

Longbranch Elementary Campus Improvement Plan 2007-2008

District Goal:	The Midlothian Independent School District dropout rate of less than 0.2% will develop an atmosphere promoting positive attributes and encouraging responsible decisions for all groups of students.					
Performance Objective:	Longbranch Elementary through early intervention strategies will create an atmosphere encouraging students to grow socially, emotionally, and academically by decreasing the percentage of students referred for disciplinary concerns, thus creating and promoting sustained student success and participation through special activities.					
Summative Evaluation:	School climate survey, student feedback and evaluations, discipline referrals, PTV parent survey, and Principal's reports, AEIS report					
Needs Assessment	Action(s) Implementations	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation
<p><u>2006-2007 Discipline:</u></p> <p>759 total LBE students 156 total LBE office referrals 73 total LBE state-reported referrals (involving in-school or out-of-school suspensions) 45 total LBE students referred = 5.92% of student population</p>	1. Acknowledge student achievements schoolwide by presenting the weekly “Highest Branch Award” (Everyone Counts! – Celebrate Successes!) on the Friday announcements.	All students	Principal	Weekly Sept. 2007 through May 2008	Printed materials; <u>FRED</u> Books for new staff; <u>Teach With Your Heart</u> Books Title II-TPTR \$2600.00 \$1400.00 LB	<ul style="list-style-type: none"> • Weekly Master Lists
	2. Continue to train staff and implement the standards of WOW, specifically the 10 design qualities of a lesson emphasizing authentic student engagement with meaningful work for all learners.	All staff and students	Principal	Monthly Staff Meetings; Grade Level Meetings each week	<u>Working on the Work</u> book for new staff; activities planned by principal, \$1000.00 Title II SBS/CLSR \$6250.00	<ul style="list-style-type: none"> • Lesson plans • Teacher feedback • Student products • MISD Showcase
	3. Participate in the Student Safety Patrol Program (4 th and 5 th grade students).	4 th / 5 th Grade Students	Assistant Principal	Weekly Sept. 07 to May 08	Title IV = \$120.00 \$400.00 LB	<ul style="list-style-type: none"> • Weekly Safety Rosters

Needs Assessment	Action(s) Implementations	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation
SAT referrals	4. Emphasize school/classroom social skills through Skills of Success lessons from Boys' Town Training, Ruby Payne strategies, and "Character Moments" to assist students in choosing appropriate responses and behaviors.	All Students	Principal	Daily	\$400.00 LB	<ul style="list-style-type: none"> • Calendar • Announcements • Lesson Plans • SOS School Calendar
	5. Execute Classroom Discipline Plans, combining early intervention and consistent parent contact. Use the SAT committee to develop independent behavior strategies and informal behavior plans for repeaters.	As needed for any Student at LBE	Principal, Assistant Principal	Daily	Discipline Plan	<ul style="list-style-type: none"> • Teacher Plans • Letters to Parents • SAT Folders and documentation materials
Teacher and parent recommendation	6. Devise student guidance sessions for large and small groups (such as Kids' Connection, ROPES, special needs groups—grief, anger management, self-esteem, divorce, etc., and Classroom Guidance sessions) to develop social/coping skills, careers, suicide prevention strategies, bully prevention, sexual harassment, dating violence, prevention of unwanted verbal aggression, conflict resolution, and violence prevention/intervention with ongoing staff and parent training opportunities provided as continuous support to promote a safe learning environment.	All Students	Counselor	Monthly Sept. 07 to May 08	Guidance Counseling Curriculum Materials; Title IV \$437.00; \$400.00 LB	<ul style="list-style-type: none"> • Guidance Calendar (monthly)

Needs Assessment	Action(s) Implementations	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation
Staff Survey	7. Create school-wide motivational days integrating social and core curriculum areas (i.e. Red Ribbon Week, National Children's Book Week, Math Week, Technology Tuesdays, Fine Arts Show, Multicultural activities, Wellness Wednesdays, Fine Arts Fridays, WOW Showcase, and field trips).	All Students	Principal	Sept. 07 – May 08	Motivational Committee Plans; Title IV \$250.00 \$500.00 LB	<ul style="list-style-type: none"> • Lesson Plans • Announcements
	8. Maintain and rehearse the campus Crisis Response Plan—lockdown, shelter-in-place, and evacuation procedures; continue ongoing security assessment of the campus.	All Students	Principal	Sept. 07 – May 08 (Monthly)	Title IV \$437.00 Campus Response Plan packet and Red Folders in classroom bins	<ul style="list-style-type: none"> • Staff Training • Meeting Agendas • Practice Drill Documentation
SB 1196 requirements	9. Maintain the Texas Behavior Support Initiative by involving staff in ongoing training in behavior strategies concerning bullying, sexual harassment, violence prevention, date rape, and other state requirements, including mentoring support for new staff members. (Use of the Data Integrity Monitoring System – Continuous Improvement Plan to ensure compliance of necessary corrections and initiatives).	All Students and Staff	Assistant Principal	Aug. 07 – May 08	Behavioral information provided by Asst. Principal	<ul style="list-style-type: none"> • Staff Training • Meeting Agendas • Parent Awareness Meeting Agendas

Needs Assessment	Action(s) Implementations	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation
Strategic Plan for MISD; NCLB Act of 2002	<p>10. Create a consistent, longitudinal curriculum and support materials for character development:</p> <ul style="list-style-type: none"> • Self-discipline (8/07) • Pride (10/07) • Integrity (11/07) • Wisdom (1/08) • Altruism (4/08) • Service (5/08) <p>Share children’s literature list of references emphasizing each character trait; increase the selections. Reflect in morning announcements about character traits with “Character Moments.”</p>	All Students	Principal	Aug. 07- June 08	<p>Campus Level Support Materials</p> <p>Immersion into the 6 character traits</p> <p>Parent Information (brochure)</p> <p>Title IV \$437.00 Title I \$285.00</p>	<ul style="list-style-type: none"> • Parent and teacher input • Daily “Character Moment” Announcements
Strategic Plan for M.I.S.D., NCLB Act of 2002	<p>11. Continue the implementation of the Elementary Spanish Plan:</p> <ul style="list-style-type: none"> *Label campus facilities; *Morning announcements in Spanish/English; *Daily/Weekly conversational classroom sessions and activities; *Materials and Resources for all classrooms. 	All Students and Staff	Principal, Asst. Principal, Classroom Teachers	Aug. 07- June 08	Title III \$1145.00 \$2000.00 LB	<ul style="list-style-type: none"> • Student and teacher input • Daily Spanish Announcement • Parent feedback

Needs Assessment	Action(s) Implementations	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation
	<p>12. Create opportunities for students to participate in Critical Thinking/Higher Order Thinking Skills programs and activities targeting students functioning on or above the application level of Bloom's Taxonomy in any segment of the MISD curriculum:</p> <ul style="list-style-type: none"> *GT Extension/Pull-out sessions with GT elementary teacher/specialist *Math Pentathlon *Destination Imagination *Service Learning and Community Service work *Integrated Technology projects 	All Students (target to GT)	Principal, Staff, Team Coaches	Aug. 07- June 08	Title II \$1512.00 Title V \$400.00 \$3000.00 LB	<ul style="list-style-type: none"> • Lesson Plans • Calendar
<p>LBE ensures instruction given meets specifications as stated in SB 1196-No Child Left Behind (NCLB) Act of 2002.</p> <p>Strategic Plan for MISD</p>	<p>13. Create collaborative programs targeting students functioning at or below grade level in any segment of the MISD curriculum:</p> <ul style="list-style-type: none"> *SSI Tutoring in Reading (ARI) and Math (AMI) *L.E.A.P. Tutoring in Rdg./Math *Reading IS Essential (RISE) *Dyslexia/MTA support *Content Mastery/Learning Lab *Inclusion support (CAP) *Resource support (CAP) *Autism PDD support *Behavior Counseling and TBSI *Related Services (CAP) *Speech Therapy (CAP) *Community Based Instruction *Special Olympics *PALs and MIGs - small groups 	All Students - (target to at-risk and Special Pops)	Principal, Staff, Special Ed. Staff	Aug. 07 – June 08	Title II \$1515.00 Title III \$500.00 Title V \$360.00 1-FTE (RISE) \$53,412 \$3000.00 LB	<ul style="list-style-type: none"> • Lesson Plans • Log-in Sheets • Calendar

	<p>14. Create collaborative goals and activities targeting all students and staff members as directed by the Campus Coordinated School Health Plan and CATCH Committee in the following areas: *Classroom – (Go, Slow, WHOA! Foods) *Child Nutrition Services (coordinate with cafeteria staff) *Physical Education Services (“Jump Rope for Heart”) *Family/Community Connection (PTV participation with initiatives) *School-wide Activities (Healthy Habits Contest/Go!Slow!Whoa! charts) *Wellness Wednesdays (Nurse and the Band-aids) *Favorite Fresh Fruit Fridays *”Nutrition Nuggets” newsletter * “Walk for Diabetes” participation</p> <p>15. Sustain and elevate the level of involvement on the campus where school, home, and community collaboratively work toward overall sustained student success: *PowerSchool, Email, Homework Online, WEB information; Family Fun Events! *Parent volunteers to read, tutor, and assist students; *PTV will support the Parent Volunteer Center on campus; *Newsletters, progress reports, Van Am Grams, JAVA With VA Coffees, etc.</p>	<p>All Students and Staff</p> <p>Parents and Campus Stake-holders</p>	<p>Committee Members, Principal</p> <p>Staff</p>	<p>Aug. 07 – June 08</p> <p>Aug. 07 – June 08</p>	<p>SHAC Action Plan; Title IV \$437.00, \$250.00</p> <p>\$2000.00 LB</p>	<ul style="list-style-type: none"> • Action Plans • Announcements • Student products • Calendar of Events <ul style="list-style-type: none"> • Staff Training • Technology Documentation
<p><u>Needs Assessment:</u> AEIS, PRI=Primary Reading Inventory, TPRI= Texas Primary Reading Inventory, TAKS=Texas Assessment of Knowledge & Skills, SDAA=State Developed Alternative Assessment, RPTE=Reading Proficiency Test in English, DR=Discipline Report, PR=Progress Reports, SS=Staff Survey, BM=Benchmark, O=Other (specify) <u>Special Populations:</u> GT=Gifted & Talented, ESL=English as a Second Language, AR=At-Risk, BE=Bilingual Education, SE=Special Education, M=Migrant, ECD=Economically Disadvantaged, 504, HS=Head Start <u>Funding Source:</u> LB=Local, T1=Title I (Economically Disadvantaged), TII=Title II (Principal and Teacher Training)</p>						

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District Goal:	Midlothian Independent School District will achieve an Exemplary Rating for all students and all groups of students as defined by the passing standards for the Texas Assessment of Knowledge and Skills (TAKS). MISD scale scores will increase by 5%, indicating annual progress and educational value for every learner.					
Performance Objective:	Longbranch Elementary will implement effective strategies to improve student achievement in READING based on data from the 2007 TAKS / Alternative assessments.					
Summative Evaluation:	2008 TAKS / Alternative assessment scores; AEIS report; AYP report; increased mastery for sub-groups; commended performance data; individual student success mastery documentation					
Needs Assessment	Action(s) Implementations	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation
2007 TAKS Summary: Overall LBE— Reading = 98% (367 tested, 359 met standard) EcDis=92% Hisp.=98% AfAm.=100% Cauc.=98% Grade 3 Reading = 99% (Comm.= 51%) Grade 4 Reading = 95% (Comm.= 43%) Grade 5 Reading = 99% (Comm. = 40%)	1. Staff will utilize TEKS and the vertical / horizontal subject area curriculum of MISD to improve subject content instruction and planning of engaging, meaningful lessons (WOW).	All Students	Principal	Aug. 07- May 08	MISD documents, Title II \$1515.00	<ul style="list-style-type: none"> • Lesson plans • Team meetings • Agendas
	2. Staff will administer released TAKS tests, TAKS rubrics, and vertical alignment subject benchmarks to assess student progress following Kilgo recommendations.	All Students	Principal	Sept. 07 – Apr. 08	TAKS release tests TAKS rubrics \$500.00 LB	<ul style="list-style-type: none"> • Assessment results • Parent conferences • Lesson Plans
	3. Staff will collaboratively synthesize and analyze 2007 TAKS results using the Kilgo strategies / INOVA data to determine patterns, plan interventions, and to strategize goals for increased performance on tests (specifically targeting an increase in Commended Performance results).	All Students	Staff	Sept. 07 and continuing all year long	AEIS, AYP Reports; Staff; \$500.00 LB	<ul style="list-style-type: none"> • AEIS, AYP • Item Analysis data • Kilgo materials

Needs Assessment	Action(s) Implementations	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation
<p><u>2007 Overall SDAA II Results:</u> 56 tests given; 47 met ARD expectations; Total = 82%</p>	<p>4. Staff will appropriately implement accommodations as determined by the ARD committee, the LPAC committee, SAT, and the 504 committee as they make the achievement level decision for each alternative assessment administered:</p> <ul style="list-style-type: none"> • Oral reading of Math portion of test • Small group administration TAKS • Testing accommodations (ARD decision); Bundled Accommodations • Individual classroom modifications made by the ARD committee (CAP) 	<p>ESL SE 504</p>	<p>Principal</p>	<p>Daily Sept. 07- May 08</p>	<p>Student accommodation sheets Staff/LB</p>	<ul style="list-style-type: none"> • Lesson plans • Classroom observations • IEPs • Committee meeting minutes
<p>Accom/Mods Determined by ARD/LPAC/504/SAT committees</p> <p>Competency testing</p> <p>2007 TAKS Results</p> <p>2007 Benchmark Results</p>	<p>5. Staff will create and employ activities to motivate and recognize student improvement of TAKS/Alt. Assessments:</p> <ul style="list-style-type: none"> • Integration of activities with Art, Music, PE, computer, library, SoSt. • TAKS Study Buddies / L.E.A.P. tutorials after school hours • ARI tutor during school hours • Early intervention with PRI/TPRI • Family Literacy Events • TAKS Pep Rallies • Study Island software program • Problem Solving Strategies • WebCCAT; update software programs/pkg. for student use • Engaging work for students (WOW design qualities in lessons) • Kilgo strategies / INOVA data • Bundled Accoms. (MTA students) 	<p>All students</p>	<p>Principal</p>	<p>Daily: Aug. 07- May 08</p>	<p>Staff Materials; Computer Software; AEIS reports; ARI monies = \$6000.00 \$4000.00 LB</p>	<ul style="list-style-type: none"> • Lesson plans • Team meetings agendas • Assessment results • Parent conferences • Meeting logs • Classroom observations • AEIS reports • Item analysis data • Student work

Needs Assessment	Action(s) Implementations	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/ Fiscal	Formative Evaluation
LBE will effectively ensure that instruction given meets specifications – No Child Left Behind (NCLB) Act of 2002	6. Students will participate in the Accelerated Reading Initiative as part of the Student Success Initiative with after-school assistance in TAKS strategies (gr. K-5th) based on TPRI, PRI, running records, classroom performance, benchmark assessment results, academic grades, and those qualifying for the RISE program (LEAP and ARI tutor groups).	All Students	Principal	Nov. 07 – May 08	\$53,412 SCE 1-FTE (RISE) Staff PRI Scores; \$4000.00 LB	<ul style="list-style-type: none"> • Rosters • Classroom Observation • Benchmarks • PRI results
	7. Develop opportunities to empower staff to: <ul style="list-style-type: none"> • Expand the use of collaborative teams on campus (core curriculum teams; Software Committee work) • Utilize Mentors for newest staff • Send committees/teams for visitation outside MISD <ul style="list-style-type: none"> ○ Professional Growth ○ Implementation of innovative, creative teaching strategies ○ Expanding educational experiences – WOW ○ Updating existing software 	All Staff	Principal and Lead Teachers	Aug. 07 – May 08	Title V \$360.00 (Innovative Programs) Title II \$1800.00 (Mentors) Title II \$2032.00 (Prof. Dev; Reg. 10 Co-op)	<ul style="list-style-type: none"> • Lesson Plans • Visitation notes • Grade level meetings and comments • WOW sessions
<p>Needs Assessment: AEIS, PRI=Primary Reading Inventory, TPRI= Texas Primary Reading Inventory, TAKS=Texas Assessment of Knowledge & Skills, SDAA=State Developed Alternative Assessment, RPTE=Reading Proficiency Test in English, DR=Discipline Report, PR=Progress Reports, SS=Staff Survey, BM=Benchmark, O=Other (specify) Special Populations: GT=Gifted & Talented, ESL=English as a Second Language, AR=At-Risk, BE=Bilingual Education, SE=Special Education, M=Migrant, ECD=Economically Disadvantaged, 504, HS=Head Start Funding Source: LB=Local, T1=Title I (Economically Disadvantaged), TII=Title II (Principal and Teacher Training), TIID=Title IID (Technology), TIII=Title III (English as a Second Language), Title IV=Title IV (Drug Free and Safe Schools), TV=Title V (Innovative), ARI=Accelerated Reading Instruction, SSL=Student Service Learning Grant, CATE=Career & Tech Educ, AP= Advanced Placement Incentive, SCE=State Compensatory, CP=Carl</p>						

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Performance Objective:	Longbranch Elementary will implement effective strategies to improve student achievement in WRITING based on data from the 2007 TAKS / Alternative assessments.					
Summative Evaluation:	2008 TAKS / Alternative Assessment scores; AEIS report; AYP report; increased mastery for sub-groups; commended performance data; individual student success mastery documentation					
Needs Assessment	Action(s) Implementations	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation
2007 TAKS Summary Report: Overall LBE— Gr. 4 Writing = 98% (125 tested, 122 met standard) EcDis.=100% Hisp.=100% AfAm.=100% Caus.=97% Commended Performance Rating = 28%	1. Staff will utilize TEKS and the vertical / horizontal alignment curriculum of MISD to improve writing content instruction and planning of engaging, meaningful lessons (WOW).	All Students	Principal	Aug. 07- May 08	MISD documents, Title II \$1515.00	<ul style="list-style-type: none"> • Lesson plans • Team meetings • Agendas
	2. Staff will administer released TAKS tests, TAKS rubrics, and vertical alignment subject benchmarks to assess student progress following Kilgo recommendations.	All Students	Principal	Sept. 07 – Apr. 08	TAKS release tests TAKS rubrics \$500.00 LB	<ul style="list-style-type: none"> • Assessment results • Parent conferences • Lesson Plans
	3. Staff will collaboratively synthesize and analyze 2007 TAKS results using strategies to determine patterns, plan interventions, and to strategize goals for increased performance on tests (specifically targeting an increase in Commended Performance results).	All Students	Staff	Sept. 07 and continuing all year long	AEIS, AYP Reports; Staff/LB	<ul style="list-style-type: none"> • AEIS, AYP • Item Analysis data

Needs Assessment	Action(s) Implementations	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation
<u>2007 Overall SDAA II Results:</u> 11 tests given; 9 met ARD expectations; Total = 81% (This is the area for the TEA Appeal for miscoding of ach. levels.)	4. Staff will appropriately implement accommodations as determined by the ARD committee, the LPAC committee, SAT, and the 504 committee as they make the achievement level decision for each alternative assessment administered: <ul style="list-style-type: none"> • Small group administration TAKS-M • testing accommodations (ARD decision) • Individual classroom modifications made by the ARD committee (CAP) 	ESL SE 504	Principal	Daily Sept. 07- May 08	Student accommodation sheets; Staff \$500.00 LB	<ul style="list-style-type: none"> • Lesson plans • Classroom observations • IEPs • Committee meeting minutes
Accom/Mods Determined by ARD/LPAC/504/SAT committees 2007-08 TAKS Benchmark Results	5. Staff will create and employ activities to motivate and recognize student improvement of TAKS and alternative assessment: <ul style="list-style-type: none"> • Integration of Writing activities in Art, music, PE, computer, and library • TAKS Study Buddies / L.E.A.P. tutorials after school hours • Early intervention with PRI/TPRI • Family Literacy Events • TAKS Pep Rallies • Daily Journals at each grade level • Reflective Writing across the curriculum • Engaging work for students (WOW design qualities in lessons) • Kilgo strategies; Study Island software • Write Traits Workshops/strategies 	All students	Principal	Daily: Aug. 07- May 08	Staff Materials; Computer Software; AEIS reports; \$2000.00 LB	<ul style="list-style-type: none"> • Lesson plans • Team meetings agendas • Assessment results • Parent conferences • Meeting logs • Classroom observations • AEIS reports • Item analysis data • Student work
<p><u>Needs Assessment:</u> AEIS, PRI=Primary Reading Inventory, TPRI= Texas Primary Reading Inventory, TAKS=Texas Assessment of Knowledge & Skills, SDAA=State Developed Alternative Assessment, RPTE=Reading Proficiency Test in English, DR=Discipline Report, PR=Progress Reports, SS=Staff Survey, BM=Benchmark, O=Other (specify) <u>Special Populations:</u> GT=Gifted & Talented, ESL=English as a Second Language, AR=At-Risk, BE=Bilingual Education, SE=Special Education, M=Migrant, ECD=Economically Disadvantaged, 504, HS=Head Start <u>Funding Source:</u> LB=Local, T1=Title I (Economically Disadvantaged), TII=Title II (Principal and Teacher Training), TIID=Title IID (Technology), TIII=Title III (English as a Second Language), Title IV=Title IV (Drug Free and Safe Schools), TV=Title V (Innovative), ARI=Accelerated Reading Instruction, SSL=Student Service Learning Grant, CATE=Career & Tech Educ, AP= Advanced Placement Incentive, SCE=State Compensatory, CP=Carl Perkins (Tech)</p>						

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Performance Objective:	Longbranch Elementary will implement effective strategies to improve student achievement in MATH based on data from the 2007 TAKS / Alternative assessments.					
Summative Evaluation:	2008 TAKS / Alternative assessment scores; AEIS report; AYP report; increased mastery for sub-groups; commended performance data; individual student success mastery documentation					
Needs Assessment	Action(s) Implementations	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation
2007 TAKS Summary Report: Overall LBE— Math = 95% (376 tested, 359 met standard) EcDis=86% Hisp.=86% AfAm=92% Cauc.=97% Grade 3 Math = 94% (Comm. = 42%) Grade 4 Math = 94% (Comm. = 40%) Grade 5 Math = 96% (Comm.=50%)	1. Staff will utilize TEKS and the vertical / horizontal math curriculum of MISD to improve instruction and planning of engaging, meaningful lessons (WOW).	All Students	Principal	Aug. 07- May 08	MISD documents, Title II \$2032.00	<ul style="list-style-type: none"> • Lesson plans • Team meetings • Agendas
	2. Staff will administer released TAKS tests, TAKS rubrics, and vertical alignment subject benchmarks to assess student progress following Kilgo recommendations.	All Students	Principal	Sept. 07 - Apr. 08	TAKS release tests TAKS rubrics \$500.00 LB	<ul style="list-style-type: none"> • Assessment results • Parent conferences • Lesson Plans
	3. Staff will collaboratively synthesize and analyze 2007 TAKS results using the Kilgo and INOVA strategies to determine patterns, plan interventions, and to strategize goals for increased performance on tests (specifically targeting an increase in Commended Performance results).	All Students	Staff	Sept. 07 and continuing all year long	AEIS, AYP Reports; Staff/LB	<ul style="list-style-type: none"> • AEIS, AYP • Item Analysis data • Kilgo, INOVA materials

Needs Assessment	Action(s) Implementations	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation
<p><u>2007 Overall SDAA II Results:</u> 56 tests given; 47 met ARD expectations; Total = 84%</p>	<p>4. Staff will appropriately implement accommodations as determined by the ARD committee, the LPAC committee, SAT, and the 504 committee as they make decisions for each alternative assessment administered:</p> <ul style="list-style-type: none"> • Oral reading of Math portion of TAKS • Small group administration TAKS • Testing accommodations (ARD decision) • Individual classroom modifications made by the ARD committee (CAP) 	<p>ESL SE 504</p>	<p>Principal</p>	<p>Daily Sept. 07- May 08</p>	<p>Student accommodation sheets Staff/LB</p>	<ul style="list-style-type: none"> • Lesson plans • Classroom observations • IEPs • Committee meeting minutes
<p>Accom/Mods Determined by ARD/LPAC/504/SAT committees</p> <p>Competency testing</p> <p>2007 TAKS Results</p> <p>2007 Benchmark Results</p>	<p>5. Staff will create and employ activities to motivate and individually recognize student improvement of state assessments:</p> <ul style="list-style-type: none"> • TAKS Study Buddies / L.E.A.P. tutorials after school hours • AMI tutor during school hours • Early intervention with PRI/TPRI • Family Math Events (Math Mania) • TAKS Pep Rallies • Problem Solving Strategies (AIMS, Mt. Math, Centers, Peer Tutoring) • WebCCAT; update software programs/pkg. for student use • Engaging work for students (WOW design qualities in lessons) • Kilgo strategies / INOVA data work • Study Island software program • Integration of basic math concepts in music, PE, art, library, and computer times • Pentathlon Club –after school opportunity 	<p>All students</p>	<p>Principal</p>	<p>Daily: Aug. 07- May 08</p>	<p>Staff Materials; Computer Software; AEIS reports; AMI monies = \$6000.00</p>	<ul style="list-style-type: none"> • Lesson plans • Team meeting agendas • Assessment results • Parent conferences • Meeting logs • Classroom observations • AEIS reports • Item analysis data • Student work and products

Needs Assessment	Action(s) Implementations	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation
LBE will effectively ensure that instruction given meets specifications – No Child Left Behind (NCLB) Act of 2002	6. Students will participate in the Accelerated Math Initiative as part of the Student Success Initiative with additional assistance in TAKS strategies (gr. K-5th) based classroom performance, benchmark assessment results, previous test scores (if available), and academic grades – LEAP and AMI tutor groups	All Students	Principal	Nov. 07 – May 08	1-FTE Staff \$6000.00 LB	<ul style="list-style-type: none"> • Tutoring • Rosters • Classroom Observation • Benchmarks
	7. Develop opportunities empowering staff to: <ul style="list-style-type: none"> • Expand the use of collaborative teams on campus (core curriculum teams; Software Committee work) • Utilize Mentors for newest staff • Send committees/teams for visitation outside MISD <ul style="list-style-type: none"> ○ Prof. Growth (K.Sutton) ○ CAMT Math Conference ○ Implementation of innovative, creative teaching strategies ○ Expanding educational experiences – WOW ○ Updating existing software 	All Staff	Principal and Lead Teachers	Aug. 07 – May 08	Title V \$360.00 (Innovative Programs) Title II \$1800.00 (Mentors) Title II \$1515.00 (Prof. Dev; Reg. 10 Co-op)	<ul style="list-style-type: none"> • Lesson Plans • Visitation notes • Grade level meetings and comments • WOW sessions
<p>Needs Assessment: AEIS, PRI=Primary Reading Inventory, TPRI= Texas Primary Reading Inventory, TAKS=Texas Assessment of Knowledge & Skills, SDAA=State Developed Alternative Assessment, RPTE=Reading Proficiency Test in English, DR=Discipline Report, PR=Progress Reports, SS=Staff Survey, BM=Benchmark, O=Other</p> <p>Special Populations: GT=Gifted & Talented, ESL=English as a Second Language, AR=At-Risk, BE=Bilingual Education, SE=Special Education, M=Migrant, ECD=Economically Disadvantaged, 504, HS=Head Start Funding Source: LB=Local, T1=Title I (Economically Disadvantaged), TII=Title II (Principal and Teacher Training), TIID=Title IID (Technology), TIII=Title III (English as a Second Language), Title IV=Title IV (Drug Free and Safe Schools), TV=Title V (Innovative), ARI=Accelerated Reading Instruction, SSL=Student Service Learning Grant, CATE=Career & Technology Education, AP= Advanced Placement Incentive, SCE=State Compensatory, CP=Carl Perkins (Technology)</p>						

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Performance Objective:	Longbranch Elementary will implement effective strategies to improve student achievement in <u>SOCIAL STUDIES</u> based on data from the district 2007 TAKS assessments given at older grade levels.					
Summative Evaluation:	2008 TAKS scores; AEIS report; AYP report; increased mastery for sub-groups; commended performance data; individual student success mastery documentation					
Needs Assessment	Action(s) Implementations	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation
2007 TAKS Summary Report: No tests given at this level during the 2007 assessment.	1. Staff will utilize TEKS and the vertical / horizontal Social Studies curriculum of MISD (scope and sequence) to improve subject content instruction and planning of engaging, meaningful lessons (WOW).	All Students	Principal	Aug. 07- May 08	MISD documents, Title II \$6250.00; \$1000.00 LB	<ul style="list-style-type: none"> • Lesson plans • Team meetings • Agendas
Integration of Social Studies TEKS/Scope and Sequence in all content areas	2. Staff will administer released TAKS rubrics and vertical alignment subject benchmarks (when developed) to assess student progress following Kilgo recommendations and INOVA data; match data to current TEKS at various grade levels and track patterns	All Students	Principal	Sept. 07 – Apr. 08	TAKS release tests TAKS rubrics \$500.00 LB	<ul style="list-style-type: none"> • Assessment results • Parent conferences • Lesson Plans

Longbranch Elementary Campus Improvement Plan 2007-2008

District Goal:	Midlothian Independent School District will achieve an Exemplary Rating for all students and all groups of students as defined by the passing standards for the Texas Assessment of Knowledge and Skills (TAKS). MISD scale scores will increase by 5%, indicating annual progress and educational value for every learner.					
Performance Objective:	Longbranch Elementary will implement effective strategies to improve student achievement in SCIENCE based on data from the 2007 TAKS and alternative assessments.					
Summative Evaluation:	2008 TAKS and TAKS-M/Accom/Alt. scores; AEIS report; AYP report; increased mastery for sub-groups; commended performance data; individual student success mastery documentation					
Needs Assessment	Action(s) Implementations	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation
2007 TAKS Summary Report: Overall LBE— Science = 90% (128 tested, 114 met standard) EcDis.=82% Hisp.=86% AfAm.=75% Cauc.=91% Commended Performance Rating = 49%	1. Staff will utilize TEKS and the vertical / horizontal Science (scope and sequence) curriculum of MISD to improve subject content instruction and planning of engaging, meaningful lessons (WOW).	All Students	Principal	Aug. 07- May 08	MISD documents, Title II \$1515.00	<ul style="list-style-type: none"> • Lesson plans • Team meetings • Agendas • Benchmarks
	2. Staff will administer released TAKS tests (specifically 5 th grade), TAKS rubrics, and vertical alignment subject benchmarks to assess student progress following Kilgo recommendations and INOVA data.	All Students	Principal	Sept. 07 - Apr. 08	TAKS release tests TAKS rubrics \$500.00 LB	<ul style="list-style-type: none"> • Assessment results • Parent conferences • Lesson Plans
	3. Staff will collaboratively synthesize and analyze 2007 TAKS results using the Kilgo / INOVA data (if available) to determine patterns, plan interventions, and to strategize goals for increased performance on tests (specifically targeting an increase in Commended results).	All Students	Staff	Sept. 07 and continuing all year long	AEIS, AYP Reports; Staff; \$3000.00 LB	<ul style="list-style-type: none"> • AEIS, AYP • Item Analysis data • Kilgo materials

Needs Assessment	Action(s) Implementations	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation
Accom/Mods Determined by ARD/LPAC/504/SAT committees	4. Staff will appropriately implement accommodations as determined by the ARD committee, the LPAC committee, SAT, and the 504 committee as they make the achievement level decision for ea. TAKS-M test administered: <ul style="list-style-type: none"> • Small group admin. of TAKS/TAKS-M • TAKS-M testing accommodations (ARD decision) • Individual classroom modifications made by the ARD committee (CAP) 	ESL SE 504	Principal	Daily Sept. 07- May 08	Student accommodation sheets Staff/LB	<ul style="list-style-type: none"> • Lesson plans • Classroom observations • IEPs • Committee meeting minutes
Emphasis on Earth Science this year in all classrooms	5. Staff will create and employ activities to promote student improvement of assessments: <ul style="list-style-type: none"> • Science Closet – use of materials and lab equipment for experiments and lessons • Reflective Writing across the curriculum content areas • WebCCAT and Study Island; update software programs/pkggs. - student use • Engaging work for students (WOW design qualities in lessons) • Kilgo strategies/INOVA data • Science Experiments of the week • Super Outrageous Science Day (SOS) • Shoebox Science Program (PTV) • Integration of subject matter into Art, Music, PE, computer, library work daily 	All students	Principal	Daily: Aug. 07- May 08	Staff Materials; Computer Software; \$3000.00 LB	<ul style="list-style-type: none"> • Lesson plans • Team meetings agendas • Assessment results • Parent conferences • Meeting logs • Classroom observations • AEIS reports • Item analysis data • Student work • Benchmarks

Needs Assessment: AEIS, PRI=Primary Reading Inventory, TPRI= Texas Primary Reading Inventory, TAKS=Texas Assessment of Knowledge & Skills, SDAA=State Developed Alternative Assessment, RPTE=Reading Proficiency Test in English, DR=Discipline Report, PR=Progress Reports, SS=Staff Survey, BM=Benchmark, O=Other (specify) Special Populations: GT=Gifted & Talented, ESL=English as a Second Language, AR=At-Risk, BE=Bilingual Education, SE=Special Education, M=Migrant, ECD=Economically Disadvantaged, 504, HS=Head Start Funding Source: LB=Local, T1=Title I (Economically Disadvantaged), TII=Title II (Principal and Teacher Training), TIID=Title IID (Technology), TIII=Title III (English as a Second Language), Title IV=Title IV (Drug Free and Safe Schools), TV=Title V (Innovative), ARI=Accelerated Reading Instruction, SSL=Student Service Learning Grant, CATE=Career&TechEduc., AP= Advanced Placement Incentive, SCE=State Compensatory, CP=Carl Perkins (Tech)

Longbranch Elementary Campus Improvement Plan 2007-2008

District Goal:	Midlothian Independent School District will achieve 97% attendance for all students and all groups of students.					
Performance Objective:	Longbranch Elementary staff will create strategies to maintain and increase student attendance from 97.01% in 2006-2007 to 97.20% in 2007-2008.					
Summative Evaluation:	Annual PEIMS, AEIS, and AESOP summaries; principal's report; assistant principal's report (attendance committee review report); PTV annual report					
Needs Assessment	Action(s) Implementations	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation
<u>Student attendance rates:</u> 01-02 97.60% 02-03 96.90% 03-04 97.11% 04-05 97.10% 05-06 97.13% 06-07 97.01% Goal for 07-08 97.20%	1. Students and staff with perfect attendance each 6 wks.receive an incentive or reward: <u>Students: (ideas)</u> <ul style="list-style-type: none"> • Survivor Game • Extra recess time • Movie & snack (FMNV approved) • Lunch with principals (ea. Semester) • Drawings for gift cards <u>Staff: (ideas)</u> <ul style="list-style-type: none"> • Lunch off campus • Staff Bingo for prizes 	Students and Staff	Principal	Each 6 weeks 2007-2008 school year	Attendance Comm. \$2000.00 - LB	<ul style="list-style-type: none"> • Daily PEIMS and AESOP reports; • Report card notations and incentives
	2. Parents will be called when a student is absent.	All students	PEIMS clerk	Daily	PEIMS Clerk	<ul style="list-style-type: none"> • Daily Phone Log

Needs Assessment	Action(s) Implementations	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation
PTV parent survey request	3. School-wide incentives will be implemented to encourage each classroom to strive for good attendance through the Survivor Island Attendance Game each six weeks.	All students	Attendance committee Classroom teachers	Each six weeks during the 2007-08 school year	Attendance Comm. \$500.00 LB	<ul style="list-style-type: none"> • Daily PEIMS reports; • Attendance Committee minutes
	4. PTV will create and disseminate a parent awareness flyer about the importance of daily school attendance; reminder about HB1575 and district policy regarding student trips during the school year.	All Students	Principal	Jan. 08 (4 th six weeks) – traditionally the lowest attendance time	Donation from PTV \$200.00 LB	<ul style="list-style-type: none"> • Parent Feedback
	5. Students/staff with perfect attendance for the school year will be recognized at the year-end awards ceremony and rewarded with lunch outside of school with the principal (based on Survivor Island results).	All Students & Staff	Principal	June 08	\$800.00 LB	<ul style="list-style-type: none"> • Awards Day Ceremony List; • Principal’s Luncheon List

Needs Assessment: AEIS, PRI=Primary Reading Inventory, TPRI= Texas Primary Reading Inventory, TAKS=Texas Assessment of Knowledge & Skills, SDAA=State Developed Alternative Assessment, RPTE=Reading Proficiency Test in English, DR=Discipline Report, PR=Progress Reports, SS=Staff Survey, BM=Benchmark, O=Other (specify) **Special Populations:** GT=Gifted & Talented, ESL=English as a Second Language, AR=At-Risk, BE=Bilingual Education, SE=Special Education, M=Migrant, ECD=Economically Disadvantaged, 504, HS=Head Start **Funding Source:** LB=Local, T1=Title I (Economically Disadvantaged), TII=Title II (Principal and Teacher Training), TIID=Title IID (Technology), TIII=Title III (English as a Second Language), Title IV=Title IV (Drug Free and Safe Schools), TV=Title V (Innovative), ARI=Accelerated Reading Instruction, SSL=Student Service Learning Grant, CATE=Career & Technology Education, AP= Advanced Placement Incentive, SCE=State Compensatory, CP=Carl Perkins (Technology)

Longbranch Elementary Campus Improvement Plan 2007-2008

District Goal:	Midlothian Independent School District will meet the instructional needs of teachers and the learning needs of students by utilizing technology in classroom instruction and student application of skills while providing and promoting opportunities for growth in the effective and proficient use of technology .					
Performance Objective:	Total combined scores (based on the Teacher STaR Chart) compiled by Longbranch Elementary staff will increase from the “advanced” stage in 2006-2007 to the “target” stage in 2007-2008 in Teaching/Learning and Educator Preparation categories of the chart.					
Summative Evaluation:	Midlothian ISD ePlan; Texas Campus and Teacher STaR Chart; MISD Long-Range Technology Plan; Technology surveys completed by staff					
Needs Assessment	Action(s) Implementations	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation
<u>Teacher STaR Chart 2007 results:</u> 4 Key Areas: Teaching and Learning – Advanced	1. Promote student movement from one instructional setting to another using a variety of networked computers to produce developmentally appropriate and collaboratively taught technology projects in the four core subject areas.	Students and Staff	Principal; Library Media Specialist	August, 2007 – May, 2008	Staff Materials and collaboration; Software; Laptops and Presentation Stations; \$12,000.00 LB	<ul style="list-style-type: none"> • Lesson plans • Team meetings • Student products • Learner feedback forms
Educator Preparation – Advanced Administration and Support – Advanced Infrastructure for Technology – Advanced	2. Use technology regularly as a tool for problem solving and communication with increased complexity through research of classroom content, collaboration with peers, and the application of the Technology Application TEKS (K-2, 3-5). Staff will utilize tech trainers, handheld devices for TPRI, campus tech liaison, and Eduphoria for ongoing assistance.	Students and Staff	Principal; Media Specialist; Tech Liaison	August, 2007 – May, 2008	Computer Lab report; Connected Tech textbooks Title IID \$304.00	<ul style="list-style-type: none"> • Lesson plans • Team meeting agendas • IT monthly training feedback • STaR Chart results

Needs Assessment	Action(s) Implementations	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation
Campus STaR Chart assessment results;	3. Provide flexible scheduling of campus Library Media Center and computer lab to allow information access at the point-of-need.	Students and Staff	Principal, Librarian/ Instructional Tech campus coordinator	August, 2007 – May, 2008	Computer and Media Center Schedule logs	<ul style="list-style-type: none"> • Monthly/Weekly schedule logs • Lesson Plans
MISD e-Plan; Long-Range Technology Plan; MISD Strategic Plan	4. Mentor and demonstrate to learners the use of technology integration throughout the curriculum while applying and meeting the SBEC Technology Applications Standards and Technology Application TEKS (lessons taught by classroom teachers; projects completed monthly by learners).	Students and Staff	Principal	August, 2007 – May, 2008	Laptop carts; COWs; Computer lab equipment (eMacs); Presentation Stations (rolling) \$32,000.00 LB	<ul style="list-style-type: none"> • Lesson Plans • Classroom walk-throughs • Schedule logs • Meeting logs
	5. Engage in personal professional development opportunities: Tech Tuesday Trainings, campus and district workshops, individual study, software update training, OSX training, website development, and Tier One/Two/Three proficiencies while working with Instructional Technology Department.	Staff	Principal, Librarian/IT Coordinator IT Trainers	August, 2007 – May, 2008	\$4000.00 LB Title II – TPTR \$2032.00	<ul style="list-style-type: none"> • Agendas • Meeting logs • PDPs • Reflection statements / evaluations of workshops
<p>Needs Assessment: AEIS, PRI=Primary Reading Inventory, TPRI= Texas Primary Reading Inventory, TAKS=Texas Assessment of Knowledge & Skills, SDAA=State Developed Alternative Assessment, RPTE=Reading Proficiency Test in English, DR=Discipline Report, PR=Progress Reports, SS=Staff Survey, BM=Benchmark, O=Other (specify) Special Populations: GT=Gifted & Talented, ESL=English as a Second Language, AR=At-Risk, BE=Bilingual Education, SE=Special Education, M=Migrant, ECD=Economically Disadvantaged, 504, HS=Head Start Funding Source: LB=Local, T1=Title I (Economically Disadvantaged), TII=Title II (Principal and Teacher Training), TIID=Title IID (Technology), TIII=Title III (English as a Second Language), Title IV=Title IV (Drug Free and Safe Schools), TV=Title V (Innovative), ARI=Accelerated Reading Instruction, SSL=Student Service Learning Grant, CATE=Career & Technology Education, AP= Advanced Placement Incentive, SCE=State Compensatory, CP=Carl Perkins (Technology)</p>						

Longbranch Elementary School
**Comprehensive Analysis Plan
Special Education**

The components of each area listed below have been addressed within the activities included in the Campus Improvement Plan for 2006-2007 school year.

Timeline for Initial Evaluation

Operating guidelines and tracking system are in place.

Least Restrictive Environment

Accommodations and Modifications are provided;

Supplementary aids and services are provided;

Continuum of alternative placements is available;

Placement decisions include annual determinations of LRE by the ARD / IEP Committee.

Related Services

Necessary related services are provided as specified in the student's IEP.

Timeline for Re-Evaluation

Operating guidelines and tracking system are in place.

Transition Services

By age 14, the Statement of Transition of Service Needs is included in the IEP.

Longbranch Elementary School
Campus Planning Committee Members - 2007-2008

Campus Representatives:

Amy Coker (3 rd gr.)	Carrie Hamilton (2 nd gr.)
Susie Dickard (1 st gr.)	Jason Guinn (5 th gr.)
Lori Lopez (4 th gr.)	Tiffany Roberson (Art)
Kristi Watkins (KG)	Jo McCool (PE)

Special Areas on Campus:

Jodi Routh (Spec.Ed.)
Tammy Kennedy (Inclusion)

*Robin Mach
*Carri Wilson
*Beth Van Amburgh
(* Appointed)

District Representatives:

Julie Nelson - Special Education Counselor
Sandy Bundrick - MISD Accountant

Community Representative:

Amanda Miller - Midlothian Chamber of Commerce

Parent Representatives:

Amy Wiens	Jill Matthews
Mary Caldwell	Amy Barnett
Crystal Gray	Lance Berg
Rhonda Welch	
Shara Lattimore	

Business Representative:

Jean McKinney - Quilts 'N More
Cathy Edminster - Alpha Promotional Products

District Wide Educational Improvement Council Representatives:

Anne Beckman (4th gr.): 2006-2007, 2007-2008
Stephanie Herrod (3rd gr.): 2007-2008, 2008-2009
Chris Ivey (2nd gr.): 2007-2008, 2008-2009

Evaluation of Campus Improvement Plan: 2006-2007 School Year
Longbranch Elementary School
Midlothian I. S. D.

- I. **Objective:** Longbranch Elementary (LBE) through early intervention strategies will create an atmosphere encouraging students to grow socially, emotionally, and academically by decreasing the percentage of students referred for disciplinary concerns thus promoting student success and participation through various special activities.
Evaluation: Total percentage of discipline referrals averaged 5.92% of the total school population of 759 students (45 students in all with 156 referrals). Although a small number of students had significant emotional and repeat behavioral needs, the overall percentage of repeat discipline referrals was reduced from 7.52% in 2006.
- II. **Objective:** LBE will implement effective strategies to improve student achievement in READING based on data from the 2007 assessments.
Evaluation: Reading = 98% overall mastery with all sub-populations meeting or exceeding a 92% passing standard; 3rd grade = 99% with 51% Commended Performance; 4th grade = 95% with 43% C.P; 5th grade = 99% with 40% C.P.
- III. **Objective:** LBE will implement effective strategies to improve student achievement in WRITING based on data from 2007 assessments.
Evaluation: Writing (4th grade only) = 98% overall mastery with sub-pops meeting or exceeding an 97% passing standard and 28% Commended Performance.
- IV. **Objective:** LBE will implement strategies to improve student achievement in MATH based on data from the 2007 assessments.
Evaluation: Math = 95% overall mastery with all sub-pops meeting or exceeding a 86% passing standard; 3rd grade = 94% with 42% Commended Performance; 4th grade = 94% with 40% C.P; 5th grade = 96% with 50% C.P.
- V. **Objective:** LBE will implement effective strategies to improve student achievement in SOCIAL STUDIES based on data from the district 2007 assessments given at older grades.
Evaluation: Social Studies tests are not given at this level; care is placed in covering the required TEKS to mastery through interdisciplinary teaching.
- VI. **Objective:** LBE will implement effective strategies to improve student achievement in SCIENCE based on data from the 2007 assessments.
Evaluation: Science (5th grade only) = 90% with sub-pops meeting or exceeding 75% passing standard and 49% Commended Performance.
- VII. **Objective:** LBE staff will create strategies to maintain and increase student attendance from 97.01% in 2005-2006 to 97.2% in 2006-2007.
Evaluation: Attendance sustained at 97.01% in 2007-2007. Renewed incentive programs in place and parent awareness concerning the law emphasized the importance of daily attendance at school.
- VIII. **Objective:** LBE staff will increase the total combined scores (based on the Teacher STaR Chart) compiled from the "developing" stage in 2005-2006 to a more "advanced" stage in 2006-2007 in the Teaching/Learning and Educator Preparation categories of the chart.
Evaluation: Tremendous strides produced increased results to the "Advanced Tech" classification on the STaR Chart in 2007 in the four key areas. Eight LBE staff members successfully achieved Tier II ratings in MISD (17 in all now); all LBE staff successfully completed the Tier I requirements. Staff continues to work on Tier Two requirements and looks forward to Tier III possibilities.

**Data Validation Monitoring System
 2006-2007**

Continuous Improvement Plan

ESC Region #:	10
LEA:	Midlothian ISD
Co/District #:	070908

Stage of Intervention:	II
Completion/Submittal Date:	August 31, 2007

DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of data quality / student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
The desired result will be the verification of all coding of students prior to final submission of PEIMS.	Measurable evidence will be all students are coded correctly in the discipline records.	-Assistant Principal/Principal will verify all coding for students in Discipline. -Consult Chapter 37 when there are PEIMS Edit Errors rather than the Data Standards.	-Staff at campus level -Chapter 37	-Initial: Principal/Asst Principal verify coding before submitting form to PEIMS data entry clerk. -Interim: Periodic checks will be formed through Discipline database to verify coding is correct. -Final: Verify all PEIMS discipline reports by campus Principal prior to final submission of PEIMS. PEIMS Coordinator will consult Chapter 37 instead of Appendix E for information on

DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance)	MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of data quality / student performance/ program improvement)	ACTIVITIES (Initiatives planned to achieve the desired result)	RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities)	TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i>
				coding questions.

Follow-Up Activities <i>After the interim benchmark for evaluation, what will we do if the initial plan isn't working?</i>
<p>If the initial plan is not working and coding is still incorrect, additional staff will become involved so that all levels of the school district are checking the coding at both the campus and district level.</p>

**Midlothian ISD – Longbranch Elementary School
TAKS Plan 2007-2008**

READING

GOAL: All students and all subgroups will achieve at least 90% mastery on 2008 TAKS Reading tests. At least 50% of all students tested in grades 3, 4, and 5 will receive Commended Performance.

RESULTS from the 2007 test administration:

Grade 3 Reading = 99% mastery; sub-populations = 92% or higher; 51% Commended Performance

Grade 4 Reading = 95% mastery; sub-populations = 92% or higher; 43% Commended Performance

Grade 5 Reading = 99% mastery; sub-populations = 91% or higher; 40% Commended Performance

ACTION PLAN:

1. All classroom teachers will follow the vertical alignment check-off sheet for Reading/Language Arts.
2. All classroom teachers will utilize the TEKS as the foundation for all instruction (not texts) with the design qualities of an engaging lesson as the basis for lesson creation, planning, and implementation.
3. All reading teachers will submit TPRI, PRI, GATES, and Running Record information each compliance period, including guided reading group levels each six weeks to campus principal.
4. Staff will follow the MISD Balanced Literacy Program for continued reading success.
5. All reading teachers will utilize benchmark assessments to engage in quarterly conversation with the campus principal concerning student progress to accommodate immediate intervention and necessary instructional adjustments.
6. Testing data will be examined in detail, implementing Kilgo strategies and INOVA data as appropriate while working specifically on student expectations and targeted areas of concern based on item analysis studies.
7. Reading teachers focus on comprehension strategies to ensure personal reading success for each learner, defining schema, modeling “think aloud” techniques and thinking maps as navigational tools for all genres/texts, distinguishing meaningful connections for deeper levels of understanding, and learning the process of text surveying while building reading stamina for assessment completion.
8. Staff will continue to analyze and synthesize innovative instructional strategies to provide effective reading intervention and remediation while collaborating between general and special education populations for continued reading success.
9. All reading teachers will utilize INOVA data to assess student needs.
10. Response to Intervention (RtI): Reteach, revisit needed skills to add potential to each learner’s progress.

**Midlothian ISD – Longbranch Elementary School
TAKS Plan – 2007-2008**

WRITING

GOAL: All students and all subgroups will achieve at least 95% mastery on the 2008 Writing test in Grade 4. At least 35% of all students in grade 4 will receive Commended Performance.

RESULTS from the 2007 test administration:

Grade 4 Writing at LBE = 98% mastery; all sub-populations = 97% mastery or higher; 28% commended performance

ACTION PLAN:

1. All teachers will follow the MISD vertical alignment check-sheet for writing.
2. All classroom teachers will utilize the TEKS as the foundation for all instruction.
3. All students will be assessed with district prompts for compositions, be holistically scored by staff using the district-approved rubric, and class summaries will be used for collegial conversations concerning intervention and improvement strategies to ensure continued writing success.
4. Staff will continue training in the Six-Trait Writing techniques with district trainers. Focus will specifically address elaboration, expression of emotion, and voice in student writing examples.
5. All staff, regardless of content area, will hold learners accountable and responsible for “high standards” writing in all areas (grammar, usage, spelling).
6. Staff will share and model “score of 4” writing samples for the purpose of improving instruction and writing strategies.
7. Classroom teachers will ensure student engagement through authentic, relevant, daily life situations to writing by creating opportunities related to student interest for connections beyond the classroom walls (examples include writer’s notebook, graphic organizers, focused poetry, draft books, peer-editing, etc.), thus incorporating the lesson design qualities and instructional strategies of WOW.

**Midlothian ISD – Longbranch Elementary School
TAKS Plan – 2007-2008**

MATH

GOAL: All students and all subgroups will achieve at least 90% mastery on the 2008 TAKS Math tests. At least 40% of all students tested in grades 3, 4, and 5 will receive Commended Performance.

RESULTS from the 2007 test administration:

Grade 3 Math = 94% mastery; sub-populations = 86% or higher; 42% commended performance

Grade 4 Math = 94% mastery; sub-populations = 86% or higher; 40% commended performance

Grade 5 Math = 96% mastery; sub-populations = 86% or higher; 50% commended performance

ACTION PLAN:

1. All classroom teachers will follow the scope and sequence as defined by the math vertical alignment committee.
2. All classroom teachers will utilize the TEKS as the foundation for all instruction, specifically focusing on student expectations and design qualities for creating engaging student lessons.
3. All classroom teachers will administer the six-weeks benchmark assessments designed to follow the district scope/sequence.
4. All classroom teachers will implement Kilgo strategies and INOVA data in working with specifically targeted areas of concern based on the item analysis data and additional data study (matching student expectations to high standards).
5. Math teachers will target the following areas specifically (with emphasis on Hispanic and Economically Disadvantaged population):
 - a. TAKS Obj. #2 – Patterns, Relationships, and Algebraic Reasoning
 - b. TAKS Obj. #3 – Geometry and Spatial Reasoning
 - c. TAKS Obj. #6 – Mathematical Processes and Tools
 - d. TAKS Obj. #5 – Probability and Statistics
6. Classroom teachers will ensure student engagement through authentic, relevant, daily life approaches to mathematics by creating opportunities related to student interest for connections beyond the classroom walls (daily math journals, etc.).
7. Problem solving strategies such as T-charts, Venns, patterns, Casting Out 9's, and Act It Out will provide additional techniques to assist students in making daily connections to a variety of situations.
8. Software upgrades/updates will be conducted to ensure newer versions of math programs are used with students. Purchases this coming year will include "Study Island" updates.
9. Regular collegial conversation, coaching, and protocols will assist staff in the ongoing assessment of instructional strategies.
10. Special education staff will administer alternative assessment benchmarks and field tests to note progress and remediate as necessary.
11. Small group tutoring will be provided for students demonstrating the need based on assessment results.

**Midlothian ISD – Longbranch Elementary School
TAKS Plan – 2007-2008**

SCIENCE

GOAL: LBE fifth grade students and all sub-populations will achieve 90% on the 2008 TAKS Science test. At least 40% of all students tested will receive Commended Performance.

RESULTS from the 2007 test administration:

Grade 5 Science at LBE = 90% mastery; sub-populations = 75% mastery or higher; 49% commended performance

ACTION PLAN:

1. All classroom teachers will follow the scope and sequence as defined by the vertical alignment committee. Benchmarks are currently being developed by the committee to monitor the necessary skills prior to TAKS administration.
2. All classroom teachers will utilize TEKS as the foundation for all instruction with an added emphasis on student expectations and the ten design qualities of engaging lessons as the basis for lesson design (WOW).
3. LBE will continue to budget additional monies to increase the existing Science Closet tools and instruments used for providing hands-on lab experiences for all students at appropriate instructional levels. Science experiments of the week, Shoebox Science (PTV Project), and SOS Days (Super Outrageous Science) will be implemented to further engage classrooms in scientific method experiences.
4. Emphasis on lesson design will be placed on content-driven texts and its impact on reading comprehension in content areas.
5. Testing data will be analyzed and synthesized in great detail, implementing Kilgo strategies and INOVA data (as available) while working with specifically targeted areas of concern based on item analysis data studies.
6. Through continued collaboration between grade levels, across content areas, and throughout the district, strategies will be shared (such as Scientific Method/Process, rubrics, critical thinking questioning techniques, and inquiry teaching models) to enhance overall student observation, development, and investigative skills in science.

**Midlothian ISD – Longbranch Elementary School
TAKS Plan – 2007-2008**

SOCIAL STUDIES

GOAL: LBE Students will work to achieve at least 90% mastery on benchmark assessments in social studies in anticipation of the upcoming TAKS tests for future grades; Social Studies will be integrated across content areas in preparation of future assessments.

ACTION PLAN:

1. All classroom teachers will follow the scope and sequence as defined by the vertical alignment committee. Benchmarks are currently being developed by the committee to monitor the necessary skills prior to TAKS administration.
2. All classroom teachers will utilize the TEKS as the foundation for all instruction in Social Studies with the qualities of engaging lessons as the basis for all instructional design (WOW).
3. Emphasis of lesson design will be placed on content-driven text and its impact on reading comprehension in content areas.
4. Testing data will be analyzed and synthesized, implementing Kilgo strategies while working with specifically targeted areas of concern based on item analysis data studies.
5. Through continued collaboration between grade levels, across content areas, and including art, music, and PE, strategies will be shared (rubrics, critical thinking questioning techniques, inquiry models) to enhance overall student observation, development, and investigative skills. Specific emphasis will be placed on the **Big 6 Research Skills** through technology integration and the media center to ensure continued student success.
6. Social Studies TEKS and content-related topics will be integrated throughout all core and co-curricular content areas.