

Oak Woods Elementary

Campus Improvement Plan

Campus Mission Statement:

Quality implementation of the TEKS every day, in every classroom, for every student

Granbury Independent School District Mission Statement:

Building successful futures through academic excellence and character development

District Goal 1: Develop & implement an effective plan to improve student performance, including subgroups, in academic

Campus Goal 1: Develop and implement an effective plan to improve student performance in academic areas.

Objective: Oak Woods' students, including all subgroups, will maintain passing rates at exemplary status on all state

Strategy: Create an environment for all students to be successful on all state assessments.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Identified economically disadvantaged and Hispanic students will increase passing rates on	Classroom Teachers	PEIMS data, TAKS prep resources, local funds	6/1/2011	Data Sheets, lesson plans, Benchmark scores, TAKS	Increased student performance on AEIS, TAKS, & iStation results	August 2010-June 2011	2 and 9
Implement GISD scope & sequence, common lessons and assessments, cross-curricular activities, technology, TAKS formatted preparatory material, student incentives, and regularly scheduled teacher	Principal, Instructional Specialist, and Classroom Teachers	Scope & sequence, common assessments, computers, internet, TAKS prep material, local funds;	6/1/2011	Snapshot data, lesson plans, agendas from teacher meetings, benchmark scores	Increased student performance on AEIS, TAKS, & iStation results	August 2010-June 2011	2 and 9
Use research-based, effective strategies in classrooms to assist students in being	Instructional Specialist, Classroom Teachers	Planning time, training, iStation, Thinking Maps, Empowering	6/1/2011	Lesson plans, walk throughs	Increased student performance on AEIS, TAKS, & iStation results	End of each six weeks August 2010-June 2011	2 and 9
Teachers will attend regularly scheduled plan/data/prep meetings using GISD scope and sequence, common lessons, and six weeks	Instructional Specialist, Classroom Teachers	Scope & sequence, common assessments, computers, internet, TAKS	6/1/2011	Agendas or sign in sheets from meetings, TAKS scores, common assessment scores, iStation data	Increased student performance on AEIS, TAKS, & iStation results	August 2010-June 2011	2 and 9
Implement tutoring to assist all students with mastering TEKS	Tutors-Certified Texas Teachers	Scope & sequence, common assessments, computers, internet, TAKS	6/1/2011	Observation, TAKS scores, common assessment scores, iStation data	Increased student performance on AEIS, TAKS, & iStation results	August 2010-June 2011	2 and 9

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All teachers will understand and post the GISD mission statement along with conveying exemplary expectations to all students	Teachers	GISD mission statement	6/1/2011	Observation, TAKS scores, common assessment scores, iStation data	Increased student performance on AEIS, TAKS, & iStation results	August 2010-June 2011	2 and 9
Maintain 90% or better student passing rate on TAKS Reading, Math, Writing, Science, and all tests	Principal, Instructional Specialist, and Classroom Teachers	Scope & sequence, common assessments, computers,	6/1/2011	TAKS scores	Increased student performance on AEIS, TAKS, & iStation results	August 2010-June 2011	2 and 9

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment;
2. Schoolwide reform strategies;
3. Instruction by highly qualified teachers;
4. Professional development;
5. Highly qualified teachers;
6. Parental Involvement;
7. Transition from early childhood programs;
8. Include teachers in the decisions;
9. Effective, timely additional assistance;
10. Coordination and integration

District Goal 2: Develop and implement procedures to enhance a positive school climate.							
Campus Goal 1: Develop and implement procedures to enhance a positive school climate.							
Objective: Maintain a safe and orderly environment							
Strategy: Develop plans and procedures to create a positive environment							
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Develop and implement character education curriculum	Counselor	Media, Training, Personnel	6/1/2011	Plans, calendar, schedule of presentation	Discipline referrals	08/23/2010-06/01/2011	2 & 9
Target students for good behavior	All staff	Personnel, Capturing Kids Hearts, Kiwanis Terrific Kids and Super Citizens, Ci Ci's Good Behavior Lunch, Caught Being Good	6/1/2011	Relationships, implementing Capturing Kids Hearts training	Discipline referrals	08/2010-06/2011	2 & 9
Training and implementation of Capturing Kids Hearts	All staff	Personnel, Capturing Kids Hearts	Ongoing	Positive relationships	Discipline referrals, increased academic scores & attendance	On going	2, 4, 9, & 10
Safety Procedure Training	Vice Principal	Staff, internet	08/2010-06/2011	Drills, documentation	Successful drills	ongoing	2, 4, 9, & 10

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District Goal 3: Develop a fiscal plan that focuses on instruction while maintaining a viable fund balance.

Campus Goal: Develop a fiscal plan that focuses on instruction

Objective: Work with Campus Leadership Team to create a fiscal plan that focuses on instruction

Strategy: Allocate >70% of campus funds to instruction (11, 12, 13)

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components
Appropriate staffing on campus to meet the instructional needs of the campus	Principal	Local and federal funds	8/31/2010	PEIMS Staffing reports consistent with peers	TAKS scores improve, PEIMS staffing reports are consistent with peers	01/01/10-08/31/2013	3 & 5
Majority of budget is allocated to classroom instruction and support of instruction	Principal	Skyward finance system	8/31/2010	>70% allocated to function 11, 12, 13	TAKS scores improve	09/01/09-08/31/2010	9
Review of expenditures for support of current instructional needs	Principal	TAKS scores, Common Assessments	8/31/2010	>70% allocated to function 11, 12, 13	TAKS scores improve	09/01/09-08/31/2010	1

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

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Oak Woods' Elementary
Title I Needs Assessment
2010-2011

Vision – Quality implementation of the Texas Essential Knowledge and Skills (TEKS) every day, in every classroom, for every student.

Mission – The mission of Oak Woods' School is quality implementation of the TEKS every day, in every classroom, for every student.

School Profile

Oak Woods Elementary averaged 500 students during the 2009-2010 school year. In May, 2010 two hundred six students qualified for free or reduced price meals which resulted in 40% FAR. The enrollment by ethnic background was 364 White, 48 Hispanic, 4 Black and 4 other.

Student Needs

Student performance on state assessments, measurable goals, subgroups, and timely interventions processes are addressed in the Campus Improvement Plan and Needs Assessment. Overall student performance on state assessments resulted in an Exemplary rating for the campus. Economically disadvantaged, Hispanic and special education students haven't made adequate progress in math. The expected outcome is that Title I resources will improve student performance and increase parent participation.

Quantitative data will be used to identify individual student needs. Each teacher will be responsible for maintaining a data sheet for their class. The data sheet will list the information that is needed to begin the intervention process. A copy of the data sheet will be updated and given to the instructional specialist, assistant principal and principal each six weeks. Response to Intervention (RTI) and information on the data sheets will be used to identify student needs in a timely manner.

Identified students will receive instruction by certified Title I tutors. The tutors will place the third, fourth and fifth grade students in Voyager Math. Students in kindergarten, first and second grade will be placed in the 3-Tier Mathematics Intervention Project. Low performing students in reading will be placed in Voyager Reading. Kindergarten, first, second and third grade students will receive iStation assessments with interventions in reading. Students in fourth and fifth grade will receive iStation interventions in reading.

The school made AYP this year and in previous years.

Curriculum and Instruction

The curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS). The TEKS are the State's academic content standards. All teachers receive a copy of the TEKS and Scope and Sequence for each subject. The Scope and Sequence is developed in collaboration with teachers and curriculum personnel. Teachers participate in the curriculum alignment process during Summer Conference and throughout the school

year. Curriculum alignment is accomplished in horizontal and vertical teams when the teachers meet with the instructional specialists on campus.

TAKS, Benchmarks, Voyager Assessments, iStation Assessments and Common Assessments are used to evaluate instructional effectiveness and student progress. Identified low performing students are referred for Response to Intervention (RTI). The TEKS are the approved curriculum for each subject. Textbooks are adopted and used to help teach the TEKS. The district had adopted Harcourt Health and Fitness, Scott Foresman Reading, Spelling, Social Studies and Science, envision Math and Foss Kits for Science.

All students receive instruction in the computer lab each week. Each classroom has four student computers. The classrooms also have a DLP projector and smart boards are available for the teachers and students.

Professional Development

All teachers and paraprofessionals are highly qualified. Human resources determines that applicants are highly qualified before they are allowed to interview for employment. Teachers and paraprofessionals attend Summer Conference. Participation in Summer Conference is mandatory. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS). Training is also provided for new textbook adoptions. Teachers are always given an opportunity to participate in collaborative groups. Written evaluations are used to improve the conference for the next school year.

Professional development will be provided to help teachers implement instructional strategies that are effective with Hispanic, special education and economically disadvantaged students.

Staff members received training in Capturing Kids Hearts. Oak Woods' Elementary participates in the Effective Schools Project at Tarleton State University.

All teachers on each grade level have a forty-five minute planning period at the same time. The common planning period allows them to meet and collaborate during the school day. Common planning time across grade levels is scheduled on days the students aren't in attendance.

Family and Community Involvement

Teachers send progress reports and report cards to keep parents informed. Parents can also look at their students grades at anytime since the grade books are online. Just a few of the many ways parents can volunteer include the following:

Classroom volunteer

Reading/Math volunteer tutor

Join PTO

Share career experiences with students

Fieldtrip chaperone
Attend student performances
Attend grade level parent information meetings
Assist with the school carnival
Parent teacher conferences

The PTO, Site Based Committee and Title I School Support Team all give parents and community members an opportunity to be involved in decision making.

School and District Organization

Staff members are involved in decision making by serving on the Site Based Committee or Title I School Support Team. The school budget is developed with the assistance of the Site Based Committee. The Title I budget is developed by the School Support Team. The instructional specialist meet with personnel in the curriculum department each week and meet with grade level teams each week. This gives all teachers an opportunity to be involved in collaborative decision making.

The school staff is committed to increasing the academic achievement of all subgroups. Response to Intervention (RTI) is a collaborative process. RTI will be the process that will be used to identify students who aren't making adequate progress. Data sheets will also be used to identify students who are at risk. Timely interventions will be implemented once students are identified.

The principal, assistant principal and instructional specialists conduct classroom snapshot visits. The information is collected and shared with all teachers by grade level. A collaborative process is used to determine how teachers will use the information to improve instruction.

The school budget is determined by the number of students enrolled. Once the allocation is received the campus budget is developed by the Site Based Committee.

The school operates with one written plan which is the Campus Improvement Plan. A campus based team develops the plan. Teachers and parents have an opportunity to contribute by collaborating with their representative.

The campus has been rated recognized for several years. An exemplary rating was achieved for the 2009-2010 school year.

Information Gathered from a Variety of Sources

The Texas Assessment of Knowledge and Skills (TAKS) will be administered in third, fourth and fifth grade. Benchmarks and Common Assessments are administered at to all grades. The Texas Early Math Inventory is administered in kindergarten, first and second grade. These are all quantitative data sources.

An employee and parent survey are sources of qualitative data. The results of the employee survey identified areas in need of improvement. The purpose of the employee

survey was to determine employee attitudes and perceptions. Thirty seven responses were identified in the parent and community survey.

School Support Team Involvement

The Campus Leadership Team (CLT) will oversee the needs assessment process, lead the staff in developing plans and conduct or oversee the program's annual evaluation. The CLT includes a teacher from each grade level, instructional specialist, assistant principal and principal. A representative from the PTO and the community will also serve on the CLT.

Campus Improvement Plan

The Campus Improvement Plan is developed by the principal, assistant principal, instructional specialists and Site Based Committee. The analysis of quantitative and qualitative data results in the development of goals and plans that support all students in reaching proficiency in academic content areas. The plan includes strategies at the classroom level as well as strategies at the school and district levels targeted to achieve specified school and district goals. The plan includes activities necessary to fully implement the strategies needed for addressing student learning.

Resource Allocation

Title I resources will be used to improve student achievement in reading and math which will substantially increase the percentage of students attaining proficiency. Some of the funding will be used to improve parent participation and provide parent training.

Evaluation of Plans and Strategies

Common assessments and benchmarks will be used to evaluate on a regular basis to ensure that the interventions/strategies are having the intended impact on the skills, knowledge and behavior of students and adults. The reading and math TAKS test will be given in grades three, four and five. The Texas Early Mathematics Inventory will be used in kindergarten, first and second grade. Kindergarten, first and second grade reading will be assessed with iStation assessments.