

Porter Elementary School Campus Improvement Plan



2009-2010

Campus Improvement Plan Porter Elementary School 2009-2010

School:

Porter Elementary School

Chairperson/Building Principal:

Patricia Beathard

Position & Names

Nonteaching Professional/Assistant Principal

Diane Sconzo

Nonteaching Professional/Counselor

Janet Tracy

Nonteaching Professional/Special Education teacher

Ivonne James

Prekindergarten - Second Grade Representative

Jeanne Attales

Prekindergarten - Second Grade Representative

Abigail Parrish

3rd Grade - 5th Grade Representative

Carmen Berthrand

3rd Grade - 5th Grade Representative

Katie Smith

District Representative

Vacant

Business Member

Vacant

Community Member

Jennifer Hammock

Parent Representative

Susan Rogers

Analysis of Patterns and Trends Comprehensive Needs Assessment

- TAKS Math, Writing, Reading and Science are strong at Porter Elementary. Areas to address are:
 - Reading - applying critical thinking skills to analyze texts
 - Math - understanding of mathematical processes and tools
 - Writing - organization of ideas, increase number of 3's to 4's on written composition of TAKS test, careful attention paid to all subpopulations
 - Science-more special education students taking TAKS-A or TAKS
 - Increased number of students earning commended performance on all tests.
 - Focus on academic needs of Hispanic and low SES students.

- Porter Elementary is performing at or above 90% in TAKS Math, Writing, Reading, and science. Scores of subpopulations are very similar.

- Porter Elementary is performing well with the LEP students in accordance to the RPTE.

- Attendance is critical for success and needs to improve.

- Porter Elementary staff must amply and thoroughly cover science TEKS in grades K-5. Use of the science lab by all grade levels is imperative.

- Curriculum alignment is essential to student success on TAKS.

- There is a significant decrease in the number of special education referrals.

- There is a decrease in the number of discipline referrals, suspensions, and TLC placements over the past three years. The campus wide management plan seems to be effective and needs to be reviewed every 6 weeks with staff and students.

- Reading and math intervention strategies need to be implemented to assist students who failed TAKS in any area.

- There is a need for a more organized parent volunteer group.

- Additional staff is needed to assist with small group instruction and extended day sessions.

- Staff development is needed for teachers to become more proficient in the following areas:
 - * Curriculum mapping
 - * Computers and technology integration in the classroom
 - * PreK-2 focus on balanced literacy/guided reading
 - * 3-5 grade training on small group reading/literacy groups
 - * Renaissance learning (reading, math, writing, vocabulary programs)

- * Writing Academy across all grades
- * Hands-on math instruction
- * Discipline/Classroom Management

- * Acceleration of 4th and 5th grade math curriculum
- * TEKS/TAKS computer programs grades 3-5
- * Headsprout reading computer program grades K-2
- * Differentiated instruction
- * Meeting the needs of a diverse student population

- Porter Elementary meets the Adequately Yearly Progress standard of the No Child Left Behind Act.
- Porter Elementary was named as an Exemplary campus by TEA for 2007-2008 and is projected to be named as exemplary for the 2008-09 school year.
- For 2 years in a row, Porter Elementary has earned the Title I, Part A Distinguished Performance Award.

COMPREHENSIVE NEEDS ASSESSMENT

Developed by SBDM team

Patricia Beathard, Principal

Diane Sconzo, Assistant Principal

Janet Tracy, Counselor

Ivonne James, Special education teacher

Jeanne Attales, Dyslexia teacher

Abigail Parrish, Kindergarten teacher

Carmen Bethrand, Fourth grade teacher

Katie Smith, Fifth grade teacher

Jennifer Hammock, Community member

Susan Rogers, Parent

The needs assessment for this plan was both formal and informal. Formal assessment was obtained from staff and parent surveys. Staff members and parents submitted data through a campus survey. Staff members also submitted data through individual summative conferences. Results of the survey were reviewed and considered by the Site Based Decision Making Committee and the administration.

The staff conducted informal assessment by, first analyzing 2007-2008 AEIS testing data for Porter Elementary. The staff analyzed 2008-2009 preliminary TAKS data. TAKS, TAKS A, TAKS M, TAKS ALT, RPTE, TPRI, and NCISD benchmark tests were analyzed and disaggregated by grade level, individual teacher reports, demographic subgroups, gender, ethnicity, and economic status. Positive and negative factors were studied.

In addition to test data, other measures related to student performance were studied. These measures included student performance in special programs, such as 504, ESL, special education, and GT. Other measures contributing to academic performance that were studied included discipline referrals, participation in extra curricular activities, parent participation, referrals to special education, attendance percentages, and failure and retention rates.

Major outcomes of the assessment are:

- * Assessment and disaggregation of 2007-2008 TAKS data and 2008-2009 reports indicated need for continued staff development, particularly in writing where more writing scores of "3" and "4" are necessary to increase commended performance percentage.
- * Strategies need to be in place to help special education students to be successful on TAKS A and TAKS M.
- * A continued increase in commended scores in all areas is desired.
- * Accelerated math in grades 4th and 5th and GT programming needs to be continued. Strategies need to be implemented in order to address high achieving students.

- * Data studied from last three years of TAKS scores indicates that scores have remained consistently in the 90 percentile range in all academic areas-reading, math, science, and writing. These results hold constant across ethnic and economic groups. The economically disadvantaged subpopulation in the area of math needs to be monitored closely.
- * Attendance rate needs to improve from 96.4% in 2008-2009.
- * More parent involvement programs are needed so that parents feel a part of the school culture.
- * A strong parental volunteer group is needed.
- * Translators need to be utilized consistently at parent meetings.
- * All teachers and paraprofessionals at Porter Elementary fit the criterion of highly qualified.
- * Students taking RPTE are making great strides in mastery of English language.
- * Gifted and talented population has increased, but continues to be significantly below the state average. Staff needs continued training on identification of G/T students.
- * 67% of 3rd grade, 96% of 4th grade, and 74% of 5th grade LEP students scored at the advanced or advanced high level on TELPAS, a significant increase as compared to 2005-06 testing.
- * Additional staff is needed to assist with small group instruction in target areas.
- * NCISD aligned science curriculum should be followed K-5.
- * An emphasis on writing in grades K-5 needs to be in place.
- * Parent Connection needs to be used to communicate academic needs and other updates to parents.

STATE OF TEXAS MISSION STATEMENT

"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 founded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child."

4.001, Texas Education Code

GOALS OF NEW CANEY INDEPENDENT SCHOOL DISTRICT

Goal #1: All students will reach high standards, at a minimum attaining proficiency or better, in reading/language arts, mathematics, science, and social studies.

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: The NCISD Career and Technology Education department will implement industry standards and post-secondary transitional strategies while enriching core academic areas to prepare students for the dual role of a productive citizen and life long learner.

Goal #5: All students will be educated by highly qualified administrators, teachers, and paraprofessionals who will engage in meaningful and quality professional growth activities.

Goal #6: New Caney ISD will actively involve the parents and community members as partners in the student's education.

PORTER ELEMENTARY

SCHOOL PROFILE

School Mascot: Eagle

School Color: Red, White, and Blue

Grade Levels: Applied Skills, PK-5th grade

School Enrollment: 653

PORTER ELEMENTARY

Mission Statement

Porter Elementary is dedicated to providing a strong core curriculum in a pleasant, safe, clean, and orderly environment conducive to learning and teaching. We are committed to the concept that "All Children Can Learn".

We believe that our school's purpose is to educate all students to their highest level of academic performance within a positive and cooperative environment and to foster a positive attitude toward learning by a guiding, kind and caring setting.

PORTER ELEMENTARY
SCHOOL PROFILE
Campus Programs

- * Renaissance Learning (including Accelerated Reader and Accelerated Math)
- * Reading Recovery program
- * Literacy Groups with a Reading Specialist
- * Dyslexia program
- * Headsprout Software for early intervention with struggling readers
- * Reading, writing, math and science tutorials during the school day for at-risk students
- * Accelerated Reading and Math programs (Student Success Initiative)
- * Red Ribbon Week activities
- * In school suspension set up once a week or as needed to address discipline issues
- * Authors of the Week
- * Reading/writing camps
- * Celebrations (six weeks award assemblies, TAKS pep rallies, AR reward lunches with librarian, etc.)
- * TAKS Awareness Program for Parents
- * Summer Technology camp
- * After School Programs such as Tutorials and Extended Day
- * Extended Year Opportunities for ESL students
- * Summer school opportunity for academically at-risk students
- * Recycling
- * Field trips
- * Attendance Contest by classrooms
- * TEKS/TAKS reading and math computer programs grades 3-5
- * Capturing Kids Hearts
- * CEI Lab
- * ARI/AMI Tutorials
- * Special 5th grade activities
- * Honor Choir-grades 3-5
- * 5th grade Ambassadors

No Child Left Behind Goals

ESEA Goals and Indicators

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 disaggregated 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 at 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 111(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 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 paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified. (See criteria in 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,

** calculated in the same manner as used in National Center of 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.

Porter Elementary Goals

- Goal 1:** Porter Elementary will meet or exceed the state exemplary standard in all academic areas.
- Goal 2:** Porter Elementary will monitor and maintain high standards for student and staff attendance.
- Goal 3:** Porter Elementary students will work and learn in a safe and orderly environment.
- Goal 4:** Porter Elementary will monitor and maintain high standards of excellence for students and staff.
- Goal 5:** Communication and relations with parents, community, staff and students will be emphasized.
- Goal 6:** Porter Elementary will continue to focus on building student self-esteem.
- Goal 7:** All Porter Elementary students in special programs will reach high academic standards; at a minimum attaining proficiency or better in reading, writing, math and science.

Porter Elementary Campus Improvement Plan 2009-2010

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

NCLB Goal: Performance Goal 1 & 2

Objective #1: Porter Elementary students will meet or exceed the state exemplary standard of 90% passing on TAKS Math. Students in K-2 will perform on or above grade level in the area of math.

NCLB Objective(s) #1: 1.2, 2.3

Summative evaluation #1: End of the year percentages and AEIS data will be evaluated for success in grades 3-5. End of year

benchmark tests will be evaluated in grades K-2.

| Strategy/Activity | Persons Responsible | Resource Allocation | Timeline | Formative Evaluation |
|---|--|------------------------------|-----------------|--|
| 1. The New Caney Ten Step Instructional Process will be implemented daily in reading, writing, science, social studies and math. Weekly instructional focus calendars will be developed to use the process to focus on identified weak objectives from the previous year testing. | Administrators | Local Budget | Monthly | Check point results Benchmark results TAKS results |
| 2. Curriculum alignment will be achieved through the blueprint process to address math deficiencies. Kilgo scope and sequence will be used. | Principal Asst. Principal Teachers | District and Local Budget | Every 6 Weeks | Periodic review of blueprints, lesson plans and observations indicate use of curriculum documents to facilitate instruction. |
| 3. Curriculum planning will occur both within and across grade levels (vertical & horizontal alignment). | Grade Level Chairpersons Administrators | Local Funds | Monthly | Grade level and staff meeting feedback sheets will provide information for monitoring. |
| 4. The Student Success Initiative will be explained to parents and students. | Administrators Teachers | Local Funds | September, 2009 | Parent signature sheets will be collected from 3rd and 5th grade students. Lesson plans will be evaluated. |
| 5. Math acceleration will continue in grades 4 and 5. | Administrators Math Teachers | NCISD Budget | Every 6 Weeks | Lesson plans will be evaluated. |
| 6. Differentiated instruction will be implemented to address instructional needs of G/T and SPED students in classroom. | Title I Personnel Classroom Teachers | Title I Funds Local Funds | Every 3 Weeks | Progress reports and report cards will be monitored for student success. Lesson plans will be evaluated. |
| 7. Tutoring within the school day | Title I Personnel Classroom Teachers | Title I Funds Local Funds | Every 3 Weeks | Progress reports and report cards will be monitored for student success. |
| 8. Before/after-school tutoring | Staff Grades 1-5 | NCISD Budget | Every 3 Weeks | Progress reports and report cards will be monitored for student success. |
| 9. AMI Tutoring | AMI Personnel | NCISD Budget AMI Funds | Every 3 Weeks | Progress reports and report cards will be monitored for student success. |

| Strategy/Activity | Persons) Responsible | Resource Allocation | Timeline | Formative Evaluation |
|--|---|---|-------------------------------|--|
| 10. Extended Day tutoring. Students will be identified with TAKS format testing. | ESL, SPED Teachers Regular Education Teachers | Title I Funds Local Funds | Every 3 Weeks | Progress reports and report cards will be monitored for student success. |
| 11. CEI Math Lab will strengthen specific skills. | Title I Teacher | Title I Funds Local Funds | Every 3 Weeks | Progress reports and report cards will be monitored for student success. |
| 12. Teachers will serve as TAKS mentors ("Buddies") to students in grades 3-5 needing more individualized instruction. | Classroom Teachers Administrators Paraprofessionals | Local Budget | Every 3 Weeks | Results of pre-assessment tests will be studied. |
| 13. Access to technology will continue to be increased through the acquisition of additional computers. | Administrators Technology committee Technology Director | Title I Funds District Technology Funds | Semester | Technology inventory will be reviewed by the technology committee. |
| 14. A second computer lab will be developed. | Administrators | Local Funds Title I Funds Technology Budget | January, 2010 May, 2010 | Usable lab of 24 computers |
| 15. Computers, projectors and document cameras will be added to all classrooms. | Administrators Classroom Teachers | Title I Funds Stimulus Funds Local Funds | Semester | Presence of hardware and increased TAKS scores. |
| 16. Training on new math curriculum will be offered to all teachers. | Administrators Team Leaders | Local Funds | January, 2010 | Inservice and team leaders meeting |
| 17. The technology teacher will promote technology integration in the classroom. | Technology Teacher | Local Funds | Every 6 Weeks | Lesson plans will be monitored. Progress reports and report cards will be monitored for student success. |
| 18. Continue Accelerated Math in the 3rd-5th grade classrooms. | Third, Fourth & Fifth Grade Teachers | Local Funds | Every 6 Weeks | Lesson plans will be monitored. Progress reports and report cards will be monitored for student success. |
| 19. Continue to expand Accelerated Math to include 2nd grade. | Second Grade Teachers | Title I Funds Local Funds | Semester | Lesson plans will be monitored for use. |
| 20. Provide continued Accelerated Math training for 2nd through 5th grade. | Technology Teacher Grade 2-5 Teachers Administrators | Title I Funds Local Funds | Every 6 Weeks | TAKS scores of 90% or above in all student groups. |
| 21. Upgrade the Accelerated Math program with additional software and hardware. | Administrators Classroom Teachers | District and Campus Technology Budget | Semester | TAKS scores of 90% or above in all student groups. |
| 22. Math Facts in a Flash software will be utilized to enrich/remediate students with math facts. | Grade 3-5 Teachers Administrators | District and Campus Technology Budget | Every 6 Weeks | TAKS scores of 90% or above in all student groups. |
| 23. Motivation for all students to succeed will be provided through: | | | | |
| A. Academic TAKS pep rallies for 3rd-5th grade students | Classroom Teachers Administrators | Activity Funds | February, 2010 April, 2010 | The students will be surveyed for feedback. This will be discussed at site-based meeting for evaluation. |
| B. Rewards for success on Accelerated Math will be provided by access to treasure chest in principal's office. | Classroom Teachers Administrators | Activity Funds | Spring Semester | The students will be surveyed for feedback. This will be discussed at site-based meeting for evaluation. |
| C. District UIL Competition | UIL Coaches | NCISD Budget | Spring Semester | Number of UIL contest winners |

| Strategy/Activity | Persons) Responsible | Resource Allocation | Timeline | Formative Evaluation |
|--|--------------------------------------|---------------------|---|--|
| D. Students will be rewarded for performance on practice TAKS tests. | Classroom Teachers Administrators | Activity Funds | September, 2009 October, 2009 February, 2010 March, 2010 | The students will be surveyed for feedback. This will be discussed at site-based meeting for evaluation. |
| E. Treasure Tower for meeting AMI goals (3-5) | Classroom Teachers Administrators | Activity Funds | December, 2009 May 2010 | The students will be surveyed for feedback. This will be discussed at site-based meeting for evaluation. |
| F. All students will be rewarded for work on TAKS objectives while implementing various learning objectives with grade level incentives. | Administrators Teachers | Activity Funds | May, 2010 | Student progress on TAKS will be monitored. |
| G. Commended Medals will be distributed to all students who perform at the commended level on math TAKS. | Administrators Teachers | Local Funds | May, 2010 | The students will be surveyed for feedback. This will be discussed at site-based meeting for evaluation. |

Porter Elementary Campus Improvement Plan 2009-2010

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

NCLB Goal: Performance Goal 1 & 2

Objective #2: Porter Elementary students in grades 3rd and 5th will meet or exceed the state exemplary standard of 90% passing on TAKS reading. 90% of students in grades K-2nd will read at or above grade level.

NCLB Objective(s) #2: 1.1, 2.2

Summative evaluation #2: End of year percentages and AEIS data will be evaluated in grades 3-5 for success. TPRI and end of year reading benchmark scores will be evaluated in grades K-3.

| Strategy/Activity | Person(s) Responsible | Resource Allocation | Timeline | Formative Evaluation |
|---|---|--|------------------------------|--|
| 1. The Ten Step Instructional Process will continue to be implemented at Porter Elementary. | Administrators | Campus Budget | Monthly | TAKS assessments will be monitored by the principal and assistant principal. |
| 2. Reading curriculum alignment will be achieved with the mapping process to address reading deficiencies. Kilgo scope and sequence will be used. | Principal Asst. Principal Teachers | District & Campus Budget | Every 6 weeks | Periodic review of blueprints, lesson plans and observations indicate use of curriculum documents to facilitate instruction. |
| 3. Curriculum discussions and planning driven by AEIS will occur both within and across grade levels - vertical and horizontal alignment. | Administrators Grade Level Chairpersons | Local Funds | Twice a Semester | Grade level and staff meeting agendas will provide space for feedback. |
| 4. Differentiated instruction will be used to meet the needs of all instructional levels | Administrators Team Leaders Teachers | Local Funds | Weekly | Review of lesson plans |
| 5. Technology will be used to enhance the learning of all students in need of basic skills acceleration. | Administrators Technology Teacher | Local Funds Technology Funds Title I | Weekly | Lesson plan will be monitored. |
| A. Guided Reading in place K-3 with small group instruction in place 4-5 | Administrators Technology Teacher | Campus Technology Budget | Monthly | Lesson plan will be monitored. |
| B. The CEI Reading Lab will be used for students in need of basic skills acceleration. | Title I Teacher | Title I Funds Local Funds | September, 2009 May, 2010 | Pre and Post test will be monitored for progress. |
| C. Students will have increased access to computers to integrate the Renaissance Learning programs. | Administrators Site-based Committee | NCISD/Campus Technology Budget Title I Funds | Every 6 weeks | Renaissance reports will be reviewed to check for increases in student participation. |
| D. Headsprout program will be continued in grades K-2 | Administrators Teachers | Title I Funds ARI Funds | Every 6 weeks | Monitor progress of students through levels of Headsprout program. |
| 6. Continue to emphasize early intervention programs which include: | | | | |

| | | | | |
|---|---|--|--|---|
| A. Reading Recovery Program will be continued. School literacy team will monitor students after dismissal from Reading Recovery. | Reading Recovery Teachers | SCE Funds FTE-1.5 (see appendix) | Every 6 weeks | Review of Reading Recovery progress documentation. |
| B. TPRI testing in grades K-3 | K-3 Teachers | NCISD Budget | September, 2009 January, 2010 May, 2010 | Pre and Post test will be monitored for progress. |
| C. Tutoring for K-5 students in need of assistance as assessed by TPRI, benchmarks and TAKS | ARI Personnel Title I Personnel | NCISD Budget ARI Funds Title I | Every 6 weeks | Monitor improvement on six-week teacher assessment. |
| 7. Continue to emphasize the Accelerated Reader program with the following: | | | | |
| A. Scheduled time for AR reading | Administrators Classroom Teachers | Local Funds | Every 6 weeks | Point sheets will be reviewed. |
| B. Rewards for K-5th grade students who reach AR goals. | Librarian Classroom Teachers | Campus Activity Fund | Every 6 weeks | Increased number of students meeting AR goals. |
| C. Increased access to computers in the classroom. | Administrators Site-based Committee | NCISD/Campus Technology Budget Title I Funds | Every 6 weeks | Reading Renaissance reports will be reviewed to check for increased participation to include time. |
| D. Continued training in Accelerated Reading program will be provided. Books and tests will be added. | Renaissance Reading Coordinator | NCISD/Campus Technology Budget Title I Funds | Every 6 weeks | Monitor progress of students through levels of Accelerated Reader Program. |
| E. The Accelerated Reader program will continue to be upgraded. | Administrators Renaissance Learning Coordinator | NCISD/Campus Technology Budget Title I Funds | Every 6 weeks | Monitor progress of students through levels of Accelerated Reader Program. |
| F. Student progress will be monitored regularly and discussed at team meetings. | Administrators Teachers | NCISD Budget | Every 6 weeks | Monitor progress of all students every 6 weeks and track progress. |
| 8. Headsprout program will be continued in grades K-1 | Administrators Teachers | Title I Funds ARI Funds | Every 6 weeks | Monitor progress of students through levels of Headsprout program. |
| 9. TAKS tutoring for 3rd - 5th grade students based on pre-assessment test. | Title I Teachers Classroom Teachers | Title I Funds Local Funds | October, 2009 December, 2009 February, 2010 March, 2010 | Pre-assessment test will be monitored. |
| 10. CEI Reading Lab-grades K-2 | Title I Teachers | Title I Funds Local Funds | September, 2009 May, 2010 | Pre and post tests will be monitored for progress. |
| 11. Identified dyslexic students will receive instruction using DIP and CEI Reading Lab. | Dyslexia Trained Personnel | SCE Funds FTE.5 | Every 6 weeks | Student progress will be monitored. Results of class testing will be reviewed. |
| 12. Additional tutoring within the school day. | Title I Teachers | Title I Funds Local Funds | Every 3 weeks | Pre-assessments will be reviewed for specific skill mastery. At least 95% mastery on TAKS and benchmarks. |
| 13. Extended-day tutoring - After school/extended day sessions will be held for students at-risk of TAKS failure. Intervention strategies will be implemented to assist students who will be taking the test a second time. | Classroom Teachers ESL Teachers SPED Teachers Administrators | Title I Funds Local Funds | Four time yearly and semester | Pre-assessments will be reviewed for specific skill mastery. At least 95% mastery on TAKS and benchmarks. |
| 14. The Student Success Initiative will be explained to parents. | Administrators Third & 5th Grade Teachers | Local Funds | September, 2009 | Parent signature sheets will be collected from all parents of third and fifth graders. |

| | | | | |
|--|---|---|-------------------------------|--|
| 15. Access to technology will continue to be increased through the acquisition of additional computers. | Administrators Technology Committee Technology Director | District Technology Funds Title I Funds | Semester | Technology inventory will be reviewed by the technology committee. |
| 16. A second computer lab will be developed. | Administrators Technology Committee Technology Director | District Technology Funds Title I Funds | Semester | Technology inventory will be reviewed by the technology committee. |
| 17. Computers, projectors, and document cameras will be added to all classrooms. | Administrators Classroom Teachers | Title I Funds Stimulus Funds Local Funds | Semester | Presence of hardware and increased TAKS scores. |
| 18. The library and guided library collections will be updated | Administrators Librarian Classroom Teachers | Title I Funds Stimulus Funds NCISD Budget | Semester | Number of students taking AR tests will increase. |
| 19. UIL Competition | UIL Chairperson Coaches Administrators | Campus Budget | Semester | Number of students participating and earning top places. |
| 20. Academic pep rallies for TAKS for 3rd-5th grades | UIL Chairperson Coaches Administrators | Campus Budget | Semester | Number of students participating and earning top places. |
| 21. Continuation of Accelerated Vocabulary Program | Teachers Administrators Counselor | Activity Funds | May, 2010 | The students will be surveyed for feedback. 90% or better success on TAKS test. This will be discussed at site-based meeting for evaluation. |
| 22. Students will enhance vocabulary development through use of Vocabulary Workshop Grades 2-5 | Classroom Teachers Administrators | Title I Funds Local Funds | December, 2009 March, 2010 | Vocabulary portions of pre-assessment will be reviewed. |
| 23. Commended medals will be distributed to all students who perform at the commended level on reading TAKS. | Classroom Teachers Administrators | Local Funds | Every 6 weeks | The students will be surveyed for feedback. This will be discussed at site-based meeting for evaluation. |
| 24. Dual language for PreK - 3rd grade will provide a greater opportunity for early intervention | Administrators Teachers | NCISD Budget | May, 2010 | Vocabulary portions of pre-assessment will be reviewed. |

Porter Elementary Campus Improvement Plan 2009-2010

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

NCLB Goal: Performance Goal 1 & 2

Objective #3: Porter Elementary students will meet or exceed the state exemplary standard of 90% passing on TAKS Writing.

NCLB Objective(s) #3: 2.2

Summative evaluation #3: End of year percentages and AEIS data will be evaluated for success.

| Strategy/Activity | Person(s) Responsible | Resource Allocation | Timeline | Formative Evaluation |
|---|---|------------------------------|---------------|--|
| 1. The Ten Step Instructional Process will continue to be implemented at Porter Elementary. | Administrators | Local Funds | Monthly | Assessment results will be monitored by the principal and assistant principal. |
| 2. Curriculum Alignment for writing (vertical & horizontal)-Blueprint and Kilo scope and sequence will be used. | Administrators Teachers | Local Funds | Monthly | Lesson plans will be monitored for daily lessons. Bi-monthly writings will be graded by principal and assistant principal. |
| 3. School-wide emphasis on writing will continue to be implemented at Porter Elementary. | Administrators Teachers | Local Funds | Weekly | Lesson plans will be monitored for daily lessons. Bi-monthly writings will be graded by principal and assistant principal. |
| 4. Weekly shared writing in kindergarten and 1st grade classes | Administrators Teachers | Local Funds | Every 6 weeks | Lesson plans will be monitored. Writing assessments will show growth. |
| 5. Use of Writing Academy strategies-1st-5th grade teachers attend Writing Academy | Administrators Teachers | Local Funds | January, 2010 | Assessment will be monitored by principal and assistant principal. |
| 6. Bring the Writing Academy to Porter Elementary for 3rd grade training and 4th grade writing camp. | Administrators Writing Teachers | Local Funds Title I Funds | Fall 2009 | Lesson plans will be monitored for implementation. |
| 7. Word Wall in all classroom K-2 | K-2nd Grade Classroom Teachers | Local Funds | Monthly | Classroom visits will be used to monitor progress. |
| 8. Use of Vocabulary Workshop curriculum - Grades 2-5. | 2nd -5th Grade Classroom Teachers | Campus Budget | Monthly | Classroom visits will be used to monitor progress. |
| 9. Extended day tutoring for writing | Administrators Teachers | Title I Funds Local Funds | Every 3 weeks | Assessment results will be monitored by the principal and assistant principal. |
| 10. Additional tutoring during school day for writing | Administrators Title I Teachers Title I Aides | Local Funds | Every 3 weeks | Assessment results will be monitored by the principal and assistant principal. |
| 11. Weekly grammar pre-assessments | Administrators Teachers | Local Funds | Monthly | Lesson plans will be monitored for activities addressing these objectives. TAKS pre-assessment test will be monitored. |
| 12. Posting writing on Authors of the Week bulletin board | Administrators Teachers | Local Funds | Monthly | Posted writings will be reviewed by the principal and assistant principal. |
| 13. Accelerated Writer, Accelerated Vocabulary, Perfect Copy and Spelling will be used by the 3rd - 5th grade students. | Technology Classroom Teachers | Local Funds | Monthly | Classroom visits will be used to monitor progress. |

| | | | | |
|--|------------------------------------|---|--------|--|
| 14. The Accelerated Writer program will be enhanced to address the objectives on TAKS. | Administrators Writing Teachers | Campus/District Technology Budget Title I Funds | Weekly | Lesson plans will be monitored for implementation. |
|--|------------------------------------|---|--------|--|

| | | | | |
|---|--------------------------------------|----------------|--------------------|--|
| 15. Continued training for use of the Accelerated Writing program will be provided. | Administrators Teachers | Local Funds | August, 2009 | Lesson plans will be monitored for activities addressing these objectives. TAKS pre-assessment test will be monitored. |
| 16. Motivation for writing will be provided through: | | | | |
| A. Academic TAKS pep rallies for 3rd-5th grades. | Administrators Teachers | Activity Funds | Monthly | Survey the students for feedback. |
| B. District wide UIL contests | UIL Coaches | NCISD Budget | Daily May, 2010 | Number of UIL contest winners |
| C. Medals given for commended TAKS performance. | Administrators Teachers | Local Funds | Monthly | Assessment results will be monitored by the teachers, principal and assistant principal. |
| 17. Writing checks at all grade levels | Administrators Teachers K-5 | Local Funds | Monthly | Writing assessments |
| 18. Writing support team to assist with student conferencing, editing and dual language activities. | Administrators Classroom Teachers | Local Funds | Every 3 weeks | Writing assessments |

Porter Elementary Campus Improvement Plan 2009-2010

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

NCLB Goal: Performance Goal 5

Objective #4: Porter Elementary students will exhibit mastery of Science TEKS. Fifth grade students will meet or exceed the state exemplary standard of 90% passing on TAKS Science

NCLB Objective(s) #4: 5.1

Summative evaluation #4: Local benchmark tests will be evaluated for success.

| Strategy/Activity | Person(s) Responsible | Resource Allocation | Timeline | Formative Evaluation |
|---|--|---|------------------|--|
| 1. Data from TAKS testing in science will be disaggregated and discussed among science staff. | Counselor Administrators Teachers | Local Funds | Twice a semester | Lesson plans will be monitored for identified areas of need. |
| 2. Curriculum alignment, curriculum mapping and cross grade level communication will be stressed to ensure acquisition of basic science skills. District blueprint and Kilgo scope and sequence will be used. | Administrators Teachers Grade Level Chairpersons | Local Funds | Monthly | Student success on benchmark test will be used to evaluate. |
| 3. Science TAKS booklets will be reviewed for skills and processes. | Administrators | Local Funds | Weekly | Lesson plans will be monitored for science TEKS. |
| 4. Benchmark testing, checkpoint testing, and other evaluation measures will be used to assess levels of competency and needs. | Counselor Administrators | District Funds Local funds | Semester | Test results will be reviewed for progress. |
| 5. Staff development opportunities will be pursued to enhance acquisition of basic science skills. | Administrators Teachers | Title I Funds Title II Funds Local Funds | Semester | Share sessions will be monitored for new learning. |
| 6. Access to technology will continue to be increased through the acquisition of additional computers and second lab for other goals. | Administrators Technology Committee Technology Director | District/Campus Technology Budget Title I Funds | Semester | Technology inventory will be reviewed by the technology committee. |
| 7. A second computer lab will be developed. | Administrators | Local Funds Title I Funds Technology Budget | January, 2010 | Usable lab of 24 computers |
| 8. Computers, projectors, and document cameras will be added to all classrooms. | Administrators Classroom Teachers | Title I Funds Stimulus Funds Local Funds | Semester | Presence of hardware and increased TAKS scores. |

| Strategy/Activity | Person(s) Responsible | Resource Allocation | Timeline | Formative Evaluation |
|---|---|-------------------------------|----------------------------|---|
| 9. Foss & GEM Kits will also be used at all grade levels to demonstrate and conduct experiments. Additional kits will be added. | Administrators Teachers | Title I Funds Local Funds | Weekly | Lesson plans will be monitored for consistency among and across grade levels. |
| 10. Training in the use of GEM and FOSS kits will be provided to all grade levels. | All Science Teachers | Local Funds | Semester | Science benchmark tests will be monitored for student success. |
| 11. Science experiments will be conducted in the Science Lab using correct procedures in grades 2-5. | 2nd-5th Grade Teachers | Local Funds | Weekly | Science pre-assessment test will be monitored for student success. |
| 12. Continued use of AIMS Curriculum in grades K-5. | Administrators Teachers Grade Level and Chairpersons | Local Funds Title I Funds | Monthly | Student success on benchmark test will be used to evaluate. |
| 13. Science TEKS vocabulary in grades K-5 will be utilized in all grades. | Administrators Teachers | Local Funds | Monthly | Student success on benchmark test will be used to evaluate. |
| 14. Science training for 2nd and 3rd teachers | Administrators | Local Funds | January, 2010 | Student success on benchmark test will be used to evaluate. |
| 15. Commended medals will be distributed to all students who perform at the commended level on TAKS | Administrators Teachers | Local Funds | Yearly | The students will be surveyed for feedback on medals and awards. This will be discussed at site-based meeting for evaluation. |
| 16. Dual language for PreK - 3rd grade will provide a greater opportunity for early intervention. | Administrators PreK, K, 1st and 2nd grades | Activity Funds Local Funds | January, 2010 May, 2010 | Survey the students for feedback. |
| 17. Continue to order reading materials that address Science TEKS in an interesting manner. | Administrators Librarian Teachers | Local Funds Title I Funds | January, 2010 May, 2010 | Science benchmark tests will be monitored for student success. |

Porter Elementary Campus Improvement Plan 2009-2010

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

NCLB Goal: Performance Goal 5

Objective #5: Porter Elementary students will exhibit mastery of Social Studies TEKS.

NCLB Objective(s) #5: 5.1

Summative evaluation #5: Disaggregated data from a locally developed social studies exam will be reviewed for strengths and weaknesses.

| Strategy/Activity | Person(s) Responsible | Resource Allocation | Timeline | Formative Evaluation |
|--|---|---|----------------------------|---|
| 1. Curriculum vertical and horizontal alignment and curriculum mapping will be implemented to ensure acquisition of basic social studies deficiencies. | Administrators Social Studies Teachers | Local Funds | Twice a semester | Shared sessions will be monitored for new learning. |
| 2. Social studies curriculum alignment will be achieved with the mapping process to address social studies deficiencies. | Administrators Teachers | Local Funds | Twice a semester | Lesson plans will be monitored for consistency among and across grade levels. |
| 3. Year end benchmark testing will be done to assess levels of competency and needs. | Counselor Administrators | Local Funds | Semester | Test results will be reviewed for progress. |
| 4. Data from Benchmark testing in social studies will be disaggregated and discussed with staff. | Counselor Administrators Teachers | Local Funds | Twice a semester | Lesson plans will be monitored for identified areas of need. |
| 5. New materials will be reviewed and purchased to enhance social studies instruction at all grade levels. | Administrators Teachers | Local Funds | Semester | Lesson plans will be monitored for new materials. |
| 6. Access to technology will continue to be increased through the acquisition of additional computers and new lab. | Administrators Technology Committee Technology Director | District & Campus Technology Budget Title I Funds | Semester | Technology inventory will be reviewed by the technology committee. |
| 7. A second computer lab will be developed. | Administrators | Local Funds Title I Funds Technology Budget | January, 2010 | Usable lab of 24 computers |
| 8. Computers, projectors, and document cameras will be added to all classroom. | Administrators Classroom Teachers | Title I Funds Stimulus Funds Local Funds | Semester | Presence of hardware and increased TAKS scores. |
| 9. Materials will be ordered to assist with the integration of reading and social studies. | Administrators | Local Funds | January, 2010 May, 2010 | End of year benchmark results will be reviewed. |
| 10. Teachers will be trained to integrate social studies into other subjects. | Administrators | Local Funds | January, 2010 May, 2010 | End of year benchmark results will be reviewed. |
| 11. Dual language for Prek - 3rd grade will provide a greater opportunity for early intervention. | Administrators PreK, K, 1st and 2nd teachers | Title I Funds Title III Funds Local Funds | January, 2010 May, 2010 | Student performance and achievement checklists will be monitored for improvement. |
| 12. Train teachers and meet to discuss strategies to integrate reading/language arts and social studies. | Administrators Teachers | Local Funds | Twice a semester | Lesson plans will be monitored for integration techniques. |

| Strategy/Activity | Person(s) Responsible | Resource Allocation | Timeline | Formative Evaluation |
|-------------------|--------------------------|---------------------|----------|----------------------|
|-------------------|--------------------------|---------------------|----------|----------------------|

Porter Elementary Campus Improvement Plan 2009-2010

Goal #2:- Porter Elementary students will monitor and maintain high standards of excellence for student and staff attendance.

NCLB Goal: Performance Goal 5

Objective #1: Porter Elementary students will achieve a yearly attendance rate of 98%.

NCLB Objective(s) #1: 5.1, 5.2

Summative evaluation #1: End of year percentages and AEIS data will be evaluated for success.

| Strategy/Activity | Person(s) Responsible | Resource Allocation | Timeline | Formative Evaluation |
|---|--|---------------------|---------------|--|
| 1. Principal will award medals or trophies at awards assemblies to individual students who have perfect attendance for each six week, semester and school year. | Administrators Attendance Personnel | Local Funds | Semester | Attendance reports will be monitored each six weeks. |
| 2. Parents of all students who are absent will be called as soon as possible after 10:00 am daily. | Administrators Attendance Personnel | Local Funds | Daily | Attendance call sheets are monitored by the principal. |
| 3. Teachers with the highest percentage of attendance each six weeks will receive a reward. | Administrators Attendance Personnel | District Budget | Every 6 weeks | AESOP will be monitored daily for staff absences. |
| 4. Blue ribbons will be given for the class in each grade level with the highest percentage of attendance for each week. | Administrators Attendance Personnel | Activity Funds | Every 6 weeks | Attendance reports will be monitored each six weeks. |
| 5. Principal and assistant principal will hold conferences with parents of students with poor attendance. | Administrators Attendance Personnel | Local Funds | Every 3 weeks | Attendance reports will be monitored each three weeks. |
| 6. Each 6 weeks, class with highest attendance has a pizza party. | Administrators Child Nutrition | Local Funds | Every 6 weeks | Attendance reports will be monitored each six weeks. |

Porter Elementary Campus Improvement Plan 2009-2010

Goal #: 3- Porter Elementary students will work and learn in a safe and orderly environment.

NCLB Goal: Performance Goal 4

Objective #1: Porter Elementary students will maintain an appropriate and reasonable number of discipline incidents.

NCLB Objective(s): 4.1

Summative evaluation #1: Discipline records, attendance records and test scores will be monitored, disaggregated and reviewed for results.

| Strategy/Activity | Person(s) Responsible | Resource Allocation | Timeline | Formative Evaluation |
|---|---|----------------------------|--|--|
| 1. All students and parents will be informed of the Student Code of Conduct. | Teachers Students Parents | Local Funds | Semester | Discipline referrals will be monitored. |
| 2. Staff members will be informed on: | | | | |
| A. Conflict resolution | Administrators | Local Funds | August, 2009 | Staff and grade level agendas will be reviewed. |
| B. Bullying reports | Administrators | Local Funds | August, 2009 | Staff and grade level agendas will be reviewed. |
| C. Managing difficult students | Administrators | Local Funds | August, 2009 | Staff and grade level agendas will be reviewed. |
| D. Code of Student Conduct | Administrators | Local Funds | August, 2009 | Staff and grade level agendas will be reviewed. |
| 3. The CARE team will continue to meet twice a month to review collected information and to determine alternatives for students needing acceleration. | CARE Team Coordinator Classroom Teachers | Local Funds | Monthly | Staff and grade level agendas will be reviewed. |
| 4. Counseling services will be available to students. Social skills will be taught in classrooms. | Counselor Classroom Teachers | Campus Counselor Budget | Semester | Staff and grade level agendas will be reviewed. |
| 5. Group and individual counseling sessions will be available for students with special needs. | Counselor | Local Funds | Semester | Staff and grade level agendas will be reviewed. |
| 6. Third - Fifth grade students will receive planners to promote organizational skills. Teachers will receive training on the use of these planners. | Title IV Coordinator 3rd-5th Grade Teachers | Local Funds | Monthly | Staff and grade level agendas will be reviewed. |
| Programs that address character-building and bullying prevention will be scheduled. Counselor will teach skills in the classroom. | Assembly Coordinator Administrators | Campus Counselor Budget | May, 2010 | Staff and grade level agendas will be reviewed. |
| 8. Porter Elementary school wide management plan will be reviewed and refined. | Administrators Teachers | Local Funds | August, 2009 January, 2010 May, 2010 | Staff and parent surveys will be reviewed. Number of discipline referrals will be monitored. |

Porter Elementary Campus Improvement Plan 2009-2010

Goal #: 3- Porter Elementary students will work and learn in a safe and orderly environment.

NCLB Goal: Porter Elementary will maintain a safe and orderly environment.

Objective #2: Porter Elementary will provide a safe and orderly environment for students, staff, and visitors.

NCLB Objective(s): 4.1

Summative evaluation #2: Parent survey results and the number of significant incident reports will indicate that Porter Elementary is a safe place.

| Strategy/Activity | Person(s) Responsible | Resource Allocation | Timeline | Formative Evaluation |
|---|----------------------------|---------------------|--|---|
| 1. Raptor technology will be implemented and maintained to ensure adequate monitoring of all visitors at Porter Elementary. | Administrators Teachers | Local Funds | August, 2009 January, 2010 May, 2010 | Staff and parent surveys will be reviewed-Number of discipline referrals will be monitored. |
| 2. Staff members will be trained on: | | | August, 2009 | Staff and grade level agendas will be reviewed. |
| A. Disaster drills | Administrators | Local Funds | August, 2009 | Staff and grade level agendas will be reviewed. |
| B. Building security | Administrators | Local Funds | August, 2009 | Staff and grade level agendas will be reviewed. |
| C. School Safety | Administrators | Local Funds | August, 2009 | Staff and grade level agendas will be reviewed. |
| D. District Crisis Plan | Administrators | Local Funds | August, 2009 | Staff and grade level agendas will be reviewed. |
| 3. Safety drills will be conducted according to the recommended schedule. | Administrators | Local Funds | Monthly | Log of drills will be monitored. |

Porter Elementary Campus Improvement Plan 2009-2010

Goal #: 4- Porter Elementary will monitor and maintain high standards of excellence for students and staff.

NCLB Goal: Performance Goal 3

Objective: Porter Elementary will employ only teachers and paraprofessionals that meet the NCLB standards of highly qualified.

NCLB Objective(s): 3.1, 3.2

Summative evaluation: 100% of teachers and paraprofessionals at Porter Elementary will continue to meet the highly qualified standards of NCLB.

| Strategy/Activity | Person(s) Responsible | Resource Allocation | Timeline | Formative Evaluation |
|---|--|---------------------------------|----------|---|
| I. Porter Elementary will continue to investigate and implement meaningful, quality professional growth activities. | Administrators Reading Teachers | Local Funds Title I Funds | Weekly | Lesson plans will be monitored to reflect training. Personnel records of Professional Growth Plan, signature sheets from activities will also be monitored. |
| A. Training on differentiation of instruction | Administrators Teachers | Local Funds Title I Funds | Semester | Lesson plans will be monitored to reflect training. Teachers who have not yet attended will attend. Personnel records of Professional Growth Plan, signature sheets from activities will also be monitored. |
| B. 6+1 Writing Traits Grades 2-5 | Administrators Campus Language Arts Teachers | Activity Funds Title I Funds | Semester | Lesson plans will be monitored to reflect training. Teachers who have not yet attended will attend. Personnel records of Professional Growth Plan, signature sheets from activities will also be monitored. |
| C. The Writing Academy | Administrators Campus Language Arts Teachers | Activity Funds Title I Funds | Semester | Lesson plans will be monitored to reflect training. Teachers who have not yet attended will attend. Personnel records of Professional Growth Plan, signature sheets from activities will also be monitored. |
| D. Math Inservice classes | Administrators Campus Faculty & Staff | Local Funds Title I Funds | Semester | Lesson plans will be monitored to reflect training. Personnel records of Professional Growth Plan, signature sheets from activities will also be monitored. |
| E. Those attending staff development sessions will share strategies with teams and/or staff. | Administrators Team Leaders | Local Funds | Semester | Staff development schedules will be monitored. |
| F. Technology training (includes all Renaissance programs, View It, Compass, STAR charts, grade book, etc.) | Administrators Technology Coordinator Renaissance Learning Coordinator | Local Funds Title I Funds | Semester | Lesson plans will be monitored to reflect training. Personnel records of Professional Growth Plan, signature sheets from activities will also be monitored. |
| G. Capturing Kids Heart | Administrators Campus Faculty and Staff | Local Funds Title I Funds | Semester | Lesson plans will be monitored to reflect training. Personnel records of Professional Growth Plan, signature sheets from activities will also be monitored. |

| Strategy/Activity | Person(s) Responsible | Resource Allocation | Timeline | Formative Evaluation |
|---|----------------------------------|--|----------|---|
| H. Staff Development opportunity will be offered to enhance instruction for at-risk students. | Principal Assistant Principal | Staff Development Travel Funds SCE Funds Title I Funds Local Funds | Semester | Lesson plans will be monitored to reflect training. Personnel records of Professional Growth Plan, signature sheets from activities will also be monitored. |
| I. Guided Reading/small group reading instruction/literature group training will be provided. | Principal Assistant Principal | Staff Development Travel Funds SCE Funds Title I Funds Local Funds | Semester | Lesson plans will be monitored to reflect training. Personnel records of Professional Growth Plan, signature sheets from activities will also be monitored. |

Porter Elementary Campus Improvement Plan 2009-2010

Goal #: 5- Communication and relations with parents, community, staff and students will be emphasized.

NCLB Goal: Performance Goal 5

Objective: At the end of the 2009-2010 school year 90% of parents surveyed will indicate that communication between parents/community and school is strong.

NCLB Objective(s): 5.1

Summative evaluation: Disaggregated data from a spring survey will show strong communications.

| Strategy/Activity | Person(s) Responsible | Resource Allocation | Timeline | Formative Evaluation |
|---|---|------------------------------|---------------|--|
| 1. Open House/Meet the Teacher Night will be held. | School Staff | Local Funds | August, 2009 | Sign-in sheets will be reviewed for participation. |
| 2. Continue to use Tuesday folders to ensure contact with all parents. | Classroom Teachers | NCISD Budget | Weekly | Informal feedback from parents will be discussed at site-based meeting. |
| 3. Homework policy and classroom management plan will be sent home at the beginning of the year with all students. | Grade Level Chairpersons | Local Funds | Weekly | Informal feedback from parents will be discussed at site-based meeting. |
| 4. Positive phone calls will be made weekly. | Classroom Teachers Administrators | Local Funds | Monthly | Documentation of positive phone calls will be monitored monthly. |
| 5. Communication Logs will be kept by teachers to track teacher/parent communication | Classroom Teachers Administrators | Local Funds | Monthly | Documentation of positive phone calls will be monitored monthly. |
| 6. A newsletter (Eagle Gazette) will be sent home weekly. | Administrators Classroom Teachers | Local Funds | Weekly | Copy of newsletter on file |
| 7. A monthly grade level newsletter noting all events will be sent home each month. Parenting points will be included in the newsletter. Special notices will be sent home as needed. | Team Leaders | Local Funds | Monthly | Parent survey results |
| 8. Web events will be used online to communicate with parents about upcoming events. | Administrators Technology Teacher | NCISD Technology Budget | Monthly | Informal feedback from parents will be discussed at site-based meeting. Items concerning strategies 1-5 will be included on future parent surveys. |
| 9. Title I Home/School Compacts will be completed at the end of the first six weeks. Parents will meet teachers to pick up the first report card. | Title I Coordinator Administrators Classroom Teachers | Title I Funds Local Funds | 1st 6 Weeks | A master list of Home/School Compacts will be kept in the office. |
| 10. Title I parent meeting held in September. | Title I Coordinator Administrators Classroom Teachers | Title I Funds Local Funds | 1st 6 Weeks | A master list of Home/School Compacts will be kept in the office. |
| 11. NCISD newsletter will be used to share happenings. | Public Relations Liaison | NCISD Budget | Every 6 Weeks | Informal feedback from parents will be evaluated by site-based team. |

| Strategy/Activity | Person(s) Responsible | Resource Allocation | Timeline | Formative Evaluation |
|--|---|---------------------|-------------|---|
| 12. A Book Fair & Luncheon will be held during Texas Public Schools Week. | Title I Personnel Librarian | Local Funds | March, 2010 | Informal feedback from parents will be evaluated by site-based team. |
| 13. The parent volunteer program will continue. | | | | |
| A. Letters home to recruit new members. | Volunteer Coordinator | Local Funds | Yearly | The number of parent volunteers working at PES will be monitored each month. |
| B. Articles in the "Eagle Gazette" and local newspapers will highlight activities. | Administrators | Activity Funds | Weekly | Articles will be clipped and reviewed. |
| C. A parental involvement plan will be in place and revised as necessary. | Administrators SBDM Team | Local Funds | Monthly | Parent survey results |
| 14. The Porter Elementary website will be utilized to provide current information. | Technology Teacher Staff School Webmaster | Local Funds | Monthly | The website will be monitored for content and current information. |
| 15. Utilize campus nurse, ESL teachers, bilingual teachers, and aides to improve communication with our growing Hispanic population. | Campus Nurse ESL Teachers ESL Aides | Local Funds | Weekly | Parent survey results |
| 16. Focus on communication with staff and grade level meetings. | Administrators Grade Level Chairpersons | Local Funds | May, 2010 | Survey of staff will be conducted to determine effectiveness. |
| 17. ESL parents will attend several evening literacy sessions | Classroom Teachers Administrators | Local Funds | May, 2010 | Informal feedback from parents and sign in sheets will be reviewed and discussed at site-based meeting. |
| 18. Periodic academic/TAKS parent nights will be held | Classroom Teachers Administrators | Local Funds | May, 2010 | Informal feedback from parents and sign in sheets will be reviewed and discussed at site-based meeting. |
| 19. Create bilingual parent center to help parents learn to help their children with their studies. | Administrators ESL Teachers ESL Aides | Local Funds | May, 2010 | Informal feedback from parents and sign in sheets will be reviewed and discussed at site-based meeting. |

Porter Elementary Campus Improvement Plan 2009-2010

Goal #6:- Porter Elementary will continue to focus on building student self-esteem.

NCLB Goal: Performance Goal 5

Objective: School programs will help to encourage a well behaved, confident, and academically successful student body.

NCLB Objective(s): 5.2

Summative evaluation: The number of discipline referrals will be monitored; TAKS scores will be high.

| Strategy/Activity | Person(s) Responsible | Resource Allocation | Timeline | Formative Evaluation |
|--|-------------------------|---------------------|---------------|--|
| 1. Academic recognition awards will be addressed at six-week assemblies. | Administrators | Activity Funds | Every 6 Weeks | The number of students achieving recognition will be monitored. |
| 2. TAKS buddies (all staff members) will be assigned to 3rd - 5th grade students. | Administrators Staff | Local Funds | Weekly | Academic progress of all participating students will be monitored through grades, pre-assessment tests and weekly reports. |
| 3. Six weeks honor roll celebration | Administrators | Activity Funds | Every 6 Weeks | The number of students achieving recognition will be monitored. |
| 4. Extra-curricular programs to promote involvement will be stressed through the following: | | | | |
| A. 100 Club/Healthy Heart | P.E. Teachers | Activity Funds | Every 6 Weeks | Report cards, progress reports and pre-assessment tests will be monitored for academic progress. Discipline referrals will also be monitored for club members. |
| B. Art Club | Staff Volunteer | Activity Funds | Every 6 Weeks | Report cards, progress reports and pre-assessment tests will be monitored for academic progress. Discipline referrals will also be monitored for club members. |
| C. Tech Squad | Technology Teacher | Activity Funds | Every 6 Weeks | Report cards, progress reports and pre-assessment tests will be monitored for academic progress. Discipline referrals will also be monitored for club members. |
| D. Children's Christian Club | Community Volunteer | Activity Funds | Every 6 Weeks | Report cards, progress reports and pre-assessment tests will be monitored for academic progress. Discipline referrals will also be monitored for club members. |
| E. Honor choir | Music Teacher | Local Funds | Every 6 Weeks | Yearly correct participation Report cards, progress reports and pre-assessment tests will be monitored for academic progress. Discipline referrals will also be monitored for club members. |
| F. Small group counseling for divorce, anger control, self-esteem and social skills will be conducted. | Counselor | Local Funds | Every 6 Weeks | Report cards, progress reports and pre-assessment tests will be monitored for academic progress. Discipline referrals will also be monitored for club members. |
| 5. Celebrate Red Ribbon Week | Title IV Coordinator | Activity Funds | October, 2009 | Monitor the number of participating students. |

| Strategy/Activity | Person(s) Responsible | Resource Allocation | Timeline | Formative Evaluation |
|--|---------------------------------------|---------------------|---------------|---|
| 6. Academic competitions will be utilized to challenge the brightest students. These include: | | | | |
| A. UIL | UIL Coordinator Teacher Volunteers | NCISD Budget | Every 6 Weeks | Number of contest winners for Porter Elementary |
| B. AR Reading Competition | Librarian | Activity Funds | April, 2010 | Reading TAKS test results |
| 7. Activities to improve student health and hygiene include: | | | | |
| A. Periodic head checks | Campus Nurse Classroom Teachers | Local Funds | Monthly | Informal feedback from staff and parents will be used to monitor. |
| B. Yearly vision and hearing screening | Campus Nurse Parent Volunteer | Local Funds | October, 2009 | Informal feedback from staff and parents will be used to monitor. |
| C. Monthly immunization reminders | Campus Nurse | Local Funds | Monthly | Informal feedback from staff and parents will be used to monitor. |
| D. Dental screening by Texas Dept. of Health for economically disadvantaged students. | Campus Nurse | Local Funds | October, 2009 | Informal feedback from staff and parents will be used to monitor. |
| E. Referral to Social Service agencies for health related issues. | Campus Nurse | Local Funds | Monthly | Informal feedback from staff and parents will be used to monitor. |
| F. Clothes closet for indigent children. | Campus Nurse | Local Funds | Monthly | Informal feedback from staff and parents will be used to monitor. |
| G. Continue Crisis Funds for emergencies/Helping Hands | Staff | Activity Funds | Monthly | Informal feedback from staff and parents will be used to monitor. |
| 8. Positive notes and calls will be sent home to recognize success. | Classroom Teachers | Local Funds | Weekly | Discipline referrals will be monitored. Positive phone calls will be documented and given to principal and asst. principal. |
| 9. ESL programs and dual language grades Prek-2 will provide support for students with limited English to enhance instruction. | Administrators Teachers | Local Funds | Semester | Student performance on student benchmarks will be monitored for improvement. |

Porter Elementary Campus Improvement Plan 2009-2010

Goal #7: All Porter Elementary students in special programs will reach high academic standards; at a minimum attaining proficiency or better in reading, writing, science, and math.

NCLB Goal: Performance Goal 1, 2

Objective: at least 90% of students with disabilities, "at-risk", and limited English proficient students will pass the math, reading, and writing portion of 2009 TAKS, limited English or special education assessment.

NCLB Objective(s): 1.1, 1.2, 1.3, 2.1, 2.2, 2.3

Summative evaluation: All test results (TAKS, TAKS A, RPTE, Observation Protocol, TPRI, and campus/district benchmarks) will be disaggregated by special programs to identify any gaps between students groups/programs. All special programs will make adequately yearly progress (AYP).

| Strategy/Activity | Person(s) Responsible | Resource Allocation | Timeline | Formative Evaluation |
|--|---|---|-----------------------------|---|
| 1. Technology training for staff will be scheduled to improve established district competencies. | Technology Teacher Staff | NCISD Technology Budget | August, 2009 | Mini-assessments based on NCISD technology competencies will be reviewed. |
| 2. Porter Elementary will annually review the evaluation of all special programs and use the results to improve student achievement. | Campus Administrators | Local Funds | May, 2010 | Annual Program Evaluations |
| A. 504/Dyslexia | 504 Coordinator Campus Team Leaders | Local Funds | May, 2010 | Annual Program Evaluations |
| B. Special Education | Special Education Teachers Administrators | Local Funds | May, 2010 | Annual Program Evaluations |
| C. Dual Language PreK-3rd grades | Administrators PreK, K, 1st and 2nd grade Teachers | Title III Funds Local Funds | January, 2010 May, 2010 | Annual Program Evaluations |
| D. Title Programs | Campus Team & Dept. Chairpersons | Local Funds | May, 2010 | Annual Program Evaluations |
| ◦ Title I, Part A, ESEA | Campus Teachers | Title III Local Funds Bilingual/ESL | May, 2010 | Annual Program Evaluations |
| ◦ Title II, Part A, Principal/Teacher Training | Administrators | Local Funds | May, 2010 | Annual Program Evaluations |
| ◦ Title II, Part D, Technology | Technology Teacher Administrators | NCISD Budget | Monthly Review May, 2010 | Annual Program Evaluations |
| ◦ Title III, Bilingual/ESL | ESL Teachers ESL Aides Administrators | State Bilingual/ESL Allocation | May, 2010 | Annual Program Evaluations |

| Strategy/Activity | Person(s) Responsible | Resource Allocation | Timeline | Formative Evaluation |
|--|---|---|-----------------------------|--|
| ◦ Title IV, Part A, Safe and Drug Free | Counselor | Title VI, Part A, Safe & Drug Free Local Funds | May, 2009 | Periodic progress reports will be made and reviewed by DLAC. |
| ◦Title V, Innovative | Administrators Classroom Teachers | Title V Funds Local Funds | Monthly Review May, 2010 | Annual Program Evaluations |
| D. Reading Recovery | Reading Recovery Teachers | Local Funds SCE Funds (see appendix) | Monthly | Student achievement will be periodically monitored. Retentions will be periodically monitored. |
| E. GT | GT Teacher Administrators | Local Funds | Monthly Review May, 2010 | Annual Program Evaluations |
| F. PreK Program | PreK Teachers | Local Funds | Monthly Review May, 2010 | Student achievement will be periodically monitored. |
| G. Student Success Initiative (Accelerated Reading and Accelerated Math Instruction) | Classroom Teachers Administrators | Local Funds | Monthly Review May, 2010 | Student achievement will be periodically monitored. |
| H. Renaissance Learning (Reading, Math, Writing) & Guided Reading | Renaissance Learning Coordinator Classroom Teachers Administrators | Local Funds | Monthly Review May, 2010 | Student achievement will be periodically monitored. |
| I. CEI (Reading and Math) | CEI Coordinator CEI Aide Classroom Teachers | Local Funds | Monthly Review May, 2010 | Student achievement will be periodically monitored. |
| J. Headsprout Early Reading program | Classroom Teachers | Local Funds | January, 2010 May, 2010 | Student achievement will be periodically monitored. |
| K. Study Island | Administrators Classroom Teachers | Title I Funds NCISD Budget | Semester | Student achievement will be periodically monitored. |
| L. ARI/AMI | Administrators Classroom Teachers | ARI/AMI Funds | Semester | Student achievement will be periodically monitored. |
| K. TEKS/TAKS grades 3-5 reading and math software program | Classroom Teachers | Local Funds | January, 2010 May, 2010 | Student achievement will be periodically monitored. |
| L. State Compensatory Education Program | Administrators Classroom Teachers | Local Funds SCE Funds (see appendix) | May, 2010 | Student achievement will be periodically monitored. |
| M. Extended Day | Administrators Classroom Teachers | Local Funds | April, 2010 | Student achievement will be periodically monitored. |