

Campus Improvement Plan



2009-2010

NEW CANEY INDEPENDENT SCHOOL DISTRICT
MISSION STATEMENT

New Caney Independent School District has a firm commitment of the philosophy that all children can learn. All students are expected to develop essential academic and/or life skills in order to live and work successfully in a changing, free-enterprise society. Students who are enrolled in New Caney ISD are taught a core curriculum of English, language arts, mathematics, science, social studies, fine arts, health, physical education and technological literacy. New Caney ISD will ensure that all students and staff have an orderly, clean, safe environment which is conducive to teaching and learning; that students, parents, staff and patrons will have high expectations for attaining mastery of academic and critical-thinking skills; that multiple assessment data will be used to improve individual programs; and that instructional goals, objectives and collaborative planning are designed to improve students performance and self-esteem

Vision

To provide -

appropriately challenging curricular, co-curricular and extra-curricular programs for all students of the New Caney Independent School District;

In a way that -

involves all personnel in a professional team; fosters pride among students, staff and community; is responsive to community needs and standards, and makes efficient use of the taxpayers investment;

So that -

all students can successfully compete in the chosen field of endeavor.

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.

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.

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.

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)).

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.

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.

AIKIN ELEMENTARY
Site-Based Committee

The following campus Site-Based Committee members participated in the official review and submission of the final version of the 2009-210 Campus Improvement Plan.

Michael Ogg

Karen Rasor

Connie Bowers

Tressie Henderson

Christine Orsot

Bonnie Burnam

Linda Kretzschmar

Eileen Roach

Christina Maxwell

Rhonda Fischner

Waynette Clickscales

Cassandra Luchak

Samantha Perkins

A.M. Aikin Elementary

Goals & Objectives

2009-2010

Goals 1: Aikin Elementary students will meet or exceed the state exemplary standard in all academic areas.

Objective 1.1 - Aikin Elementary students and all student groups will meet or exceed the state standard of 90% passing on TAKS math.

Objective 1.2 - Aikin Elementary students and all student groups will meet or exceed the state standard of 90% passing on TAKS reading.

Objective 1.3 - Aikin Elementary students and all student groups will meet or exceed the state standard of 90% passing on TAKS writing.

Objective 1.4 - Aikin Elementary students and all student groups will meet or exceed the state standard of 90% passing on TAKS science.

Objective 1.5 - In Spring 2010, Aikin students will meet or exceed 90% on the end of the year Social Studies benchmark.

Goal 2: Aikin Elementary student attendance will meet or exceed 96%.

Objective 2.1 - Aikin will improve student attendance in an effort to reduce potential dropouts. Student attendance will improve or exceed 96% by the end of the 2009-2010 school year.

Goal 3: Aikin Elementary will continue to address the needs of all students in special programs.

Objective 3.1 - Aikin will establish a framework for monitoring, assessing, and improving special programs that will ensure increased student achievement as measured by the TAKS, TAKS Acc, TAKS M, TPRI and/or RPTE

Goal 4: Aikin Elementary will foster the use of technology as an effective tool for instruction and classroom management, thereby enabling students to be successful in an increasingly technological world.

Objective 4.1 - Aikin students will have access to available technology in order to develop appropriate skills as identified by TEKS, NCISD Technology Plan, NCISD Instructional Technology Integration Plan, and NCISD Technology Checklist.

Goal 5: The Aikin parent/school/community partnership will be strong and effective.

Objective 5.1 - Effectively communicate with the learner-community and implement programs that will increase parental involvement, which will set benchmarks based on reports from Raptor System, parent sign in sheets & parent volunteer sheets.

Goal 6: Aikin Elementary will address violence prevention and intervention on campus.

Objective 6.1 - Aikin Elementary will participate in violence prevention and violence intervention programs. A 5% reduction in PEIMS 425 records will be observed.

Goal 7: All students will be educated by highly qualified teachers and professionals who will engage in meaningful and quality professional growth activities.

Objective 7.1 - Aikin Elementary will lower the employee turnover rate based on the annual AEIS report.

Objective 7.2 - Aikin Elementary will provide meaningful and quality professional growth opportunities for all employees. All NCISD teachers and paraprofessional will meet the NCLB standards of highly qualified personnel.

NEEDS ASSESSMENT SUMMARY AIKIN ELEMENTARY

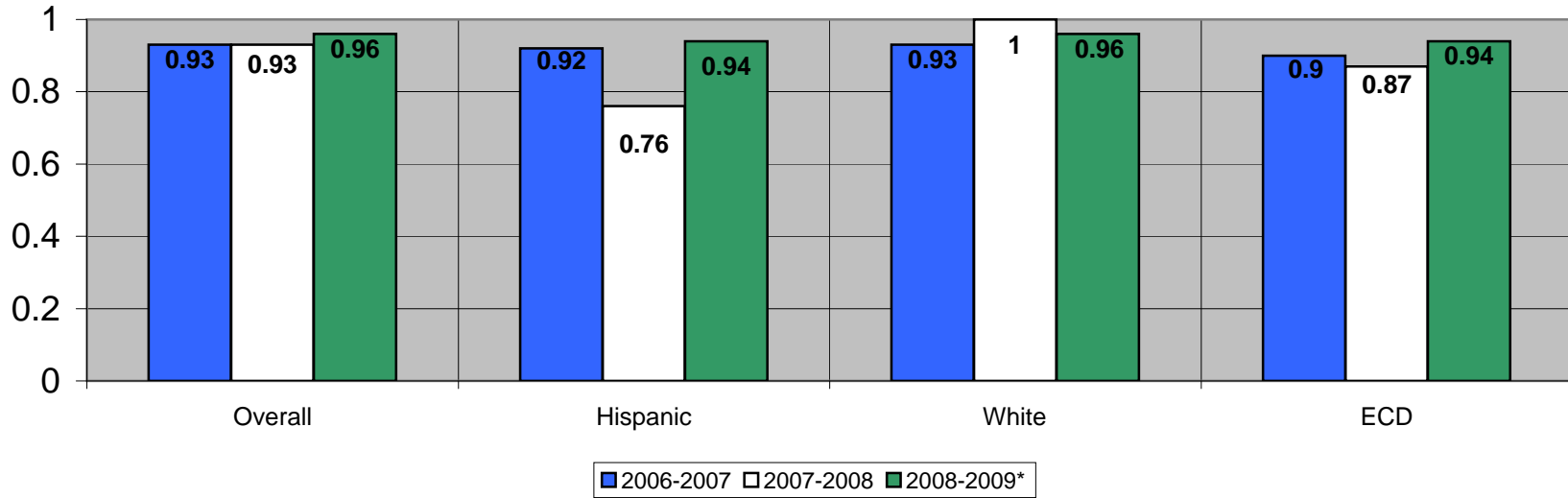
The Site-Based Committee, along with the staff of Aikin Elementary, conducted informal assessments. The information used included AEIS Data, Special Education results from SDAA, ESL results using RPTE, TPRI results, and goals from NCLB, the State, and New Caney ISD. Other related measures were reviewed including discipline referrals, student referrals to CARE Team, Special Education, and 504 and parent

The AEIS data disaggregation included student subgroups by ethnicity, income and programs, as well as, comparison of campus performance with state, regional, and district performance. The scores were also broken down by teacher and objective. An item analysis was used to further interpret the data.

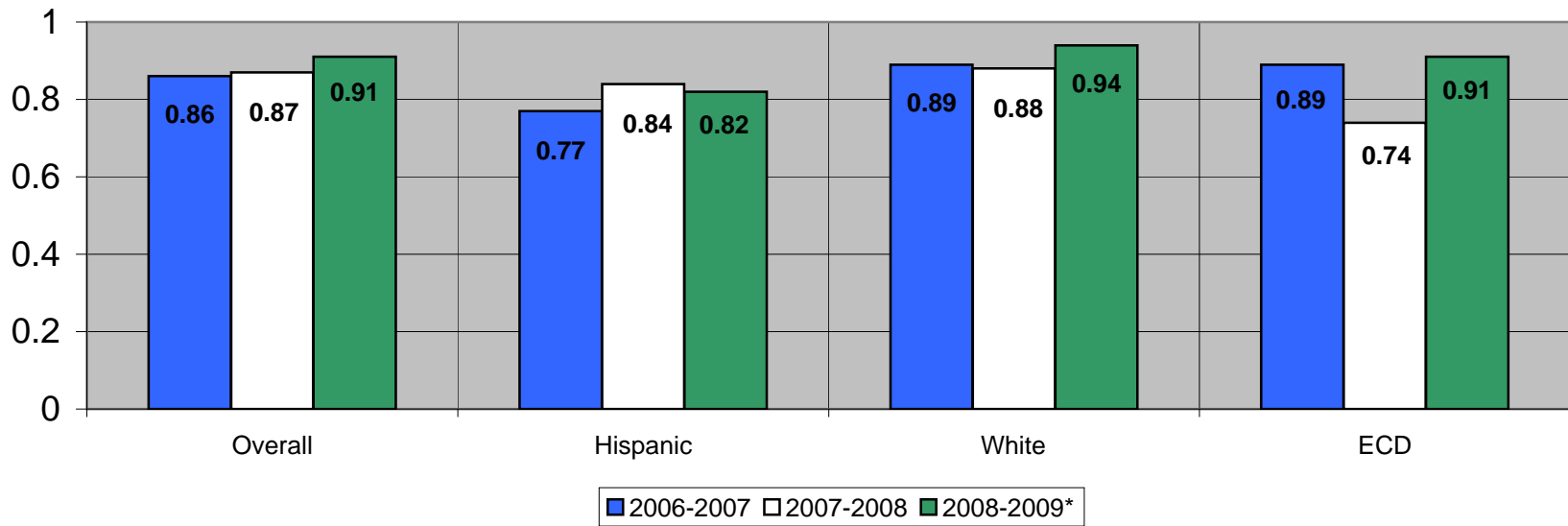
Teachers and paraprofessionals at A.M. Aikin Elementary meet the highly-qualified staff requirements of the "No Child Left Behind" Act. (NCLB Performance Goal 3-3.1, 3.2, and 3.3).

The New Caney Independent School District assures compliance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975.

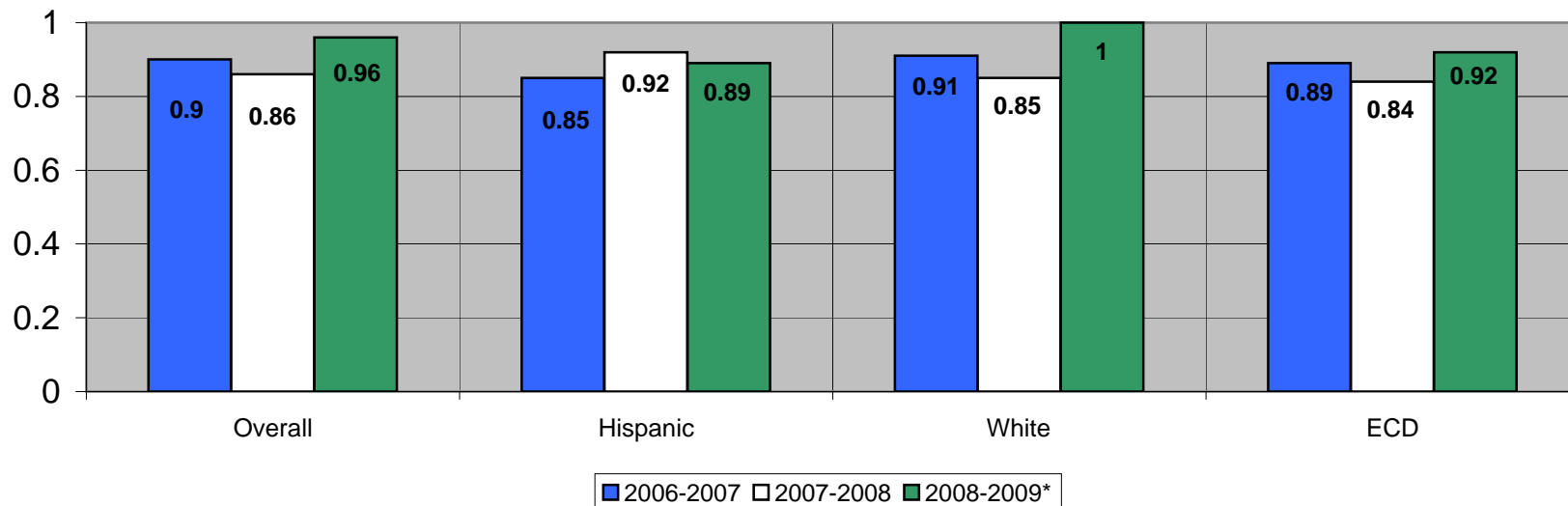
Third Grade Reading



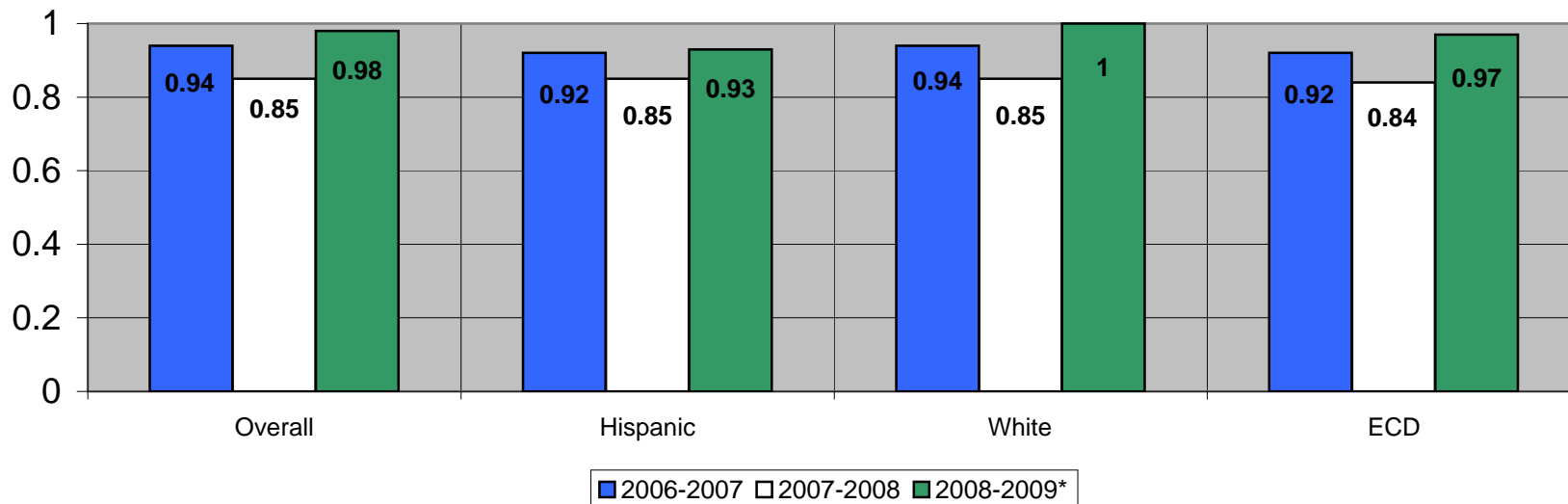
Third Grade Math



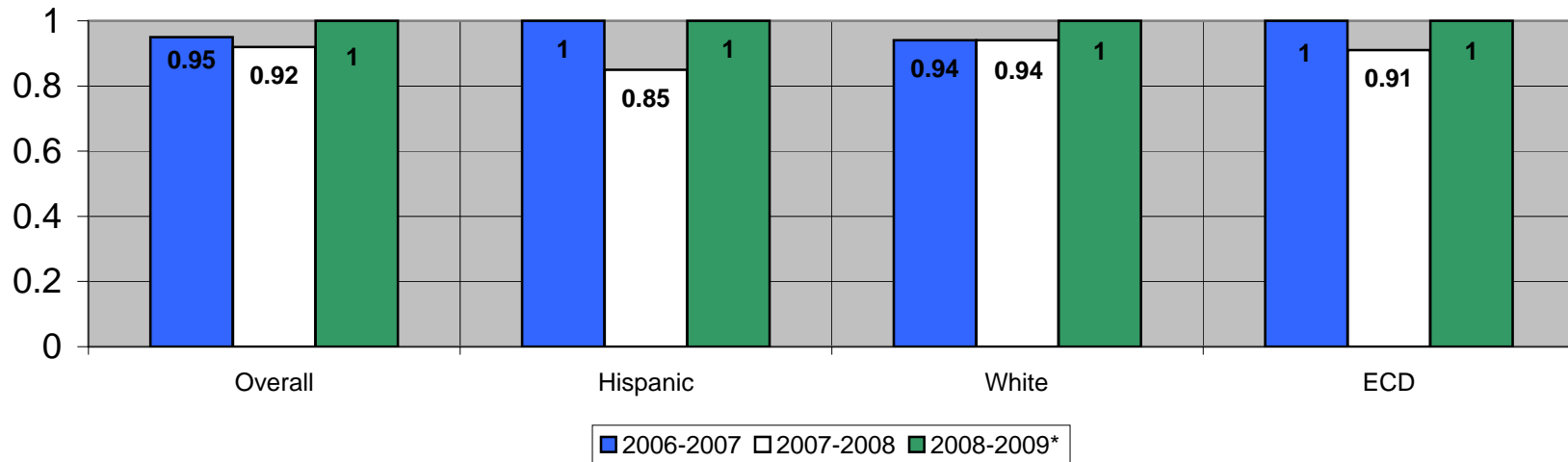
Fourth Grade Reading



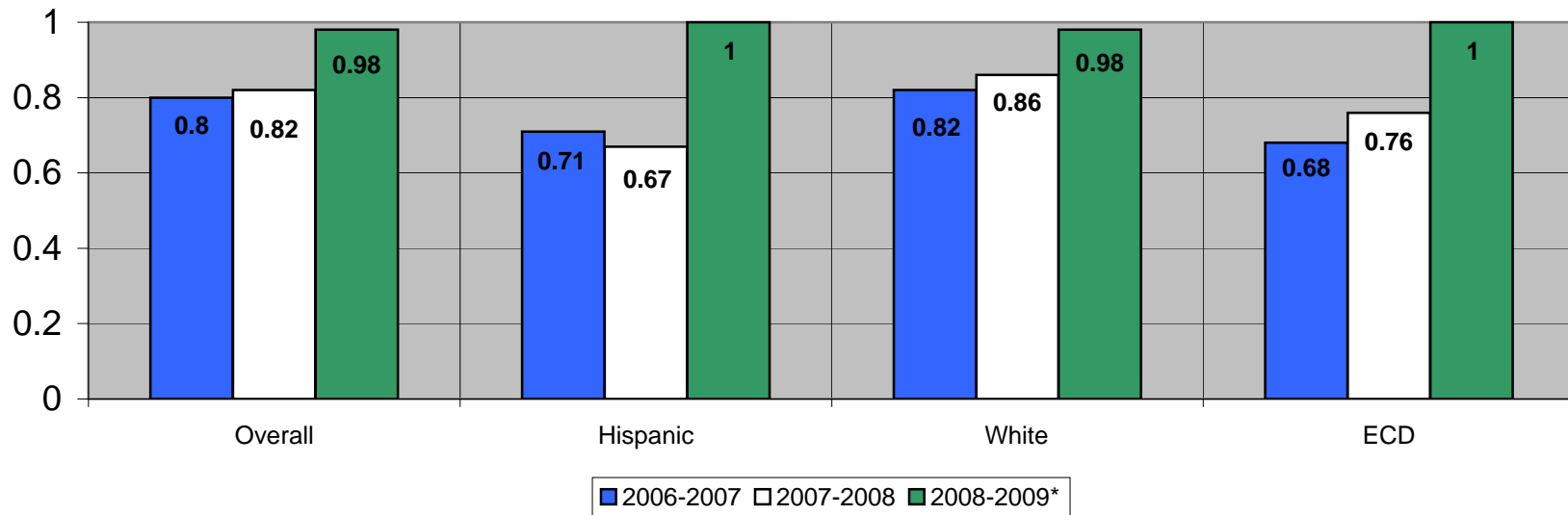
Fourth Grade Math



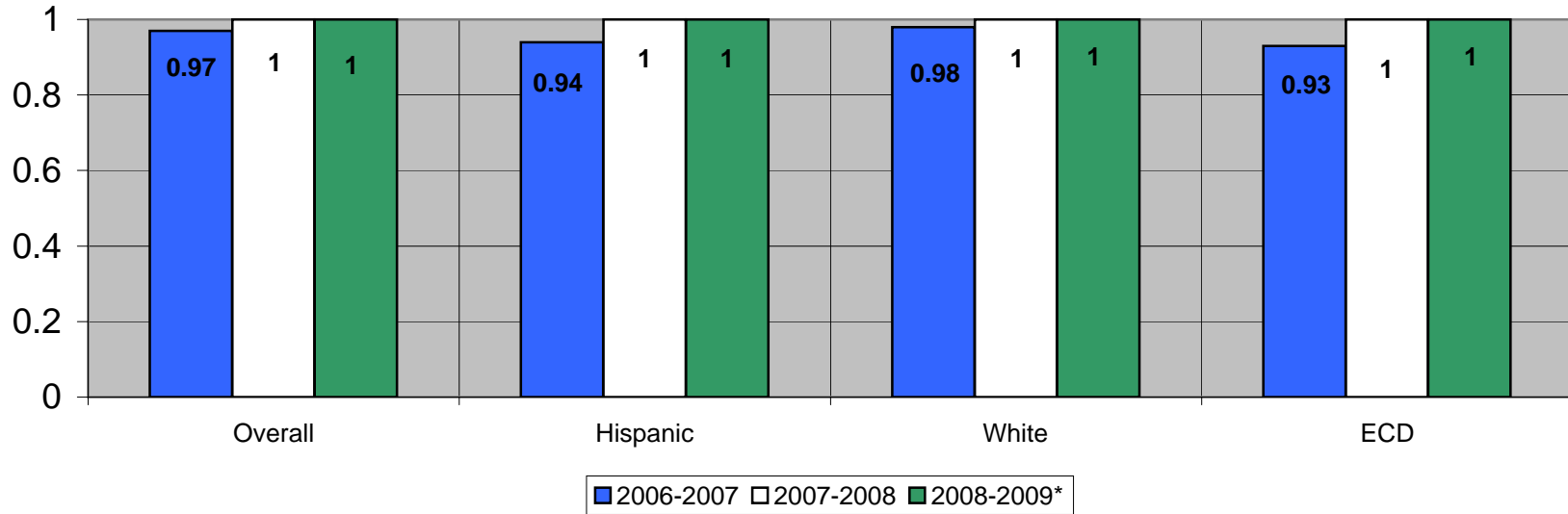
Fourth Grade Writing



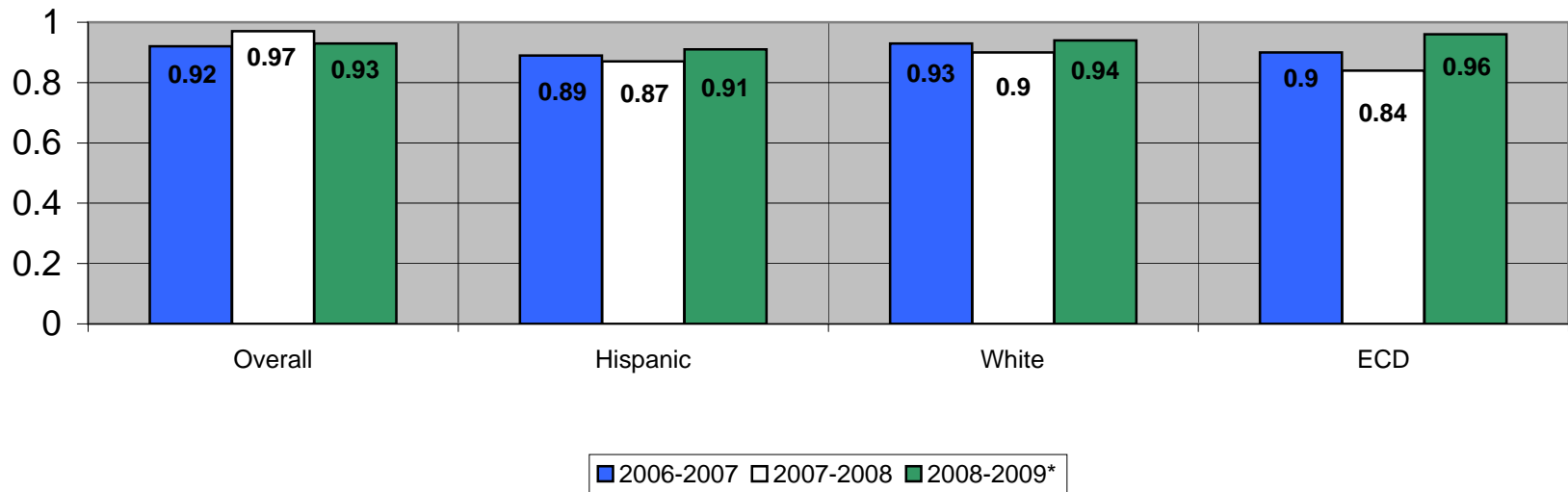
5th Grade Science



Fifth Grade Reading



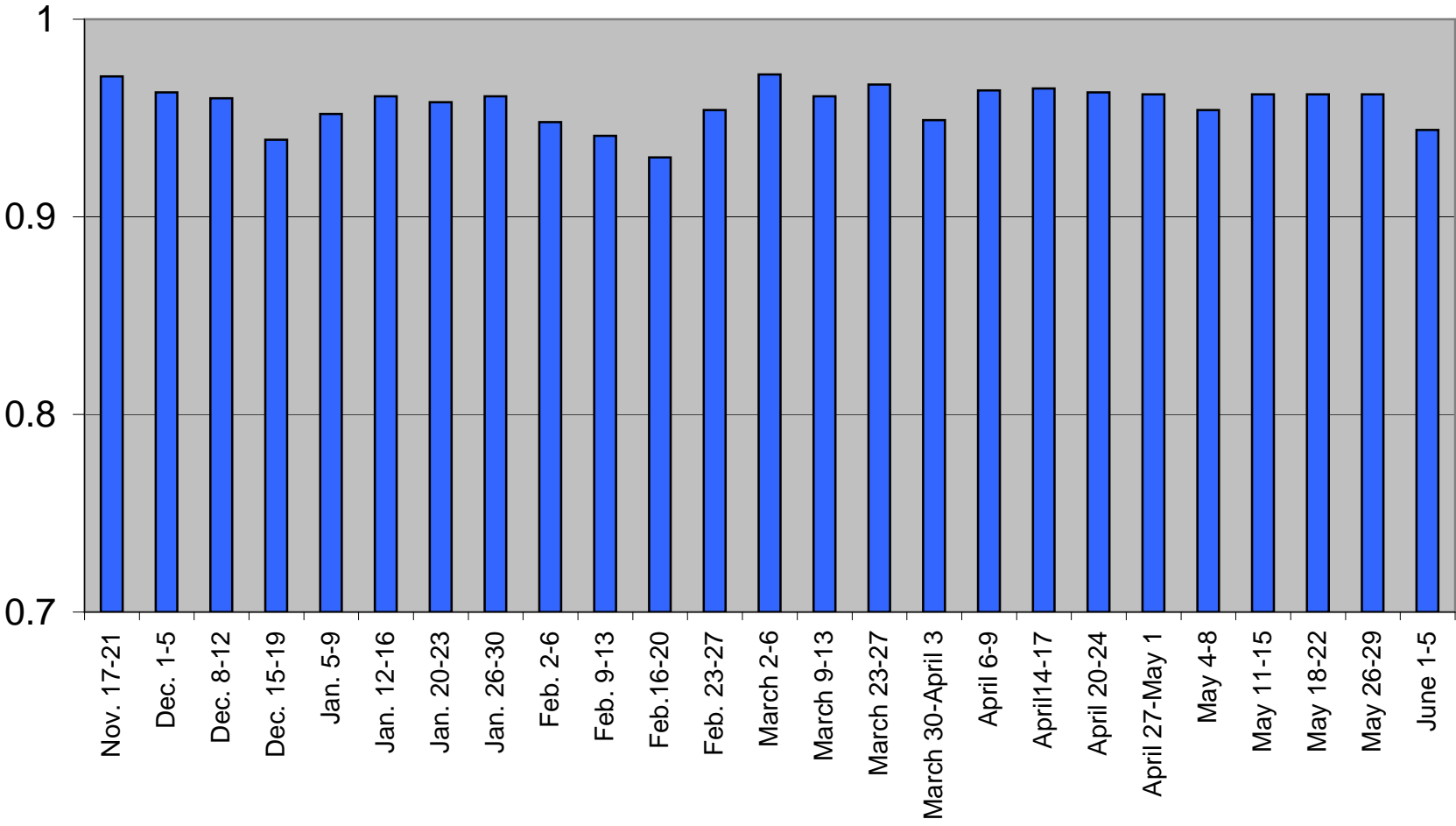
Fifth Grade Math



**Parent Survey
2008-2009**

Questions	YES	NO	No Opinion
1. Do you feel welcome at school?	177	1	4
2. Are you treated with courtesy and respect by school staff?	176	0	5
3. Are you satisfied with the way attendance is handle?	168	8	5
4. Are you satisfied with the library service?	155	4	22
5. Are you satisfied with the guidance and counseling services at the school?	150	5	26
6. Are you satisfied with our P.E. program?	152	8	21
7. Are you pleased with the extra program (choir, safety patrol, and student council)?	143	3	35
8. Do you feel that discipline is being handle well?	157	8	16
9. Do you have access to your child's school administrator?			
(a) principal	164	4	13
(b) assistant principal	139	12	30
10. Have your concerns been handled in a timely manner?			
(a) principal	152	6	23
(b) assistant principal	142	6	33
11. Are school facilities well maintained?	171	6	4
12. From the discipline management plan sent at the beginning of the school year, do you understand how your child is expected to behave?			
	177	2	1
13. Does your child like school?	163	11	7
14. Do you feel your child is being challenged academically?	156	14	11
15. Do you feel you are being informed about your child's progress?	166	9	6
16. My child spends an appropriate amount of time on homework for the grade level.	163	10	8
17. In general, I feel my child is a safe at school.	178	0	3
18. I do not feel drugs and/or alcohol is a problem at my child's school.	156	16	9
19. I do not feel violence is a problem at my child's school.	152	16	13
20. Generally, are you satisfied with your child's school?	176	2	3

Attendance Report



MAJOR OUTCOMES OF THE NEEDS ASSESSMENT

Analysis of Patterns and Trends

- ◆ Continued emphasis on the following:
 - A.** Acquisition of basic facts at all grade levels.
 - B.** Early intervention at the K and first grade level. Focus on Phonological Awareness and the use of Guided Reading in the lower grade levels
 - C.** Implement Blueprints for each content area for grades 1-5

- ◆ We recognize that communication is a vital part of any successful program. Positive/clear/timely communication with staff, students, parents and community will enhance school improvement efforts.

- ◆ We recognize that attendance is critical to success. We will continue to work on student and staff attendance. Student attendance will improve or exceed 96% by the end of the 2009-2010 school year.

- ◆ The Longitudinal Report (TAKS)
 - Activities and staff development will be used to improve the following areas:**
 - Third Grade Reading - 91%
 - Fifth Grade Math - 93%
 - Emphasis placed on improving subgroup scores in the following area:**
 - Third Grade Hispanic:** Math-82%,
 - Third Grade Economically Disadvantage:** Math-91%
 - Fourth Grade Hispanic:** Reading - 89%
 - Fifth Grade Hispanic:** Math - 91%

- ◆ A.M. Aikin Elementary meets the AYP standards for NCLB.

**A.M. Aikin Elementary Campus Improvement Plan
2009-2010**

Goal 1: Aikin Elementary students will meet or exceed the state exemplary standard in all academic areas.

NCLB Goal: Performance Goal 1 and 2

Objective 1.1: Aikin Elementary students and all student groups will meet or exceed the state standard of 90% passing on TAKS math.

NCLB Objective(s): 1.2, 2.3

Summative Evaluation: Disaggregated data from the 2010 TAKS will reflect attainment of the campus goal.

Strategy/Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation
1. Review and continue implementation of strategies to improve student performance a. Disaggregate data b. Create timeline c. Daily instructional focus d. Assessment e. Tutorials f. Enrichment g. Maintenance h. Monitoring	Appendix B	Principal, Assistant Principal, Content Area Teachers Instructional Specialist	Each Six Weeks	Principal observation will indicate implementation of the process, and assessment data will reflect increased student performance on the TAKS test.
2. At Risk meeting will be held to target students with special needs.	0	Principals, Counselor, Classroom Teachers, Care Team	Each Six Weeks	List of at-risk students
3. Purchase new TAKS materials correlated to TEKS.	Appendix B	Daily	September	Evaluation of progress on Math TEKS
4. Family Math Night will be held.	Campus Funds \$500	Bonnie Burnam Sheri Thompson	May	Parent/Child sign-in sheets will be monitored.
5. Tutorial time will be held three days each week.	0	3-5 grade Teachers AMI tutor	Nov.-May	Walkthroughs
6. CMC will be available for all students.	Appendix B	Title I Aide	Daily	Student participation
7. A "Math Problem of the Week" will be present each Monday to students. Problems will be in TAKS format.		Principal,	Daily	Student participation
9. Extended day will be held.	Appendix B	Principal Assistant Principal	Tues., Wed., Thurs./Jan. - April	Student participation

10. Math Curriculum blueprints will continue.	0	Principal/Teachers	Daily	Curriculum Blueprints
12. Benchmark assessments will be developed from blueprints. Students in grades 3-5 will benchmark over certain TEKS at the at the end of each six weeks.	Campus Funds	3-5 gr. Teachers , Principals, Counselor,	Each Six Weeks	Improved TAKS scores
13. Aikin students will participate in UIL competition.	Appendix B	UIL Coordinator	January-May	Student participation
14. Implementation of new math textbook		Principal, Teachers, Instructional Specialist	Daily	Student participation
15. Students will participate in the Accelerated Math Program.	Technology Funds Title V, Appendix B	Principals/Aikin faculty	Daily	Evaluation of 6 weeks reports will reflect improved student performance on the TAKS test.

**A.M. Aikin Elementary Campus Improvement Plan
2009-2010**

Goal 1: Aikin Elementary students will meet or exceed the state exemplary standard in all academic areas.

NCLB Goal: Performance Goal 1 and 2

Objective 1.2 : Aikin Elementary students and all student groups will meet or exceed the state standard of 90% passing on TAKS reading.

NCLB Objective(s): 1.1, 1.3, 2.1

Summative Evaluation: Disaggregated data from the 2009 TAKS will reflect attainment of campus goal.

Strategy/Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation
1. Review and continue implementation of strategies to improve student performance. a. Disaggregate data b. Create timeline c. Daily instructional focus d. Assessment e. Tutorials f. Enrichment g. Maintenance h. Monitoring	Appendix B	Principal, Assistant Principal, Content Area Teachers Instructional Specialist	Each Six- Weeks	Principal observations will indicate implementation of the process, and assessment data will reflect increased student performance.
2. Students will participate in the Accelerated Reading Program.	Technology Funds Title V, Appendix B	Principals/Aikin faculty	Daily	Evaluation of 6 weeks reports will reflect improved student performance on the TAKS test.
3. Enhance Aikin media/library collection.	Title V	Librarian	September	Increased library collection
4. At-Risk meeting will be held on target students with special needs.		Principals, Counselor, Classroom Teachers, Care Team	Each Six- Weeks	List of at-risk students
5. CMC will be available for all students.	Appendix B	Title I Aide	Daily	Student Participation
6. Certificates as incentives for all areas.	Campus - \$2,500.00		Each Six Weeks	Increase the number of students who receive A/AB, Perfect Attendance awards as well as participate in various activities.
7. Purchase TAKS material correlated to TEKS.	Appendix B	Principal, 2nd- 5th grade SBDM members	October	Improved TAKS results
8. Accelerated Reading Night will be held.	Appendix B	Librarian, Teacher	February	Evaluation of progress on Reading TEKS
9. 2nd-5th grade students will		K- 5th grade teachers	January	Student Participation

read AR books to K-1st grade students				
10. Tutorial/Enrichment time will be held during each day. Particular attention will be given to 3rd grade students who fail the TAKS the first time.		Third grade teachers	Daily	Student Participation/Walkthrough observations
11. Tutorial time will be held three days each week.	0	3-5 grade Teachers ARI tutor	Nov.-May	Walkthroughs
12. CEI Reading Lab will serve targeted students in grades 1-2	Appendix B	CEI Lab	Daily	Student participation
13. State mandated Reading Academy materials will be used by K-5th grade teachers.	0	K-5th Teachers	Daily	Walk-through observation/lesson plans
14. Reading Recovery and Dyslexia programs will offered to assist students in reading.	Appendix B	Reading Recovery Teacher Dyslexia Teacher	Daily	Student participation
15. Reading Recovery will be provided to students in Grade 1 based upon OSU guidelines.	Appendix A & B	Reading Recovery Teacher	Aug. - May	Student Completion Rate
16. Balanced Literacy Program will be implemented	Appendix B	K-2 Teacher	Aug- May	Improved Reading Levels Based on DRA & TPRI
18. Aikin students will participate in UIL competition	Appendix B	UIL Coordinator	Jan-May	Student participation
19. TPRI scores will be gathered and evaluated during the school year.	0	K-2 Teacher	Aug, Jan, and May	Score sheets will be turn into the principal.
20. Reading Curriculum blueprints will be developed for district.	0	Principal/Teachers	Daily	Curriculum Blueprints
21. CMC will be available for all children.	Appendix B	Title I Aide	Daily	Student participation
22. Improve the use of Guided Reading in grade K-2	0	Principal/Teachers	Daily	Student reading Levels, TPRI
23. Meet monthly with 2nd grade teachers to discuss the progress of implementing Guided Reading in their classroom.	0	Principal/ 2nd Grade Teachers	Monthly	Lesson Plans, TPRI scores
24. Benchmark assessments will be developed from blueprints. Students in grades 3-5 will benchmark over certain TEKS at the at the end of each six weeks.	Campus Funds	3-5 gr. Teachers , Principals, Counselor,	Each Six Weeks	Improved TAKS scores

**Aikin Elementary Campus Improvement Plan
2009-2010**

Goal 1: Aikin Elementary students will meet or exceed the state exemplary standard in all academic areas.

NCLB Goal: Performance Goal 1 and 2

Objective 1.3 : Aikin Elementary students and all student groups will meet or exceed the state standard of 90% passing on TAKS writing.

NCLB Objective(s): 1.1, 1.3, 2.1, 2.2

Summative Evaluation: Disaggregated data from the 2008 TAKS will reflect attainment of the campus goal.

Strategy/Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation
1. Review and continue implementation of strategies to improve student performance. a. Disaggregate data b. Create timeline c. Daily instructional focus d. Assessment e. Tutorials f. Enrichment g. Maintenance h. Monitoring	Appendix B	Principal, Assistant Principal, Content Area Teachers Instructional Specialist	Each Six Weeks	Principal observations will indicate implementation of the process, and assessment data will reflect increased student performance on the TAKS test.
2. Purchase new TAKS materials correlated to the TEKS.	Appendix B	Principal, SBDM 3rd-5th grade	September/ January	Evaluation of progress on writing objective.
3. At-risk meeting will be held to target students with special needs.	0	Principal, counselor, teacher	Each Six Weeks	List of at-risk students
4. Continue to use 6+1 Writing Trait Training	0	ELA Coordinator	August	Walk through evaluations/lesson plans
5. Tutorial/Enrichment time will be held during each day.	0	Teachers	Daily	Walk through evaluations
6. CMC will be available for all children.	Appendix B	Title I Aide	Daily	Student participation
7. Writing Modes will be emphasized at each grade level.	0	Principal 1st-5th grade teachers	Daily	Writing turned into Principal
8. Aikin students will participate in UIL competition.	Appendix B	UIL Coordinator	Jan-May	Student Participation

9. A "Daily TAKS Focus" will be given to students. All questions will relate to Reading, Math, Writing, and Science.		Principal, 3-5 grade Teachers	Daily	Student participation
10. Writing Curriculum blueprints will be developed for district.	0	Principal/Teachers	Daily	Curriculum Blueprints
11. Tutorial time will be held three days each week.	0	3-5 grade Teachers ARI/AMI tutor	Nov.-May	Walkthroughs
12. Benchmark assessments will be developed from blueprints. Students in grades 3-5 will benchmark over certain TEKS at the at the end of each six weeks.	Campus Funds	3-5 gr. Teachers , Principals, Counselor,	Each Six Weeks	Improved TAKS scores

**Aikin Elementary Campus Improvement Plan
2009-2010**

Goal 1: Aikin Elementary students will meet or exceed the state exemplary standard in all academic areas.

NCLB Goal: Performance Goal 3, 4 and 5

Objective 1.4 : Aikin Elementary students and all student groups will meet or exceed the state standard of 90% passing on TAKS science.

NCLB Objective(s): 3.1, 3.2, 3.3, 4.1, 5.5, 5.2

Summative Evaluation: Disaggregated data from the 2008 TAKS test will reflect attainment of the campus goal.

Strategy/Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation
1. K-5 teachers will provide Science instruction based on the NCISD curriculum aligned guidelines.	0	Science Specialist Science teachers in each grade level.	Daily	Walk-through observations
2. Review and continue implementation of strategies to improve student performance. a. Disaggregate data b. Create timeline c. Daily instructional focus d. Assessment e. Tutorials f. Enrichment g. Maintenance h. Monitoring	Appendix B	Principal, Assistant Principal, Content Area Teachers Instructional Specialist	Each Six-Weeks	Principal observations will indicate implementation of the process, and assessment data will reflect increased student performance on the TAKS test.
3. Purchase TAKS materials correlated to the TEKS.	Appendix B	Principal, SBDM members, 3-4 grade	September	Evaluation of progress in Science
4. CMC will be available for all students	Appendix B	Title I Aide	Daily	Student participation
5. Science Curriculum blueprints will be developed for district.	0	Principal/Teachers	Daily	Curriculum Blueprints
6. Science lab will be consistently utilized.	Campus Funds	Principals/teachers	Monthly	Lesson Plans
7. Hands on Science activities will be provided in the lab and classrooms		K-5 science teachers	Monthly	Lesson Plans
8. Data from the 5th grade Science TAKS will be analysis to help improve student scores	0	4th and 5th grade Science teachers	Aug. and Sept.	5th grade TAKS Science scores.

9. Benchmark assessments will be developed from blueprints. Students in grades 3-5 will benchmark over certain TEKS at the at the end of each six weeks.	Campus Funds	3-5 gr. Teachers , Principals, Counselor,	Each Six Weeks	Improved TAKS scores
10. Begin a science club with 4th and 5th grade students. Students will present science lessons to students in K-2nd grade.	Campus Funds	4th and 5th grade student teachers	Monthly	Student participation
11. Science Fair Night will be held in conjunction with Math Night	Campus Funds \$500	5th grade science teacher	May	Parent/Child sign-in sheets will be monitored.
11. Tutorial time will be held near the Science TAKS test.	0	3-5 grade Teachers ARI/AMI tutor	Nov.-May	Walkthroughs
12. Science reading materials will be available for students in grades 1-5	Campus Funds	1-5 teachers, team leaders principal	Monthly	Student participation

**Aikin Elementary Campus Improvement Plan
2009-2010**

Goal 1: Aikin Elementary students will meet or exceed the state exemplary standard in all academic areas.

NCLB Goal: Performance Goal 3, 4 & 5

Objective 1.5: In Spring 2008, Aikin students will meet or exceed 90% on the end of the year Social Studies benchmark.

NCLB Objective(s): 3.1, 3.2, 3.3, 4.1, 5.1, 5.2

Summative Evaluation: Disaggregated data from the 2008 TAKS will reflect attainment of the campus goal.

Strategy/Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation
1. K-5 teachers will provide Social Studies instruction based on the NCISD curriculum alignment document.	0	Principal, Assistant Principal, Content Area Teachers Instructional Specialist	Daily	Walk-through observations, lesson plans
2. Continue to enhance Aikin's media/ library collection	Title V	Librarian	September	Increased Library Collection
3. At-risk meetings will be held to target student with special needs	0	Principal, counselor, teacher	Each Six-Weeks	List of at-risk students
4. CMC will be available for all students.	Appendix B	Title I Aide	Daily	Student Participation
5. Social Studies curriculum blueprints will continue.	0	Principal, teachers	Monthly	Curriculum blueprints
6. Aikin students will participate in UIL competition.	Appendix B	UIL Coordinator	Jan- May	Student Participation
3. Purchase TAKS materials correlated to the TEKS.	Appendix B	Principal, SBDM member 3-4 grade	September	Evaluation of progress in Social Studies

**Aikin Elementary Campus Improvement Plan
2009-2010**

Goal 2: Aikin Elementary student attendance will meet or exceed 96%.

NCLB Goal: Performance Goal 4 and 5

Objective: Aikin will improve student attendance in an effort to reduce potential dropouts. Student attendance will improve or exceed 96% by the end of the 2009-2010 school year.

NCLB Objective(s): 4.1, 5.1, 5.2

Summative Evaluation: Disaggregated data from the 2008 AEIS Report will reflect attainment of the campus goal.

Strategy/Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation
1. Incentives will be given to students with perfect attendance. * Ribbons, pencils, and certificates to students with perfect attendance each six weeks. * Certificate for perfect attendance for one or more years. * Bounce House every 6 weeks for Pre-K, K & 1st grade. * Attendance shirts will be awarded for those students with perfect attendance all year.	Aikin Activity funds \$500.00	Principal, Asst. Principal, Attendance	Weekly, Six Weeks, Semester	Awarding of prizes and certificates. Weekly attendance report Six Week report Attendance data for past three school years. Semester attendance data
2. A letter explaining the importance of attendance and outlining student/parent incentives will be sent home with the students in the back to school packets.	0	Attendance Clerk	August	Increased student attendance
3. Daily calls will be made to parents of absent students	0	Classroom teachers	Daily	Documentation of contact
4. Weekly attendance reports will be reviewed by campus administration.	0	Attendance Clerk, Principal, Assistant Principal	Daily	Data reports from CO

**Aikin Elementary Campus Improvement Plan
2009-2010**

Goal 3: Aikin Elementary will continue to address the needs of all students in special programs.

NCLB Goal: Performance Goal 1, 2, 3, 4 & 5

Objective: Aikin will establish a framework for monitoring, assessing, and improving special programs that will ensure increased student achievement as measured by the TAKS, TAKS Acc, TAKS M, TPRI and/or RPTE

NCLB Objective(s): 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 5.1, 5.2

Summative Evaluation: All testing results will be disaggregated by special programs and will meet standards identified in AYP.

Strategy/Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation
1. Aikin Elementary will efficiently continue to follow the RTI steps and the five-step CAP program: <ul style="list-style-type: none"> a. Initial evaluation b. Least restrictive environment c. Related services d. Timeline for evaluation e. Transition 	0	Diagnostician, Counselor, Teachers, Principal, Asst. Principal	Weekly	Students will be properly identified and served through RTI steps and CAP initiated ARD meetings.
2. Aikin Elementary will continue to support the school-wide Title I program with a CEI Reading lab.	Appendix B	Title I Aides, Principal, Teachers	Daily	Title I school-wide program will use disaggregated TPRI/TAKS scores to evaluate student achievement.
3. Care Team meeting will be held to target students with potential learning difficulties. Team will determine which RTI step the student will fall into.	0	Principals, Counselor, Classroom Teachers Assistant Principal	Each Six Weeks	List of at-risk students
4. Aikin Elementary will continue a communication initiative to enhance community awareness of: <ul style="list-style-type: none"> a. Pre-K b. Advanced Academic Program/GT c. Reading Recovery d. Dyslexia e. 504 	Local Budget	Principal, Asst. Principal	Weekly	A file on campus communication efforts will be kept for review by the SBDM.

f. Tutorials g. Title programs h. Special Education and related services I. At-risk programs j. Extended Day/Year Programs k. ESL				
5. Aikin Elementary will utilize the Capturing Kids Hearts Program.	Title IV	Teachers, Principal Counselor	Aug - May	Lesson plans, decrease in discipline referrals
6. Continue training for ESL teacher certification	Campus Funds	Principal	Aug.- May	Teachers successfully complete certification
7. Provide inclusion settings for ESL students	0	Teachers Principal	Aug.- May	Success of ESL/LEP students on RPTE and TAKS.
8. LPAC and Annual Review meetings will help determine the appropriate instructional setting for ESL students.	0	Counselor Principal, ESL teachers	Aug.- May	Success of ESL/LEP students on RPTE and TAKS.
9. Dual Language program will be implemented for the first time in Kindergarten and first grade at Aikin.	Campus Funds	Bilingual Teacher Principal, Counselor	Aug.- May	Success of dual language students on RPTE and TPRI.
10. G/T students will be placed with a certified G/T teacher. Teachers will provide enrichment lessons and activities	Campus Funds	G/T Teachers Principal, Counselor	Aug.- May	Lesson plans and enrichment activities.

**Aikin Elementary Campus Improvement Plan
2009-2010**

Goal 4: Aikin Elementary will foster the use of technology as an effective tool for instruction and classroom management, thereby enabling students to be successful in an increasingly technological world increasingly technological world.

NCLB Goal: Performance Goal 1, 2, 3, & 5

Objective: Aikin students will have access to available technology in order to develop appropriate skills as identified by TEKS, NCISD Technology Plan, NCISD Instructional Technology Integration Plan, and NCISD Technology Checklist.

NCLB Objective(s): 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, & 5.2

Summative Evaluation: Aikin students will demonstrate mastery of the grade-level appropriate skills as identified by TEKS, NCISD Technology Plan, NCISD Instructional Technology Integration Plan, and NCISD Technology Checklist.

Strategy/Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation
1. Implement TEKS, NCISD Technology Plan, and NCISD Instructional Technology Integration Plan	0	Aikin Staff, Principals, Specialist	Weekly	Review of lesson plans and classroom observations.
2. Continued integration of Grade Speed gradebook program for teacher K-5 gr.	0	Asst. Principal, Teachers	Daily	Review of teacher generated reports
3. Continue Accelerated Reader, Accelerated Math	Title V	Aikin Staff	Daily	Review of lesson plans and classroom observations.
4. Targeted students will be observed in the CEI Math and Reading Lab	Appendix B	CEI Lab Aides	Daily	CEI Testing Results
5. Continue Star Reading and Star Math programs in the computer classroom	0	Computer Teacher	Weekly	Improved Reading and Math levels
6. Continued implementation of E-instruction into the classroom	0	Principal, Teachers	Weekly	Review of lesson plans and classroom observations
7. Purchase computer software programs to enhance curriculum	Technology Funds	Teachers, Tech Specialist	September	Lesson plans and student performance

**Aikin Elementary Campus Improvement Plan
2009-2010**

Goal 5: The Aikin parent/school/community partnership will be strong and effective.

NCLB Goal: Performance Goal 5

Objective: Effectively communicate with the learner-community and implement programs that will increase parental involvement, which will set benchmarks based on reports from Raptor System, parent sign in sheets & parent volunteer sheets.

NCLB Objective(s): 5.1, 5.2

Summative Evaluation: Increased parental involvement

Strategy/Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation
1. Communication progress will use: a. Parent Connection b. Published articles c. Aikin News d. Marquee e. First report card parent conference f. Daily absence calls	Activity funds - \$100	Principal, Tech Specialist Assistnat Principal, Counselor, Teachers	Montly	Parent Survey
2. Evening programs will include: a. AR Night b. Family Math Night c. Music Programs d.. Meet the Teacher Night e. Book Fairs f. Math/Science Night g. Science Fair	Activity funds - \$1,000 Local Budget- \$500	Principal, Asst. Principal, Teachers Librarian, PE Coach Music Teacher	August, December, March, May	Parent and Student Participation
3. Business partnerships will be pursued	0	Principal, Asst. Principal, Attendance Clerk	Continuously	Business partnership/donations
4. Career Day will be held for 5th grade students	0	5th grade teachers	May	Career Day participation
5. Parent Surveys	Campus Funds	Principal	May	Surveys returned

**Aikin Elementary Campus Improvement Plan
2009-2010**

Goal 6: Aikin Elementary will address violence prevention and intervention on campus.

NCLB Goal: Performance Goal 4

**Objective: Aikin Elementary will participate in violence prevention and violence intervention programs.
A 5% reduction in PEIMS 425 records will be observed.**

NCLB Objective(s): 4.1

Summative Evaluation: Documentation of violence prevention and intervention programs on campus.

Strategy/Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation
1. Guidance classes will be conducted at appropriate grade levels to address anger management, conflict resolutions strategies, and bullying.	Title IV - \$200	Counselor, Teacher	Weekly	Counselor's documentation
2. Aikin will provide staff development to support the NCISD Crisis and Prevention and Intervention Plan and conflict resolution skills.	NCISD funds	Principal Asst. Principal Counselor	August	Staff Development agenda
3. Drug Awareness Week activities will be conducted.	Title IV funds	Counselor	October	Student Participation
4. Safety Patrol program will continue.	Activity funds - \$100	Tech Specialist	Daily	Teacher Survey
5. All necessary staff will complete TBSI and CPI training		Asst. Principal	Aug-May	Staff Development Evaluation
6. A bullying curriculum will be taught in grades K-5 students.	Title IV funds	Teachers, Counselor	August-September	Lesson Plans
7. Capturing Kid's Hearts and Keystone Curriculum will be implemented		Teachers, Counselors	Aug-May	Lesson Plans, classroom visits
8. Monthly character traits will be announced for students to learn and discuss	0	Principal, Teacher Counselor	Aug-May	Morning announcements, Student Participation
9. Students will be recognized for demonstrating good character traits at school.	0	Principal, Teacher Counselor	Aug-May	Morning announcements, Student Participation

10. Parents will be contacted for student's misbehavior at school.	0	Assistant Principal, Teachers, Principal	Aug-May	Discipline referrals
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**Aikin Elementary Campus Improvement Plan
2009-2010**

Goal 7: All students will be educated by highly qualified teachers and professionals who will engage in meaningful and quality professional growth activities.

NCLB Goal: Performance Goal 3

Objective 7.1: Aikin Elementary will lower the employee turnover rate based on the annual AEIS report.

NCLB Objective(s): 3.1, 3.2

Summative Evaluation: NCISD Staffing Plan will reflect 100% of teachers and paraprofessionals at Aikin Elementary will meet highly qualified standards of NCLB.

Strategy/Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation
1. Aikin Elementary will retain its highly qualified teachers. a. Provide mentors for new teachers b. Create time throughout the year for mentors and new teachers to meet c. Provide opportunities for professional growth	Local Budget	Principal, Mentors, Asst. Supt. for Curriculum and Instruction	Monthly, Weekly, Daily	Survey from new teachers, returning staff.
2. Provide staff develop for teachers to help develop teaching strengths.	Local Budget	Principal,	Monthly, Weekly,	Certificates from staff development training

**Aikin Elementary Campus Improvement Plan
2009-2010**

Goal 7: All students will be educated by highly qualified teachers and paraprofessional who will engage in meaningful and quality professional growth activities.

NCLB Goal: Performance Goal 3

Objective 7.2: Aikin Elementary will provide meaningful and quality professional growth opportunities for all employees. All NCISD teachers and paraprofessional will meet the NCLB standards of highly qualified personnel.

NCLB Objective(s): 3.1, 3.2

Summative Evaluation: NCISD and Aikin Elementary will collect data regarding staff participation and the effectiveness of staff development. The 2010 personnel summary will show an increase in staff attendance at Aikin Elementary.

Strategy/Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation
1. Continue to participate in staff development that clarifies No Child Left Behind (NCLB) legislation.	0	Principal, Asst. Principal	Each Semester	Campus needs assessment and evaluation of presentations
2. Provide staff development to faculty in the 10-step instructional process curriculum.	0	Principal, Asst. Principal	August	Teacher participation, lesson plans
3. Provide training in Capturing Kid's Hearts.	Title IV - \$500.00	Principal, Teachers, Counselor	October	Campus evaluations and improved classroom management.
4. Provide opportunities for teachers to attend ESL certification training.	Title III - \$500.00	Principal	August - May	Additional teachers will successfully complete ESL certification
5. Aikin Elementary will promote staff recognition for attendance. a. Attendance awards b. Parking Spots c. Semester Awards d. End of the year awards for perfect attendance.	Campus Budget 0	Principal, Asst. Principal, Secretary	Monthly, Six Weeks, Semester Monthly Monthly Semester Yearly	The staff attendance rate will be monitored to show improvement.
6. Provide staff develop for teachers to help develop teaching strengths.	Local Budget	Principal,	Monthly, Weekly,	Certificates from staff development training
7. Provide opportunities for teachers to attend G/T certification training.	Campus Budget	Principal	August - May	Additional teachers will successfully complete G/T certification

A P P E N D I X A
A.M. AIKIN SCE EXPENSES

Position

Dollar Amount

Personnel

Tutorials (Before and after school)

Extended Day

TAKS Practice and Pre-Assessment Tests

TAKS Academy

(These salary estimates will be confirmed/changed after final budget figures are received.)

A P P E N D I X B

A. M. Aikin Elementary Title I Expenses

Item	Dollar Amount
Personnel	
Contracted Services (CEI Reading Lab)	
Extended Day	
Extra Duty Pay	
RISO Machine Rental	
Tuition % Set Aside of T.Q.	
Family Involvement	Home School Compacts Family Reading Night Family Math Night
Communication	Aikin News Monthly Calendars Parent Volunteer Letters
UIL	Materials for UIL Academic Meet
Supplies & Materials	
Travel	
(These salary estimates will be confirmed/changed after final budget figures are received.)	

A. M. Aikin Elementary

10 Components of a School-wide Title I Program

1. Comprehensive Needs Assessment
 - Review all testing data (TAKS, SDAA, RPTE, TPRI, benchmarks, and AEIS report)
 - Review attendance rates.
 - Review failure/retention list.
 - Review NCLB, State and NCISD goals.

2. School-wide Reform Strategies
 - Accelerated Reading and Math (Student Success Initiative)
 - After School Programs (Tutorials and Extended Day for TAKS)
 - CEI Computer Lab (Reading and Math)
 - Dyslexia program
 - Reading Recovery Program
 - Renaissance Learning (Accelerated Reading, Accelerated Math, & Accelerated Writer)

3. Instruction by Highly Qualified Teachers and Staff
 - All teachers and staff members will meet the highly qualified staff requirements of the NO CHILD LEFT BEHIND Act.

4. High Quality and Ongoing Professional Development
 - Capturing Kids Hearts
 - Campus Staff Development
 - District Staff Development
 - District Professional Growth Plan
 - District Tuition Grant Program

5. Strategies to Attract Highly Qualified Teachers
 - Participate in local NCISD job fair.
 - Participate in job fairs year round.
 - Staff referrals.

A. M. Aikin Elementary

10 Components of a School-wide Title I Program (Continued)

6. Strategies to Increase Parental Involvement
 - Newsletter (Aikin News)
 - Monthly Calendars
 - Volunteer Program
 - TAKS Awareness Program for Parents
 - Use of Synervoice
 - Student Programs

7. Transition From Early Childhood Programs
 - Registration Events/Information
 - Meet the Teacher

8. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessment.
 - Data Analysis Training
 - Selection of Test Preparation Materials
 - Full Use of Site-Based Committee

9. Effective, Timely, Additional Assistance
 - Mentors
 - Pull-out Programs
 - Inclusion Programs

10. Coordination and Integration of Federal, State, and Local Services/Programs
 - Extended Day (TAKS Tutorials) & Child Nutrition Program
 - Community/Business Volunteers
 - Integrated Curriculum