

**LORENE SMITH KIRKPATRICK ELEMENTARY
IMPROVEMENT PLAN
2008-2009**

Vision Statement

MAYPEARL I.S.D. IS A SUPERIOR LEARNING COMMUNITY

Mission Statement

*It is the mission of Maypearl Independent School District
to educate and equip ALL students
to their unique potential creating productive and successful citizens.*



2008-2009

Maypearl I.S.D. Values

We always DO WHAT is best for child(ren)!

Everything we do is Quality

HONESTY is the only Policy.

Everybody is ACCOUNTABLE for his/her own action

Discipline fosters SELF DISCIPLINE.

We Lead by EXAMPLE.

TEAMWORK is not optional.

LORENE SMITH KIRKPATRICK ELEMENTARY
DECISION-MAKING COMMITTEE

Marla Gravens, Chairperson

Teri Crabtree, Kindergarten Teacher

Beth Hughes, Kindergarten Teacher

Michelle Fowler, Teacher Assistant

Nancy Cowan, Assistant Principal

Barbara Truby, Principal

PARENTS

Melanie Carpenter

Kathy Rodrigue

Amanda Schuster

BUSINESS/COMMUNITY

Alexis Gibbs, Business Representative

Marcene Hinde, Community Representative

PTO Representative

Jeanette Wilckens

A Road Map to Success

- Start the organization of a living curriculum document for each subject at each grade level. This will include:
 - ❖ Learning will encompass and extend the TEKS/SE's
 - ❖ Scope and sequence of concepts
 - ❖ Pacing charts
 - ❖ An emphasis on the art of learning within the art of teaching
 - ❖ An ongoing plan for staff to work on curriculum throughout the school year and meet in the summer to make revisions
 - ❖ Academic and Title I teachers plan and work together to link learning activities in classrooms with a full range of work-related experiences

- At Risk Students
 - ❖ Organize a “Response to Intervention” team
 - ❖ RTI team will meet and discuss students failing and/or struggling and implement interventions accordingly
 - ❖ All staff will analysis and monitor student success as a whole and for the at risk students
 - ❖ ESL students will have a teacher that is certified in ESL and/or served by a certified ESL teacher.
 - ❖ Studying of the TEKS at each grade level including the L.A. ESL TEKS
 - ❖ Second year training of our teacher in Reading Recovery(a researched based program that addresses all the reading strategies) and continuous contact for both instructors
 - ❖ Provide Reach Council services to students that need this

Where we are:

- An awesome facility that reiterates our vision statement that Maypearl ISD is a superior learning community
- Vertical teaming that continued to dialogue conversations about learning(inside the head) and teaching (outside the head)
- An understanding that assessment isn't something that comes at the end of a unit to find out what students learned; rather it is today's means of understanding how to modify tomorrow's instruction. It has more to do with helping students grow than with cataloging their mistakes.
- Differentiation of instruction. This is a way of thinking about teaching and learning that advocates beginning where individuals are rather than following a prescribed plan of action. It is a teacher reacting responsively to a learner's needs.
- Addressing the varied needs and characteristics of all learners.
- Thinking at high cognitive levels and making connections within and across disciplines.
- Emphasis on higher cognitive thinking, learning key concepts, and principles.
- A curriculum scope and sequence and pacing charts for Math that incorporate a thorough study of the TEK/SE's and the use of a new textbook series: McGraw Hill.
- Reading and Math Strategies presented and discussed at every faculty meeting
- Six hour gifted and talented training given by each grade level to account yearly hours needed. This will include use of technology and best practice strategies.

- Just the Facts workshop by C. Haveron that addresses the process of learning the facts (grades K to 2) and shows teachers how to bring this skill to the highest level of thinking
- Apply the Continuous Improvement Process to all curriculum, instruction, and assessment
- Continued analysis of the TEKS/SE to cause reflection (using the science of teaching to push the art of teaching forward).
- Use INOVA to analyze patterns in the available data to add value to all students. Set precise, definable goals. Consider what works for the individual student. Apply RTC curriculum design to the instructional strategies implemented.

Where we plan to be?

By the end of the school year we want to have curriculum documents that are teacher created. We want teachers that are empowered to help students discover themselves as life long learners. It will be the road map to success for all students. Each staff member will have a teacher created and monitored plan for their students that are at risk.

*Response to Intervention' (RTI) is an emerging approach to the diagnosis of Learning Disabilities that holds considerable promise. In the RTI model, a student with academic delays is given one or more research-validated interventions. The student's academic progress is monitored frequently to see if those interventions are sufficient to help the student to catch up with his or her peers.

One advantage of RTI in the diagnosis of educational disabilities is that it allows schools to intervene early to meet the needs of struggling learners. Another is that RTI maps those specific instructional strategies found to benefit a particular student. This information can be very helpful to both teachers and parents.

How will we put RTI into practice? To implement RTI effectively, we must develop a specialized set of tools and competencies, including a structured format for problem-solving, knowledge of a range of scientifically based interventions that address common reasons for school failure, and the ability to use various methods of assessment to monitor student progress in academic and behavioral areas.

COMPREHENSIVE NEEDS ASSESSMENT

Maypearl Independent School District/ Kirkpatrick Elementary conducted comprehensive needs assessments based on AEIS data such as TAKS performance, attendance rates, dropout rates, and SAT/ACT data. In addition, for general education and for special programs, the data were disaggregated for all population groups, including male and female. Individual student's strengths and weaknesses were identified by disaggregating TAKS data by grade level, subject area, and objectives. Kirkpatrick Elementary is a Title I School-wide campus with 40% of low-income students.

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program considering the six areas of decision making (planning, curriculum/instruction, staffing, staff development, school organization, budgeting) and through the Effective Schools Correlates (Instructional Leadership, Instructional Focus, High Expectations, School Climate, and Parental Involvement). District and campus improvement plans from the 2007-2008 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2008-2009 district and campus improvement plans include all identified priority needs.

Academic Goals

- ✚ Eligible students graduating with Distinguished Achievements or recommended High School plans and recognized as Texas Scholars will be 100%***
- ✚ Students enrolled Dual Credit Courses will increase by 20%***
- ✚ 60% of all graduating Seniors will be involved in post secondary education***
- ✚ All students attending post secondary education will have scholarship help***
- ✚ Maypearl ISD will achieve Exemplary status on the AEIS by SY 2008-2009***
- ✚ Each MISD Campus will achieve Exemplary status based on the AEIS by SY 2008-2009***
- ✚ All TAKS scores for all sub-groups will meet or exceed 90% meeting standard by SY 2008-2009***
- ✚ Commended rates in all areas will increase by a proportionate percentage to reach 50% commended rates in all areas within three years***
- ✚ All Campuses will meet AYP goals as prescribed by NCLB***

READING STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIMELINES	SUMMATIVE EVALUATIONS
<p>Implement Reading TEKS/SE (Student Expectations) for all students</p> <ul style="list-style-type: none"> • Identify instructional priorities in the area of phonemic awareness, alphabetic principle, decoding strategies, fluency, vocabulary and/or comprehension and apply strategies and RTI programs accordingly. • Identify for ALL members of the learning community that Reading is getting the author's meaning from any text in multiple disciplines. Every teacher is a reading teacher and every class is a reading class. • Team planning and vertical teaming to address areas of weakness and interventions • TEKS differentiation for students identified as gifted and talented, special education, at risk, dyslexia, or English as a Second Language. • Second year training for Reading Recovery teacher and continued contact for both teachers • UIL Participation • ESL training so that all classroom teachers are certified • Tutorials during and after school • Summer school instruction for those not mastering the Reading TAKS test. • Early Literacy Workshop for all K and 1 teachers this year and for second grade next year. • Disaggregate TAKS Reading data for all students and focus on objectives below 80% mastery: <ul style="list-style-type: none"> ○ Basic Understanding: Word meaning, retell, summary. ○ Literary elements: character analysis, setting, story plot or problem ○ Analysis using reading strategies: retell order, graphic representations, characteristics of text including functions and distinguishing features. ○ Analysis using critical thinking skills: making inferences, cause/effect, important ideas, conclusions, facts/opinions, and support conclusions with examples from text 	<p>Principal</p>	<p>All teachers</p> <p>INOVA</p> <p>Title I funds Title II Part A funds Special Ed. funds</p> <p>SCE funds</p> <p>FTEs:</p> <p>ARI funds</p> <p>Local funds</p> <p>Saxon Phonics</p> <p>Accelerated Reading Program</p> <p>Waterford Reading for all K and some first grade</p> <p>Spalding Method</p> <p>Read Naturally</p> <p>Kamico</p> <p>Study Island</p> <p>Gear Up</p> <p>Start In</p>	<p>Administrator Meetings (agendas, minutes, attendance)</p> <p>Faculty meetings (agendas, minutes, attendance)</p> <p>Programmatic assessments</p> <p>Progress Reports</p> <p>Report cards</p> <p>STAR Report</p> <p>Vertical planning Sessions</p> <p>Benchmark tests</p> <p>IEPs</p>	<p>August 2008 Monthly</p> <p>Biweekly</p> <p>4-6 weeks</p> <p>3 weeks</p> <p>6 weeks</p> <p>Fall, Spring</p> <p>Quarterly</p> <p>See attached calendar Every six weeks</p>	<p>INOVA</p> <p>TPRI meet standards at 95%</p> <p>TAKS 100% 50% commended</p> <p>Meet AYP</p> <p>Report Cards</p> <p>TELPAS Progress from present level</p> <p>STAR Reading test</p> <p>Morrison/McCall (as needed)</p> <p>Battery of Dyslexia tests (as needed)</p> <p>Texas Primary Reading Inventory</p> <p>Running Records</p>

MATH STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIMELINES	SUMMATIVE EVALUATIONS
<p>Implement Math TEKS/SE (Student Expectations) for all students</p> <ul style="list-style-type: none"> ○ Teach and use problem solving strategies: understand, plan solve, and check ○ Analyze math TEKS/TAKS to determine scope and sequence and pacing charts for curriculum to begin in the summer and apply the continuous improvement process as we put the curriculum in place throughout the years. ○ Teach Math intentionally as an overt skill in all disciplines. Note that Math is a universal law; scaffolding teaches how things fit together. ○ Align classroom instruction and assessments in mathematics with TEKS/SE's to the depth/complexity of TAKS (Bloom's/Erickson) ○ August in-service to train teachers on the use of the McGraw Hill Curriculum and as needed communication with Danielle Simpson (company representative) ○ Continue team planning and vertical teaming of math TEKS ○ AMI tutorials during and after school ○ UIL participation ○ "Just the Facts" workshops for teachers(one in the summer, November and again in January) and a parent night in November by C. Haveron ○ Disaggregate TAKS math data for all students and focus on objectives below 80% mastery <ul style="list-style-type: none"> ● Numbers, operation, and quantities reasoning ● Patterns, relationship and algebraic thinking ● Geometry and spatial reasoning. ● Measurement ● Probability and Statistics ● Mathematical processes and tools 	<p>Principal</p>	<p>All teachers</p> <p>AEIS</p> <p>INOVA</p> <p>TAKS Tornado</p> <p>Accelerated Math</p> <p>Study Island</p> <p>Kamico</p> <p>Math Factory</p> <p>"Just the Facts"— Title II Part A</p> <p>McGraw Hill Curriculum</p> <p>Graphic Organizers</p> <p>Math Minutes</p> <p>Blast Off</p> <p>Step Up to the TAKS</p> <p>Kidspiration</p> <p>Qwizdom</p> <p>Wrap Ups for the facts</p>	<p>Administrator meetings (agendas, minutes, attendance)</p> <p>Faculty meetings (agendas, minutes, attendances)</p> <p>Vertical planning sessions (agendas, minutes, attendances)</p> <p>Lesson plans</p> <p>Benchmark tests</p> <p>IEPs</p>	<p>August 2008-2009</p> <p>Biweekly</p> <p>Quarterly</p> <p>Weekly</p> <p>See attached calendar</p> <p>Every six weeks</p>	<p>TAKS 100% 50% commended</p> <p>Benchmarks</p> <p>McGraw Hill Assessments</p> <p>Report Cards</p> <p>TELPAS Progress from present level</p> <p>Star Math for third and fourth graders</p>

WRITING STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIMELINES	SUMMATIVE EVALUATION
<p>Implement writing TEKS/SE curriculum for all students.</p> <ul style="list-style-type: none"> ○ Vertical teaming and team planning of writing curriculum. ○ Teach that writing, along with speaking and cooperating make up the three part curriculum design for communicating. Writing is communicating personal ideas in multiple written forms. Speaking is communicating in multiple spoken situations. Cooperating is communicating collective ideas productively with persons in multiple social, curricular, and extra curricular situations. ○ Implement six traits of writing: ideas, organization, voice, word choice, sentence fluency, and conventions within daily journaling, shared writing, literacy circles, etc. ○ Bring one piece of writing (K,1,2)/two pieces of writing (3,4) completely through the process. ○ Implement best practices such as word walls, graphic organizers, math and science journals, site word accountability lists, research reports ○ Writing Workshop for all fourth grade teachers ○ Use of small group instruction ○ Disaggregate TAKS Writing data for all students and focus on objectives below 80% mastery. ● Written Composition (4, 7) ● The student will, within a given context, produce an effective composition for a specific purpose. (Obj. 1) ● The student will produce a piece of writing that demonstrates command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure. (Obj. 2) ● The student will recognize appropriate organization of ideas in written text. (Obj. 3) ● The student will recognize correct and effective sentence construction in written text. (Obj. 4) ● The student will recognize the standard usage and appropriate word choice in written text. (Obj. 5) ● The student will proofread for correct punctuation, capitalization, and spelling in written text. (Obj. 6) 	<p>Principal</p>	<p>Write Traits</p> <p>Benchmarks</p> <p>Title I Funds</p> <p>Ralph Fletcher Material</p> <p>Kidspiration</p>	<p>Benchmarks</p> <p>Portfolios</p>	<p>Current school year</p>	<p>May 2009</p> <p>TELPAS Progress from present level</p> <p>TAKS 100% 25% to 50% commended</p> <p>Writing Benchmarks found in portfolios and passed from grade level to grade level</p>

SOCIAL STUDIES STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIMELINES	SUMMATIVE EVALUATIONS
<p>Implement Social Studies TEKS/SE (Student Expectations) for all students</p> <ul style="list-style-type: none"> • Link a connection between students and the past, present, and future (K, 1, 2, 3, 4) • Integrate Social Studies TEKS across curriculums noting that social studies is the thinking part of the curriculum design. It is the social law; rationalizing teaches why things happen. • Integrate citizenship and thinking skills lessons to help form ideas and thought processes needed by citizens of the 21st century (K-4). • Vertical teaming and team planning • Incorporate the eight strands of essential knowledge throughout the curriculum (History; geography; economics; government; citizenship; culture; science technology, and society; social studies skills) • Making decisions and identifying cause and effect • Implement higher order thinking skills and knowledge (Bloom's/Erickson) 	<p>Principal / Teachers</p>	<p>All subject-area and grade-level teachers</p> <p>TAKS Grade-level Summary Report (AEIS)</p> <p>TEKS/TAKS flip chart</p> <p>Websites relevant to topic</p> <p>Textbooks and workbooks</p> <p>Weekly Reader</p> <p>National Geographic Magazine</p> <p>Newspapers</p> <p>Guest Speakers</p>	<p>Administrator Meetings (agendas, minutes, attendance)</p> <p>Faculty meetings (agendas, minutes, attendance)</p> <p>Vertical planning sessions (agendas, minutes, attendance)</p> <p>Lesson plans</p>	<p>August 2008</p> <p>Biweekly</p> <p>Quarterly</p> <p>Weekly</p>	<p>Report Cards</p> <p>Annual ARDS</p>

SCIENCE STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIMELINES	SUMMATIVE EVALUATIONS
<p>Implement Science TEKS/SE for all students.</p> <ul style="list-style-type: none"> ○ Review TEKS/SE based on the verbs, nouns, vocabulary and context to formulate science lesson plans ○ Apply content driven reading comprehension and deductive reasoning to Science texts ○ Integrate curriculums recalling that Science falls under the curriculum design of thinking. Math is natural law; reasoning teaches what happens. ○ Vertical teaming and team planning to incorporate science experiments ○ Build resources in Science lab for science experiments. ○ Lessons with 60% of instruction time spent on scientific inquiry ○ Virtual Field Trips/Video Streaming ○ Use of scheduled times in lab to incorporate the above ○ Science journals that are passed on to the next grade levels ○ Disaggregate TAKS Science data from fifth grade for all students and focus on objectives below 80% mastery. <ul style="list-style-type: none"> ● Nature of Science (Obj. 1) ● Life Science (Obj. 2) ● Physical Sciences (Obj. 3) ● Earth Systems (Obj. 4) 	<p>Principal / Teachers</p>	<p>All subject-area and grade-level Teachers</p> <p>Margaret Kilgo Data Driven information</p> <p>DARTCO funds</p> <p>Early Connections: Benchmark Education Co.</p> <p>Reading First Through Science by Educational Tools, Inc.</p>	<p>Administrator meetings (agendas, minutes, attendance)</p> <p>Faculty meetings (agendas, minutes, attendance)</p> <p>Vertical planning sessions (agendas, minutes, attendance)</p> <p>Lesson plans</p> <p>Assessment</p> <p>IEPs</p>	<p>August 2008</p> <p>Biweekly</p> <p>Quarterly</p> <p>Weekly</p> <p>Six weeks or as dictated by curriculum</p> <p>Six weeks</p>	<p>Curriculum assessments</p> <p>Fourth Graders will take released assessment and pass 80% of what has been identified as fourth grade TEKS</p> <p>Annual ARDs</p> <p>Report Cards</p>

TECHNOLOGY AND P.E. STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIMELINES	SUMMATIVE EVALUATIONS
<p>Design and implement Physical Education Program that will:</p> <ul style="list-style-type: none"> • Implement state physical fitness test for grades 3 and 4 as designated by the state • See 90% of the students in K-4 log twenty miles or more in accumulated mileage. 	<p>Physical Education Teacher</p>	<p>P.E. Teacher and PAC Assistants</p>	<p>Records kept by teacher</p> <p>Physical Fitness Assessments</p>	<p>August 2008-May 2009</p>	<p>National Physical Fitness Test</p> <p>Mileage Logs</p>
<p>Design and implement Computer instruction that will:</p> <ul style="list-style-type: none"> • Bring 50% of all fourth graders to type 15 wpm using home row keys with 90% accuracy • Bring 50% of all third graders to type 10 wpm with 90% accuracy • Bring 50% of all second graders to type 10 wpm with 85% accuracy • Introduce computer literacy skills at K-1 as designated by TEKS/SE • Incorporate Kidspiration to help K-4 students create graphic organizers in all subject areas, write reports, etc. • Facilitate appropriate use of web sites that support instruction • Technology Wish list updated and a work in progress • Workshop for teacher in-service addressing web quest, research skills, and think finity 	<p>Computer Assistant Teachers</p>	<p>Computer assistant and classroom teachers</p> <p>Mavis Beacon Typing Program</p> <p>Kidspiration</p> <p>Technology Workshops</p>	<p>Records kept by teacher</p>	<p>August 2008-May 2009</p>	<p>Teacher assessment / Student products</p>
<p>Design and implement Music program that will:</p> <ul style="list-style-type: none"> • Introduce students to non-pitched rhythm instruments and to reading basic melodic and rhythmic notation so as to promote participation in future fine arts programs. • Introduce students to historical and cultural relevance in music 	<p>Music Teacher</p>	<p>Textbooks Conferences Musical Instruments</p>	<p>Lesson Plans</p>	<p>August 2008-May 2009</p>	<p>Teacher assessment / Student products and productions</p>

ADMINISTRATIVE EXPECTATIONS

- ✚ *Student Attendance rates will exceed 96% on all campuses*
- ✚ *Number and types of violent incidents will be less than 5% of all discipline referrals on all campuses.*
- ✚ *Age appropriate alcohol awareness, drug prevention and sexual abstinence plans will be instituted on all campuses in order to achieve a zero incidents per year in each area*
- ✚ *Attendance rates for all employees will meet or exceed 97%*
- ✚ *Facilities will be properly maintained to create a healthy learning environment that fosters school spirit and the integrity of the schools*
- ✚ *Communication and dispersal of information will improve at the district and campus levels of all aspects of the learning community*
- ✚ *All Vertical Team Meetings will be documented with agendas and minutes*

ACADEMIC EXP. STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIMELINES	SUMMATIVE EVALUATIONS
<p>Kirkpatrick Elementary will provide attendance incentives to recognize students with perfect and/or high attendance. (TIA 13.6, 13.9)</p> <ul style="list-style-type: none"> ○ Campus attendance committees ○ Perfect attendance awards ○ Students will be greeted daily during the principal’s morning announcements as “Future High School and College Graduates” 	Principal / Teachers	Campus Activity Fund	<p>ADA</p> <p>Awards/Recognition</p>	<p>6 weeks</p> <p>6 weeks</p>	<p>Attendance Rate: 96%</p> <p>Dropout Rate</p> <p>AEIS</p>
<p>District attendance officer (campus principals) will enforce attendance policies and utilize county courts to enforce compulsory attendance laws. (TIA 13.9)</p> <ul style="list-style-type: none"> ○ Perfect Attendance Recognition ○ Attend local truancy update workshops provided by the county ○ Report and investigate violations of the state and compulsory attendance laws ○ Parents are sent “Notice: Law Governing Compulsory Attendance” letters if parents/guardians and their students do not comply with the compulsory attendance laws 	Campus Administrators / Designees / Administrative Assistants	<p>Local funds</p> <p>County Judge</p>	Campus Attendance Committees	Semester	<p>Attendance Rate</p> <p>Dropout Rate</p>

ACADEMIC EXP. STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIMELINES	SUMMATIVE EVALUATIONS
<p>Provide dropout prevention and recovery through the following:</p> <ul style="list-style-type: none"> ○ Counseling services ○ Utilize Reach program services for small group instruction ○ Parent Volunteer Programs ○ Reading Recovery program 	<p>Principal</p> <p>Assistant Principal</p> <p>Counselor</p>	<p>Counselor</p> <p>Reading Recovery</p> <p>Teachers</p> <p>Reach Council of Midlothian</p> <p>Special Services</p> <p>PTO</p>	<p>Consultant's Logs</p>	<p>Current School Year</p>	<p>Dropout Rate</p> <p>Leaver Reports</p> <p>Reading Recovery Site Reports</p> <p>Student Survey from Reach Council</p>
<p>Develop and implement a guidance curriculum that systematically assist students to develop the skills needed to enhance their personal, social, educational and career development within the following content areas:</p> <ul style="list-style-type: none"> Self Confidence Development Motivation to achieve Decision making, goal setting, planning and problem-solving skills Interpersonal effectiveness Communication skills Cross cultural effectiveness Responsible behavior <p>Provide early school transition activities and transition from campus level to campus level.</p> <ul style="list-style-type: none"> ○ Kindergarten Round-up ○ Pre-K Round-up ○ During the 4th grade year a series of planned, coordinated orientation activities will be provided to transition to 5th grade 	<p>Principal</p> <p>Assistant Principal</p> <p>Counselor</p>	<p>Counselor</p> <p>Core Essentials</p> <p>Reach Council</p> <p>Kelso Conflict Resolution Program</p> <p>Daily Announcements</p> <p>Project Wisdom</p> <p>Guidance Lessons on Bullying</p>	<p>Counselor's Scope and Sequence and Pacing Charts</p> <p>Counselor's Guidance Lessons</p>	<p>As Needed</p> <p>Daily/Weekly</p>	<p>AEIS</p>

ACAD. EXP. STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIMELINES	SUMMATIVE EVALUATIONS
<p>Conduct parent meetings for all the Title programs prior to submission of the appliances.</p> <ul style="list-style-type: none"> ○ Develop needs assessment from the annual evaluation/review. ○ Continue implementation of Parent/School Compact ○ Plan for using Title funds to support identified needs for economically disadvantaged and at-risk students. 	<p>Superintendent</p> <p>Assistant Superintendent</p> <p>Nancy Cowan</p>	<p>Principals</p> <p>District and campus improvement committees</p> <p>Components and Features of a Researched-Based Reading Program</p>	<p>Agendas, minutes, attendance at meeting(s)</p> <p>Parent Notification Newspaper</p> <p>Meet the Teacher Night</p> <p>Parent Conferences</p>	<p>July 2008 to July 2009</p>	<p>TPRI K-2 will meet standards 95%</p> <p>TAKS at 100% with 50% commended</p>
<p>Implement the district crisis management plan including:</p> <ul style="list-style-type: none"> • Fire Prevention • Red Ribbon • Code Red and Fire drill practice • CPR Training • Restraint training updates • Health Advisory Council <p>Communication improved by</p> <ul style="list-style-type: none"> • PTO involvement • “Meet the Teacher” night • First of the Year letters • Teacher Conferences • Volunteer Program • Grandparent’s Day • Monthly letters • DAEP located in district • Host ISST meetings and monitor referral process for all programs 	<p>Counselor/Nurse Principal / Assistant Principal</p> <p>Principal / Assistant Principal Administrative Assistants</p>	<p>Volunteer Fire Department Reach Council Ellis County Shared Services</p> <p>PTO</p>	<p>Drills</p> <p>Safety Checklists</p> <p>Letters and Events</p>	<p>Current school year</p> <p>Through out the year</p>	<p>Gun-Free Report</p> <p>AEIS</p>

ACADEMIC EXPECTATION STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIMELINES	SUMMATIVE EVALUATIONS
Promote business/ community involvement through the following: <ul style="list-style-type: none"> ○ District and campus committee membership ○ District Newsletters ○ District/Campus Web site <ul style="list-style-type: none"> ★ Spring carnival through the PTO and community/businesses ★ PTO meetings (monthly) and activities ★ Volunteers in Public Schools Program ★ Field Day ★ Site Based Decision Making Team meetings 	Superintendent Principal	Community Action Organization Decision-Making Committee	Business/community participation records Newsletter publications	Monthly Quarterly See attached Calendar	Total business/ community involvement
Recruit and retain highly qualified staff: <ul style="list-style-type: none"> ○ Stipends ○ Teacher's Aides ○ Health Insurance ○ Student/Teacher Ratio ○ Common Planning Schedule ○ Exemplary Rated Campuses ○ Community Support: Participation in school bond election and various committees that result ○ Positive district reputation ○ Safe and orderly climate ○ Staff Developments <ul style="list-style-type: none"> ★ G/T In-services (30 hours for certification and six hours of yearly CPD) are made available to all staff members ★ ESL Training ★ Special Education Laws ★ Workshops and in-services will be provided to staff based on site-base team survey ★ All workshops attended will be presented to teaching staff ★ Workshop strategies will be incorporated in yearly curriculum Provide paraprofessional staff certification through a district – approved exam.	Assistant Superintendent	Teacher job fairs Area Colleges and Universities Southwest Texas State DFW Job Fair UTA Baylor UNT Region X ESC Job Network	Training sessions (agendas, minutes, attendance) Training Certificates Class rosters Personnel Applications Paraprofessional Study Groups	As scheduled Per Training Semester Yearly January 2007 or as needed	Completion of objectives listed

Extra-Curricular Goals

- ✚ *The number of students participating in all extra-curricular activity will increase by 10%.*
- ✚ *At least 20% of all seniors participating in extra-curricular activities will receive some college scholarship assistance as a result of that participation.*
- ✚ *All co and extra-curricular activities will demonstrate character and teach life skills measured by reduced penalties and fouls assessed in any contest for inappropriate behavior and positive feedback received from fans, opponents and the community at large.*
- ✚ *Maypearl extra-curricular activities will produce multiple championships every year.*

EXTRA-CURRICULAR STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIMELINES	SIMMATIVE EVALUATIONS
<p>Different sport skills will be learned in Physical Education classes that will enhance future extra – curricular success as well as show school-wide support/appreciation for our junior high/high school extra curricular activities.</p> <p>Continuation of our track program whereby miles are accumulated and noted with “toe tokens”</p> <p>Support and encouragement to students participating in extra-curricular activities will be given recognition through daily announcements and through teacher interactions with the students.</p> <p>Counselor will conduct guidance lessons emphasizing the seven content areas and competency indicators for each grade span.</p>	<p>P.E. Teacher Counselor</p>	<p>P. E. Teacher Counselor</p>	<p>Lesson Plans</p>	<p>School Year</p>	<p>Presentation of Activities/ Number of miles accumulated for the year</p> <p>Continued evaluation of the current program being used</p>

August 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 Cowan, Maldonado, Fisher Return	5	6 Registration begins	7	8	9
10	11	12	13	14 New Teacher PDAS Training	15 Staff Returns See handout for de- tails of Staff Develop- ment/Workdays	16
17	18	19 District Meeting Teacher PDAS Train- ing	20	21 Meet the Teacher Pre-K ; K-2:00 and Group Meeting 2:30 1st-4th 3:00-4:00 District Convocation 4:30-5:30	22 Workday	23
24/31	25 First Day of School! Begin 1st 6 Wks	26 Staff Meeting (after dismissal)	27	28	29	30

September 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 HOLIDAY FOR ALL—LABOR DAY	2 <i>Nominations for G/T begin</i> TAKS Benchmark 4th Grade STAR TESTS GIVEN BY TEACHERS 2ND-4TH	3 <i>TAKS Benchmark 4th Grade</i>	4 Fire Drill 8:30 a.m TAKS Benchmark 4th Grade	5 Code Red /Tornado Drill 8:30 a.m. 2:15-2:45 Cub Scout Meeting 1st-4th Boys cafeteria	6
7	8 <i>STAR Results to Truby/Cowan</i> PTO 6:30 PM	9 <i>Tentative TAKS Benchmark 3rd Grade</i> Staff Meeting	10 <i>Tentative TAKS Benchmark 3rd Grade</i>	11 Cub Scouts using cafeteria 7-9 p.m.	12 <i>Send 3 wk. Progress Reports</i>	13
14	15 TPRI Crabtree R. Wagnon Barker PDAS Self Report	16 <i>First Day Formal Observations</i> Hughes Odgers CELEBRATE	17 Gilsdorf L. Wagnon Kearbey FREEDOM WEEK	18 Gravens Jordan Drollinger	19 Homecoming Early Release Time 1:00	20
21	22 ISST Meetings—Mrs. T.	23 PICTURE DAY!! Mrs. T. schedule with Mrs. T. Staff Meeting	24	25	26	27
28	29	30 Staff Meeting				

October 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 <i>Fire Drill 9:35</i>	2 <i>Export grades Tornado Drill 9:35</i>	3 <i>Early Release 12:30—Staff Vertical Teaming Diane run verifications End 1st 6 Wks</i>	4
5	6 BOOK FAIR <i>Pick up grade verifications in your mailbox</i> Begin 2nd 6 Weeks	7 <i>Turn in Grade Verifications to Diane</i>	8 <i>Report Cards run Pick up in your mailbox</i>	9 OPEN HOUSE— PICK UP REPORT CARDS	10 <i>Turn in Failure/ Honor/Scholarship lists to Mary</i>	11
12	13 FAIR DAY— HOLIDAY TEACHER/ STUDENT HOLIDAY	14	15	16	17 Grandparents' Day Times TBA	18
19	20 RED RIBBON WEEK —MORE INFO TBA <i>PTO 6:30 PM</i>	21	22	23	24 <i>3 Week Progress Reports sent out</i>	25
26	27	28	29	30	31	

November 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	Unannounced fire drill and tornado drill this month					1
2	3	4	5	6	7	8
9	10 <i>Math Demonstration w/Christina H. 5-6PM PTO 6:30 PM</i>	11 <i>Christina Havron "Just the Facts" visit K-2 3rd Grade Bchmk Reading</i>	12	13 <i>Grades exported 3rd Grade Bchmk Math</i>	14 Early Release 12:30—Staff Vertical Teaming Diane run verifications End 2nd 6 Weeks	15
16	17 Pick up grade verifications in your mailbox Begin 3rd 6 Weeks 4th Bchmk Math	18 Verifications turned in to Diane 4th Bchmk Reading	19 Report Cards run Pick up in your mail- box 4th Reading Dyslexia Con't	20 REPORT CARDS SENT HOME 6:00 Board Mtg 4th Bchmk Writing	21 Turn in Failure/ Honor/Scholarship lists to Mary Maldonado Wear school colors— Thanksgiving Feasts 1:30	22 <i>Play Drug Free</i>
23	24 ←	25	26	27 →	28	29
THANKSGIVING BREAK						
30						

December 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2 <i>UIL Ready Writing</i>	3	4 <i>UIL at Lakeview Camp</i>	5 <i>3 Week Progress Reports Sent Home</i>	6
7	8 <i>ISST Meetings—Schedule with Mrs. Truby</i> <i>PTO 6:30 PM</i>	9 <i>K Christmas Pro 6:00</i> <i>Gravens/Gilsdorf</i>	10	11 <i>K Christmas Pro 6:00</i> <i>Crabtree/Hughes</i>	12	13
14	15 <i>Christmas Programs</i> <i>1st Grade: 6:00</i> <i>3rd Grade 7:00</i>	16 <i>Christmas Programs</i> <i>2nd Grade 6:00</i> <i>3rd Grade 7:00</i>	17	18 <i>Christmas Parties 2:30</i>	19	20
21	22	23	24	25 <i>Merry Christmas!</i>	26	27
	CHRISTMAS BREAK DECEMBER 22—JANUARY 2					
28	29	30	31	SCHOOL RESUMES JANUARY 5, 2009		

January 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 <i>Happy New Year!</i>	2	3
				CHRISTMAS BREAK Con't		
4	5 <i>School Resumes</i>	6	7	8	9	10
11	12 <i>Bchmk 3rd Rdg</i> <i>PTO 6:30 PM</i>	13 <i>Bchmk 3rd Rdg con't</i>	14	15 <i>Grades exported</i> <i>Early Release following H.S. Release Schedule Times TBA</i>	16 <i>Diane run verifications Pick up grade verifications in your mailbox End 3rd 6 Weeks</i>	17
18	19 MLK Day Teacher/Student Holiday	20 <i>Verifications turned in to Diane Begin 4th 6 Weeks</i>	21 <i>Report Cards run Pick up in your mailbox</i>	22 REPORT CARDS SENT HOME	23 <i>Turn in Failure/Honor/Scholarship lists to Mary Maldonado</i>	24
25	26	27 <i>Bchmk 4th Writing</i>	28 <i>Local Spelling Bee at Intermediate 8:30 am</i>	29	30	31

February 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6 <i>3 Weeks Progress Report</i>	7
8	9 <i>PTO 6:30 PM</i>	10 <i>Regional Spelling Bee LSK 7:00 p.m.</i>	11	12	13	14
ISST Meetings—Schedule with Mrs. Truby 						
15	16	17	18	19	20	21
22	23	24	25	26 <i>Export grades PDAS Deadline for observing new tchr</i> SPRING PICTURES!!	27 <i>Early Release 12:30—Staff Vertical Teaming Diane run grade veri- fications End 4th 6 Weeks</i>	28

March 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 <i>Pick up grade verifications in your mailbox Begin 5th 6 Weeks</i> DEAD WEEK	3 TAKS <i>3rd Reading First Administration 4th Grade Writing</i> Turn in verifications	4 <i>Report Cards run Pick up in your mailbox 4th Bchmk Math</i> NO FIELD TRIPS	5 REPORT CARDS SENT HOME <i>3rd Bchmk Math 4th Bchmk Rdg</i>	6	7
8	9 <i>PTO 6:30 PM</i>	10	11	12	13 <i>PDAS Deadline for recommendations for contract</i>	14
15	16	17	18	19	20	21
SPRING BREAK						
22	23	24	25	26	27 <i>3 Weeks Progress Reports sent out Shade Out Drugs Day—Sunglasses</i>	28 <i>PTO Spring Carnival Science Fair</i>
TELPAS WINDOW MARCH 16—APRIL 10						
29	30	31				
ISST Meetings Schedule with Mrs. Truby						

April 2009

	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10 <i>Bad Weather Day, Make-up Day, if needed</i> <i>End of TELPAS Window</i>	11
12	13 <i>PTO 6:30 PM</i>	14	15 <i>Pre-K/K Field Trip</i>	16 <i>Export grades</i>	17 <i>Early Release 12:30—Staff Vertical Teaming</i> <i>Diane run grade verifications</i>	18
19	20 <i>Pick up grade verifications in your mailbox</i> <i>Begin 6th 6 Weeks</i>	21 <i>Turn in verifications to Diane</i>	22 <i>Report cards run</i>	23 <i>Report cards go out</i>	24 <i>PDAS Deadline for formal obs reg appraisal or requested 2nd appraisal Dress as cho-</i>	25
26	27	28 TAKS 3 & 4 MATH	29 TAKS 3RD Reading Re- take; NO FIELD TRIPS 4th Reading, all	30		

DEAD WEEK →

May 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8 <i>3 Week Progress Report</i> <i>PDAS Last Day for</i>	9
10	11	12	13	14	15	16
	ISST Meeting—Schedule with Mrs. Truby →					
17	18	19	20	21	22 <i>Put a lid on drugs-Hat day</i>	23
24	25 MEMORIAL DAY—HOLIDAY FOR ALL	26	27	28	29	30
31						

June 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Field Day Pre-K and K—morning Awards—1st Grade 9:00 a.m.; Awards— 2nd 1:00 p.m.	2 Field Day 1st grade—morning Awards—3rd Grade 9:00 a.m. 4th Grade Graduation 1:00 p.m.	3 Field Day 2nd Grade —morning Awards—Pre-K in the morning	4 Field Day 3rd a.m K Crabtree/Hughes Graduation 8:20 K Gilsdorf/Gravens Graduation 9:20	5 4th Grade Field Day a.m.	6 Staff Workday
			Early Release with H.S. Testing Sched.			
7	8 Bad Weather Make-up Day if needed Deadline for PDAS appraisal records to go to admin	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				