

Thomas Elementary Campus Improvement Plan



Slaton ISD

2010-11

Charles Thompson, Principal



**Planning and Decision Making Team
Cathelene Thomas Elementary**

Name	Role
Charles Thompson	Principal/Chair
Felicia Boyd	Teacher
Kay Follis	Teacher
Alexis Kenney	Teacher
Christie Peterson	Teacher
Lori Orr	Teacher
Belinda Pinkerton	Teacher
Jeanne Terry	Teacher
Brenda Hall	Counselor
Manuel Zaragoza	Business
Bobbie Martinez	Business
Jack Gordon	Community
Mabel Willis	Community
Heidi Lowe	Parent
Sharla Mattson	Parent



Cathelene Thomas Elementary Goals and Objectives

Goal: 1: Cathelene Thomas Elementary will increase emphasis on curriculum driven instruction, organization, And collaboration

Performance Objective 1: The campus will maintain its Exemplary status and the grade level will score 90% on TAKS reading/ELA.

Performance Objective 2: The campus will maintain its Exemplary status and the grade level taking the TAKS will score 90% on TAKS math.

Performance Objective 3: The campus will maintain its Exemplary status and the grade level taking the TAKS will score 90% on TAKS writing.

Performance Objective 4: The campus will maintain its Exemplary status and the grade level taking the TAKS will score 90% on TAKS science & social studies.

Performance Objective 5: All students in Special Programs will meet or exceed ARD expectations in regard to TAKS subjects.

Goal 2: Students at Cathelene Thomas Elementary will demonstrate an annual attendance rate above the state standard.

Performance Objective 1: To increase the percent of students attending school

Goal 3: Cathelene Thomas Elementary will provide a safe school environment.

Performance Objective 1: To decrease discipline referrals

Performance Objective 2: To increase physically active students and healthy life styles

Goal 4: Cathelene Thomas Elementary will increase parental involvement for all populations.

Performance Objective 1: To involve parents, business, and community members as ace partners in their children's education as evidenced with documented contacts



Target Populations and Special Programs

Economically Disadvantaged
African-American
Hispanic
White
Migrant
Male
Female
At-Risk
Homeless
English Language Learners

Dyslexia
English as a Second Language (ESL)
Gifted and Talented (GT)
Special Education (SPED)
State Compensatory Education (SCE)
Title I, Part A: Schoolwide (TIA)
ARRA/Stimulus Title I and Title II D
ARRA SFSF



Goal: 1: Cathelene Thomas Elementary will increase emphasis on curriculum driven instruction, organization, and collaboration.

Measurable Performance Objective 1: The campus will maintain its Exemplary status and the grade level taking the TAKS will score 90% on TAKS reading/ELA.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide PRE-K program as full day program as early intervention program <ul style="list-style-type: none"> • Provide language/literacy resources 	Principal	Annual	PK grant Local	Program Offered	Students served
Add K teacher to lower teacher/pupil ratio	Principal			Personnel	Personnel
Transition for full implementation of C-Scope	Principal	Daily	Local	Lesson Plans	Lesson Plans
Provide staff development and implement strategies to address identified needs: <ul style="list-style-type: none"> • Collaboration time: <ul style="list-style-type: none"> ○ C-Scope ○ Reading ○ Head Start and PK ○ Curriculum ○ Discipline • AIMS web for skills development • Aligned Curriculum <ul style="list-style-type: none"> ○ Accountability ○ Data disaggregation ○ Item analysis ○ Benchmarks 	Asst. Supt. Principal	Monthly	Local TIA TII TPTR 21 st Century	Staff development calendar Training Sign in Principal walk through	TAKS
Analyze the AEIS to determine strengths	Supt.	Septembe	Local	Meeting	Sign In



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
and weaknesses		r		agenda	TAKS
Identify and track students needing additional assistance <ul style="list-style-type: none"> • Target TEKS objectives • Implement RTI • Accelerate in special programs • Computer labs open for extended day • Provide homework assistance • Provide summer school • Other options as needed 	Supt. Asst. Supt. Principal	Daily	Local TIA 21 st Century SCE SSI 21 st Century	6 week grades	TAKS/ RPTE
Vertically align curriculum K-12 <ul style="list-style-type: none"> • Use academic teams • Insure all objectives are taught • Insure sequential instruction • Provide meeting times for staff to collaborate across grade levels 	Asst. Supt.	Weekly	Local	Schedule for team meetings	TAKS
Provide for ongoing campus assessments <ul style="list-style-type: none"> • Star Reading • Educaide • Curriculum tested • TAKS released tests • Alternative assessments 	Principal	August – May	Local	Progress reports	TAKS
Continue Reading Counts Program <ul style="list-style-type: none"> • Motion • Reading Comprehension 	Principal	August – May	Local TIA	Program Tests taken	TAKS TPRI
Provide TAKS tutorial classes by	Teachers	August –	SCE	Progress	TAKS



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
objectives not passed and groups specific to students needs		March	TIA	Reports	
Align core subject and implement research-based programs; Target TAKS objectives	Core subject teachers	August – May	Local TIA	Lesson Plans	TAKS
Maintain computer labs to serve K-3 <ul style="list-style-type: none"> • Continue to Purchase software as needed for campus • Provide staff development 	Principal	October	Local TIA SCE ARRA/Stimulus	PO	Schedule of students served



Goal: 1: Cathelene Thomas Elementary will increase emphasis on curriculum driven instruction, organization, and collaboration

Measurable Performance Objective 2: The campus will maintain the Exemplary status and the grade level taking the TAKS will score 90% on TAKS math.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide staff development and implement strategies to address identified needs: <ul style="list-style-type: none"> • AIMSweb for skills development • Aligned Curriculum <ul style="list-style-type: none"> ○ Accountability ○ Data disaggregation ○ Item analysis ○ Benchmarks 	Asst. Supt. Principal	Monthly	Local TIA TII TPTR	Staff development calendar Training Sign in Principal walk through	TAKS
Analyze the AEIS to determine strengths and weaknesses	Supt.	September	Local	Meeting agenda	Sign In TAKS
Identify and track students needing additional assistance <ul style="list-style-type: none"> • Target TEKS objectives • Implement RTI • Accelerate in special programs • Provide summer school • Other options as needed 	Supt. Asst. Supt. Principal	Daily	Local TIA SCE SSI	6 week grades	TAKS/ RPTE
Vertically align curriculum K-12 <ul style="list-style-type: none"> • Use academic teams • Insure all objectives are taught 	Asst. Supt. Principal	Weekly	Local	Schedule for team meetings	TAKS



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Insure sequential instruction • Provide meeting times for staff to collaborate across grade levels 					
Provide training for math staff <ul style="list-style-type: none"> • Conferences • Workshops 	Asst. Supt. ESC 17	August - September	Local Title II A	6 Weeks grades	Training certificates
Use math specialists to serve math labs for all students	Principal	August – May	Local	Student Schedules	TAKS
Review commercial math products for supplements to math program	Math staff	Fall	Local	Products purchased	TAKS
Assess students with benchmark tests and align instruction to needs	Math staff	November January	Local TIA	Benchmark tests	TAKS



Goal: 1: Cathelene Thomas Elementary will achieve the Exemplary status as measured by the AEIS report and will increase emphasis on curriculum driven instruction, organization, and collaboration.

Measurable Performance Objective 3: The campus will maintain the Exemplary status and the grade level taking the TAKS will score 90% on TAKS science and social studies. (TAKS science and social studies are not tested at Cathelene Thomas Elementary)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summary Evaluation
Provide staff development and implement strategies to address identified needs: <ul style="list-style-type: none"> • AIMSweb for skills development • Aligned Curriculum <ul style="list-style-type: none"> ○ Accountability ○ Data disaggregation ○ Item analysis ○ Benchmarks 	Asst. Supt. Principal	Monthly	Local TIA TII TPTR	Staff development calendar Training Sign in Principal walk through	TAKS
Analyze the AEIS to determine strengths and weaknesses	Supt.	September	Local	Meeting agenda	Sign In TAKS
Vertically align curriculum K-12 <ul style="list-style-type: none"> • Use academic teams • Insure all objectives are taught • Insure sequential instruction • Provide meeting times for staff to collaborate across grade levels 	Asst. Supt. Principal	Weekly	Local	Schedule for team meetings	TAKS
Incorporate science & social studies TEKS into curriculum <ul style="list-style-type: none"> • Emphasize reading/math • Implement RTI 	Science SS Staff	August – May	Local	Lesson Plans	Grades each 6 weeks



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summary Evaluation
<ul style="list-style-type: none"> Vocabulary for science 					
Utilize learning centers to teach vocabulary and concepts	Science SS staff	August - May	Local	Lesson Plans	6 weeks grades
Use technology for science concepts instruction	Science SS staff	August – May	Local	Observations of lessons	Science grades at year end
Use learning centers to teach subject concepts	Science SS staff	August – May	Local	Lesson Plans	End of year grades



Goal: 1: Cathelene Thomas Elementary will increase emphasis on curriculum driven instruction, organization, and collaboration.

Measurable Performance Objective 5: All students in Special Programs will meet ARD expectations on all TAKS tests taken.

Dyslexia

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summary Evaluation
Identify students with dyslexia or related disorder and provide appropriate services <ul style="list-style-type: none"> • Early ID and intervention • CNA to determine student needs • Services at students' campus 	Dyslexia staff Principal	August – Jan	Local	Training scheduled for staff	Students identified
Align SBOE procedures and district ones	504 Coordinator	August	Local	Draft	Written procedures
Provide students under sect. 504 services	504 Committee	Daily	Local	List ID	Students served
Provide professional development for staff <ul style="list-style-type: none"> • Individualized and intensive • Multisensory • Phone reading methods • With staff input 	Principal 504 Coordinator	August - July	Local	Training calendar	Attendance certificates
Hire and retain teachers with certification/endorsements	Principal	Summer	Local TII, TPTR	Teachers interviewed	Certificates of teachers
Evaluate program	Dyslexia staff	April-May	Local	progress	TAKS/TPRI
Provide parent involvement opportunities	Dyslexia staff	Aug.-May	Local	Calendar	Sign in



Goal: 1: Cathelene Thomas Elementary will increase emphasis on curriculum driven instruction, organization, and collaboration.

Measurable Performance Objective 5: All students in Special Programs will meet ARD expectations on all TAKS tests taken.

English as a Second Language (ESL)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summary Evaluation
Identify ELL students and provide program to develop proficiency in comp., speaking, reading & composition of English	Counselor	Early Aug. and upon enrollment	ESL, TIII (SSA)	Home Lang. Survey List	RPTE TAKS
Conduct Comprehensive Needs Assessment <ul style="list-style-type: none"> • TAKS • Annual Measurable Achievement Objectives • Adequate Yearly Progress 	Principal	August	BE/ESL Local	Meeting agenda	Data disaggregated
Reduce Percent of ELL exemptions	Principal	Annually	Local	Number exempt	Number exempt
Reduce number of Parent Denials for program	Principal & ESL staff	Upon enrollment	Local	Parent conferences	Number of denials
Provide Professional Development <ul style="list-style-type: none"> • Based on needs from staff 	Principal ESC 17	Regular/ /Summer	ESL TIII/local	Training scheduled	Certificates of training
Send information to parents in home language	Principal	All year	Title I	Communications	Communications
Provide opportunities for parents to participate in school activities	Principal	During year	Local	Calendar of activities	Sign in Sheets



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summary Evaluation
Require teachers to become certified in ELS	Principal Teachers	As needed	Local	Pass TeXes exam	Certifications



Goal: 1: Cathelene Thomas Elementary will increase emphasis on curriculum driven instruction, organization, and collaboration.

Measurable Performance Objective 5: All students in Special Programs will score 90% on all TAKS tests taken.

Gifted and Talented (GT)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summary Evaluation
Update policies	Principal	May – Aug	Local	Agendas	Written policies
Hold annual nomination with focus on minorities	GT Selection committee	August semester	Local	Staff Dev. On GT	Student nominees
Provide advanced curriculum for all GT	GT staff	Aug – May	GT	Lesson Plans	TAKS
Ensure equity of program for all <ul style="list-style-type: none"> • Include name language assessment • Include non-verbal assessment 	GT selection committee	August and semester	Local	Students tested	Tests other than English/non-verbal tests
Provide 3 criteria with qualities and quantities measures in intellectual ability	GT selection committee	Spring	Local and GT	Planning meetings	3 Criteria used
Provide 30 hours of GT training	ESC 17	Fall –	Local	Calendar	certificates
Revise curriculum framework	GT staff	April –	Local	minutes	Curriculum
Provide students opportunities to work: <ul style="list-style-type: none"> • Together as a group • With other students • Independently 	GT staff	Weekly	Local	Lesson plans	TAKS
Evaluate program including surveys	Principal	April	Local	Surveys	Survey



Goal: 1: Cathelene Thomas Elementary will increase emphasis on curriculum driven instruction, organization, and collaboration

Measurable Performance Objective 5: All students in Special Programs will score 90% on all TAKS tests taken.

Special Program: State Compensatory Education (SCE)

Cathelene Thomas Elementary School is a Title I School wide campus with poverty rate at 40% or more that coordinates SCE funds and Title I funds to serve at-risk students.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summary Evaluation
Use SCE funds to improve at-risk student performance , to accelerate their progress, and reduce drop-out rate	Principal	Aug. - July	\$1,024,806 13 FTEs	Grades Progress reports	TAKS RPTE
Use policy to identify, enter, and exit students from program	Supt.	Aug; Semester;	SCE Local	Policy developed	Policy followed
Identify and provide teachers with list of at-risk students	At-Risk Cord.	gin of year & upon entry	SCE	list of students	PEIMS at-risk list
Conduct CNA	Principal	May-Aug.	Local	SB agenda	CNA
Serve PK-3 who failed assessment <ul style="list-style-type: none"> • PK Program/extended day • SSI 	Primary teachers	Daily	SCE Local	T observation	TPRI
Serve students who have been retained	Counselor	Weekly	SCE Local	6 weeks grades	TAKS
Serve student placed in AEP preceding or current year by CAI	Counselor	Weekly	SCE Local	6 weeks Grades	TAKS
Serve student expelled in preceding or current year with	Principal	As needed	SCE Local	Discipline records	Discipline records
Serve ELL students with certified ESL teachers	Principal	Upon ID	SCE /ESL	6-Week Grades	TAKS RPTE



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summary Evaluation
Serve students in care of or referred to DPRS	Principal	As needed	SCE Local	Discipline Records	TAKS
Serve homeless students on Schoolwide campus program	Principal	Upon ID	SCE Local	6 weeks Grades	TAKS
Evaluate SCE program programs <ul style="list-style-type: none"> • TAKS comparison of At-Risk in Reading, Math, and Writing and All Students 	Principal	May-June	SCE Local	Semester Grades	TAKS comparison
Provide staff development <ul style="list-style-type: none"> • Get Input from staff 	Principal	August-July	Local SCE	Training calendar	Certificates for training



Goal: 1: Cathelene Thomas Elementary will increase emphasis on curriculum driven instruction, organization, and collaboration.

Measurable Performance Objective 5: All students in Special Programs will score 90% on all TAKS tests taken.

Title I, Part A: Schoolwide Programs (TIA)

Strategies	Person Responsible	Timeline	Resources	Formative Evaluation	Summary
Incorporate the 10 Schoolwide Components: 1. Conduct Comprehensive Needs Assessment to determine needs and plan instruction <ul style="list-style-type: none"> • Special populations TAKS • Adequate Yearly Progress (AYP) for Title I students • Annual Measurable Achievement Objectives (AMAOS) for ELL • Performance Based Monitoring 	Principal	May-Aug.	TIA	Data disaggregated	CNA
2. Plan reform strategies to address student needs <ul style="list-style-type: none"> • Focus: At-risk and low-achievers • Include extended day/year 	Site-Base Team, Chair	Quarterly	TIA, TIIA, TIID, , , ESL, SCE, Local SFSF/ARRA	CIPs and strategies Personnel files	TAKS Highly Qualified compliance report
3. Provide instruction by HQ teachers and paraprofessionals <ul style="list-style-type: none"> a. Design system of staff 	Principal	Daily	SFSF Local TIA	New Hires	HQ Report



Strategies	Person Responsible	Timeline	Resources	Formative Evaluation	Summary
evaluation b. To provide improved supervision and documentation of improvement c. To dismiss teachers who are ineffective d. To provide monetary incentives for high test scores e. To provide equitable duty assignments					
4. Provide staff development based on input from staff; <ul style="list-style-type: none"> • Sustained, research-based • Visit high quality Parent Involvement school • Technology training • C-Scope training • Team Building • Mental health • Core subject training and STAAR 	Principal	March-May	TIA, local, TIID, TIIA TIII C-Scope 21 st Century SCE ESC17	Staff Development Calendar	TAKS
5. Attract HQ teachers to high needs campus a. Recognize outstanding teachers	Supt. Asst. Supt Principal	Yearly	Local TII A	Personnel File	HQ Report Recognitions
6. Increase Parent Involvement	PI Coordinator	Monthly	TIA, Local	PI Events	PI Evaluation
7. Assist preschool children to school with visitation day	Principal	Spring	TIA Local	Event scheduled	# of parents attending
8. Get Teachers' input on alternative academic assessments @ SBDM meeting	Principal	SB Meetings	Local	SB agendas	T Input



Strategies	Person Responsible	Timeline	Resources	Formative Evaluation	Summary
9. Identify students who need assistance and provide additional help	Lead teachers	The period	TIA ARRA SFSF	List of identified students	TAKS
10. Coordinate & integrate federal/state/local programs	Principal Fed. Programs Dr.	August Through May	TIA, , TIIA, ESL, TIII SCE, SPED	Meeting agendas	TAKS
Evaluate Parent Involvement program at SB Meeting/include parents	Principal	Spring	TIA	SB Meeting Agenda	Evaluation results
Review PI policy/developed and agreed upon by parents & distributed	Fed. Programs Dr.	Summer	Local	Meeting agenda	Policy
Conduct Annual Title I Meeting <ul style="list-style-type: none"> • Inform parents of TIA program • Explain parents' rights to involved • Revise Parent Compact in English/parents home language 	Principal	Spring	Local	Meeting scheduled	Agenda and sign-in sheet
Provide parent communications: <ul style="list-style-type: none"> • Increase number at parent Grade Level meetings & PTO • Improve website • Technology training for parents • Provide access for parents to visit in classroom/participate • Conference with parents • Use parents' home language • Inform re. state assessments & proficiency levels • Inform regarding the curriculum 	Principal	August- July	TIA School Reach Bulletins	Communications to parents The 6 weeks period	Communicati ons for year Parent involvement evaluation



Strategies	Person Responsible	Timeline	Resources	Formative Evaluation	Summary
<ul style="list-style-type: none"> • Provide Notifications if Teacher is not highly qualified • Inform of right to know Teachers/paraprofessional qualifications 					



Goal: 1: Cathelene Thomas Elementary will increase emphasis on curriculum driven instruction, organization, and collaboration.

Measurable Performance Objective 5: All students in Special Programs will score 90% on all TAKS tests taken.

Special Education (SPED)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summary Evaluation
Conduct Comprehensive Needs Assessment	Special Ed. Director	Fall	SPED. Local	Analysis	PBM Risk Levels
Provide Response to Intervention to serve students quickly who need additional assistance	SPED Dr.	Daily	SPED Local ARRA	RTI students	TAKS
Provide research-based staff development with staff input including: <ul style="list-style-type: none"> • How to modify curriculum • Modifications & behavioral interventions • Time Out 	ESC 17	As scheduled	SPED Local	Training calendar	Training certificates
Provide students with disabilities access to general curriculum	SPED Dr.	Aug.-May	SPED	ARD/IEP	Student schedules
Provide parent involvement opportunities for parents to participate	SPED Dr.	Aug.-May	SPED Local	Parent Calendar	Sign in sheets
Train ARD committee <ul style="list-style-type: none"> • Appropriate assessments 	SPED Dr.	August	SPED	Training scheduled	Sign in sheets
Ensure appropriate assessments for students	SPED Dr.	Fall	SPED Local	ARD minutes	Alternative Assessment



Goal 2: Students from Cathelene Thomas Elementary will demonstrate an annual attendance rate above the state level.

Performance Objective 1: To increase the percent of students attending school

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summary Evaluation
Collect and review attendance data	Principal	The 6 weeks	Local	Attendance logs	AEIS data
Communicate with parents on importance/significance of attendance issues <ul style="list-style-type: none"> • Parents have voice in major decisions 	Principal	August – May	Local	Attendance logs and parent contacts	AEIS data
Provide incentive programs	Principal	Semester	Local	Program in place	Incentive awarded
Counsel students with persistent problems	Counselor	As needed	Local	Log	Attendance
Continue plan to combat tardiness and attendance problems <ul style="list-style-type: none"> • Peer mentors for students • Visits from principal and staff 	Principal	August – May	Local TIA	Plan in Place	Log of visits, Attendance Rate



Goal 3: Cathelene Thomas Elementary will provide a safe school environment.

Performance Objective 1: To decrease the percentage of discipline referrals from previous year.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summary Evaluation
Provide for awareness/education; training; and strategies for prevention in the following areas: <ul style="list-style-type: none"> • Unwanted physical or verbal aggression • Dating Violence • Child Abuse and Neglect including sexual abuse • Sexual harassment • Sexting • Other forms of bullying <ul style="list-style-type: none"> ○ In schools, ○ On school grounds ○ In school vehicles 	Special Programs Director	Each 6 weeks	Local	Incidents reported each 6 weeks; Training sign in and handouts	PEIMS incidents reports; Survey
Provide drug, tobacco, alcohol & violence education in curriculum areas <ul style="list-style-type: none"> • Assemblies The semester • Southwest Deterrent Services (drug dogs) • Suicide prevention, conflict resolution, 	Principal	Semester	Local	Lesson Plans	Student incidents



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summary Evaluation
violence prevention					
Implement Discipline management plan <ul style="list-style-type: none"> • Crisis management plan included • Provide Student Handbook to parents/students with policies on discipline and procedures • Revise aides/teachers assignments before school and at lunch 	Principal	August	Local	Referrals at 6 weeks intervals	End of year referrals
PBSI <ul style="list-style-type: none"> • Firm/Fair/Consistent • Develop policy to deal with persistent misbehavior with defined roles for teacher/counselor/principals 	Principal Teachers	August	Local Campus committee	Posters/visuals/aids /instruction Policy	Office Referrals
Improve referral process for Educational Redirection <ul style="list-style-type: none"> • Define behavior to eligibility • Define parent notification of behavior problem 	Principal Teacher committee	Fall	Local	Meeting	Definitions/parameters defined



Goal 4: Cathelene Thomas Elementary will increase parental involvement for all student populations.

Performance Objective 1: To involve parents, business, and community members as partners in the education of students as evidenced with documented contacts.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summary Evaluation
Provide communications <ul style="list-style-type: none"> • Calendar of events in newspaper • Principal's bulletin • PTA • Online grade book for parent access • Phone calls • Parent Letters • Parent emails • Student Handbooks • NCLB notifications 	Principal	Monthly	TIA Local PBSI Committee	Communication documents	Parent Involvement Evaluation
Increase efforts to welcome parents/provide inviting environment for parents	Principal	Monthly	TIA Local PBSI Committee	Communication documents	Parent Involvement Evaluation
Use marquee for current events	Principal	As needed	Local	Events posted	PI Evaluation
Provide opportunities for involvement <ul style="list-style-type: none"> • Multicultural focus • Provide transportation • Mentoring opportunities • Tutoring 	Principal	September	Local	Planning schedule	Evaluation of parent activities
Provide Parent Conferences	Principal	Fall	Local	Event	Conference



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summary Evaluation
<ul style="list-style-type: none"> • Early release days • All parents accommodated 				scheduled	forms/ attendance



COMPREHENSIVE NEEDS ASSESSMENT

Cathelene Thomas Elementary is an EE-3 campus with an enrollment of 513 students. The low income percentage is 74.2%. The campus received the Exemplary rating. Exemplary is the highest rating possible and requires that students meet 90% passing standard for each subject or meet standard with TPM.

STUDENT ACHIEVEMENT

Needs:

- To maintain 90% passing rate goal for all student groups
- To reduce class size in Kindergarten for effective instruction
- To provide high quality language/literacy resources for PK
- To implement C-Scope in Science

Strengths:

- Exemplary Rating each year
- Consistently high scores in reading and math

State Accountability

See TAKS Charts for student scores

Federal Accountability: Adequate Yearly Progress

The district and all campuses met requirements for Adequate Yearly Progress (AYP). AYP is similar to the state accountability but includes two additional target populations—Special Education and Limited English Proficient. All students and each student group must meet TAKS performance and participation standards.

Performance Based Monitoring (PBM): State Monitoring System

See PBMAS Chart



Bilingual/ESL and NCLB program areas met all indicators to state standards or above. Special Education had indicators requiring district analysis.

FAMILY AND COMMUNITY INVOLVMENT:

The Parent Involvement Policy and Program is evaluated each year to determine ways to involve all parents and make improvements in the program.

Needs:

- To increase number in attendance at grade level meetings/ARD/ and PTO meetings
- To provide training for parents to help their child at home
- To improve communications like website/Open House
- To provide opportunities for parents to visit and participate in the classroom

STAFF QUALITY; RECRUITMENT AND RETENTION

Needs:

- To retain highly qualified and effective teachers
- To reduce teacher/student ratio
- To provide competitive pay/benefits
- To provide professional development to meet needs of teachers in working with students, especially the At-Risk students



TECHNOLOGY

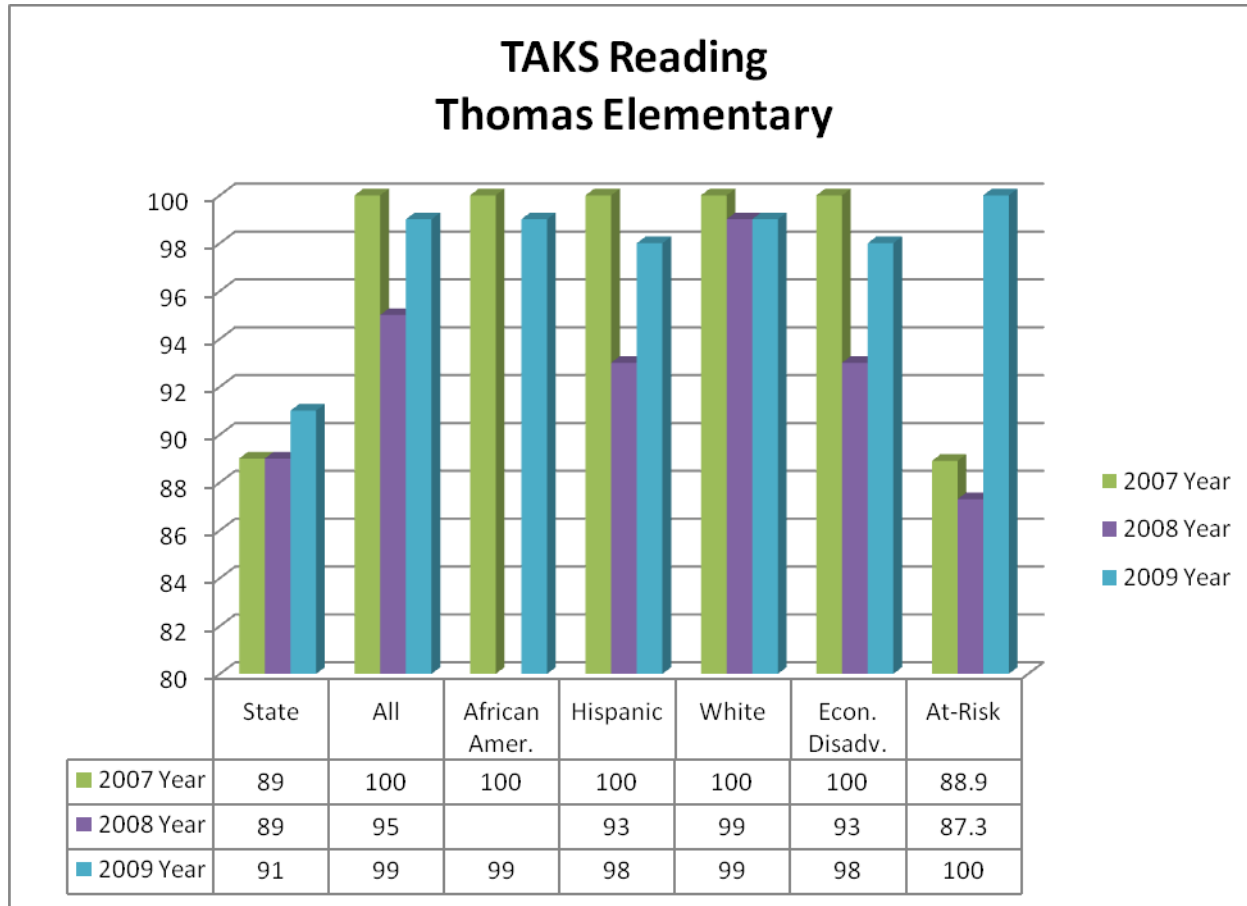
Needs:

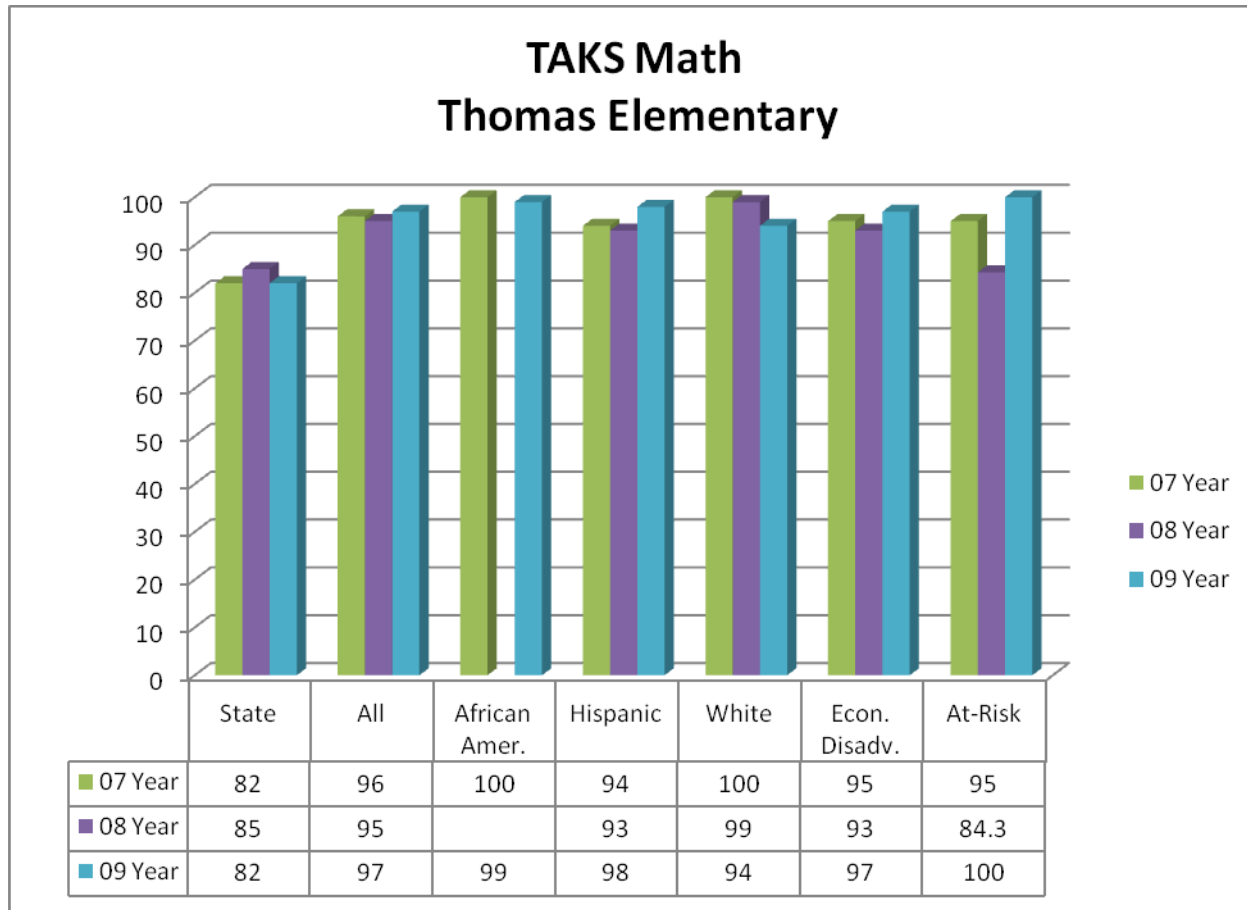
- To develop technology plan with teacher input and annual updates
- To improve teacher/staff capabilities in the area of technology and using technology for instruction and to interpret and use student data for instructional strategies
- To incorporate technology in the classroom at the Schoolwide campus
- To purchase age appropriate computers/equipment/furniture
- To provide Smart Boards or similar technology
- To use technology for problem solving, thinking skills, and creativity
- To use technology for reading and math interventions for at-risk students

PROFESSIONAL DEVELOPMENT

Needs:

- To provide collaboration time for new basal reader and C-Scope
- To provide collaboration time for Head Start and PK merger
- Provide time for grade level/campus collaboration on C-Scope/Curriculum/Discipline







Performance Based Monitoring: Multi Year Summary of Indicators					
PBMAS Program	Indicator Below State Standard	Performance Level 07	Performance Level 08	Performance Level 09	Performance Level 10
Bilingual/English as a Second Language (BE/ESL)			All indicators Met Standard	All indicators Met Standard	
	ESL English TAKS/TAKS Accom Passing Rate Writing				1 SA
	LEP TAKS/TAKS I-SDAA II Participation	1			
Career and Technology Education (CTE)	CTE RSHP / DAP Diploma Rate	1	1	All indicators Met Standard	All indicators Met Standard
No Child Left Behind (NCLB)		All indicators Met Standard	All indicators Met Standard	All indicators Met Standard	All indicators Met Standard
Special Education (SPED)	SPED TAKS/TAKS Accom Passing Rate/Math				1
	SPED TAKS/TAKS Accom Passing Rate Science			1 SA	2
	SPED TAKS M Participation Rate				1
	RHSP/DAP Diploma Rate		3	3 SA	0
	SPED Representation			1	0 RI
	African American Representation	1	0	1 SA	0
	Hispanic Representation	1	1	1	1
	SPED Discretionary DAEP Placement	3	3	0 RI	0
	SPED Discretionary Placements to ISS	1	2	0	0
	SPED Discretionary Placements to OSS				1



**Highly Qualified Teachers
Slaton ISD Progress Meeting State Objectives**

STATE OBJECES	YEAR	STATE TARGETS	SLATON ISD	SLATON HS	JR. HIGH	AUSTIN ELEM	THOMAS
1. Percentage of Classes Taught by HQ Teachers							
	2010-11	100%	100%	100%	100%	100%	100%
	2009-10	100%	100%	100%	100%	100%	100%
	2008-09	100%	99.6%	100%	100%	92.31	100%
2. Percentage of Teachers Highly Qualified							
	2010-11	100%	100%	100%	100%	100%	100%
	2009-10	100%	100%	100%	100%	100%	100%
	2008-09	100%	98.99%	100%	100%	92.31%	100%
3. Percentage of Teachers Receiving High Quality Professional Development							
	2010-11	100%	100%	100%	100%	100%	100%
	2009-10	100%	100%	100%	100%	100%	100%
	2008-09	100%	100%	100%	100%	100%	100%

Reports are available for viewing on the TEA website: <http://www.tea.state.tx.us/nclb/hqreport.html>