exemplary standard of 90% on the TAKS/TAKS A, TAKS Alt., and TAKS M tests in reading, math, writing, and science. At least 80% of students in grades three, four, and five will be on or above grade level on the district benchmark tests in social studies. At least 80% of students in grades kindergarten, one and two will be on or above grade level on the district benchmark tests in reading and math.

**NCLB Goal:** Performance Goal 1

**Objective: A.** By the Spring of 2010, Kings Manor Elementary students will show the following increases in reading:

- 1 Met standard on reading TAKS objectives (February) grade 3 at 97% to 100%, grade 4 from 95% to 100%, and grade 5 from 99% to 100%.
- 2 Commended Performance on TAKS reading-grade 3 from 68% to 75%, grade 4 from 27% to 35%, and grade 5 from 42% to 50%.
- 3 TAKS Reading Objectives-#2 Literary Elements grade 3 from 89% to 94%, Obj. #3 Strategies to Analyze Texts grade 4 from 81% to 86% and Obj.#4 Applying Critical Thinking Skills grade 5 from 85% to 90%.
- 4 Benchmark testing will improve from 82% passing in grade 1 to 90%. Grade 2 will improve from 58% to 65%.
- 5 TAKS A and TAKS M, \*growth for special education students will be determined by review of each individual's test results compared with previous year's results.

**NCLB Objective(s):** 1.1 and 2.2

**Summative evaluation:** 2010 TAKS/TAKS A/TAKS M/RPTE results will be disaggregated to identify areas of strength and needs. Students will meet the standard(s) referenced in the performance objective.

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
1. Teachers will expect each child to achieve his/her learning potential. Students will achieve mastery of basic skills and/or life skills regardless of previous academic performance, family background, socio-economic status, race or gender. Teachers will tell students often they can learn. Enrichment and tutoring programs will be provided.	0	Teachers	Each 6 Weeks	Observations, Benchmarks and TAKS/TAKS A /TAKS M/TAKS Alt. test scores, student participation, mastery of I.E.P. objectives, TPRI, S.T.A.R.and RPTE, LAT
* 10 Step Process-A campus wide daily instructional focus will be taught in reading, math and writing. Instructional calendars will be developed. Staff development will be provided.	Available campus materials	Teachers and Principals	Monthly	Increase in student performance on RPTE, TAKS/TAKS A/TAKS Alt/TAKS M, Benchmark tests and LAT.
* TPRI (Texas Primary Reading Inventory)	Staff Development for all teachers grades K, 1, 2, and 3.	Principals	September, 2009 (grades 1, 2, and 3) January, 2010 (Kindergarten) May, 2010 (grades K, 1,2, 3)	Student progress from Fall to Spring testing for grades 1, 2, and 3 and January to May testing for Kindergarten.
* UIL Academic Teams	Campus Budget	UIL Sponsor	March, April, 2010	Student participation and results of competition
* Before School Tutoring	SCE Funds (See Appendix A)	CEI lab aide	Each 6 Weeks March, 2010	Decrease in student failure rate each six weeks
* Field Trips	Campus Transportation Budget	Lead Teachers	October, 2009 May, 2010	Educational enrichment activities and parent participation.

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
* Extended Day	OEY Funds, Campus Budget, SCE Funds (See Appendix A)	3rd, 4th, 5th grade teachers	March, 2010 May, 2010	Student success on TAKS and Student Success Initiative
* TAKS enrichment/tutorials/preassessment	SCE Funds (See Appendix A)	3rd, 4th, 5th grade teachers	May, 2010	Student success on TAKS and Student Success Initiative
2. Instruction and/or materials will be modified for students as appropriate. Staff development will be provided to improve modifications and documentation of strategies used. This will support our LRE district initiative.	Campus Budget Region VI ESC Coop Region IV ESC	Principals	Every 3 weeks	Test results, teacher observations, diagnostician's input, I.E.P., C.L.A.S.S./IDEA Maker/Brigance/H.E.L.P., teacher lesson plan documentation of modifications, staff development strategies implemented, decrease in office referrals and student increase of time in the classroom, report cards and progress reports
3. " Book-It" Reading Program will be available for implementation in grades K-5.	Pizza Hut, "Book-It" Materials	Grade K-4 Teachers, Librarian	October, 2009 May, 2010	Number of pizza parties earned each year, student participation
4. TAKS will be incorporated into subject areas through instruction based on Texas Essential Knowledge and Skills. Staff Development will be provided for TEKS and TAKS.	TAKS materials and TAKS Information Booklets - Title I	Teachers and Principals	Weekly	TAKS and TEKS incorporated through lesson plan documentation and principals' classroom visits
5. Renaissance Learning programs will be available to all students. Staff development will be provided.	Technology Budget, Title II(see Appendix D), Title I (staff development)(see Appendix C), Title I	Renaissance Learning Coordinator	Weekly	Students receiving prizes/certificates, increase in reading from STAR results, lesson plans
6. Kamico, Measuring Up, Blast Off, Better Test Scores and other appropriate test-taking materials will be used to prepare students forTAKS/TAKS A/TAKS Alt./TAKS M. and Benchmark testing. Preassessment tests will be given to students in grades 2-5.	Campus Budget \$500, SCE Funds (see Appendix A)	Counselor	January, 2010 May, 2010	Test results, SBDM Committee reviews in January and May 2010
7. TAKS/TEKS instruction will be a school-wide effort. All grade levels will work to achieve mastery of the TAKS/TEKS objectives. Principals will provide each teacher with TAKS/TEKS objectives.	TEA, TAKS Information Booklets, Campus Budget-\$500	Principals	January, 2010 May, 2010 Each Six Weeks	TAKS results, SBDM Committee Reviews in January and May 2010, TPRI results, evaluations of student report cards will reflect increased student performance.
8. Manipulatives will be used in reading.	Library, Super Center, reading materials	Reading Teachers and Principals	Weekly	Lesson plans, Principals' classroom observations
9. Emphasis will be placed on learning to read as a valued "life-long skill." Appreciation for reading to learn, reading for information and reading for pleasure will be stressed.	Accelerated Reader, Books, Computers, Library, Super Center, Campus Budget, Library Books \$3,000, Title I Budget (see Appendix C)	Teachers and Principals	Weekly	Principals' classroom observations, lesson plans
10. Teachers will be given an opportunity to review TAKS materials, TAKS item analysis and disaggregate TAKS results.	Software, Release time	Principals	August, 2009 Six Weeks TAKS Meetings	Teacher's use of item analysis to improve instruction, lesson plans

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
11. Computer programs for K-5 will be used to increase reading and skills, supported by the CEI Lab, Computer Labs, ESL and G/T Programs.	Computer labs and programs, Special Education, ESL Budgets-District and Campus, Title I salaries, SCE Funds 3.0 FTE (See Appendix A and	Technology Specialist	January, 2010 May, 2010	Individual student improvement in test scores for 2009-2010 SBDM Committee reviews in January and May 2010
12. All teachers will use cross grade level planning for instruction and evaluation.	District and Campus Budget-TAKS and Benchmark preparation materials	Teachers and Principals	Bi-monthly January, 2010 May, 2010	Improved test scores, SBDM Committee reviews in January and May 2010
13. Staff will plan and present TAKS pep rally to boost student morale.	Principal's Activity Fund-\$500 Presenter \$300 Treats	Counselor	February, 2010 April, 2010	100% opportunity to participate.
14. First and second grade classes will write letters and posters of encouragement and good wishes to third and fourth grade classes. Letters will be delivered the week before the TAKS tests.	Campus Budget-paper, poster board \$10	Teachers and Principals	February, 2010 March, 2010 April, 2010	Observation by Teachers and Principals
15. The third, fourth, and fifth grade students will be rewarded for TAKS preparation and hard work with skating parties.	Campus Budget-buses \$1.50 per mile, per bus plus bus driver's salary, Humble Skate Rink, treats-Principals Activity Fund \$600 or business donations	Counselor	May, 2010	Attendance, student comments
16. The Super Center will be available for all students needing assistance and/or additional opportunities for enrichment experiences.	Salaries, computers, software	CMC Staff and Principals	Each Six Weeks May, 2010	Number of IEP objectives mastered, number of students using the Super Center, report cards, decrease in failure rate each six weeks.
17. ESL Aide will assist in the teaching of critical thinking skills in ESL and regular education.	ESL District Funds, SCE Funds 1.0 FTE (See Appendix A)	Principals	January, 2010 May, 2010 Weekly	Test results, SBDM Committee reviews in January and May, 2010, TEKS documentation in lesson plans, Principals' observations
18. Class Charts and books will be made by prek and kindergarten students and teachers.	Campus Budget-paper, poster board \$250	Teachers	Each Six Weeks	Teacher observation and student products each six weeks
19. Teachers will read orally to students at least one hour per week.	Available books	Teachers	Weekly	Lesson plans, documentation
20. Teachers will develop an action plan for any failing student each six weeks. Conferences with parents will be held and tutoring will be provided. Modifications will be made as appropriate.	Available regular and special education campus materials and programs	Teachers grades K-5	Each Six Weeks	Six Weeks Pass/Fail Report, reduction in six week failure rates and retention rate, modification sheets from ARD meeting, lesson plan documentation
21. Reading Recovery Program will be provided to first grade students of need.	SCE Funds-1.0 FTE (See Appendix A)	Reading Recovery Teacher, Leader	Each Six Weeks	Reduction in retention rate and referrals to Special Education, Review of six weeks pass/fail report

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
22. A school Literacy Team will be effectively implemented to monitor discontinued Reading Recovery students after leaving the first grade. The team members will be advocates for Reading Recovery students as well as other students with reading problems to support the NCLB and Student Success Initiative.	Available regular and special education campus materials and programs	Reading Recovery Teacher, Classroom Teacher and Principals	Each Six Weeks	Documentation of meetings
23. The KME media/library and guided reading library collection will be enhanced.	Title V Budget (See Appendix G), Campus Budget \$3,000	Librarian	September, 2009	Increase in library collection and number of books checked out, review number of students taking AR tests and earning Jump House time each six weeks.
24. Dyslexia services will be provided.	SCE Funds-.5 FTE (See Appendix A)	Dyslexia Teacher	Monthly	Mastery checks, 504 meetings and documentation, CARE Team documentation
25. Teachers will receive staff development on identification of and programs for students with dyslexia. Staff members will receive copies of the law concerning dyslexia.	Campus Budget for training handouts \$50, SCE Funds-Staff Development (See Appendix A)	Principals and Dyslexia Teacher	August, 2009 May, 2010	Participant documentation, Review of referrals for dyslexia testing
26. The percentage of third, fourth, and fifth grade special education students taking and meeting minimum expectations on all TAKS tests will be at or above the district average. An alternative assessment (TAKS A/TAKS Alt/TAKS M) will be given to students with TAKS exemptions in reading. The ARD Committee will ensure the greatest educational opportunity for each student through the Least Restrictive Environment (LRE) placement for instruction	Special Education Budget (as requested/ approved) supplies and materials	Special Education Teachers, Principals	Each Six Weeks	Student progress, TAKS results, increase in the mastery of objectives on the SDAA
27. Strategies learned by staff attending Kindergarten, First, Second, Third and Fourth Grade Reading Academy will be implemented in our classrooms with emphasis given to critical thinking.	Region VI ESC	Kindergarten, First, Second, Third and Fourth Grade Teachers, Principals	Weekly May, 2010	Classrooms and lesson plans monitored by principals to ensure implementation of strategies, reduction retention rate-all grade levels
28. Kings Manor with New Caney ISD will participate in the Migrant Education Co-op with Region VI Education Service Center	Region VI ESC	PEIMS Secretary	August, 2009 May, 2010	Migrant Education Program survey from Region VI ESC
29. Optional Extended Year (OEY) services will be provided through Extended Day and summer school programs.	District OEY Funds, Campus Budget, Title I Budget-\$20 per hour, SCE Funds (See Appendix A)	Teachers and Principals	January, 2010 April, 2010 May, 2010	Decrease in retention rate for each grade level and school wide, TAKS results
30. Requests will be made to reduce class size as needed.	Title II Class Size Reduction Grant	Teachers, PEIMS Staff and Principals	Every Six Weeks	Classroom enrollment and student success will be monitored by the principal. Requests for personnel will be made to New Caney ISD superintendent
31. The following activities will be implemented to ensure TAKS Success for all students in grades 3, 4, and 5 (Student Success Initiative)				
* Third and fifth grade students who fail the February,2010 reading test will be provided additional tutorials, Super Center, ARI and CEI lab time.	Title I budget, SCE Funds 5.0 FTE, SSI Funds (See Appendix A)	Principals	April, 2010 Weekly Progress Checks	Targeted students will be successful on the TAKS reading retest.
* Students in grade 3 and 5 who fail the retest will be provided tutorials and Extended Year Summer School	Title I budget, SCE Funds 5.0 FTE (See Appendix A)	Principals	Every 3 weeks	Targeted students will be successful on the TAKS reading retest(s).

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
* Grade Level Parent Orientation Nights will be held at the beginning of school. Topics to be covered will include TAKS/TEKS objectives, Student Success Initiative, NCLB, campus policies and procedures, and Title I.	0	Principals and Teachers	August/September, 2009	Documentation of attendance and Teacher/Parent Comments
* A NCISD letter will be sent home to parents with each student the first day of school explaining TAKS testing, retention guidelines and campus support.	District Budgets	Principals	August, 2009	Parent comments
* At-risk meetings will be held to identify students and develop a plan of action.	0	Counselor, Principals and Teachers	September, 2009 Every Six Weeks	Review of pass/fail report each six weeks.
* TAKS Talks (individual) will be held with each third, fourth, and fifth grade student to identify strengths and weaknesses in preparation for testing.	Principal's Activity Fund \$100 for treats	Principals	Fall, 2009 Spring, 2010	TAKS results will reflect students success.
* Benchmark testing will be done throughout the school year with results used to identify and address individual student needs. Conferences will be held with the principal to develop a plan for each student.	District and Campus Budgets	Counselor	Each Six weeks	TAKS results/Benchmark testing will reflect student success.
*TAKS Reading Parent Night will be held to discuss TAKS objectives	0	Principals and Teachers	February, 2010	Documentation of attendance and Teacher/Parent Comments
* The number of students with commended performance will increase through enrichment activities.	Title I budget, SCE Funds, campus budget	Principals, Teachers	February, 2010 April, 2010 May, 2010	TAKS results will reflect commended performance.
32. Teacher Observing Teachers - Teachers will observe peers to improve instruction.	0	Teachers and Principal	Each Six Weeks	Classroom observations, Form Documentation
33. Full day kindergarten program will continue.	District Budget Salaries, campus budget supplies	Kindergarten Teachers, Principal	Each Six Weeks May, 2010	Master Schedule
34. The principal will read daily with two students in the reading loft.	0	Principal	January, 2010 May, 2010	Student participation
35. The potential for students to achieve higher education beyond high school will be emphasized.	Local	Counselor	January, 2010 and May, 2010	Counselor visits to classroom and guest visits to classrooms.
36. A balanced literacy program will be implemented in grades K - 2	Title I budget, campus budget	Principals, Teachers	August, 2009 May, 2010	Reading TAKS scores will improve.
37. Teachers will update grade level curriculum blueprints for reading.	lesson plans, TAKS score, AEIS report	Principal, Teachers	August, 2009 June, 2010	Reading blueprints in file in office.
38. A dual language program for PreK, K, grades 1 & 2 non-English speaking students will be offered.	Title budget, District budget	Principal, Teachers	August, 2009 May, 2010	Enrollment of students in the program.
39. The number of students with commended performance will increase through acceleration and enrichment activities.	Title I budget, SCE Funds, campus budget	Principals, Teachers	February, 2010 April, 2010 May, 2010	TAKS results will reflect commended performance.
40. A reading Kite "tale" program will be implemented.	Campus budget, PTO	Librarian, CEI lab aide	March 2010, May 2010	The number of Kite "tales" will meet or exceed 6,000.
41. A Reading Family Fun Night will be held	PTO	PTO Members	December 2009, May 2010	Parent comments/evaluation sheet, number of families participating

# Kings Manor Elementary Campus Improvement Plan 2009-2010

**Goal #:** 1 - By the year 2010-2011, all Kings Manor Elementary students in grades three, four, and five will maintain the state's exemplary standard of 90% on the TAKS/TAKS A, TAKS Alt., and TAKS M tests in reading, math, writing, and science. At least 80% of students in grades three, four, and five will be on or above grade level on the district benchmark test in social studies. At least 80% of students in grades kindergarten, one and two will be on or above grade level on the district benchmark tests in reading and math.

**NCLB Goal:** Performance Goal 1 and 2

**Objective: B.** By the Spring of 2010, Kings Manor Elementary students will show the following increases in math:

1. Met standard of all math TAKS objectives grade 3 from 94% to 99%, grade 4 from 90% to 95% and grade 5 from 94% to 99%.
2. Commended Performance on TAKS math - grade 3 from 63% to 70%, grade 4 from 43% to 50% and grade 5 from 48% to 55%.
3. TAKS Math Objectives #6 Mathematical Processes and Tools grade 3 from 84% to 90%. Grade 4 #3 Geometry from 81% to 86%. TAKS Math Objective #2 Patterns, Relationships, and Algebraic Reasoning in grade 5 from 83% to 88%.
4. Benchmark testing grade 1 from 88% to 93%, grade 2 from 78% to 85%.
5. End of year Advanced Math Benchmark scores grade 4 from 94% to 99% and grade 5 from 80% to 85%.

TAKS A & M testing, \*growth for special education students will be determined by review of each individual's test results compared with previous year's results.

**NCLB Objective(s):** 1.2 and 2.3

**Summative evaluation:** 2010 TAKS/SDAA/RPTE results will be disaggregated to identify areas of strength and needs.

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
1. Teachers will expect each child to achieve his/her learning potential. Students will achieve mastery of basic skills and/or life skills regardless of previous academic performance, family background, socio-economic status, race or gender.	0	Teachers	Each 6 Weeks	Observations, Benchmarks and TAKS/TAKS A/TAKS Alt./TAKS M test scores, student participation, mastery of I.E.P. objectives and S.T.A.R. Math.
* 10 Step Process - A campus wide daily instructional focus will be taught in reading, math and writing. Instructional calendars will be developed. Staff development will be provided.	Available campus materials	Teachers and Principals	Monthly	Increase in student performance on RPTE, TAKS/TAKS A & M and Benchmark tests.
* UIL Academic Teams	Campus Budget	UIL Sponsor	March, 2010 April, 2010	Student participation and results of competition
* Before School Tutoring	SCE Funds (See Appendix A)	CEI lab aide	Each 6 Weeks March, 2010	Decrease in student failure rate each six weeks
* Field Trips	Campus Transportation Budget	Lead Teachers	October, 2009 May, 2010	Educational enrichment activities and parent participation

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
* Extended Day	District OYE Funds, Campus Budget, SCE Funds (See Appendix A)	3rd, 4th and 5th grade teachers	March, 2010 May, 2010	Student success on TAKS and Student Success Initiative
* TAKS enrichment/tutorials/preassessment	SCE Funds (See Appendix A)	3rd, 4th, and 5th grade teachers	May, 2010	Student success on TAKS and Student Success Initiative
2. Instruction and/or materials will be modified for students as appropriate. Staff development will be provided to improve modifications and documentation of strategies used. This will support our LRE district initiative.	Campus Budget Region VI ESC Coop	Principals	Every 3 Weeks	Test results, teacher observations, diagnostician's input, IEP, C.L.A.S.S./IDEA MAKER/Brigance/H.E.L.P., teacher lesson plan documentation of modifications, staff development strategies implemented, decrease in office referrals and student increase of time.
3. TAKS will be incorporated into subject areas through instruction based on Texas Essential Knowledge and Skills. Staff Development will be provided for TEKS and TAKS.	TAKS materials and TAKS Information Booklets	Teachers and Principals	Weekly	TAKS and TEKS incorporated through lesson plan documentation and principals' classroom visits
4. Math programs and Renaissance Programs will be available to all students. Staff development will be provided. Additional printers and ink will be purchased to facilitate the implementation of Renaissance Math.	Technology Budget, Title II (See Appendix D), Title I (staff development)(See Appendix C), Title I \$500 (incentives)	Renaissance Learning Coordinator	Weekly	Students receiving prizes/certificates increase in math from STAR results
5. Kamico, Measuring Up, Blast Off, Better Test Scores and other appropriate test-taking materials will be used to prepare students for TAKS, TAKS A, TAKS Alt., and Benchmark testing. Preassessment tests will be given to students in grades 2-5	SCE Funds (see Appendix A)	Counselor	January, 2010 May, 2010	Test results, SBDM Committee reviews in January and May 2010
6. TAKS/TEKS instruction will be a school-wide effort. All grade levels will work to achieve mastery of the TAKS/TEKS objectives. Principals will provide each teacher with TAKS/TEKS objectives.	TEA TAKS Information Booklets, Campus Budget-\$500	Principals	January, 2010 May, 2010 Each Six Weeks	TAKS results, SBDM Committee Reviews in January and May 2010, TPRI results, evaluations of student report cards will reflect increased student performance.
7. Manipulatives will be used in math.	Library, Super Center, Title I, math materials, math manipulatives	Math Teachers and Principals	Weekly	Lesson plans, Principals' classroom observations
8. Teachers will be given an opportunity to review TAKS materials, TAKS item analysis and disaggregate TAKS results.	Software, Release time	Principals	August, 2009 Six Weeks TAKS Meetings	Teacher's use of item analysis to improve instruction, lesson plans
9. Professional staff members will participate in math staff development for curriculum alignment and to improve the critical thinking and problem solving skills of students.	Staff development fees, Campus Budget	Principals	Once Each Semester	Teacher comments, parent comments, student improvement of skills.

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
10. Computer programs for K-5 will be used to increase math and skills, supported by the CEI Lab, Computer Labs, ESL and G/T Programs.	Computer labs and programs, Special Education, ESL Budgets-District and Campus, Title I salaries, SCE Funds 3.0FTE (See Appendix A and Appendix C)	Technology Specialist	January, 2010 May, 2010	Individual student improvement in test scores for 2009-2010, SBDM Committee reviews in January and May 2010
11. All teachers will use cross grade level planning for instruction and evaluation.	District and Campus Budget-TAKS and Benchmark preparation materials	Teachers and Principals	Bi-monthly January, 2010 May, 2010	Improved test scores, SBDM Committee reviews in January and May 2010
12. Staff will plan and present TAKS pep rally to boost student morale.	Principal's Activity Fund-\$500 Presenter \$300 Treats	Counselor	February, 2010 April, 2010	100% opportunity to participate.
13. First and second grade classes will write letters and posters of encouragement and good wishes to third and fourth grade classes. Letters will be delivered the week before the TAKS tests.	Campus Budget-paper, poster board \$10	Teachers and Principals	February, 2010 March, 2010 April, 2010	Observation by Teachers and Principals
14. The third, fourth, and fifth grade students will be rewarded for TAKS preparation and hard work with Skating party.	Campus Budget-buses \$1.50 per mile, per bus plus bus driver's salary, Humble Skating Rink, treats-Principals Activity Fund \$500	Counselor	May, 2010	Attendance, student comments
15. The Super Center will be available for all students needing assistance and/or additional opportunities for enrichment experiences.	Salaries, computers, software	CMC Staff and Principals	Each Six Weeks May, 2010	Number of IEP objectives mastered, number of students using the Super Center, report cards, decrease in failure rate each six weeks.
16. ESL Aide will assist in the teaching of critical thinking skills in ESL and regular education.	ESL District Funds, SCE Funds 1.0 FTE (See Appendix A)	Principals	January, 2010 May, 2010 Weekly	Test results, SBDM Committee reviews in January and May, 2009, TEKS documentation in lesson plans, Principals' observations
17. Teachers will develop an action plan for any failing student each six weeks. Conferences with parents will be held and tutoring will be provided. Modifications will be made as appropriate.	Available regular and special education campus materials and programs	Teachers grades 1-5	Each Six Weeks	Six Weeks Pass/Fail Report, reduction in six week failure rates and retention rate, modification sheets from ARD meeting, lesson plan documentation

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
18. The KME media/library collection will be enhanced.	Title V Budget (See Appendix G), Campus Budget \$3,000	Librarian	September, 2009	Review number of students taking Accelerated Math tests and earning Jump House time each six weeks.
19. Teachers will receive staff development on identification of and programs for students with math difficulties.	Campus Budget for training handouts \$50, SCE Funds (See Appendix A)	Principals and Dyslexia Teacher	August, 2009 Six Weeks TAKS Meetings	Participant documentation
20. The percentage of third, fourth, and fifth grade special education students taking and meeting minimum expectations on all TAKS tests will be at or above the district average. An alternative assessment TAKSI/TAKS Alt/TAKS M will be given to students with TAKS exemptions.	Special Education Budget (as requested/ approved) supplies and materials	Special Education Teachers, Principals	Each Six Weeks	Student progress, TAKS results, increase in the mastery of objectives on the TAKS A, TAKS M and TAKS ALT.
21. Kings Manor with New Caney ISD will participate in the Migrant Education Co-op with Region VI Education Service Center.	Region VI ESC	PEIMS Staff for District and Campus, Principals, Migrant Staff	August, 2009 Six Weeks TAKS Meetings	Migrant Education Program survey from Region VI ESC
22. Optional Extended Year (OEY) services will be provided through Extended Day and summer school programs.	District OEY Funds, Campus Budget, Title I Budget-\$20 per hour, SCE Funds (See Appendix A)	Teachers and Principals	January, 2010 April, 2010 May, 2010	Decrease in retention rate for each grade level and school wide, TAKS results
23. Requests will be made to reduce class size as needed.	Title II Class Size Reduction Grant	Teachers, PEIMS Staff and Principals	Every Six Weeks	Classroom enrollment and student success will be monitored by the principal. Requests for personnel will be made to New Caney ISD superintendent.
24. The following activities will be implemented to ensure TAKS success for all students in grades 3, 4, and 5 (Student Success Initiative)				
* Grade Level Parent Orientation Nights will be held at the beginning of school. Topics to be covered will include TAKS/TEKS objectives, Student Success Initiative, NCLB and campus policies and procedures and Title I.	0	Principals and Teachers	August/ September, 2009	Documentation of attendance and Teacher/Parent Comments
* A NCISD letter will be sent home to parents with each student the first day of school explaining TAKS testing, retention guidelines and campus support.	District Budgets	Principals	August, 2009 Six Weeks TAKS Meetings	Parent comments
* Benchmark testing will be done throughout the school year with results used to identify and address individual student needs. Conferences will be held with the principal to develop a plan for each student.	District and Campus Budget	Counselor	Each Six Weeks	TAKS results/Benchmark testing will reflect student success.
* At-risk meetings will be held to identify students and develop a plan of action.	0	Counselor, Principals and Teachers	September, 2009 Every Six Weeks	Review of pass/fail report each six weeks.

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
* A TAKS Talk (individual) will be held with each third and fourth grade student to identify strengths and weaknesses in preparation for testing.	Principal's Activity Fund \$100 for treats	Principals	Fall, 2009 Spring, 2010	TAKS results will reflect students success.
* TAKS Math Parent Night will be held to discuss TAKS objectives.	0	Principals and Teachers	February, 2010	Documentation of attendance and Teacher/Parent Comments
25. The Super Center (Content Mastery Center) will be available for all students needing assistance and /or additional opportunities for enrichment experiences.	Title I Salary 1 FTE, Computers and Software	CMC Staff	Each Six Weeks May, 2010	Number of students using the Super Center, pass/fail reports, TAKS tests results..
26. Teacher Observing Teachers-Teachers will observe peers to improve instruction.,	0	Teachers and Principals	Each Six Weeks	Classroom observations, Form Documentation
27. The number of students with commended performance will increase through enrichment activities.	Title I budget, SCE funds, campus budget	Principals, Teachers	February, 2010 April, 2010 May, 2010	TAKS results will reflect commended performance.
28. Qualified students in grades 4 and 5 will be accelerated in math. Grade 4 will be taught fourth and one-half of fifth grade curriculum. Grade 5 will be taught 5th and 6th grade curriculum.	Title funds, SCE funds	Principals, Teachers	January, 2010 May, 2010	Increase in Benchmark and TAKS scores, End of Course tests, and Accelerated math levels.

## Kings Manor Elementary Campus Improvement Plan 2009-2010

**Goal #:** 1 - By the year 2010-2011 all Kings Manor Elementary students in grades three, four, and five will maintain the state's exemplary standard of 90% on the TAKS, TAKS A, TAKS Alt., and TAKS M tests in reading, math, writing, and science. At least 80% of students in grades three, four, and five will be on or above grade level on the district benchmark tests in social studies. At least 80% of students in grades kindergarten, one and two will be on or above grade level on the district benchmark tests in reading and math.

**NCLB Goal:** Performance Goal 1

**Objective: C.** By the Spring of 2010 Kings Manor Elementary students will show the following maintenance in writing:

1. Minimum expectations on TAKS writing objectives grade 4 from 91% to 99%.
2. Commended Performance on TAKS writing grade 4 from 36% to 40%.
3. The percentage of 3s and 4s on TAKS writing - grade 4 from 3s 39% to 45% and 4s 3% to 10%.
4. TAKS Writing Objectives - \*#4 Correct and Effective Sentence Construction 87% to 92% and #6 Punctuation, Capitalization, Spelling 87% to 92%.
5. TAKS A and TAKS M testing, \*growth for special education students will be determined by review of each individual's test results compared with previous year's results.

**NCLB Objective(s):** 1.2 and 2.3

**Summative evaluation:** 2010 TAKS/SDAA/RPTE results will be disaggregated to identify areas of strength and needs. Students will meet the standard(s) referenced in the performance objective.

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
1. Teachers will expect each child to achieve his/her learning potential. Students will achieve mastery of basic skills and/or life skills regardless of previous academic performance, family background, socio-economic status, <u>race or gender</u> .	0	Teachers	Each 6 Weeks	Observations, Benchmarks and TAKS/TAKS A/TAKS M test scores, student participation, mastery of I.E.P. objectives and TPRI, S.T.A.R. and RPTE
* 10 Step Process - A campus wide daily instructional focus will be taught in reading, math and writing. Instructional calendars will be developed. Staff development will be provided.	Available campus materials	Teachers and Principals	Monthly	Increase in student performance on RPTE, TAKS/TAKS A /TAKS M and Benchmark tests.
* TPRI	Staff Development for all teachers grades K, 1, 2, and 3	Principals	September, 2009(grades 1, 2, and 3) January, 2010 (K) May, 2010 (grades K, 1, 2, 3)	Student progress from Fall to Spring testing for grades 1, 2, and 3 and January to May testing for Kindergarten.
* Before School Tutoring	SCE Funds (See Appendix A)	CEI Lab Aide	Each 6 Weeks March, 2010	Decrease in student failure rate each six weeks

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
* Field Trips	District Transportation Budget	Lead Teachers	October, 2009 May, 2010	Educational enrichment activities and parent participation
* Extended Day	OEY Funds, Campus Budget, SCE Funds (See Appendix A)	3rd, 4th, and 5th grade teachers	March, 2010 May, 2010	Student success on TAKS and Student Success Initiative
* TAKS enrichment/tutorials/preassessment	SCE Funds (See Appendix A)	3rd, 4th, and 5th grade teachers	Each Six Weeks	Student success on TAKS and Student Success Initiative
2. Instruction and/or materials will be modified for students as appropriate. Staff development will be provided to improve modifications and documentation of strategies used. This will support our LRE district initiative.	Campus Budget Region VI ESC Coop	Principals	Every 3 Weeks	Test results, teacher observations, diagnostician's input, IEP, C.L.A.S.S./IDEA MAKER/Brigance/H.E.L.P., teacher lesson plan documentation of modifications, staff development strategies implemented, decrease in office referrals and student increase of time.
3. TAKS will be incorporated into subject areas through instruction based on Texas Essential Knowledge and Skills. Staff Development will be provided for TEKS and TAKS. Writing modes will be taught as follows:	TAKS materials and TAKS Information Booklets	Teachers and Principals	Weekly	TAKS and TEKS incorporated through lesson plan documentation and principals' classroom visits
Grades Kindergarten - 1				
* Introduce Narrative				
Grade 2				
* Introduce How To...and continue writing Narrative				
Grade 3				
* Introduce Classificatory and continue writing Narrative and How To...				
Grade 4				
* Introduce Persuasive and continue work on the three other modes				
Grade 5				
* All 4 modes of writing: Persuasive, Classificatory, Narrative, How To...				
4. Kamico, Measuring Up, Blast Off, Better Test Scores and other appropriate test-taking materials will be used to prepare students for TAKS, TAKS A, TAKS Alt., and Benchmark testing. Preassessment tests will be given to students in grades 2-5.	Kamico Books, Released TAKS Tests, Campus Budget \$500, SCE Funds (see Appendix A)	Counselor	January, 2010 May, 2010	Test results, SBDM Committee reviews in January and May 2010
5. TAKS/TEKS instruction will be a school-wide effort. All grade levels will work to achieve mastery of the TAKS/TEKS objectives. Principals will provide each teacher with TAKS/TEKS objectives.	TEA TAKS Information Booklets, Campus Budget-\$500	Principals	January, 2010 May, 2010 Each Six Weeks	TAKS results, SBDM Committee Reviews in January and May 2010, TPRI results, evaluations of student report cards will reflect increased student performance.
6. Teachers will be given an opportunity to review TAKS materials, TAKS item analysis and disaggregate TAKS results.	Software, Release time	Principals	August, 2009 Six Weeks TAKS Meetings	Teacher's use of item analysis to improve instruction, Lesson Plans

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
7. Computer programs for K-5 will be used to increase reading and skills, supported by the CEI Lab, Computer Labs, ESL and G/T Programs.	Computer labs and programs, Special Education, ESL Budgets-District and Campus, Title I salaries, SCE Funds 4.0 FTE (See Appendix A and Appendix C)	Technology Specialist	January, 2010 May, 2010	Individual student improvement in test scores for 2009-2010, SBDM Committee reviews in January and May 2010
8. All teachers will use cross grade level planning for instruction and evaluation.	District and Campus Budget-TAKS and Benchmark preparation materials	Teachers and Principals	Bi-monthly January, 2010 May, 2010	Improved test scores, SBDM Committee reviews in January and May 2010
9. Staff will plan and present TAKS pep rally to boost student morale.	Principal's Activity Fund-\$500 Presenter \$300 Treats	Counselor	February, 2010 April, 2010	100% opportunity to participate.
10. First and second grade classes will write letters and posters of encouragement and good wishes to third and fourth grade classes. Letters will be delivered the week before the TAKS tests.	Campus Budget-paper, poster board \$10	Teachers and Principals	February, 2010 March, 2010 April, 2010	Observation by Teachers and Principals
11. The third, fourth, and fifth grade students will be rewarded for TAKS preparation and hard work with Skating party.	Campus Budget-buses \$1.50 per mile, per bus plus bus driver's salary, Humble Skating Rink, treats-Principal's Activity Fund \$500	Counselor	May, 2010	Attendance, student comments
12. The Super Center will be available for all students needing assistance and/or additional opportunities for enrichment experiences.	Salaries, computers, software	CMC Staff and Principals	Each Six Weeks May, 2010	Number of IEP objectives mastered, number of students using the Super Center, report cards, decrease in failure rate each six weeks.
13. ESL students will be reinforced in writing strategies taught by classroom teachers. Emphasis will be given to sentence construction.	ESL District Funds, SCE Funds 1.0FTE (See Appendix A), Title I-Renaissance Writing Software	ESL Staff, Teachers	Each Six Weeks May, 2010	TAKS and Benchmark test results
14. ESL Aide will assist in the teaching of critical thinking skills in ESL and regular education.	ESL District Funds, SCE Funds 1.0 FTE (See Appendix A)	Principals	January, 2010 May, 2010 Weekly	Test results, SBDM Committee reviews in January and May, 2010, TEKS documentation in lesson plans, Principals' observations
15. Students will be given daily writing time. Writing will be published. One writing paper from each student in grades 1-5 will be read by the principal each month.	Campus Budget - Instructional materials	Teachers and Principal	Monthly	Teacher observation and evaluation, students published writing
16. Class charts and books will be made by prek and kindergarten students and teachers.	Campus Budget - paper and/or poster board \$250	Teachers	Each Six Weeks	Teacher observation and student products each six weeks

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
17. First grade classes will write and bind a minimum of 3 classroom books.	Campus Budget - \$25 binding and paper	Teachers	October, 2009 February, 2010 May, 2010	Books completed and shared
18. Creative writing will be stressed with oral presentations in the classrooms. Journals or draft books will be used.	Available regular and special education campus materials and programs	Teachers	Weekly	Reduction in six week failure rate and retention rate, modification sheets from ARD meetings, lesson plan documentation
19. Teachers will develop an action plan for any failing student each six weeks. Conferences with parents will be held and tutoring will be provided. Modifications will be made as appropriate.	Available regular and special education campus materials and programs	Teachers grades 1-5	Each Six Weeks	Six Weeks Pass/Fail Report, reduction in six week failure rates and retention rate, modification sheets from ARD meeting, lesson plan documentation
20. Reading Recovery Program will be provided to first grade students of need.	SCE Funds - 1.0 FTE (See Appendix A)	Reading Recovery Teacher Leader	Each Six Weeks	Reduction in retention rate and referrals to Special Education, Review of six weeks pass/fail report
21. A school Literacy Team will be effectively implemented to monitor discontinued Reading Recovery students after leaving the first grade. The team members will be advocates for Reading Recovery students as well as other students with reading problems to support the NCLB and Student Success Initiative.	SCE Fund 1.0 FTE (See Appendix A)	Reading Recovery Teacher, Classroom Teacher and Principals	Each Six Weeks	Documentation of meetings
22. The KME media/library collection will be enhanced.	Title V Budget (See Appendix G), Campus Budget \$3,000	Librarian	September, 2009	Increase in library collection and number of books checked out, review number of students taking AR tests to improve writing skills, TAKS/TAKS A & M, RPTE results
23. The percentage of fourth grade special education students taking and meeting minimum expectations on writing TAKS tests will be at or above the district average. An alternative assessment (SDAA) will be given to students with TAKS exemptions in writing. The ARD Committee will ensure the greatest educational opportunity for each student through the Least Restrictive Environment (LRE) placement for instruction.	Special Education Budget (as requested/ approved) supplies and materials	Special Education Teachers, Principals	Each Six Weeks	Student progress, TAKS results, increase in the mastery of objectives on the TAKS A, M, Alt.
24. Strategies learned by staff attending Kindergarten, First, Second, Third and Fourth Grade Reading Academy will be implemented in our classrooms with emphasis given to critical thinking.	Region VI ESC Registration fee per teacher	Kindergarten, First, Second, Third and Fourth Grade Teachers, Principals	Weekly May, 2010	Classrooms and lesson plans monitored by principals to ensure implementation of strategies, reduction retention rate-all grade levels
25. Kings Manor with New Caney ISD will participate in the Migrant Education Co-op with Region VI Education Service Center	Region VI ESC	PEIMS Secretary	August, 2009 Six Weeks TAKS Meetings	Migrant Education Program survey from Region VI ESC
26. Optional Extended Year (OEY) services will be provided through Extended Day and summer school programs.	District OEY Funds, Campus Budget, Title I Budget-\$20 per hour, SCE Funds (See Appendix A)	Teachers and Principals	January, 2010 April, 2010 May, 2010	Decrease in retention rate for each grade level and school wide, TAKS results

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
27. Requests will be made to reduce class size as needed.	Title II Class Size Reduction Grant	Teachers, PEIMS Staff and Principals	Every Six Weeks	Classroom enrollment and student success will be monitored by the principal. Requests for personnel will be made to New Caney ISD superintendent
28. The following activities will be implemented to ensure TAKS Success for all students in grades 3, 4, and 5 (Student Success Initiative)				
* Benchmark testing will be done throughout the school year with results used to identify and address individual student needs. Conferences will be held with the principal to develop a plan for each student.	District and Campus Budget	Counselor	Each Six Weeks	TAKS results/Benchmark testing will reflect student success.
* At-risk meetings will be held to identify students and develop a plan of action.	0	Counselor, Principals and Teachers	September, 2009 Every Six Weeks	Review of pass/fail report each six weeks.
* TAKS Talks (individual) will be held with each fourth grade student to identify strengths and weaknesses in preparation for testing.	Principal's Activity Fund \$100 for treats	Principals	Fall, 2009 Spring, 2010	TAKS results will reflect students success.
* Extended Day with transportation will be provided for identified students of need.	District Budget	Principals, Counselor, Teachers	January, 2010 April, 2010 May, 2010	Targeted students will be successful on the TAKS tests.
* A TAKS Writing Parent Night will be held to discuss TAKS objectives.	0	Principals and Teachers	February, 2010	Documentation of attendance and Teacher/Parent comments
29. Teacher Observing Teachers - Teachers will observe peers to improve instruction.	0	Teachers and Principals	Each Six Weeks	Classroom observations, Form Documentation
30. Authors of the Week Bulletin Board	0	Teachers	Weekly	Heighten Student Awareness, Announcements, Sharing of Writing
31. The number of students with commended performance will increase through enrichment activities.	Title I funds, SCE funds, Campus budget	Principals, Teachers	February, 2009 April, 2009 May, 2009	TAKS results will reflect commended performance.
32. Writing Academy staff development will be provided.	Title I funds	Principal, Classroom Teachers	December 2009 May 2010	Increase in writing scores on the 4th Grade Writing TAKS, TAKS A, and TAKS M.

## Kings Manor Elementary Campus Improvement Plan 2009-2010

**Goal #:** 1 - By the year 2010-2011, all Kings Manor Elementary students in grades three, four, and five will maintain the state's exemplary standard of 90% on the TAKS, TAKS A, TAKS Alt., and TAKS M tests in reading, math, writing, and science. At least 80% of students in grades three, four, and five will be on or above grade level on the district benchmark test in social studies. At least 80% of students in grades kindergarten, one and two will be on or above grade level on district benchmark tests in reading and math.

**NCLB Goal:** Performance Goal 1 and 5.

**Objective: D.** By the Spring of 2010, Kings Manor Elementary students will show the following increases in science:

- 1 Met standard on science TAKS grade 5 from 86% to 90%.
- 2 Commended Performance on TAKS science grade 5 from 37% to 42%.
- 3 TAKS Science Objectives-#4 Earth Science 70% to 75%.
4. Benchmark testing will improve from 89% to 95% in grade 3 and from 84% to 90% in grade 4.
- 5 TAKS A and TAKS M testing, \*growth for special education students will be determined by review of each individual's test results compared with previous year's results.

**NCLB Objective(s):** 5.1

**Summative evaluation:** 2010 TAKS/SDAA/RPTE results will be disaggregated to identify areas of strength and needs. Students will meet the standard(s) referenced in the performance

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
1. Teachers will expect each child to achieve his/her learning potential. Students will achieve mastery of basic skills and/or life skills regardless of previous academic performance, family background, socio-economic status, race or gender.	0	Teachers	Each 6 Weeks	Observations, Benchmarks and TAKS/TAKS A/TAKS M test scores, student participation, mastery of I.E.P. objectives and TPRI, S.T.A.R. and RPTE
* 10 Step Process - A campus wide daily instructional focus will be taught in reading, math, writing and science. Instructional calendars will be developed. Staff development will be provided.	Available campus materials	Teachers and Principals	Monthly	Increase in student performance on RPTE, TAKS/TAKS A/TAKS M and Benchmark tests.
* Science Fair - grade 4	Principal's Activity Fund	Science Teachers	May, 2010	Student participation, Parental support
* Before School Tutoring	SCE Funds (See Appendix A)	CEI Lab Aide	Each 6 Weeks March, 2010	Decrease in student failure rate each six weeks
* Field Trips	Campus Transportation Budget	Lead Teachers	October, 2009 May, 2010	Educational enrichment activities and parent participation
* TAKS enrichment/tutorials/preassessment	SCE Funds (See Appendix A)	3rd, 4th, and 5th grade teachers	Each Six Weeks	Student success on TAKS and Student Success Initiative

* 10 Step Process - A campus wide daily instructional focus will be taught in reading, math, writing and science. Instructional calendars will be developed. Staff development will be provided.	Available campus materials	Teachers and Principals	Monthly	Increase in student performance on RPTE, TAKS/TAKS A/TAKS M and Benchmark tests.
2. Instruction and/or materials will be modified for students as appropriate. Staff development will be provided to improve modifications and documentation of strategies used. This will support our LRE district initiative.	Campus Budget Region VI ESC Coop	Principals	Every 3 Weeks	Test results, teacher observations, diagnostician's input, IEP, C.L.A.S.S./IDEA MAKER/Brigance/H.E.L.P., teacher lesson plan documentation of modifications, staff development strategies implemented, decrease in office referrals and student increase of time.
3. TAKS /TEKS instruction will be a school-wide effort. All grade levels will work to achieve mastery of the TAKS/TEKS objectives.	TEA TAKS Information Booklets, Campus Budget \$500	Principals	January, 2010 May, 2010 Each Six Weeks	TAKS results, SBDM Committee Reviews in January and May, 2010 TPRI results, evaluations of student report cards will reflect increased student performance.
4. Teachers will be given an opportunity to review TAKS materials, TAKS item analysis and disaggregate TAKS results.	Software, Release Time	Principals	August, 2009 Six Weeks TAKS Meetings	Teacher's use of item analysis to improve instruction, Lesson Plans
5. The third, fourth, and fifth grade students will be rewarded for TAKS preparation and hard work with Skating party.	Campus Budget-buses \$1.50 per mile, per bus plus bus driver's salary, Humble Skating Rink, treats-Principal's Activity Fund \$500 or business donations	Counselor	May, 2010	Attendance, student comments
6. ESL students will be reinforced in science strategies taught by classroom teachers. Emphasis will be given to the scientific process.	ESL District Funds, SCE Funds 1.0 FTE ( See Appendix A)	ESL Staff and Principals	Each Six Weeks	TAKS and Benchmark test results
7. Optional Extended Year (OEY) services will be provided through Extended Day and summer school programs.	District OEY Funds, Campus Budget, Title I Budget-\$20 per hour, SCE Funds (See Appendix A)	Teachers and Principals	January, 2010 April, 2010 May, 2010	Decrease in retention rate for each grade level and school wide, TAKS results
* Benchmark tests will be given to students.	Campus Budget	Counselor	Each Six Weeks	Test results reflect students reached mastery levels on benchmarks.
8. The science lab will be available for students of grades K-5.	Campus Budget	Principals, Teachers	December, 2009 May, 2010	TAKS results for grade 5, improved science grades, observations by principals will indicate implementation of
9. The number of students with commended performance will increase through enrichment activities.	Title I budget, SCE funds, Campus budget	Principals, Teachers	February, 2010 April, 2010 May, 2010	TAKS results will reflect commended performance.
10. Teachers in grades K-5 will conduct a science experiment weekly.	Campus budget, Title I	Classroom Teachers	December 2009, May 2010	TAKS results on 5th grade science
11. Science vocabulary will be taught in grades K-5.	Campus budget, Title I	Classroom Teachers	December 2009, May 2010	Science TAKS Test

## Kings Manor Elementary Campus Improvement Plan 2009-2010

**Goal #:** 1 - By the year 2010-2011 all Kings Manor Elementary students in grades three, four, and five will maintain the state's exemplary standard of 90% on the TAKS, TAKS A, TAKS Alt., and TAKS M tests in reading, math, writing, and science. At least 80% of students in grades three, four, and five will be on or above grade level on the district benchmark tests in social studies. At least 80% of students in grades kindergarten, one and two will be on or above grade level on the district benchmark tests in reading and math.

**NCLB Goal:** Performance Goal 1 and 5.

**Objective: E.** By the Spring of 2010 Kings Manor Elementary students will demonstrate mastery of all grade appropriate social studies objectives.

1. Benchmark testing grade 3 from 88% to 93%, grade 4 from 55% to 60% and grade 5 from 35% to 40%.

**NCLB Objective(s):** 5.1

**Summative evaluation:** 2010 TAKS/TAKS A/TAKS M/RPTE results will be disaggregated to identify areas of strength and needs. Students will meet the standard(s) referenced in the performance objective.

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
1. Teachers will expect each child to achieve his/her learning potential. Students will achieve mastery of basic skills and/or life skills regardless of previous academic performance, family background, socio-economic status, race or gender.	0	Teachers	Each 6 Weeks	Observations, Benchmarks and TAKS test scores, student participation, mastery of I.E.P. objectives and TPRI, S.T.A.R. and RPTE
* 10 Step Process - A campus wide daily instructional focus will be taught in reading, math and writing, Instructional calendars will be developed. Staff development will be provided.	Available campus materials	Teachers and Principals	Monthly	Increase in student performance on RPTE, TAKS and Benchmark tests.
* UIL Academic Teams	Principal's Activity Fund \$200	UIL Sponsor	March, April, 2010	Student participation and results of competition
* Before School Tutoring	SCE Funds (See Appendix A)	CEI Lab Aide	Each 6 Weeks March, 2010	Decrease in student failure rate each six weeks
* Field Trips	District Transportation Budget	Lead Teachers	October, 2009 May, 2010	Educational enrichment activities and parent participation
2. Instruction and/or materials will be modified for students as appropriate. Staff development will be provided to improve modifications and documentation of strategies used. This will support our LRE district initiative.	Campus Budget Region VI ESC Coop	Principals	Every 3 Weeks	Test results, teacher observations, diagnostician's input, IEP, C.L.A.S.S./IDEA MAKER/Brigance/H.E.L.P., teacher lesson plan documentation of modifications, staff development strategies implemented, decrease in office referrals and student increase of time.
3. TAKS will be incorporated into subject areas through instruction based on Texas Essential Knowledge and Skills. Staff Development will be provided for TEKS and TAKS.	TAKS materials and TAKS Information Booklets-reading Title I	Teachers and Principals	Weekly	TAKS and TEKS incorporated through lesson plan documentation and principals' classroom visits.

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
4. Kamico, Measuring Up, Blast Off, Better Test Scores and other appropriate test-taking materials will be used to prepare students for TAKS ,TAKS A, TAKS Alt., and Benchmark testing.	Campus Budget \$500, SCE Funds (see Appendix A)	Counselor	January, 2010 May, 2010	Test results, SBDM Committee reviews in January and May 2010
5. TAKS/TEKS instruction will be a school-wide effort. All grade levels will work to achieve mastery of the TAKS/TEKS objectives. Principals will provide each teacher with TAKS/TEKS objectives.	TEA TAKS Information Booklets, Campus Budget-\$500	Principals	January, 2010 May, 2010 Each Six Weeks	TAKS results, SBDM Committee Reviews in January and May 2010, TPRI results, evaluations of student report cards will reflect increased student performance.
6. Teachers will be given an opportunity to review TAKS materials, TAKS item analysis and disaggregate TAKS results.	Software, Release time	Principals	August, 2009 Six Weeks TAKS Meetings	Teacher's use of item analysis to improve instruction, Lesson Plans
7. Professional staff members will participate in social studies staff development for curriculum mapping and to improve the critical thinking and problem solving skills of students.	Staff Development fees, Campus Budget, District Funds, Region VI	Principals	June, 2009 September, 2009 May, 2010	Teacher comments, parent comments, student improvement of skills, completed and shared maps
8. Computer programs for K-5 will be used to increase reading and skills, supported by the CEI Lab, Computer Lab, ESL and G/T Programs.	Computer labs and programs, Special Education, ESL Budgets-District and Campus, Title I salaries, SCE Funds 3.0 FTE (See Appendix A and Appendix C)	Technology Specialist	January, 2010 May, 2010	Individual student improvement in test scores for 2009-2010 SBDM Committee reviews in January and May 2010
9. All teachers will use cross grade level planning for instruction and evaluation.	District and Campus Budget-TAKS and Benchmark preparation materials	Teachers and Principals	Bi-monthly January, 2010 May, 2010	Improved test scores, SBDM Committee reviews in January and May 2010
10. Weekly Readers may be purchased.	Principal's Activity Fund and Title I	Secretary	September, 2009 May, 2010	Improvement on reading and Social Studies curriculum
11. The Super Center will be available for all students needing assistance and/or additional opportunities for enrichment experiences.	Salaries, computers, software	CMC Staff and Principals	Each Six Weeks May, 2010	Number of IEP objectives mastered, number of students using the Super Center, report cards, decrease in failure rate each six weeks.
12. ESL students will be reinforced in social studies strategies taught by classroom teachers. Emphasis will be given to the scientific process.	ESL District Funds, SCE Funds1.0 FTE ( See Appendix A)	ESL Staff and Principals	Each Six Weeks	TAKS and Benchmark test results
13. Critical thinking skills will be taught in ESL and regular education.	ESL District Funds, SCE Funds 1.0FTE ( See Appendix A)	Principals	January, 2010 May, 2010 Weekly	Test results, SBDM Committee reviews in January and May, 2010, TEKS documentation in lesson plans, Principals' observations

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
14. Teachers will develop an action plan for any failing student each six weeks. Conferences with parents will be held and tutoring will be provided. Modifications will be made as appropriate.	Available regular and special education campus materials and programs	Teachers grades 1-5	Each Six Weeks	Six Weeks Pass/Fail Report, reduction in six week failure rates and retention rate, modification sheets from ARD meeting, lesson plan documentation
15. Kings Manor with New Caney ISD will participate in the Migrant Education Co-op with Region VI Education Service Center.	Region VI ESC	PEIMS Secretary	August, 2009 Six Weeks TAKS Meetings	Migrant Education Program survey from Region VI ESC
16. Requests will be made to reduce class size as needed.	Title II Class Size Reduction Grant	Teachers, PEIMS Staff and Principals	Every Six Weeks	Classroom enrollment and student success will be monitored by the principal. Requests for personnel will be made to New Caney ISD superintendent
17. Social Studies mapping alignment and staff development	0	Teachers and Principals	June, 2009	Maps
18. Benchmark tests will be given to students in grades 3, 4 and 5.	Campus Budget	Counselor	Each Six Weeks	Test results reflect all students reached mastery levels on benchmarks.
19. The Super Center (Content Mastery Center) will be available for all students needing assistance and/or additional opportunities for enrichment experiences.	District Budget Salary 1 FTE, computers, software	CMC Staff	Each Six Weeks May, 2010	Number of students using the Super Center, pass/fail reports, TAKS tests results
20. Teacher Observing Teachers - Teachers will observe peers to improve instruction.	0	Teachers and Principals	Each Six Weeks	Classroom observations, Form Documentation

## Kings Manor Elementary Campus Improvement Plan 2009-2010

**Goal # 2 -** Kings Manor Elementary will receive additional acknowledgement on AEIS for an attendance rate of 97% or higher. KME will work to support the district goal that all students will complete their secondary education in a timely manner without dropping out of school.

**NCLB Goal:** Performance Goal 5

**Objective:** Kings Manor Elementary student attendance rate will increase from 96.4% to 97% for the 2009-2010 school year.

**NCLB Objective(s):** 5.1 and 5.2

**Summative evaluation:** Student attendance will meet or exceed the Kings Manor Elementary performance objective as indicated by end-of-year reports and the AEIS report.

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
1. Parents of absent students will be contacted daily by the classroom teacher.	-0-	Classroom Teachers	Daily	Daily log turned in on Fridays
2. Each classroom teacher will keep a visible record of attendance in the classroom and reward good attendance.	Campus Budget \$60.00	Classroom Teachers	Weekly	Increase in number of classes and students with perfect attendance.
3. Parents of students with attendance and tardy problems will be notified in writing and then referred to CARE Team as necessary.	Principal's Activity Fund \$225.00	Attendance Clerk	Weekly	CARE Team documentation along with attendance records.
4. Principal will recognize students who have perfect attendance at six week Quality Student Assemblies for grades 1-5.	Principal's Activity Fund \$400.00	Principal	Each Six Weeks	Increase in number of students recognized.
5. Medals will be given for perfect attendance for the 2009-2010 year at the awards assembly for the end of the year.	Campus Budget \$1,500	Principal	May, 2010	Daily check of attendance records.
6. A weekly report of class, grade level and school attendance records will be provided to each staff member.	-0-	Attendance Clerk	Weekly	Monitoring and reporting of actual attendance records
7. An attendance bulletin board will be displayed in each classroom.	0	Classroom teachers	August, 2009 Each Six Weeks	Names of students appearing on bulletin board.
8. A drawing will be held each six weeks to reward students with perfect attendance.	Principal's Activity Fund \$150	Principal	Each Six Weeks	Names of students in drawing.
9. A class from each grade level with the best attendance will be recognized each 6 weeks	Child Nutrition	Attendance Clerk	Each 6 Weeks	Six weeks attendance reports.
10. Bicycles will be given for perfect attendance for semester and year.	Rocking Horse	Principal	December 2009, May 2010	Attendance Records

## Kings Manor Elementary Campus Improvement Plan 2009-2010

**Goal #: 3** - Kings Manor Elementary will increase opportunities for parental and community involvement.

**NCLB Goal:** Performance Goal 5

**Objective:** By the end of the 2009-2010 school year, parental involvement will increase.

**NCLB Objective(s):** 5.1 and 5.2

**Summative evaluation:** Parent surveys, participation and attendance at school activities will reflect on increased involvement at Kings Manor Elementary by parents.

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
1. Opportunities to communicate with parents and the community will be enhanced by:				
* Letter sent in first day packets	Campus Budget - Paper/Printing	Principal	August, 2009	Letter sent home
* Parent weekly newsletter/monthly calendar (Koala Messenger)	Campus Budget-\$500	Receptionist	Weekly	Parent Comments
* Parent Grade Level Orientation Nights	-0-	Principals and Teachers	August and September, 2009	Parent Comments, Participation
* Open House	-0-	Staff	March, 2010	Parent Participation
* Thursday Folders	District Budget- Handbook Folders	Teachers	Weekly	Parent Comments
* DISTRICT FOCUS NEWSLETTER	District Budget- Printing and Postage	KME Key Communicator, Principal's Secretary	Quarterly	Parent Comments
* Fall and Spring Book Fairs	-0-	Librarian	September, 2009 and Spring, 2010	Parent volunteers to help students purchase books
* Parent Volunteers (Classroom and Workroom)	-0-	PTO Officers and Members	Weekly	Improved test scores
* Field Trips	Campus Transportation Budget	Lead Teacher(s)	May, 2010	Parent Chaperones
* Meet the Teacher Night	-0-	Staff	August, 2009	Attendance and Participation
* First Week of School Celebration	Community Donations-balloons, candy	Staff	August, 2009	Attendance and Participation
* Career Day	-0-	Counselor	October, 2009	Parent Participation
* Class Parties	-0-	Teachers and Room Parents	December, 2009 February, 2010 April, 2010	Parent Participation
* Fun Day	-0-	P.E. Teachers and Parent Volunteers	June, 2010	Parent Participation

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
* Fundraisers	-0-	Bookkeeper	September, 2009 February, 2010	Parent Participation
* Classroom Activities	-0-	Teachers	Weekly	Parent Participation
* Recognition/Awards Assemblies	Principal's Activity Fund \$500	Principals	Each Six Weeks	Quality Student Assemblies, Parent Attendance
* Grandparents Day Lunch	Principal's Activity Fund \$25.00	Cafeteria Staff	September, 2009	Grandparent's participation
* Volunteer Tea/Volunteer Luncheon	Staff Donations Principal's Activity Fund \$100.00	Counselor	April, 2010	Volunteer Participation
* Kroger Share Card	-0-	Parents	Weekly	Money received
* Food Drive Donations for Thanksgiving and/or Christmas	-0-	Staff and Nurse	November, 2009 December, 2009	Number of families benefited
* Recycling Paper Group	Staff and Community Donations	Bookkeeper	Bi-Monthly	Pounds Collected
* Cash Back For Schools (as sponsored)	Parents	-0-	Each Semester	Parent Participation
* Parent Teacher Organization (PTO)	Membership Fees and Fundraisers	Principal	August, 2009	Membership, Meeting sign-in sheets
* Parent Compact/Parent Involvement Plan	Local	Teachers	September, 2009	Parent signatures on compact
* Parent representatives to SBDM Committee	Local	Principal	Monthly	Sign-in sheets
* Cartridge Contests, Bxotops, soup labels, juice pouches	0	Receptionist	November, 2009 April, 2010	Cartridges collected
* TPSW (Texas Public School Week Activities: Muffins for Mom, Donuts for Dads, Goodies for Grandparents)	Principal's Activity Fund \$260	Bookkeeper/ Principal	March, 2010	Parent Participation
* Kindergarten Rodeo Day	Principal's Activity Fund \$340	Kindergarten Teachers	March, 2010	Parent participation
* Parent Center - ESL Classes, Parenting Classes	Business Donations, Title III budget	Principal, ESL teachers	December, 2009 May, 2010	Parent participation
* Student Mentor Program	0	Counselor	January, 2010 May, 2010	Mentor participation
* Family Fun Night Program	PTO Budget	PTO Members	December 2009, May 2010	Attendance at activities will be documented.
*Texas Roadhouse Night	Texas Roadhouse	Classroom Teacher	December 2009, May 2010	Attendance and money donation from Texas Roadhouse.

## Kings Manor Elementary Campus Improvement Plan 2009-2010

**Goal #: 4** - All Kings Manor Elementary staff members and students will use technology as a tool for learning.

**NCLB Goal:** Performance Goal 5

**Objective:** By Spring 2010, all students will show improvement in academic performance through the application of the technology TEKS, and all teachers will use technology in preparation and presentation of lessons.

**NCLB Objective(s):** 5.1

**Summative evaluation:** Classroom visits, lesson plans, staff and students projects will clearly reflect the use of technology in the learning environment as evidenced by students on the AEIS report.

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
1. Ensure instruction of technology TEKS to students in grades Prek-5 * Internet skills * Word Processing skills * Keyboarding * Graphics /Power Point * Printed Projects	Technology Lab Facilities, District Technology Budget (to be determined) Title I Budget	Instructional Technologist and Principals	Weekly	Review of lesson plans, Principals' classroom visits
2. Utilize the CEI Lab for grades K-2 to increase reading, language arts, and math achievement and skills.	Title I	CEI Lab Staff	Daily	Principal's visits to lab.
3. Collect data from STAR and Accelerated Reader programs to plan reading growth.	Title I Budget	Renaissance Learning Coordinator	Each Six Weeks	STAR Teacher/Principal meetings
4. Adhere to Acceptable Use Policy and Safety on the Internet.	Campus Budget-\$20	Instructional Technologist	Daily	Parent signing of Acceptable Use Policy
5. Provide training to new staff on use of hardware and software through technology competencies. Grade Book and Lesson Plan training will be provided.	District Technology Budget, Title I-Multimedia Projector and Cart	Instructional Technologist	Summer, 2009 May, 2010	Staff development schedules and staff competencies completed
6. Continue the use of District e-mail Groupwise.	Technology Budget	Campus Staff	Daily	Increase in campus communication
7. Inventory and organize library circulation and OPAC through Follett Unison Software.	Technology Budget	Librarian	Daily	Circulation reports
8. Provide staff with projection of computer screen (I.e. overhead projectors, calculators, VCR's, In Focus) to enhance instruction.	Campus Budget Title I-Multimedia Projector and Cart	Librarian	January, 2010 May, 2010	Classroom use
9. Maintain an exemplary school website.	-0-	Instructional Technologist and Technology Committee	Quarterly	Community, Parent and staff use and comments
10. Continue use of a call-in/log-in substitute program (AESOP).	District Budget	Principal's Secretary	Daily	Reports, Errors

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
11. Explore and investigate best uses of available funds for technology purchases.	Campus Technology Budget	Technology Committee	January, 2010 May, 2010	Increase in use and availability of technology
12. ACCESS and FRONTIER software used to enhance TAKS instruction	Technology Budget and Campus Budget	Classroom Teachers 3rd-5th, Students, Special Education Staff and C/O Personnel	Daily	Increase in TAKS scores
13. COMPASS software to enhance TAKS/TEKS instruction.	Region VI, Technology Fund	Principals, Lead Teachers, Counselor	August, 2009 January, 2010 May, 2010	Increase in TAKS scores

# Kings Manor Elementary Campus Improvement Plan 2009-2010

**Goal #: 5** - During the year 2010-2011 all Kings Manor Elementary staff members and students will work and learn in a safe, orderly and drug free environment.

**NCLB Goal:** Performance Goal 4

**Objective:** Beginning in the Fall of 2009 and ongoing throughout the school year, all staff members will be educated on drug and violence prevention, intervention and school safety. Students will be educated on safety rules, conflict resolution, and importance of academic success.

**NCLB Objective(s):** 4.1

**Summative evaluation:** A safe, orderly and drug free working and learning environment will exist at Kings Manor Elementary producing high test scores and increased attendance as reflected on the AEIS.

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
<b>SAFETY</b>				
1. All students and parents will be informed and given a copy of the Student Code of Conduct.	District Budget-Printing	Teachers and Principals	August, 2009 Upon Enrollment	Signed parent letters and office documentation. Decrease in discipline referrals
2. Staff will be informed on:				
* Conflict resolution	-0-	Principal	August, 2009	Staff and grade level agendas will be reviewed.
* Bus safety	-0-	Principals	August, 2009 Upon Enrollment	Staff and grade level agendas will be reviewed
* Inspection and repair of building	District Maintenance Budget	Principals and Head Custodian	Weekly	Comments/concerns from staff and grade level agendas will be reviewed
* Building security	-0-	Principals and Custodians	Daily	Comments/concerns from staff and grade level agendas will be reviewed
* Campus drills	-0-	Principals, Teachers and Principal's Secretary	Monthly	Drill documentation will be reviewed
* Custody procedures	-0-	Principal's Secretary	Daily	Staff and grade level agendas will be reviewed
* Student release procedures	-0-	Principal's Secretary	Daily	Staff and grade level agendas will be reviewed
* Safety meeting(s)	District videos	Principals and Safety Committee	Monthly	Accident reports reviewed
* District Crisis Plan	-0-	Principals, Counselor and Teachers	August, 2009	Staff and grade level agendas will be reviewed
3. Students will be informed on:				
* Conflict resolution	-0-	Principals, Counselor and Teachers	August, 2009	Lesson plans, assemblies and classroom visit documentation
* Bus safety	-0-	Transportation	December, 2009	Assembly schedule reviewed
* Disaster drills	-0-	Principals and Teachers	Monthly	Review of drill records
* Building security	-0-	Principals and Teachers	Daily	First day assemblies documentation/schedule

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
* School rules	-0-	Principals and Teachers	Daily	First day assemblies documentation/schedule
* Bully Prevention Program	Campus Budget \$100.00	Teachers and Counselor	May, 2010	First day assemblies documentation/schedule Review of PEIMS discipline data
4. Parents and visitors will be informed on:				
* School safety procedures	Campus Budget-Handbook \$500.00	Principals and Staff	August, 2009 January, 2010	Parent signatures, Parent Orientation Nights documentation, review of office records
* Signing in and out at the office-Raptor System purchased and implemented to monitor campus visitors.	Campus Budget	Principals and Staff	Daily	Office records reviewed
* Student release procedures	-0-	Principals and Staff	Daily	Newsletter(s), Office records
* School rules	Campus Budget-Handbook \$500.00	Principals and Staff	Daily	Parent meetings, phone calls, conferences
5. At-risk meeting will be held to target students with special needs.	-0-	Principals and Counselor	September, 2009	At-risk records reviewed and maintained
6. Positive feedback and rewards will be given for good behavior.	Principal's Activity Fund-\$300.00	Principals and Staff	Weekly	Decrease in discipline referrals, parent comments
* Drawings				
* Quality Kid of the Six Weeks				
* Good phone calls home				
* Principal's Treasure Chest				
* "Q" Cards (Quality Cards)				
7. Counseling services will be available for students of need. Social skills will be taught.	Campus budget-materials \$250.00 Title IV Travel	Counselor	Daily	Decrease in discipline referrals
8. Planners will be used by students grades 1-5. Staff development will be provided on classroom use to improve student success and school safety.	0	Teachers and Counselor	Daily	Increase in test scores and decrease in discipline referrals.
9. Early Intervention will be a priority for misbehavior.	-0-	Counselor, Teachers	Daily	Decrease in discipline referrals
10. A positive and calm learning environment will be provided through bell-to-bell instruction.	-0-	Principals and Teachers	Daily	Successful learning environment provided as reflected on test scores.
11. Celebrate Red Ribbon Week	Title IV, Campus Budget, Donations-Rotary Club	Counselor	October, 2009	Monitor the number of participating students.
12. Drug curriculum will be taught through Character Education and/or Second Step.	Title IV Co-op	Counselor	Monthly	Successful learning environment provided as reflected on test scores.
13. Discipline referrals will remain low and academic achievement will be high because of efforts focused on self-esteem.	Principal's Activity Fund and Donations-\$500.00	Principals	Daily	Academic progress for all participants will be monitored.
* Quality Kid of the Six Weeks				
* Quality Student Assemblies				
* Mentoring program				
* Birthday recognition				
* Art and Academic competitions				
* Counselor visits to classrooms				
* Safety patrol				
* Honor Choir				

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
* Parent program performances * Principal's positive phone calls home				
14. Team building strategies will be used with staff and students to create a cohesive school family.	Principal's Activity Fund	Principals and Staff	Bi-Monthly	Student and staff comments. Participation in school events and activities.
15. Each classroom will stock an emergency "Gotta-Go Kit."	Principal's Activity Fund \$100.00	Principals and Teachers	October, 2009 May, 2010	Availability for emergency
16. Sexual Harassment staff development will be provided at a September faculty meeting.	District video	Principals	September, 2009	Teacher awareness, actions, comments
17. Saturday class will be continued as a discipline alternative to school suspension.	Campus Budget \$1,800.00	Principals and Teachers	Bi-Monthly	Decrease in office referrals, increase in attendance rates.
18. Safety system developed-Secure in Place, Lockdown and Stop and Go Signs	-0-	Principals	Monthly	Documentation of drills
19. CHAMPs program implemented	Principal's Activity Fund-Rewards \$500.00	Behavior Specialist, Principals, Teachers, Staff	Daily	Positive discipline
20. Character Trait of the Month	Campus Budget \$100.00	Counselor, Teachers	Monthly	Decrease in discipline referrals, Student use of skill learned
21. Staff will fully implement the Texas Behavior Support Initiative. New staff members will receive training.	-0-	Counselor, Special Education Staff, Teachers, Principals	Daily February, 2010 March, 2010	TBSI documentation
22. Identification badges will be worn by all employees, visitors and substitutes.	District/Campus Budget	Director of Technology and Principals	Daily	ID Badges worn
23. Provide Capturing Kids' Hearts training and implementation	Campus budget, Title I funds	Teachers, Principals	Fall, 2009 Spring, 2010	Positive discipline
24. School Assemblies	Campus budget, Title I funds	Counselor	December, 2009, May, 2010	Decrease in office referrals, Increase in academic & TAKS scores
*SKATE - Safety	Laura Recovery Center			
* FRED - Conflict resolution	Montgomery County Youth Services			
* Ronald McDonald - Friends	Ronald McDonald Foundation			
*Fire Department - Fire Safety	Porter Fire Department			
* Miss Texas - Excel in school	Miss Texas Foundation			

## Kings Manor Elementary Campus Improvement Plan 2009-2010

**Goal # 6** - All Kings Manor Elementary students will be taught by highly qualified professional and paraprofessional staff members.

**NCLB Goal:** Performance Goal 3

**Objective:** All Kings Manor Elementary staff members will receive high-quality professional development

**NCLB Objective(s):** 3.1, 3.2 and 3.3

**Summative evaluation:** 100% of Kings Manor Elementary teachers and paraprofessionals will have received research based staff development and meet the highly qualified standard of NCLB.

Strategy/Activity	Resource	Person(s) Responsible	Timeline	Formative Evaluation
1. KME staff will participate in NCISD, state and out-of state university job fairs to recruit highly qualified staff.	District/Campus budget \$500	Principals	Summer, 2009 Fall, 2009 Spring, 2010	Evaluation of job fair participants and hirings
2. Letters will be sent to parents of all students receiving instruction from teachers who are not highly qualified as defined by NCLB.	Campus Budget	Principals	Monthly	Review of number of required letters sent to parents.
3. Efforts will be made to retain highly qualified staff members such as:	Campus Budget	Principals, Lead Teachers	Weekly	Data of staff longevity at campus/district
* longevity pay				
* campus recognition				
* stipends for extra duty assignments				
* positive working and learning environment				
* mentors provided				
* staff participation in interviews and hirings				
* attendance incentives				
4. District and campus staff development will be provided to staff members as determined by needs assessments and standards of NCLB.	District/Campus Budgets, Title Budgets	Principals	Monthly	Needs assessment results, Participation in staff development opportunities.
5. Professional growth tuition reimbursements will be provided to ensure highly qualified teaching and paraprofessional staff members for employees who were in the program for the 2005-2006 school year.	Title II Funds	Principals	Monthly	Review of participation and personnel records.

## **DISCLAIMER**

SCE and Title Budgets may be amended as needed.

Appendix A  
Kings Manor Elementary  
SCE Funds

TBA

**New Caney ISD Parent Survey - April 2009**

Campus your child attends: \_\_\_\_\_

Your child's grade level: \_\_\_\_\_

How many children will you have enrolled in New Caney schools? \_\_\_\_\_

FOR EACH ITEM BELOW, CIRCLE THE APPROPRIATE ANSWER ACCORDING TO HOW YOU FEEL ABOUT THE QUESTION. 1-YES 2-NO 3-NO OPINION

Please offer suggestions for NO answers.

- |     |   |   |   |   |
|-----|---|---|---|---|
| 1.  | Do you feel welcome at school?  | 1 | 2 | 3 |
| 2.  | Are you treated with courtesy and respect by the school staff?  | 1 | 2 | 3 |
| 3.  | Are you satisfied with the way attendance is handled?   | 1 | 2 | 3 |
| 4.  | Are you satisfied with the library service?   | 1 | 2 | 3 |
| 5.  | Are you satisfied with the guidance and counseling services at the school?  | 1 | 2 | 3 |
| 6.  | Are you satisfied with our P.E. program?  | 1 | 2 | 3 |
| 7.  | Are you pleased with the extra programs? (choir, safety patrol, and student council)?   | 1 | 2 | 3 |
| 8.  | Do you feel that discipline is being handled well?  | 1 | 2 | 3 |
| 9.  | Do you have access to your child's school administrators?   |   |   |   |
|     | (a) principal   | 1 | 2 | 3 |
|     | (b) assistant principal   | 1 | 2 | 3 |
| 10. | Have your concerns been handled in a timely manner?   |   |   |   |
|     | (a) principal   | 1 | 2 | 3 |
|     | (b) assistant principal   | 1 | 2 | 3 |
| 11. | Are school facilities well maintained?  | 1 | 2 | 3 |
| 12. | From the discipline management plan sent at the beginning of the school year, do you understand how your child is expected to behave? | 1 | 2 | 3 |
| 13. | Does your child like school?  | 1 | 2 | 3 |
| 14. | Do you feel your child is being challenged academically?  | 1 | 2 | 3 |
| 15. | Do you feel you are being informed about your child's progress?   | 1 | 2 | 3 |
| 16. | My child spends an appropriate amount of time on homework for the grade level. Estimate daily time: _____                             | 1 | 2 | 3 |
| 17. | In general, I feel my child is safe at school.  | 1 | 2 | 3 |
| 18. | I do not feel drugs and/or alcohol is a problem at my child's school.   | 1 | 2 | 3 |
| 19. | I do not feel violence is a problem at my child's school.   | 1 | 2 | 3 |
| 20. | Generally, are you satisfied with your child's school?  | 1 | 2 | 3 |

Suggestions/Comments:

---

---

---

---

---

## Encuesta para Padres del Distrito Escolar Independiente de New Caney - Abril 2009

Escuela que su hijo atiende: \_\_\_\_\_

Nivel de grado de su hijo(a): \_\_\_\_\_

¿Cuántos niños tiene usted inscritos en las escuelas de New Caney? \_\_\_\_\_

PARA CADA VEZ. PONGA UN CIRCULO EN LA RESPUESTA APROPIADA DE ACUERDO EN COMO USTED SE SIENTA CONCERNIENTE A LA PREGUNTA 1-SI 2-NO 3-NINGUNA OPINION

Por favor ofrezca sugerencias para las que usted marque con, "NO" como respuesta.

- |     |  |   |   |   |
|-----|--|---|---|---|
| 1.  | ¿Se siente usted bienvenido en la escuela?   | 1 | 2 | 3 |
| 2.  | ¿El personal de la escuela le trata a usted con cortesía y respeto?  | 1 | 2 | 3 |
| 3.  | ¿Esta usted satisfecha con la manera que se maneja la asistencia?  | 1 | 2 | 3 |
| 4.  | ¿Esta usted satisfecho con el servicio de la biblioteca?   | 1 | 2 | 3 |
| 5.  | ¿Esta usted satisfecho con la guía y servicios de consejos de la escuela?  | 1 | 2 | 3 |
| 6.  | Esta usted satisfecho con el programa de Educación Física?   | 1 | 2 | 3 |
| 7.  | Esta usted satisfecho con los programas extras (coro, patrulla de seguridad, y consejo estudiantil)  | 1 | 2 | 3 |
| 8.  | ¿Cree usted que la disciplina se esta manejando bien?  | 1 | 2 | 3 |
| 9.  | Tiene usted acceso a los administradores de la escuela de su hijo(a)?  |   |   |   |
|     | (a) Director   | 1 | 2 | 3 |
|     | (b) Asistente del Director   | 1 | 2 | 3 |
| 10. | ¿Han sido sus preocupaciones manejadas en un tiempo oportuno?  |   |   |   |
|     | (a) Director   | 1 | 2 | 3 |
|     | (b) Asistente del Director   | 1 | 2 | 3 |
| 11. | ¿Están las instalaciones o edificios bien mantenidos o cuidados?   | 1 | 2 | 3 |
| 12. | De acuerdo al plan de manejo de disciplina que se envía al principio del año escolar, ¿Entiende usted como se espera que su hijo(a) se comporte? | 1 | 2 | 3 |
| 13. | ¿Le gusta a su hijo(a) la escuela?   | 1 | 2 | 3 |
| 14. | ¿Cree usted que su hijo(a) esta siendo desafiado académicamente?   | 1 | 2 | 3 |
| 15. | ¿Se siente usted informado sobre el progreso de su hijo?   | 1 | 2 | 3 |
| 16. | Mi hijo(a) toma un tiempo apropiado haciendo tarea al nivel del grado . Tiempo diario estimado: _____  | 1 | 2 | 3 |
| 17. | En general, siento que mi hijo(a) esta seguro en la escuela.   | 1 | 2 | 3 |
| 18. | Yo no siento que las drogas y/ o alcohol sean un problema. en la escuela de mi hijo.   | 1 | 2 | 3 |
| 19. | Yo no siento o creo que la violencia sea un problema en la escuela de mi hijo(a).  | 1 | 2 | 3 |
| 20. | Generalmente, ¿Esta usted satisfecho con la escuela de su hijo(a)?   | 1 | 2 | 3 |

Sugerencias/Comentarios:

---



---



---



---

## Appendix B

### New Caney ISD Parent Survey Results – May 2009

	<b>YES</b>	<b>NO</b>	<b>NO OPINION</b>
1.	94%	3%	3%
2.	97%	1%	2%
3.	95%		5%
4.	85%		15%
5.	75%	4%	21%
6.	90%	2%	8%
7.	76%	1%	23%
8.	91%	3%	6%
9. (a)	94%		6%
(b)	92%		8%
10. (a)	79%	2%	19%
(b)	82%	2%	16%
11.	93%	1%	6%
12.	95%	1%	4%
13.	97%		3%
14.	92%	3%	5%
15.	95%	3%	4%
16.	64%	3%	33%
17.	95%		5%
18.	93%		7%
19.	94%		6%
20.	98%	1%	1%

# Appendix C

Kings Manor Elementary  
Title I

TBA

# Appendix D

Kings Manor Elementary  
Title II

TBA

# Appendix E

Kings Manor Elementary  
Title III

TBA

# Appendix F

Kings Manor Elementary  
Title IV

TBA

# Appendix G

Kings Manor Elementary  
Title V

TBA