

# **2014-15 Campus Improvement Plan**

## **Chico Elementary School**

School Name

## **Chico Independent School District**

District Name

## **State and Federal Requirements**

### THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

### ESEA Goals and Indicators

This district and campus ensure that the goals of the Elementary and Secondary Education Act (ESEA) have been adopted and implemented in the district and campus improvement plans.

#### Elementary and Secondary Education Act (ESEA) Goals and Indicators:

Performance Goal 1: By 2014-2015, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each individual student group, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.

Performance Goal 3: By 2014-2015, all students will be taught by highly qualified teachers.

3.1 Performance indicator: The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the SEA).

3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (as the term, “professional development,” is defined in section 9101(34).

3.3 Performance indicator: The percentage of paraprofessionals(excluding those with sole duties as translators and parental involvement assistants) who are qualified (see criteria in section 1119(c) and (d).

Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

Performance Goal 5: All students will graduate from high school.

5.1 Performance indicator: The percentage of students in the aggregate and in each group who graduate from high school each year with a regular diploma,-disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;-calculated in the same manner as utilized in Nation Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school,-disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;-calculated in the same manner as utilized in Nation Center for Education Statistics reports on Common Core of Data.

The following narrative contains the Intent and Purpose of each Federal fund that is on this campus. The district and campus ensure that the intent and purpose of each program is met through sufficient resources and activities addressed in the District Improvement Plan and Campus Improvement Plan.

#### Title I, Part A—Improving Basic Programs Operated by LEAs

##### Intent and Purpose

Title I, Part A, provides supplemental resources to local education agencies (LEAs) to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards. Title I, Part A, supports campuses in implementing either a school wide program or a targeted assistance program. Chico Elementary is was a Targeted assist Reading/Math campus 2013-2014. Training and planning during 2013-2014 made Implementation of School wide Title 1 possible during 2014-2015.

It is recommended that all Title I, Part A, campuses have a school support team consisting of two to three members as appropriate to monitor program compliance and effectiveness. The campus site-based decision-making committee provides the school support team function. At CES all staff members work together to review, revise, and implement a CIP plan that addresses all aspects academic, social and economic needs of all students.

The school support team verifies the effectiveness of the General Program Requirements and School wide Requirements stated below.

##### Intended Program Beneficiaries

The intended program beneficiaries are students who experience difficulties mastering the state academic achievement standards.

##### General Program Requirements

##### All Campuses

All Title I, Part A, campuses must do the following:

1. Implement Parents Right-to-Know in accordance with P.L. 107–110, Section 1111(h)(6)
2. Develop school-parent compacts jointly with parents
3. Provide information to parents in the language parents understand
4. Develop an LEA and campus Parent Involvement Policies
5. Implement Section 1304.21 of the Head Start Standards if implementing pre-school programs
6. Integrate and coordinate Title I, Part A, professional development and services with other educational services and programs
7. Provide additional assistance to students identified as needing help in meeting the state’s challenging student academic achievement standards
8. Ensure that all new teachers hired on the campus to teach core academic subjects are highly qualified when hired
9. Include in the Campus Improvement Plan (CIP) strategies and activities to ensure that all core academic subject area teachers teaching within the school are highly qualified not later than the end of 2007–2008 school year.

#### School-wide Campuses

The CIP of a School-wide Campus must do the following:

1. Incorporate the requirements of a School-wide Plan as cited in P.L. 107–110, Section 1114(b)
2. Clearly incorporate the Ten Components of a School-wide Program
3. Describe how the school will use Title I, Part A, resources and other sources to implement the ten components
4. Include a list of state and federal programs whose funds will be combined to implement a School-wide program
5. Describe how the intent and purposes of the Federal programs whose funds are combined on a School-wide campus are met
6. Include sufficient activities to address the needs of the intended beneficiaries of the Federal programs whose funds are combined on a School-wide campus for upgrading the entire education program.

#### Title II, Part A—Teacher and Principal Training and Recruiting Fund (TPTR)

##### Intent and Purpose

The intent and purpose of this program is to provide financial assistance to LEAs to do the following:

1. Increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools
2. Hold LEAs and schools accountable for improving student academic achievement

Intended Program Beneficiaries: Intended beneficiaries are teachers and principals, including assistant principals, and as appropriate, administrators, pupil services personnel, and paraprofessionals.

##### General Program Requirements

TPTR program activities are required to do the following:

3. They must be based on a local assessment of needs for professional development and hiring.
4. These activities must meet the following:
  - a. be aligned with state academic content and student academic performance standards and state assessments
  - b. be aligned with curricula and programs tied to state academic content and student academic performance standards
  - c. be based on a review of scientifically-based research

- d. have a substantial, measurable, and positive impact on student academic achievement
  - e. be part of a broader strategy to eliminate the achievement gap between low-income and minority students and other students
5. Professional development activities must be coordinated with other professional development activities provided through other Federal, state, and local programs, including Title II, Part D (technology), funds.

#### Allowable Use of Funds [Section 2123(a)]

You must use TPTR funds to implement one or more of the following allowable activities:

- 6. recruiting, hiring, and retention of highly qualified personnel
- 7. providing professional development
- 8. improving the quality of the teacher and paraprofessional work force under Section 1119
- 9. reducing class size (only when the class-size reduction teacher is a highly qualified teacher)

Consistent with local planning requirements and your organization's needs assessment, the Title II, Part A, program offers you the flexibility to design and implement a wide variety of activities that promote a teaching staff that is highly qualified and able to help all students—regardless of individual learning needs—achieve challenging State content and academic achievement standards. Funds also can be used to provide school principals with the knowledge and skills necessary to lead their schools' efforts to increase student academic achievement.

Maintain documentation for each of the following questions to determine whether an expenditure would be allowable:

- 10. Is the program, activity, or strategy reasonable and necessary to carry out the intent and purpose of the program?
- 11. Does the program, activity, or strategy address a need previously identified in the campus comprehensive needs assessment?
- 12. How will the program, activity, or strategy be evaluated to measure a positive impact on student achievement?
- 13. Is the program, activity, or strategy supplemental to other non-federal programs?

The Title II, Part A, statute specifically authorizes the following types of activities:

- 1. developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances).
- 2. developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals

These strategies may include the following:

- a. providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages
- b. reducing class size
- c. recruiting teachers to teach special needs children
- d. recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession and providing those paraprofessionals with alternative routes to obtaining teacher certification
- 3. providing professional development activities that improve the knowledge of teachers and principals and in appropriate cases paraprofessionals in the following:
  - a. content knowledge—providing training in one or more of the core academic subjects that the teachers teach
  - b. classroom practices—providing training to improve teaching practices and student academic achievement through (1) effective instructional strategies, methods, and skills, and (2) the use of challenging state academic content standards and student academic achievement standards in preparing students for the state assessments
- 4. providing professional development activities that improve the knowledge of teachers and principals, and in appropriate cases, paraprofessionals regarding effective instructional practices that do the following:
  - a. involve collaborative groups of teachers and administrators
  - b. address the needs of students with different learning styles, particularly students with disabilities, students with special needs program(including students who are gifted and talented), and students with LEP
  - c. provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs

- d. provide training to enable teachers and principals to involve parents in their children's education, especially parents of LEP and immigrant children
- e. provide training on how to use data and assessments to improve classroom practice and student learning.
- 5. developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring from exemplary teachers and administrators, induction and support for new teachers and principals during their first three years, and financial incentives to retain teachers and principals with a record of helping students to achieve academic success
- 6. carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subjects in which teachers teach, and merit pay programs
- 7. carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders
- 8. hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers in order to reduce class size, particularly in the early grades
- 9. carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation

#### State Compensatory Education Program (SCE)

##### Intent and Purpose

State compensatory education (SCE) is a supplemental program designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school, as defined by TEC §29.081, and all other students. The purpose is to design and implement appropriate compensatory, intensive, or accelerated instruction that enable the students to be performing at grade level at the conclusion of the next regular school term. In determining the appropriate intensive accelerated instruction or SCE program, districts must use student performance data resulting from the basic skills assessment instrument and achievement tests administered under Subchapter B, Chapter 39. Based on this needs assessment, district and campus staff shall design the appropriate strategies and include them in the campus and/or district improvement plan.

Programs and/or services designed to supplement the regular education program for identified at-risk students:

- The goal for SCE is to increase achievement and reduce the disparity in (a) performance on the state assessment and (b) rates of high school completion between students at-risk of dropping out of school and all other district students.
- Expenses must directly impact students and cannot be used for parental involvement activities.

##### Intended Program Beneficiaries

Students identified by the 13 criteria as at-risk of failing the state assessment or dropping out.

##### General Program Requirements

Any program activity, program personnel, or program materials required by federal law, state law, of State Board of Education rule may not be funded with SCE funds. SCE funds must be used to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school.

SCE may upgrade a Title I School-wide Program if:

- SCE funds and Full Time Equivalents (FTE) are a part of the campus budget
- LEA maintains documentation that all funded programs and strategies are supported by scientifically-based research
- SW campus must be identified in the most current SAS (Schedule SC5000) of the Consolidated Application for Federal Funding at a true 40% low income or higher – not feeder pattern, SQ Previous Year, Ed-Flex waiver

Chico Elementary School Campus meets all of the 3 of the above requirements and will use SCE funds to upgrade the educational program of the School-wide campus. The campus will include the required activities to meet the intents and purposes of the State Compensatory Education program.

#### Chico ISD District Goals:

1. To strengthen the academic program Pre-K through 12th in order to maximize success for all students.
2. To strengthen tradition of excellence based on pride, teamwork, and professionalism among staff members.
3. To promote tradition of excellence to parents, alumni and surrounding community.

#### Chico Elementary Goals:

1. To strengthen the academic program Pre-K through 5 in order to maximize success for all students.
2. To strengthen tradition of excellence based on pride, teamwork, and professionalism among staff members.
3. To promote tradition of excellence to parents, alumni and surrounding community.

\*10 School-wide Components are addressed throughout the CIP by corresponding # 1 – 10

#### Title I, Part A School-wide Components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school-wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.



## **Mission Statement**

### **Chico Independent School District's Mission Statement**

The Chico Independent School District believes in "A Commitment to Excellence" and aspires to meet the needs of all students through an educational process that focuses on real-world standards and challenges all students to achieve at their maximum level.

### **Chico Elementary School's Mission Statement**

Chico Elementary School, in partnership with its children, families & community, strive to ensure each child a superior education by providing quality instruction and challenging learning experiences in a safe and orderly environment which will foster life-long learning and responsible citizenship.

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## **Chico Elementary School Campus Improvement Plan**

### **2014-15 Comprehensive Needs Assessment Summary**

In accordance with state and federal legislative requirements, the staff at Chico Elementary School conducted a comprehensive needs assessment for the 2014-15 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

#### **Campus Demographics**

The staff at Chico Elementary School include 24 teachers, 5 paraprofessionals, and 1 administrators. The student population is 0.68% White, 0.046% African American, 0.27% Hispanic, 0% Asian, and 0.0036% Native American. Additionally, the campus serves 64% economically disadvantaged students, 0.074% special education students, and 0.096% Limited English Proficient students. Attendance rates include 0.018% African American, 29% Hispanic, 67% White, and 58% economically disadvantaged. The most current data indicate the campus has a 114.10% mobility rate.

The following data were reviewed in relation to campus demographics:

Campus-snapshot

PEIMS Data Oct. 31, 2014

Summary:

On the snapshot day, Oct. 31, 2014 for 2014-2015, Chico Elementary was serving 281, students in grades Pre-K-5th. At the time of this reporting the student body was made up of 140 females and 141 males. See Campus Demographics above for specific breakdowns.

The campus employs 100% Highly Qualified teachers & 100% Highly Qualified Paraprofessionals. The staff is 100% female with an average of 18.6 years teaching experience.

Student #'s in special programs as of snapshot for 14-15

Sped: 21-0.74%

LEP: 27-0.96%

Gifted and Talented: 13- 5 males, 8 females, 1ESL, 0 Other Programs-.046%

504: 3-0.010%

Dyslexia: 3-0.010%

ESL: 43-15%

Title 1 Care: 100-36%

Chico Elementary is a school-wide Title 1 program with 64% economically disadvantaged (as indicated on the SC500) and use the following fund sources to improve our educational program. SCE funds are used to upgrade the academic programs for school-wide campus. Total FTE- 2.4 and Total SCE dollars are \$232,107.00. The intents and purposes of the SCE program are addressed in the campus plan.

State Accountability: 2013-2014 Campus Met Standards Earned Distinction in Science and Closing Performance Gaps

Federal Accountability:

Upon review of these data, several findings were noted. These findings include:

Chico Elementary School has a high transient population. Approximately 64% of the campus population is economically disadvantaged and no fewer than 36% of our students are at risk. Acceleration, intervention and viable academic resources to supplement instruction will be necessary in all core areas to meet the needs of all students due to grade level TEKS realignment, increased rigor in all academic core areas, weak vocabulary, poor writing strategies and skills. It will be vitally important to update current technology resources as part of an effort to assure 21st century technological skills are addressed for all students' including but not limited to their social and emotional needs. Rising numbers of students campus wide will be monitored to determine if resources for increased numbers of classrooms are needed. Examples include but are not limited to educators, desks, chairs etc.

Areas of need include:

Parental support to decrease transient population & lower the number of student absences and/or tardy. Improved communication with all stakeholders. School Wide Title 1 Implementation to better serve at-risk and low income students in all core academic areas. Specific areas to be addressed Demographics, Student Achievement, Student & staff behavior, respect, and self respect, i.e. School Culture & Climate, Staff Quality/Professional Development, Curriculum Instruction & Assessment, Family & Community Involvement, School Context & Organization & Technology.

Facilities upgrades & replacement i.e. student desks, chairs, horseshoe tables ect. Normal wear and tear replacement and/or additional classroom needs projected from one year to the next...i.e. age of resource and/or adding classes due to increased students numbers.

### **Student Achievement**

The following data were reviewed in relation to Student achievement:

Attendance/ Discipline Records-PEIMS Data, PBMAS, STAAR, TPRI, Telpas, AEIS Indicators, Staff Development, SDFSC Annual Report, HQ Report, Parental Involvement Policy, Parent/Teacher/Student Surveys, Professional Development Records, Professional Learning Communities (PLC) & Teacher Observation & Parental input.

Upon review of these data, several findings were noted. These findings include:

The district serves high percentages of economically disadvantaged students. Close scrutiny of data collected from stakeholder, surveys, professional staff, academic and demographic sources deemed it appropriate to take CES to a full Title 1 status. During 2013-2014 the Principal, Director of Federal & Special Programs and both reading intervention staff members for students K-5th, underwent training & professional development to move Chico Elementary School from a targeted reading/math building to a full Title 1 building 2014-2015. This training was then shared through staff professional development meetings with certified and support staff at CES. The change in Title 1 status was also shared and explained to parent and community members during beginning of year welcome back, "Meet the Teacher" assembly.

The findings revealed:

Continued professional development in all curricular areas, Mathematics and Writing are considered high priority due to increased rigor & low STAAR scores 2013-2014 at Phase In II & reorganization of TEKS & newly adopted mathematics curriculum. Also deemed of high importance are changes and/or legal updates i.e. Sped/504, Dyslexia & programs specific to improved student education.

Student Achievement:

Greater emphasis and academic support for all students is necessary in all core curricular areas of Reading, Writing, Mathematics, Social Studies & Science.

Also of high importance is greater supplement support in the area of technology for all learners. Resources that support social-emotional skills, cognitive & varied learning styles and modalities will be implemented. A mobile classroom lab, increased number of IPADS and color printer will be sought during 2014-2015 to assure 21st technology TEKS are addressed and met while also improving & expanding technology experiences for all students. Deemed of very high importance was vocabulary in all core areas these include Reading, Writing, Mathematics, Science and Social Studies. Also deemed to be of high need was writing support across our campus from K-5th and support for reading strategies. Scholastic News, Weekly Reader and/or some newsletter type of supplement will be useful to aide students in using learning strategies. A realignment of TEKS in the area of mathematics indicated we would need to gain professional development in order for teaching staff to remain abreast of changes & increased rigor. We will also seek supplemental programs & resources to address the increased rigor in mathematics. These needs will be addressed daily via Title 1 classrooms staffed with highly qualified staff members and the use of new state adopted curriculum in both math and science. Supplemental resources will be employed in the areas of writing, math, science, social studies and reading to enhance, enrich, and support all students. Renaissance Reading and Mathematics products will continue to be used to supplement student learning. These scientifically based, data rich programs will aide staff in developing and meeting the individual education of needs of all students. Further support will be delivered via our at risk interventionists, CARE Team, in K-5th in the areas reading and writing.

One addition to our schedule Aug. 2014-May 2015 will be our PBL(Project Based Learning) labs. It is our plan to work with district counselor, North Texas Karate Academy, and STAR Council, to implement character enrichment activities to further enrich and meet individual social and emotional student needs. A specific time has been placed in our schedule to accommodate this need. During PBL higher order thinking activities will be developed for all students and where appropriate and/or necessary one-one tutoring and/or small group support will be delivered. Also where necessary continued before and after school tutoring will be implemented. Implementation of Great Expectations to improve and further establish a culture of respect for all stakeholders>

Further we will invest in supplemental academic resources that give students another view of strategies other than those seen in the regular academic classroom. These supplemental resources may include, but are not limited to, updated STAAR released resources, online TEKS aligned resources, tangible incentives (used to encourage greater student active participation), use of testing strategies both online and written, and vocabulary support in all core curricular areas. CES deemed writing and mathematics both to be "high areas" of need for the 2014-2015 school year. Further we will continue to address and update our technology resources to assure our students are seeing & using the most appropriate 21st century learning tools. Supplemental resources will be gained that support varied learning styles, auditory, visual, kinesthetic.

A campus wide initiative will be implemented during 2014-2015 using state adopted curriculum, supplemental resources and professional development to meet the individual academic needs of all students. Specifically we will look at 21st century skills sets in technology and writing. Other area of concern include parental involvement and counseling. Data will be collected to assure our resources correctly address areas such as problem solving, vocabulary in specific core academic areas, improved reading, writing resources, understanding in mathematics, science and technology as well as other academic areas in an effort to improve integration & vertical alignment and geared to improve interest, reduce gaps in knowledge and aide in success of all students on mandated state assessments. I need for improved writing skills and strategies K-5th was a noted priority and as such Write Steps will be implemented campus wide. Professional develop will be sought to improve delivery of information and gain resources necessary to improve writing skills both horizontally and vertically in all core areas.

Areas of need include:

Student achievement in all curricular areas. Parent involvement & communication with all stakeholders. Improved attendance, reduction of tardy. Updates to current technologies. Facilities upgrades such as desks, chairs, tables due to age, wear, normal use. Continued professional growth.

### **School Culture, Climate, and Organization**

The following data were reviewed in relation to School Culture, Climate, and Organization:

Parent/Teacher/Student Survey, PASS Involvement. The functioning of ESL, GT & Pre-k Programs. State funds will continue to be used to maximize the functioning of these programs (SW#10). Use of Title II, Part A funds if Prof Dev. is needed (SW #2 & 4)

Positive Behavior Initiative; SOM (Student of the Month), A-Team Assembly, DADS (Dads Assisting Dedicated Students), Star Council, North Texas Karate & CISD Character Development Program developed by district counselor in partnership with elementary staff. This program and resources are available via our district web page.

Upon review of these data, several findings were noted. These findings include:

Input from our stakeholders, staff, parents, students and community members regarding school culture & climate revealed improved parental volunteerism and support was important. Student safety was improved 2013-2014 with bus check off lists and continues 2014-2015 with implementation of Student Name & grade placards for our car riders who are picked up in the front & our continued check off system used to assure we account for every student placed on a bus. Further safety measures being considered 2014-2015 are increased front office entrance to building, key-less entry, classroom doors which lock from the inside. Some classroom doors needed to be re-keyed for safety. Further campus culture would be greatly improved by more parental involvement. 2014-2015 CES will implement a program to solicit more fathers being active participants in the campus culture of our students. "DADS" Dads Assisting Dedicated Students.

Areas of need include:

2014-2015 we will develop a survey to solicit stake holders thoughts, ideas, and feelings regarding school culture, climate, and organization. it is our vision to have by 2015-2016 a beginning, middle and end of school year survey to solicit positive change and improvement. Gaining stakeholders input will aide in addressing relevant concerns throughout the year.

### **Staff Quality, Recruitment, and Retention**

The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:

A review of highly qualified professional and para professional staff determined all professional staff are 2014-2015 highly qualified. Of our four instructional aides, two are Educational Aides III and the other two are Educational Aides II. The instructional Para Professionals also meet the Highly Qualified requirements of NCLB. Any staff who need further training will be asked to seek professional development via Region IX Service Center and/or other relevant workshops, professional development, webinars etc..to meet the educators specific needs whether those be academic, classroom management and behavioral or further knowledge regarding increased rigor and changes in State TEKS.

Upon review of these data, several findings were noted. These findings include:

All professional and para-professional staff at Chico Elementary School are currently considered Highly Qualified.

Areas of need include:

Continued professional growth of all staff. In-service offerings, Professional Development Summer Offerings. Continued education of para & professional staff. Professional Development will be provided at the local level, service center and state conferences.

### **Family and Community Involvement**

The following data were reviewed in relation to Family and Community Involvement:

Parent/Teacher Survey. Community and parents verbal input.

Upon review of these data, several findings were noted. These findings include:

Parent involvement needs to be improved at Chico Elementary School. Pick up line at end of day is addressed and returned to one lane for pick up. Consideration is given to possible entrance from Tabor Lane. Installation of concrete parking stops in front parking area. Awning in front and back of school would be useful to provide for student pick-up during inclement weather.

Areas of need include:

Limited parent involvement, More male, dads, granddads involvement. Implement DADS Program. Parent volunteerism is low and will be looked at more closely throughout 2014-2015. Incentives/recognition for volunteers.

## **Highly Qualified Plan**

### **HIGHLY QUALIFIED PLAN**

The following data were reviewed in relation to Highly Qualified:  
NCLB Highly Qualified Reports & Staff turnover rate.  
Becoming an Educational Aide In Texas

Upon reviewing this data: The superintendent and principals will continue to hire, retain and develop a highly qualified staff through Educator Placement Services, Job Fairs, Mentoring of new teachers using state and local funds.

1. Increase the percentage of highly qualified core academic subject area teachers on each campus to meet 100% in a reasonable time frame. As of 8/25/2014 to the current year Aug. 2014-May 2015 all certified teachers at CES are highly qualified in the core academic subject areas they teach.
2. All Aides employed by CES are at the Educational Aide II and/or Educational Aide III level.
3. Increase the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100% in a reasonable time frame. As of 8/25/2014 all teachers and paraprofessionals at CES are highly qualified in the core academic subject areas.
4. Increase percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100% in a reasonable time frame. Chico ISD is a single attendance district with only one grade span per campus; this requirement does not apply. There are no high poverty schools in our district.
5. Increase percentage of teachers receiving high quality professional development on each campus to meet 100% in a reasonable time frame. District requires all professional staff to attend professional development that is provided at the local level as well as by ESC Region XI . The district may also contract with outside consultants to provide professional development and teachers may attend professional conferences in their respective subject areas. Travel records, certificates of attendance, sign-in sheets, etc., will be kept on file and placed in prospective educators personal file held by Admin at the campus level.
6. Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers. Master schedule will be reviewed. (Not applicable at CES as all professional staff are highly qualified)
7. Attract and retain highly qualified teachers. District fulfills this requirement by attending job fairs, advertising vacancies in positions, and posting job opportunities on the web. To retain highly qualified teachers, the district offers opportunities to take various subject area tests, small class sizes, and salaries competitive with other districts. 100% HQ as of 9/15/2013-Current school year.
8. Assist specific teachers not currently highly qualified to meet the highly qualified requirements in a timely manner. As of 9/15/2013 all teachers and paraprofessionals in the district are highly qualified in the core academic subject areas.
9. Implement teacher mentoring program at Chico Elementary School during 2014-2015.

### **2014-15 Campus Improvement Plan for Chico Elementary School**

## Area of Focus: Highly Qualified Teacher

<b>District Priority:</b>	Employ Highly Qualified Staff
<b>Campus Performance Objective:</b>	Staff Development
<b>Formative Evaluation:</b>	Professional Staff Certification Documents Mentoring Program Log Sheet Professional Learning Communities Documentation Professional Development/In-service documentation and/certificates of achievement

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1     Mentoring Program Chico Elementary School Teacher Mentoring Program	SD	Students will be taught by highly qualified teachers.	Admin; mentor teacher, mentee	Employee Certification Documents  "Chico Elementary School Teacher Mentoring Program"  Professional Learning Communities (PLC)  Local SCE	Aug. 2015-May 2016
2     PLC-Professional Learning Communities	SD, T	Students achievement and behavior support	Admin, Teachers	Learning community notes, shared resources among professional  Local SCE	Aug. 2015-May 2016
3     One-One Teacher	CE	Student as deemed necessary	Teacher, Principal	State Adopted Academic Resources Supplemental Academic Resources Local SCE	Aug. 2015-May 2016
4     Review of applicants	SD	Highly qualified applicants	Principal, Director of Special Programs	TEA Determining "Highly Qualified Status"	Aug. 2015-May 2016



Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Hire Highly Qualified Educators	SD	Teachers, Paras	Admin, Hiring Committee	Applicants Teaching Credentials, Experience  Local SCE	Aug. 2014-current
2 Mentoring Program	SD, T	Teachers	Admin, Professional Educators Assigned to new Hires.	Human-Professional educators  Chico Elementary School Teacher Mentoring Program Documentation Resources	Aug. 2015-May 2016
3 Professional Development	SD, T	Teachers, Paras, Secretary	Admin, Professional Educators,	In-service, Staff Meetings, Professional Development, Conferences specific to all legal updates in education; included but not limited to Title 1, 504 IDEA, Dyslexia, Core Curriculum, STAAR, Testing	Summer 2015 Aug. 2015-May 2016
4 Professional Learning Communities	SD	Teachers	Teachers, Admin	Human~Professional staff share ideas, suggestions, material resouces	Aug. 2015-May 2016

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Notify parents if their child is not being taught by highly qualified teacher in any core area.	PI	Parents	Administrator	Local	Aug. 2014 - June 2015

**Chico Elementary School  
Areas to Celebrate**

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	Six weeks award ceremony for A-honor roll and A/B-honor roll	Awards presented
		Writing	Six weeks award ceremony for A-honor roll and A/B-honor roll	Awards presented
		Math	Six weeks award ceremony for A-honor roll and A/B-honor roll	Awards presentedv
		Science	Six weeks award ceremony for A-honor roll and A/B-honor roll	Awards presented
		Social Studies	Six weeks award ceremony for A-honor roll and A/B-honor roll	Awards presented

Campus Improvement Plan for Chico Elementary School	Subgroups	appropriate STAAR test.	
		Roaring Dragon	Given to the 5th grade student with the highest GPA, Excellent Role Model, UIL Achievements, STAAR Scores
		Soaring Dragon	
		Top Dragon	Given to 5th Grade Student(s)- 2nd/3rd highest GPA, 1-2 students who have very high GPA, consideration to the type of role model, attendance UIL Achievements & STAAR scores
		Perfect Attendance	Presence at school every day, on time, no tardies and remain until regular scheduled school day ends. Student excitement.
		Recognition/Awards for Top AR Readers	
		Ready Reader Certificates	Determined by the number of books read & tested on successfully using Accelerated Reading Program
		SOM Student of the Month	Certificates given for reaching specified reading levels
		A-Team Assembly	
		Shooting Star	Celebrated monthly nominated by teacher
		Caught Doing Something Good Award	Celebrated every 6 weeks A/AB Honor Roll Recipients
		Character Lessons; North Texas Karate Academy/STAR Council/ District Counselor	Given to student who excel in both academic and behavioral situations but might not ever make A/AB or Perfect Attendance honors. This student is an excellent roll model.
		Student Birthdays are announced, student receives celebratory bday pencil.	This recognition is reported to the entire school via morning announcements.
		EOY 5th Grade Clap Recognition	Life skills & Leadership/Character Lessons
		Rise and Shine (Great Expectations)	Announced during morning announcements Pencils are given/ & students are presented with Happy Bday sticker
			Clap Out
			Weekly Recognition
			6/17/15

STP	Area	Indicator	Description of Activity	Evidence of Success
	Social/ Emotional	Discipline	Student of the Month Positive roll model, consistent hard worker, leadership, good citizenship, excellent attendance	Luncheon: parents, grandparents and/or are invited students are recognized and given place mats, photos are displayed outside office for entire month.
		Extracurricular	UIL Participation and Awards	Number participating and awards earned. This is announced and celebrated at School Board Meeting & at the A-Team Assembly corresponding to the completion of events where
		Other		High morale Survey
Teachers	Professional Development		Comp days for summer staff development	Documentation of training attended
	New Staff		Assign mentor to support and assist all new employees. Assure they are part of grade level and vertical alignment PLC's.  Student Teachers are welcomed and supported	Mentoring documentation Survey Mentee Report Reports filled out by teacher
	Retention		End of Year breakfast and service awards for years of service to district	Service awards
	Qualifications		All professional teachers are highly qualified	TEA Determining "Highly Qualified" Status New Elementary Teacher (PK-6th).  End of year celebration luncheon.
Parents	Participation		Parent volunteers DADS of Dragons Public School Week Donuts for Dad Muffins for Mom	Sign-in sheet for documentation of parent helping in room. Sign-in documentation for involvement Recognize volunteers with gift
	Communication		Remind 101, emails, parent letters, work folders, school website, Principal Monthly Newsletters	Survey improved parent communication.

### Student Performance Data

Science STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
5	All	41	33	80	90	7	17	20%
5	HI	12	9	75	80	3	25	20%
5	WH	29	24	83	93	4	14	20%
5	SED	23	19	83	93	5	22	20%
5	SPED	7	4	57	67	0	0	20%
5	LEPC	5	3	60	70	1	20	20%

Biology STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

**Mathematics STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
3	All	44	43	98	99	8	18	20
3	HI	16	15	94	96	2	13	15
3	WH	26	26	100	100	6	23	25
3	SED	21	21	100	100	3	14	16
3	SPED	5	4	80	82	0	0	-
3	LEPC	10	9	90	92	1	10	12
4	All	38	30	79	80	4	11	13
4	HI	7	6	86	88	0	0	-
4	WH	28	22	79	80	4	14	16
4	SED	24	18	75	77	3	13	15
5	All	40	32	80	82	12	30	32
5	HI	12	9	75	77	2	17	19
5	WH	28	23	82		10	36	38
5	SED	23	17	74		6	26	28
5	SPED	8	4	50	52	0	0	-
5	LEPC	5	4	80	82	1	20	22

**Algebra I STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

**Reading/English Language Arts STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
3	All	43	41	95	95	7	16	20
3	HI	15	13	87		2	13	14
3	WH	26	26	100		5	19	20
3	SED	21	19	90		4	19	20
3	LEPC	9	8	89		2	22	23
4	All	38	29	76		3	8	10
4	HI	7	7	100		0	0	5
4	WH	28	22	79		3	11	12
4	SED	24	18	75		1	4	5
5	All	41	33	80	90	6	15	20
5	HI	12	10	83	85	2	17	19
5	WH	29	23	79	85	4	14	16
5	SED	24	20	83	87	5	21	22
5	SPED	9	5	56	60	0	0	0
5	LEPC	5	4	80	85	0	0	0

**English I Reading STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

**English II Reading STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

**Writing STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
4	All	38	27	71	80	0	0	20
4	HI	7	6	86	90	0	0	20
4	Wh	28	19	68	75	0	0	20
4	SED	24	18	75	80	0	0	20
4	LEP M1	0						
4	LEP M2	0						

**English I Writing STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	LEP M1							
EOC	LEP M2							



**English II Writing STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	LEP M1							
EOC	LEP M2							

**Social Studies STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

**US History STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

World History STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

## 2014-15 Campus Improvement Plan for Chico Elementary School

### Area of Focus: Campus Culture

**District Priority:**

The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.

**Campus Performance Objective:**

Chico Elementary will provide continuous opportunities for parents, guardians and grandparents to be an active part of their child's education. Chico Elementary staff and admin are encouraged and supported.

**Formative Evaluation:**

Parents provide positive feedback to teachers and school personnel.  
Staff moral is improved and supported.  
Survey(s) Parent/Personnel

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Student of Month (SOM), A-Team Assembly, Perfect Attendance	PI	Students & Parents, Guardians, grandparents	Principal, Teachers, Parent Volunteers	Local funds CE	Aug. 2015-May 2016
2 Meet The Teacher, End of Year Field Day, Talent Show, Spelling Bee	PI, T	Students & Parents, Guardians, Grandparents	Principal, Teachers, Volunteers	Local funds CE	Aug. 2015-May 2016
3 Holiday Family Meals Holiday Student Shopping Spree	PI	Students, Parents, Guardians	Local community members, Churches, Individual Donations, Staff	Human resources, Individual, Community and School and community volunteer funds	November-December 2015
4 Seasonal Celebrations	PI, T	Students, Parents, Guardians	Teachers, Volunteers	Local funds, Human Resources	Ongoing 2015-2016
5 Safety Day	PI, T, BP, VP	Students	Wise County AgLife Extension Service	Local Funds, Human Resources	October 2015
6 I-Denta Kid	PI, BP, VP	Students	I-Denta Kid Staff Pat Horner	Parent personal resources	November 2015
7 Book Fair	PI	Students	Librarian, Secretary, Parent Volunteers	Personal resources	Fall 2015/Spring 2016
8 Public School Week	PI	Students, Parents, Guardians, Grandparents	Principal, Teachers, Para Professionals, Nurse, Secretary	Local Funds	March 2016
9 Kindergarten Roundup	PI, AR, T, TI	Students, Parents	Principal, Teachers, Para Professionals, Nurse, Secretary	Local Funds	March 2016

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
10 Ntka Karate Martial Arts Physical Activity aligned with character building.	VP, BP	Students	P.E. Teacher, Stephen Starnes	Human Resources	Aug. 2015-May 2016
11 Title I	TI, AR	All students at CES. Closing performance gaps on state accountability tests	All Staff, Principal	TI	2014-2015
12 Great Expectations	TI, PI, BP, VP	Students, Staff, Parents, Community	All Staff, Principal,	TI	Aug. 2015-May 2016
13 Outdoor Classroom Schoolyard ecology & green-space.  Use the environment via an integration & supplemental context for learning. Encourage students, staff, parents and the community to learn & work together within Texas' native wildlife & habitat.	PI, BP, VP	Students, Staff, Parents, Community	Teacher, Students, Parent, Community, Principal	TI, Grant funds	Aug. 2015-Ongoing

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Florist/Flowers/Plants		Staff	Staff, Secretary, Principal	Sunshine Funds	On going 2015-2016
2 PLC (Professional Learning Communities)	SD, T	Staff, Principal	Admin, Teachers	Local Funds, TI, CE	Monthly
3 Birthday Celebrations Cupcakes		Staff	Admin, Secretary	Sunshine Funds	Monthly
4 Perfect Attendance Incentive		Staff	Superintendent, Principal	Local Funds	2nd semester 2015
5 Silver Gypsy		Staff	Secretary, Principal	Personal	Fall 2014]5/Spring 2016
6 Staff Web Sites	SD, T	Parents, Students	Teachers	Local	On going 2015-2016
7 Outdoor Classroom Schoolyard ecology & green-space.  Use the environment via an integration & supplemental context for learning. Encourage students, staff, parents and the community to learn & work together within Texas' native wildlife & habitat.	PI, BP, VP	Students, Staff, Parents, Community	Teacher, Students, Parent, Community, Principal	TI, Grant funds	Aug. 2015-Ongoing

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Volunteers, Book Fair, Penguin Workshop	PI	Parents, Guardians, Grandparents, Community Members	Admin, Teachers	Human Resource, Materials as needed by individuals, Pass, Local	Ongoing

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
2 D.A.D.S. Dads Assisting Dedicated Students	PI, VP, BP	Dads, Granddads	Resource officers, Admin, Parents	Program directives, Background checks, Dads	Aug. 2015-May 2016
3 Parental Involvement activities include: PASS meetings, annual Title I meeting, LPACs, Care Team meetings, Open House, Student of the Month luncheon, parent conferences, Online technology that keeps the parent connected and the lines of communication open.	PI, TI	Parents/Guardians	Admin., Teachers, Secretary	Title I Local funds	Aug. 2015-May 2016
4 Parent Portal	PI, T, SD	Parents, Guardians	Teachers, Secretary	Local funds, Human Resources	Ongoing every six-weeks
5 During Title 1 annual meeting review parental involvement policy & Parent/Teacher compact. These documents are available during this meeting, at registration, on the web site and during the Spring SBDN meeting.	PI, T1	Parents, Guardians	Principal, Teachers, Secretary	Title I Local Agenda Meeting notifications Sign-in Sheet	October 2015 Spring 2016
6 During the Annual Title 1 meeting held to inform the parents of their schools participation in Title 1 and explain the requirements and rights of parents to be involved.	PI, TI	Parents and/or guardians, students	Principal, Teachers, Secretary	Title I Local Agenda Meeting notifications Sign-in Sheet	October 2015 Spring 2016
7 Spirit of Christmas Holiday Family Meals Holiday Student Shopping Spree	PI	CES Families	Local, Community members, Churches, Individual Donations, Staff	Human Resources	November 2015 December 2015
8 Teacher Conferences: at least twice yearly to monitor student progress.	PI	Parents, Students	Teachers	Local	On going
9 Public School Week	PI	Students, Parents, Guardians, Grandparents	Principal, Teachers, Para, Office Staff	Pass, Local	March 2016
10 Kindergarten Roundup	PI, AR, T, TI	Students, Parents	Principal, Secretary, Nurse	Local	March 2016
11 Staff Web Pages	PI, T	Students, Parents, Guardians, Grandparents	Principal, Teachers, Para	Local	Ongoing
12 Lunchroom volunteer to help open milk, clean messes, crowd control, etc...	PI	Parents/Guardians	Principal/ Staff	Lunchroom aids	Ongoing
13 Weekly Readers: assist classroom teachers one day a week with children who need extra opportunities to read with an adult	PI	Parents/Guardians/Community volunteers	Principal/Staff	Classroom Teachers	Ongoing
14 Volunteer Recognition through such activities as: gift cards, local news, certificates, etc...	PI	Parents/Guardians/Community Volunteers	Principal/ Staff	Principal/Staff	Three to six times each school year.

Parents						
Strategies		Codes	Target Group	Person(s) Responsible	Resources	Timeline
15	<p>Outdoor Classroom Schoolyard ecology &amp; green-space.</p> <p>Use the environment via an integration &amp; supplemental context for learning. Encourage students, staff, parents and the community to learn &amp; work together within Texas' native wildlife &amp; habitat.</p>	PI, BP, VP	Students, Staff, Parents, Community	Teacher, Students, Parent, Community, Principal	TI, Grant funds	Aug. 2015-Ongoing

## 2014-15 Campus Improvement Plan for Chico Elementary School

### Area of Focus: Student Safety

**District Priority:**

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

**Campus Performance Objective:**

There will be no tobacco, alcohol or drugs. Accidents requiring intervention will decrease. Emergency procedures will be in place for inclement weather, fire, other disasters and lock-down procedures are clear in the event of threat to students or staff. Bus and front pick-up is monitored to assure each student is accounted for at day end.

**Formative Evaluation:**

Number of accidents involving students are reduced.

Bi-Monthly drills.

Bus monitors use a check list to assure students are placed on specific bus.

Front monitors check students name placed on right-side of vehicle dash and/or make visual contact to assure students are being picked up by allowed person(s)

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Drug Free School Week will be announced and included in Instructional Program	VP, BP, PI	Students, parents, guardians	Principal, teachers	District wide events/daily student participation; Pep rallies and informational assemblies; Student Resource Officer	Red Ribbon week and activities October 23 - 31, 2015
2 Playground Guidelines	VP, BP	Students, teachers	Principal, teachers, paraprofessional staff	Discussed in each classroom; campus wide; enforced by all staff; two-way communication devices are used at recess; rules posted at doors that lead to playgrounds	All year
3 Utilize Student Resource Officer	VP, BP	Students, teachers	Principal, teachers, Resource officer	Requested appearance for morning arrival and at afternoon pick-up; requested for any publicly open school event	All Year
4 Children will be taught dangers of alcohol, drugs and tobacco. Presentations will be done addresses drug and alcohol use.	VP, BP	Students, teachers	Principal, teachers, paraprofessional staff. Resource Officers	Red Ribbon Week; health units taught by teachers	All Year, October Assembly
5 More secure access in the front office perhaps a window disallowing access to secretary, nurse, principal or other staff or students in front office area. Key Code Entrance for offices and all doors from any hallway to the office.	VP, Safety	All students and staff	Superintendent, Principal	PASS, Local funds	June 2015

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
6 Improved drive through access from off Park Road. "Name Placards"	Safety	Students/Parents/Guardians	Librarian, Secretary, Principal	Local Funds	Aug. 2015-May 2016
7 Emergency Folders are provided to every staff member.	Safety	Students, staff	Teachers, Principal, Evacuation Team	Local	Throughout school year
8 Periodic Evacuation Drills Fire Tornado	Safety	Students, staff	Office personnel, Principal	Local	Throughout school year

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Emergency folders are in every classroom. Emergency procedures are discussed and practiced. All emergency folders are up to date with all student names and phone numbers.	SD, T	Staff, Custodians	Principal, Secretary, Teachers, Custodians	Emergency folders are prepared for every classroom teacher.	All year
2 Use of walkie-talkies to communicate specific needs to staff & students during non-instruction times, i.e. at recess, cafeteria, P.E., after/before school duties.	T, VP, BP	Teachers, Aides, Students	Principal, Teachers, Aides, Custodians	Walkies-Talkies, Batteries	All year
3 All classroom and access doors remain locked at all times, with a magnet in place should a lock down be necessary. Simple removal of magnet secures the classroom.	VP	Staff	Principal, Teachers	Magnets provided to every staff member and specific directives to keep all doors locked at all times. Code is provided to staff to indicate Lock Down is necessary.	Aug. 2015-May 2016
4 Bus monitors use a check list to assure students are placed on specific bus. Front monitors check students name on right-side of dash and/or make visual contact to assure students are being picked up by allowed person(s)	Safety	Staff, Parents	Staff, Principal, Aides	Lists are used to check bus riders are placed on the bus. Name tags and/or visual identification used for car pick-up	Aug. 2015-May 2016

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 All Visitors & Volunteers will wear identification and be routed through front office only.	PI, VP	Visitors, Parent, Guardians, Community Members	Office personnel, Principal, Teachers	Raptor System; Visitor must provide valid state ID	Aug. 2015-May 2016



Parents						
Strategies		Codes	Target Group	Person(s) Responsible	Resources	Timeline
2	Parents are given student name placards to be placed on right side of their dash indicating grade level(s) and name(s) of their children so traffic monitors can easily determine who they are picking up in order to improve pick up procedures.	PI	Parents, Staff	Office Staff	Laminated Name Tags	All year

## 2014-15 Campus Improvement Plan for Chico Elementary School

### Area of Focus: Attendance

<b>District Priority:</b>	The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.
<b>Campus Performance Objective:</b>	Student attendance will increase from 96.1% to 97%
<b>Formative Evaluation:</b>	End of year attendance rates will be improved. Six weeks tardy and absences will be decreased.

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Grade level attendance awards are given for "Perfect Attendance" (In class on time everyday with no tardy or early release) & "Attendance" (In class every day with an unavoidable tardy or early release).	PI	Students	Teachers, Office, PASS	PEIMS, Grade Books, Parent Org.	Each 6 weeks
2 A child who is required to attend school under this section shall attend school each school day for the entire period of the program of instruction is provided (Section 25.085)	PI	Students	Student, Parent	PEIMS, Texas Compulsory School Attendance Requirements	All Year
3 Student may be given credit for a class unless the student is in attendance for at least 90 percent of the days the class is offered (Section 25.092)	PI	Students	Students, Parents	PEIMS, Texas Compulsory School Attendance Requirements	All Year
4 Once a student has reached five tardies in a six weeks period a report will be filed with the Justice of the Peace Truancy Court (Section 25.093)	PI	Students, Parents	Principal, secretary, courts	Chico ISD requirements	All Year
5 A child completing the year with perfect attendance will be included in a "Student/Parent Celebration"	PI	Students, Parents	Student, parents, teachers, principal	Activity Fund	All year

  

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Each classroom will keep an attendance record	T	Teachers	All teachers	Grade book	Each 6 Weeks

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
2 A board approved attendance committee will hear petitions for class credit by students who have not met the 90 percent attendance rule and have not earned class credit by completing a principal's plan. Classroom teachers shall comprise a majority of the attendance committee.	PI, AR	Teacher, Principal	Principal, secretary, grade level professional staff.	Attendance Records.  Except as provided below, a student shall not be given credit for a class unless the student is in attendance 90 percent of the days the class is offered. This restriction does not affect a student's right to excused absences to observe religious holy days. [See FEB]	All year

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Call home after student(s) absence daily, fifth absence- parents receive 1st warning letter, seventh absence- 2nd warning letter, tenth absence- truancy letter, eighteenth absence- court letter.	PI, AR	Parents, students	Secretary, Principal	PEIMS Records, State Attendance Rules	As needed all year
2 Discipline steps and procedures are in place to deter tardy and early removal of students.	PI	Parents, students	Teacher, Principal, Secretary	PEIMS Data	All Year

## 2014-15 Campus Improvement Plan for Chico Elementary School

### Area of Focus: College and Career Readiness

**District Priority:**

Help students plan for life beyond graduation (1B-7)

**Campus Performance Objective:**

To increase student awareness about college and career opportunities for their future.

**Formative Evaluation:**

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 College spirit days. Students and staff will wear college spirit shirts on the last Friday of each six weeks.		Students, teachers, staff, principal	Teachers and Principal	Personal	Last Friday of each six weeks starting with the second six weeks. (Last Friday of each six weeks)
2 Career Day College/Career Fair: Invite college and business professionals from the surrounding areas to share about college and business opportunities.		Students	Teachers, principal and College/Career Fair Committee, Various professionals from around the community share their expertise about different career choices.	Local	End of May 2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 College Awareness: Decorate classroom doors with college information.		Teachers and students	Teachers	Construction paper, laminator, college signs etc...	May 2016
2 College/Career Fair: Invite college and business professionals from the surrounding areas to share about college and business opportunities.		Teachers, principal and College/Career Fair Committee	College/Career Fair Committee	Human	May 2016

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 College/Career Fair: Invite parents to speak during college fair day	PI	Parents	Principal, Teachers, Students, Parents	Human, contact is made throughout the year with parents who have college degrees and/or specific trades or skills they are invited to speak.	May 2016

## 2014-15 Campus Improvement Plan for Chico Elementary School

### Area of Focus: Science

<b>District Priority:</b>	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
<b>Campus Performance Objective:</b>	State standard or higher passing rate for 5th Grade Science STAAR
<b>Formative Evaluation:</b>	STAAR Results in Science will improve.

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Lab/Field Opportunities (Hands-on)	SD, T, AR	Students	Teachers, Principals	Local Funds/Grants/Title I, Title II, Lab supplies, iPads, hardware and consumables	Aug. 2015-May 2016
2 Provide Tutorials	SD, T	Students	Teachers, Technology Coordinator	Science Lab, Computer Lab, United Streaming/Title I, Title II, iPads (class sets)	Aug. 2015-May 2016
3 Attend Weatherford College STEM Day; Increase student awareness and interest in Science, Technology, Engineering & Mathematics	AR, T	Students	Teachers, Weatherford College Representatives	Transportation, Human/Title I, Title II	October/November 2015
4 Increased knowledge in science terminology	T, AR, CE	Students	Teachers, Principal	LoneStar Learning- Seeing Science Structure, Science Doodle iPads-Class set for grades 3-5	Aug. 2015-May 2016
5 Lego Education We Do S.T.E.M. Construction Sets	T, CE	Students	GT Teacher, Principal, Technology Coordinator	Teacher editions, Legos, Software support, Motor & motion sensors, expansion kits as needed	July 2015-May 2016
6 Outdoor Classroom Schoolyard ecology & green-space.  Use the environment via an integration & supplemental context for learning. Encourage students, staff, parents and the community to learn & work together within Texas' native wildlife & habitat.	PI, BP, VP	Students, Staff, Parents, Community	Teacher, Students, Parent, Community, Principal		Aug. 2015-Ongoing

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Integrate vertical alignment results	SD	Teacher, students	Teachers, Principal	TEKS/STAAR obj, United Streaming, Promethean Boards, C-Scope	Aug. 2015-May 2016
2 Implementation of state adopted texts and supplemental materials	SD, T	Teacher, students	Teachers	State Texts Supplemental material, C-Scope, iPads, Title I, Title II	Aug. 2015-May 2016
3 Professional Development opportunities in the area of STEM will be capitalized on to increase student interest, find differing strategies for learning and enrich & supplement the current curriculum.	SD, T	Teachers, students	Teachers, Principal	Local and/or State Compensatory, Title I, Title II	Aug. 2015-May 2016
4 Attending annual science based professional development	SD, T	Teachers. students	Teachers	Local and/or State Compensatory, Title I, Title II	Aug. 2015-May 2016
5 Lego Education	SD	Teacher	Teacher, Principal	SC, Title 1, Local	July 2015-May 2016
6 Outdoor Classroom Schoolyard ecology & green-space.  Use the environment via an integration & supplemental context for learning. Encourage students, staff, parents and the community to learn & work together within Texas' native wildlife & habitat.	PI, BP, VP	Students, Staff, Parents, Community	Teacher, Students, Parent, Community, Principal	TI, Grant funds	Aug. 2015-Ongoing

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Outdoor Classroom Schoolyard ecology & green-space.  Use the environment via an integration & supplemental context for learning. Encourage students, staff, parents and the community to learn & work together within Texas' native wildlife & habitat.	PI, BP, VP	Students, Staff, Parents, Community	Teacher, Students, Parent, Community, Principal	TI, Grant funds	Aug. 2015-Ongoing

## 2014-15 Campus Improvement Plan for Chico Elementary School

### Area of Focus: Mathematics

<b>District Priority:</b>	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
<b>Campus Performance Objective:</b>	By May 2014, at least 95% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment. This Campus will meet AYP in every area measured.
<b>Formative Evaluation:</b>	95% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Evaluate / Benchmark tests and classroom assessments  Daily observations, beginning of year baseline, unit pre/post assessment for progress monitoring	AR, CE, SD	Students	Teachers Principal	C-Scope Benchmark test Teacher made test Successmaker Program Promethean Boards Iowa Test iPads Cogat Title I Title II Envision - Pearson Lone Star TEKS Target Practice Quia iPads-Class Sets	Aug. 2015-May 2016
2 Integrate Vertical Alignment Results	AR, CE, SD	Students	Teachers	TEKS Digital Math TEKS target practice Renaissance Math iPads-Class Sets	Aug. 2015-May 2016
3 Implementation of targeted assistance in mathematics with supplemental materials	TI, T	Students	Principal Teachers	Supplement materials Rally, Renaissance Learning Math Excel Math - 1st Grade iPads - Class sets	June 2015
4 Provide tutorials for at-risk, economically disadvantaged and homeless students	AR, CE, T1	Students	Principal Teachers Care Team AMI Teachers	TEKS and STAAR objectives Technology, iPads (Class Sets) AMI, ARI, and IFTE	Aug. 2015-May 2016

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
5 Implementation of school wide curriculum with supplemental materials	CE, SD, T	Students	Teachers Principal	C-Scope State adopted Textbook and Supplement materials Lone Star Title I, Title II iPads	Aug. 2015-May 2016
6 Lego Education We Do S.T.E.M. Construction Sets	CE, T,	Students	Teacher, Principal	Legos, Software Support, Motor and motion sensors, Expansion kits as needed.	July 2015-May 2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Professional Development Opportunities	SD, T, CE	Professional and Para professional staff	Teachers, Principal	Local Funds, State Compensatory, Title I, Title II	Aug. 2015-May 2016
2 Professional Development Renaissance Learning Mathematics/Accelerated Reading	SD, T	Teachers, Admin	Teachers, Principal	Title II	Aug. 2015-May 2016
3 Professional development opportunities for developing teacher classroom management, improving student relationships, supplemental activities that support academic, social and emotional needs of students will be sought.	SD, T	Teachers, Admin	Teachers, Principal	Ti, SCE	Throughout the year
4 Lego Education	SD, T	Teacher, Admin	Teacher, Principal	SCE, Ti	July 2015- May 2016

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline



## 2014-15 Campus Improvement Plan for Chico Elementary School

### Area of Focus: Reading/English Language Arts

**District Priority:** Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Campus Performance Objective:** Objective: By May 2015, 95% of students grades 3-5 will pass the reading portion of STARR.

**Formative Evaluation:** STAAR Results

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 TEKS	AR, T, SD	Students K-5th	Teacher, Principal	Promethean Boards, United Streaming, Successmaker, Lexia Core 5, Accelerated Reader, C-Scope, Target Reading Online	Aug. 2015-May 2016
2 Benchmark Testing	AR, T1, SD	Students 3rd -5th	Teacher, Principal	Benchmark Tests, Released STAAR tests, Quia	2X per school year
3 STAAR Released Tests	AR, T1, SD	Students 3rd -5th	Teacher, Principal	TEA, Pearson	Aug. 2015-May 2016
4 TPRI	AR, T1, SD	Students K-2nd	Teacher, Principal	TPRI Test	3X/yr
5 IOWA	AR, T1, SD	Students 2nd	Teacher Principal	IOWA Test	May 2015
6 Cognitive Ability Test	AR, T1, SD	Students 2nd	Teacher Principal	Cognitive Ability Test	May 2015
7 SuccessMaker	AR, T1, SD	Students K-2nd	Teacher Principal	6 Weeks SuccessMaker Reports	Aug. 2015-May 2016
8 Accelerated Reader	AR, T1, SD	Students K-5th	Teacher Principal	AR Tests, STAAR Tests, STAR results	Aug. 2015-May 2016
9 Fluency Checks	AR, T1, SD	Students 1st -5th	Teacher	TPRI, fluency passages	Each 6 weeks

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
10 Saxon Phonics	AR, T1, SD	Students K-1st	Teacher	Saxon Program	Aug. 2015-May 2016
11 Provide Tutorials for Students At- Risk And Economically Disadvantaged	AR, T1, SD	Students 2nd -5th	Teacher	Released STAAR, Supplemental Materials, iPad cart, Lexia, C-Scope, iPads (class set in grades 3-5)	Aug. 2015-May 2016
12 Provide Summer School	AR, SD	Students 3rd -5th	Teacher	Released STAAR, Supplemental Materials, C-Scope, iPads, Lexia	Aug. 2015-May 2016
13 Care Team Coordinates & Integrate Services	AR, T1, SD	Students Pk-5th	Teacher	At-Risk criteria Referrals, Teacher assessments, TPRI & STAAR Scores Fluency and STAR results from AR	Aug. 2015-May 2016
14 Vocabulary	AR, T1, SD	Students 3rd-5th	Teacher	C-Scope, Quia, iPads (class sets)	Aug. 2015-May 2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Provide Professional Development Opportunities	AR, T1, SD	Teachers, Para-professionals	Teacher, Principal	Results of At-Risk criteria referrals used to determine specificity of training(s). Title I, Title II, Quia	Aug. 2015-May 2016

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

## 2014-15 Campus Improvement Plan for Chico Elementary School

### Area of Focus: Writing

**District Priority:** Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Campus Performance Objective:** Students will score 90% in Writing

**Formative Evaluation:** End of Year STAAR Results

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Evaluate STAAR,Benchmark tests and Pre-diagnostic assessment data		Students	Principal Teachers	Benchmark TEKS objectives C-Scope	Aug. 2015-May 2016
2 Integrate Vertical Alignment Results		Students	Teachers	TEKS objectives TPRI ELPS C-Scope	Aug. 2015-May 2016
3 Integration of State adopted text and supplemental materials		Students	Teachers	State textbooks & supplemental materials, Kamico 4th writing, C-Scope, RALLY , Title I, Title II, Laptops (Class set for 4th/5th)	Aug. 2015-May 2016
4 Provide tutorials		Students	Teachers Principal and Care Team	Technology TEKS & STAAR objectives, Promethean, Interactive United Discovery Learning, Laptops (Class set for 4th/5th)	Aug. 2015-May 2016
5 Offer extra-curricular opportunities for writing enrichment (UIL, School Newspaper)		Students	UIL Writing Coaches, Teachers	Student participation, progress monitoring of writing	Aug. 2015-May 2016
6 Utilize Write Steps Writing and Lonestar Learning Target Practice		Students	Teachers/Principal	Write Steps Writing and Lonestar Learning Target Practice	Aug. 2015-May 2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Analysis of student writing to align instruction and grading practices in vertical and horizontal PLC meetings. (Grades 2-5)		Teachers, Principal	Principal, PLC members	Student compositions, rubrics, PLC Agenda	Monthly all year
2 Provide ongoing assessments for writing to monitor student progress (grades 2-5).		Teachers, Principal	Principal, PLC members	Student compositions	Every six weeks

Teachers						
Strategies		Codes	Target Group	Person(s) Responsible	Resources	Timeline
3	To provide professional development opportunities		Teachers, para professionals	Principal, Teachers	Local Funds, Region XI, Title I, Title II	Aug. 2015-May 2016

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

## 2014-15 Campus Improvement Plan for Chico Elementary School

### Area of Focus: Social Studies

**District Priority:**

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Campus Performance Objective:**

By May 2016, 95% of all students and each student group, including special education students tested will pass end of course assessments

**Formative Evaluation:**

Students will produce project showing knowledge of regions of Texas, their community and the United States. Specific areas of interest including habitats, animals, plants & community as well as, government policies not limited to these but relating to specific Geography per grade level study.

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Purchase classroom laptop sets at 3rd, 4th & 5th grade to supplement use of online web-based social studies resources.	T1, T, SD	Students	Teachers, Principal	TEKS, iPads, United Streaming Texts, Promethean Boards, C-Scope, TX Weekly, iPads/Laptops for web based text books.	Aug. 2015-ongoing as necessary for yearly recycle and update of current 21st century technologies.
2 One major project	T, T1	Students	Teachers	TEKS, Texts and Supplementary materials, C-Scope, iPads, laptops	Aug. 2015-May 2016
3 Studies Weekly	T, T1,	Students	Teachers	TEKS, Texts and Supplementary materials (Studies Weekly)	Aug. 2015-May 2016
4 Studies Weekly Online Student Accounts	T, T1, SD	Students	Teachers	TEKS, Texts and Supplementary materials (Studies Weekly), computers	Aug. 2015-May 2016
5 Outdoor Classroom Schoolyard ecology & green-space.  Use the environment via an integration & supplemental context for learning. Encourage students, staff, parents and the community to learn & work together within Texas' native wildlife & habitat.	PI, BP, VP	Students, Staff, Parents, Community	Teacher, Students, Parent, Community, Principal	TI, Grant funds	Aug. 2015-Ongoing

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<p>6 Houghton Mifflin Harcourt Social Studies is a comprehensive K–5 curriculum solution designed to engage and motivate every student. Through the stories of the intriguing people, exciting places, and fascinating events that make social studies relevant to their lives, students gain a global perspective. They also learn the social studies themes and skills they need to become informed, participating citizens who consider diverse points-of-view, use critical thinking skills, and are active in their communities.</p> <p>Completely aligned to the national standards, the program’s research-proven content provides rigor and depth in an easy-to-read, highly visual format that instantly connects with all types of learners. Reading Skill development and reinforcement organized around a Big Idea and What to Know Essential Questions is core to the pedagogy. Because students also learn through interaction, the engaging hands-on activities and technology explorations in the Harcourt Social Studies program provide the high-interest level tools to foster that connection.</p>	Local	Students	Deputy Superintendent, Principal, Teachers	Local funds	Aug. 2015 SS Adoption

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 To provide Professional Development Opportunites	SD, T	Teachers	Principals, teachers	Local Funds, Title I, Title II	Aug. 2015-May 2016
2 Social Studies Videos	T	Teachers	Teacher	Local funds, Title I	Aug. 2015-May 2016
<p>3 Outdoor Classroom Schoolyard ecology &amp; green-space.</p> <p>Use the environment via an integration &amp; supplemental context for learning. Encourage students, staff, parents and the community to learn &amp; work together within Texas' native wildlife &amp; habitat.</p>	PI, BP, VP	Students, Staff, Parents, Community	Teacher, Students, Parent, Community, Principal	TI, Grant funds	Aug. 2015-Ongoing

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Studies Weekly Newsletter	PI	Parents	Teacher	Local Funds, Title 1	Aug. 2015-May 2016

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<p>2 Outdoor Classroom Schoolyard ecology &amp; green-space.</p> <p>Use the environment via an integration &amp; supplemental context for learning. Encourage students, staff, parents and the community to learn &amp; work together within Texas' native wildlife &amp; habitat.</p>	PI, BP, VP	Students, Staff, Parents, Community	Teacher, Students, Parent, Community, Principal	TI, Grant funds	Aug. 2015-Ongoing

## 2014-15 Campus Improvement Plan for Chico Elementary School

### Area of Focus: Parent & Community

**District Priority:** Increase Parent & Community Involvement  
**Campus Performance Objective:** Increase Parent & Community Participation  
**Formative Evaluation:** Academic Testing Data  
 Student/Parent/Community Survey Results

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Special Programs are offered to assist at risk students in improving academics in the areas of reading and mathematics. Parent meetings (i.e.Title I, Intervention, ESL,Sp.Ed.) Parent Compact	T1, AR, PI, T, VP, BP	Students, Parents	Care team, Principal, Grade level teachers	Title I funds/Title II ESL funds SCE funds Website	Aug. 2015-May 2016
2 Care Team	T1, AR, PI, T, VP, BP	Students, Parents	Care team, Principal, Grade level teachers	Local funds	Aug. 2015-May 2016
3 Open House	PI, T	Parents, Grandparents, Community, Students	Principal, Grade level teachers	Local and Activity Funds	March 2016
4 LPAC Meeting	T1, AR, PI, T, VP, BP	Parent, Students	LPAC team, Principal, Grade level teachers	Local Funds	Aug. 2015-May 2016
5 Student of the Month	PI	Parents, Grandparents, Community, Students	Secretary, Teachers, Paraprofessional, Principal	Local Funds	Monthly Aug. 2015-May 2016
6 Monthly Newsletter, Marque, Website, Parent Portal	PI, T, BP, VP	Parents, Grandparents, Community, Students	Principal, Secretary, Technology Director	Local Funds	Monthly Aug. 2015-May 2016
7 North Texas Karate Academy/Stephan Starnes	BP, VP	Students/ staff	Principal/ PE	Local Funds	Monthly Aug. 2015-May 2016



Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
8 Outdoor Classroom Schoolyard ecology & green-space.  Use the environment via an integration & supplemental context for learning. Encourage students, staff, parents and the community to learn & work together within Texas' native wildlife & habitat.	PI, BP, VP	Students, Staff, Parents, Community	Teacher, Students, Parent, Community, Principal	TI, Grant funds	Aug. 2015-Ongoing

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Outdoor Classroom Schoolyard ecology & green-space.  Use the environment via an integration & supplemental context for learning. Encourage students, staff, parents and the community to learn & work together within Texas' native wildlife & habitat.	PI, BP, VP	Students, Staff, Parents, Community	Teacher, Students, Parent, Community, Principal	TI, Grant funds	Aug. 2015-Ongoing

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Volunteers	PI	Parents and/or guardians, Grandparents, Community	Parents, Teachers, Principal, P.A.S.S Officers	Parent survey of who is available and when.	School year
2 Meet and Greet Teachers	PI	Parents and/or guardians, Grandparents, Community	Principal and Teachers	Review classroom procedures, field questions with parents for future weeks.	August 2015
3 Open House	PI	Parents and/or guardians, Grandparents, Community	Principal Staff	Advertisement, Marque news paper news Letter	March 2015
4 P.A.S.S Meetings	PI, VP, BP	Parents and/or guardians, Grandparents, Community	Parents, Teachers, Principal	Parents, special events	Monthly
5 Read to Students-Parents, Grandparents	PI, T	Parents and/or guardians, Grandparents, Community	Principal, teachers, parents, grandparents	Advertisements, newspaper, classroom newsletter	March 2014 (Public School Week)
6 Family Fun Night	PI, T, VP, BP	Parents and/or guardians, Grandparents, Community	Principal, teachers, parents	Classroom materials, iPads, etc...	Annually

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
7 Read-A-Thon	PI, T	Parents and/or guardians, Grandparents, Community	Principal, teachers, parents	Parents, library, teachers notes home to parents	Annually
8 Community Career Day	PI, T, BP, VP	Parents and/or guardians, Grandparents, Community	Community Workers, principal, teachers	community workers, notes home, sign-up sheets	Annually
9 Parents to help with art projects (decorating for holidays, UIL, etc....)	PI	Parents and/or guardians, Grandparents, Community	Principal, teachers, parents	Volunteer requests, notes home, school website	Monthly
10 Parents attend special class events (Thanksgiving Feast PK-2, Parade-Kinder, Beach Day PK-1, Field Day, SOM, ATeam Assembly)	PI	Parents and/or guardians, Grandparents, Community	Principal, teachers, parents	Notes home, website, other materials that can be donated to help with the special events	Seasonally through-out the school year 2015-2016.
11 Outstanding Parent Volunteer Award-Given to parents who go above and beyond for the school.	PI	Parents and/or guardians, Grandparents, Community	Principal, office staff, teachers	Campus Funds	End of School Year May 2016
12 Watch D.O.G.S.	PI, VP, BP	Parents and/or guardians, Grandparents, Community	Dads, principal, teachers	Campus Funds, Activity, Local Funds	Aug. 2015-May 2016
13 Veterans Day Celebration	PI	Parents, Community , Staff, Students	Staff/ Principal	Notes home/ advertisements/ marquee	Annually
14 Muffins with Moms/ Donuts with Dads	PI	Parents/Students/Grandparents	Staff/Principal	Notes home/marquee	Annually
15 Christmas Shoppe	PI	Parents/Students/Grandparents	PASS/Staff	Notes home/ marquee	Annually
16 Outdoor Classroom Schoolyard ecology & green-space.  Use the environment via an integration & supplemental context for learning. Encourage students, staff, parents and the community to learn & work together within Texas' native wildlife & habitat.	PI, BP, VP	Students, Staff, Parents, Community	Teacher, Students, Parent, Community, Principal	TI, Grant funds	Aug. 2015-Ongoing

## 2014-15 Campus Improvement Plan for Chico Elementary School

### Area of Focus: Special Populations

**District Priority:**

To meet the academic/educational needs of individual students. To implement procedures to facilitate the pre-referral processes for students.

**Campus Performance Objective:**

To assure students from all populations receive early intervention and/or placement into support programs which address their specific needs and academic challenges.

**Formative Evaluation:**

Number of At Risk referrals will decrease. Increased student success on state mandated tests. The number of students Identified GT will be maintained for 3rd-5th grade students. Services for all students will be implemented in a timely manner.

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<p>1 Title 1 School-Wide Campus</p> <p>The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.</p> <p>Improving The Academic Achievement Of The Disadvantaged.</p>	T1	Meeting the educational needs of low-achieving children in our schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance and Title 1 students.	Teacher, Principal, Support Staff	<p>Pre referral: Reading/ Math Readiness~Benchmarks,</p> <p>3rd-5th STAAR K-2nd TPRI (BME) Fluency Tests (State Criteria/Local Criteria) STAR Reading/Math Lexia Teacher Observation We Play Smart (Hatch table)</p>	<p>Sept 2015 Testing/Care Team Meetings</p> <p>2015 Results Benchmarks ( 2) Oct. 2014/ Feb. 2015 Every 6 wks.</p> <p>On going throughout the year.</p>
2 Care Team, 504, LPAC/ARD decision making teams based on RTI's three tiers or other local criteria	AR, T1, CE, PI, SD, T	At-Risk/ESL, Spec. Ed, Dyslexia, Title 1 and economically disadvantaged students.	Principal Staff	Wise Co. Coop. Local Title I Title II Title III	Aug-June (2015-2016)
3 Focus on neglected curriculum in Mathematics and Reading.	AR, T1	Mobile students, at-risk students and Title 1 students.	Teachers Principals	TEKS Objectives C-Scope Lexia PDAS	August 2015- June 2016
<p>4 Identify GT students</p> <p>1st semester nomination &amp; implementation of services before Christmas break.</p> <p>2nd semester- 2nd grade "all" students tested, results to be mailed at end of school year.</p> <p>Identify Twice Exceptional students</p>	T, SD	Gifted Students, Twice Exceptional students	Principal, Teachers, Parents	Teacher nominations, parent nominations, assessment data, projects, CogAT, GATES, Extra Curricular activities	<p>Oct. 2015,</p> <p>All students may at all times be challenged within the academic setting as deemed appropriate.</p> <p>Testing April 2015</p>

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
5 Upgrade existing technology for student use to 1-1 in order to better evaluate students ability & increase student achievement as well as, engagement.	T, T1	All title 1 recipients, GT, 504	Principal, Title 1 Teacher	Tablets, Laptops, Headphones, Promethean Boards, Hatch Tables, Quia-oral administration, Class sets of iPads for grades 3-5, Laptop class set for 4th/5th (one set per grade)	By June 2016 & ongoing
6 Lego Education We Do S.T.E.M.	T1, SCE	GT	Principal, Teacher	Legos, Software Supplements, Motor and Motion sensors, expansion kits as needed	July 2015-May 2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Maintain Highly Quailfied Staff	SD	Teachers, paraprofessionals	Teachers, principal	Local, Title I, Title IIA	Aug.-June 2015-16
2 Provide professional development opportunities	SD, T, T1	Teachers	Teachers, principal,	Local, Title IIA	Aug.-June 2015-16
3 Maintain and/or higher highly qualified interventionist in Reading & mathematics	SD, T, T1	Teachers	Principal	Local, Title IIA	Aug.-June 2015-16
4 Maintain Chico Elementary School as School Wide Title 1 status	SD, PI, T, T1	Principal, Teachers	Principal, Title 1 Staff, Federal Programs Director, Financial Office, Superintendent	Title I	Ongoing
5 Staff annually attend CESD to update legal forms training for 504, Dyslexia, Title I and procedures to be in compliance	SD, PI, T1	Principal, teachers	Principal, Title 1 Staff, Federal Programs Director, Financial Office, Superintendent	Title I	Ongoing
6 Promote self-advocacy as appropriate	SD, PI, T1	Principal, teachers	Principal, Title 1 Staff, Federal Programs Director, Financial Office, Superintendent	Title I	Ongoing
7 Status lists maintained for all students by administration/teachers - available for all meetings on student's success	SD, PI, TI,	Principal, teachers	Principal, Title 1 Staff, Federal Programs Director, Financial Office, Superintendent	Title I	Ongoing

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Care Team, ARD's, LPAC, Website, Parent Portal, PASS, Volunteers	PI, T1	Parents, Students, Community	Teachers, Principal	Activity and/or local funds	Aug.-June 2015-16
2 Open House	PI	Parents, Students, Community	Teachers, Principal	Activity and/or local funds	Aug.-June 2015-16
3 Family Fun Night	PI	Parents, Students, Community	Teachers, Principal	Activity and/or local funds	Aug.-June 2015-16
4 Library Read Night	PI	Parents, Students, Community	Teachers, Principal	Activity and/or local funds	Aug.-June 2015-16
5 Health Information Night	PI	Parents, Students, Community	Nurse, Teachers, Principal	Activity and/or local funds	Aug.-June 2015-16
6 Technology Night	PI, T	Parents, Students, Community	Teachers, Principal	Activity and/or local funds	Aug.-June 2015-16

Parents						
Strategies		Codes	Target Group	Person(s) Responsible	Resources	Timeline
7	Dads for Dragons	PI	Parents, Students, Community	Teachers, Principal	Activity and/or local funds	Aug.-June 2015-16
8	Special Olympics	PI	Parents, Students, Community	Teachers, Principal	Activity and/or local funds	Aug.-June 2015-16

## 2014-15 Campus Improvement Plan for Chico Elementary School

### Area of Focus: Student Achievement

**District Priority:**

Chico Elementary will close the achievement gaps among all students.

**Campus Performance Objective:**

Interventions will be provided to all identified students working below grade level according to established criteria.

**Formative Evaluation:**

Identified students in a targeted Title I, math and reading will progress at least one grade level as evidenced by student(s) improved six week grades  
The students will also maintain 90% passing rate on STARR test.

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Conduct a comprehensive needs assessment of the campus which may include STARR, TPRI, TELP AS, annual reports, AEIS indicators, benchmarks, fluency test, Star	AR CE	Mobile Economically disadvantaged At-Risk ESL Dyslexia	Principal , Teachers, Special programs coordinator, secretary	Title I	Aug.-June 2015-16
2 Students not performing on grade level will receive research based interventions that are effective methods and successful instructional strategies such as but not limited to: Pull-out programs, Reading Recovery Strategies, Accelerated Reader, Saxon Phonics, Rosetta Stone, and Computer Based Curriculum, C-Scope, I Station, Think Through Math, Core 5, Rite Flight, Renaissance Learning	SD AR CE T TI	At-Risk Title I ESL Dyslexia Mobile	Teachers Principal	Local Funds Title I	Aug.-June 2015-16
3 Coordinate with classroom teacher, as well as Pre-K, special education, At Risk, ESL, and Dyslexia, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of programs. Time priorities, lower as needed.	AR T TI	All Staff	Teachers Principal	Title I	Aug.-June 2015-16
4 Maintain instruction of all students by highly qualified staff.	SD TI	Teachers, Paraprofessionals	Teachers Principal	Title I	Aug.-June 2015-16
5 Provide opportunities for professional development to staff working with Title I students.	SD, T1	All Staff	Teachers Principal	Title I, Title II	Aug.-June 2015-16

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Maintain instruction of highly qualified staff	SD	Teachers, paraprofessionals	Teachers, Principal	Title I, Title II, Title III, SCE	Aug.-June 2015-16

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
2 Professional Development 1. Understanding the Biology of Learning to Improve the Art of Teaching- Applying current neuroscience research to improve classroom instruction 2. Making Content Sticky: What to Do When Students Don't Get It or Can't Remember It! 3. Mindsets - How Core beliefs About Intelligence Impact School Performance - Unleashing a mindset of achievement 4. How to Build a Language-Rich, Student-Centered, Interactive Classroom in ALL Content Areas 5. Why Relationships Matter & Tips for Connecting With Kids to Improve School Performance 6. Powerful Proven Strategies to Accelerate Acquisition of Academic Language 7. Raising the bar for Special Education Students & Instilling the Confidence They need to Jump Over It! 8. Making Content Comprehensible for Students Learning English - Strategies to dramatically increase ELL opportunities for listening, speaking, reading & writing in the classroom	SD	Teachers	Teacher	Title II	Aug.-June 2015-16

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Care Team, ARD's, LPAC's, school website, parent portal, PASS, volunteers, Chico Fest, Family Fun Night, etc...	PI	Parents	Teachers, principal, paraprofessionals	Local	Aug.-June 2015-16
2 Family health night	PI	Parents	Principal, nurse, teachers	local	Aug.-June 2015-16
3 Library Night	PI	Parents	Principal, teachers, Librarian	Local	Aug.-June 2015-16
4 Technology Night	PI	Parents	Principal, teachers	Local	Aug.-June 2015-16
5 DAD 4 Dragons This program during will: 1. Provide an unobtrusive presence in our school; 2. Be a positive and active role-model for students	PI	Dads/Grandads/Male Community Members	SRO, Principal	Title 1, Local	Aug.-June 2015-16

## 2014-15 Campus Improvement Plan for Chico Elementary School

### Area of Focus: Title One

**District Priority:** Improve and increase academic success for all students  
**Campus Performance Objective:** Targeted reading and mathematics  
**Formative Evaluation:** State mandated assessments

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<p>1 Title 1 Targeted Reading and Mathematics</p> <p>The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.</p> <p>Improving The Academic Achievement Of The Disadvantaged.</p>	T1	Meeting the educational needs of low-achieving children in our schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading & mathematics assistance	Principal, Title I Staff, At risk intervention staff	<p>Rally, Renaissance Learning Benchmarks, TPRI, Teacher Observation, Fluency Tests</p> <p>Pre referral: Reading/ Math Readiness~Benchmarks,</p> <p>3rd-5th STAAR</p> <p>K-2nd TPRI (BME)</p> <p>Fluency Tests (State Criteria/Local Criteria)</p> <p>Teacher Observation</p>	<p>Aug. 2015-June 2016</p> <p>Sept 2015 Testing/Care Team Meetings</p> <p>2014-2015 Results Benchmarks ( 2) Oct. 2015/ Feb. 2016</p> <p>Every 6 wks.</p> <p>On going throughout the year.</p>
<p>2</p> <p>1. Understanding the Biology of Learning to Improve the Art of Teaching- Applying current neuroscience research to improve classroom instruction</p> <p>2. Making Content Sticky: What to Do When Students Don't Get It or Can't Remember It!</p> <p>3. Mindsets - How Core beliefs About Intelligence Impact School Performance - Unleashing a mindset of achievement</p> <p>4. How to Build a Language-Rich, Student-Centered, Interactive Classroom in ALL Content Areas</p> <p>5. Why Relationships Matter &amp; Tips for Connecting With Kids to Improve School Performance</p> <p>6. Powerful Proven Strategies to Accelerate Acquisition of Academic Language</p> <p>7. Raising the bar for Special Education Students &amp; Instilling the Confidence They need to Jump Over It!</p> <p>8. Making Content Comprehensible for Students Learning English - Strategies to dramatically increase ELL opportunities for listening, speaking, reading &amp; writing in the classroom</p>	T II				



Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<p>3 Identify students not older than age 21 who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards that meet the following eligibility criteria: Two criteria for each subject</p> <p>Rally, Renaissance Learning Benchmarks, TPRI, Teacher Observation, Fluency Tests Pre referral: Reading/ Math Readiness~Benchmarks,</p> <p>3rd-5th STAAR K-2nd TPRI (BME) Fluency Tests (State Criteria/Local Criteria)</p> <p>Teacher Observation</p> <p>Conduct a comprehensive needs assessment of students who meet the eligibility criteria to include, but not limited to AEIS, checklists, teacher observations, SDFSC annual report, etc.</p> <p>Provide supplemental services to eligible students such as Reading and Math.</p> <ol style="list-style-type: none"> <li>1. Upgrade classroom technology and establish a one to one technology plan for the TIA classroom.</li> <li>2. Renaissance Learning for Math</li> <li>3. Lexia Core Reading Program</li> <li>4. SDE Conference &amp; educational materials.</li> </ol>	TI Part A	Students	Teachers	<p>Report Cards Progress Reports Disaggregated data STAAR Scores Checklists, Standardized Achievement Test, Released STAAR Tests Rank list of students to be served</p> <p>REAP (6300) \$43234.00 Excell Math (1st Grade)</p>	<p>August and as needed</p> <p>By end of year 2015</p>
<p>4 2. Ensure planning for identified students is incorporated into existing school planning such as curriculum alignment, grade level meetings, SBDM</p>		Title I, Part A Local	Administrator SBDM Title I, Part A Teachers	Agendas, minutes of planning meetings DIP/CIP	August 2015 – May 2016
<p>5 3. Ensure that effective methods and instructional strategies are based on scientifically based research that strengthens the core academic program</p>	Title II, Part A		Administrator Title I, Part A Teachers	Lesson Plans & STAAR scores	Daily

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
6 4. Ensure the school-wide program is coordinated with and supports the regular education program for helping to close the gap for at-risk students	Title I, Part A Title II, Part A, ESL Advanced Academics, SCE,CTE, Local		Administrator Title I, Part A Teachers SBDM	List of programs on campus Observation Agendas, minutes of meetings	Daily
7 5. Provide instruction by highly qualified teachers	Title I, Part A Title II, Part A		Administration	Teacher Certificates TEA HQ determination forms Title 1 Salary (6100) \$75,309.00 FTE 1.23	Daily
8 6. Provide opportunities for professional development for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating students.	Title I, Part A Title II, Part A Local		Administration ESC	Staff development Calendar Attendance Certificates Title 1 (6200) \$4719.00 Title 1 (6300) \$3000 Title 1 (6400) Misc. \$696.00 Title 2A- REAP (6200) \$5424.00 Title 2A- REAP (6300) \$5419.00 Title 2A- REAP (6400) other \$5419.00	Fall, Spring, Summer 2015-16
9 7. Provide strategies to increase parental involvement i.e. conferences, parent policies, development revision of school compact, open house, fall festivals, UIL, etc.	Title I, Part A Local		Administrator Title I, Part A Teachers	Copies of conference logs, compacts, sign-in sheets; Evaluations of parent involvement activities. Agendas, minutes of meetings	Fall, Spring 2015-16

<p>Programs, including programs, necessary, state secondary, vocational and technical education, and job training.</p> <p>Provide supplemental services for identified students to meet state academic achievement standards</p> <p>Reserve funds for homeless students attending non-Title I, Part A campuses High School and Junior High.</p> <p>Publicly report highly qualified teacher status</p> <p>Ensure that the campus highly qualified teacher plan includes strategies to ensure teacher, who are not highly qualified in all core academic subject areas taught, become HQ in a reasonable time frame</p> <p>Submit all campus highly qualified reports by deadline</p> <p>District has a written parent involvement policy that is developed jointly with, and agreed upon by, and distributed to parents of participating students</p> <p>Campus has a written parent involvement policy that is developed jointly with, and agreed upon by, and distributed to parents of participating students</p> <p>Convene an annual meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved</p> <p>Develop/annually revise School-Parent compact that outlines how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards</p> <p>Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents.</p> <p>Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand</p> <p>Provide to each individual parent of participating students, information on the parents' right to request information regarding the professional qualifications of his/her child's classroom teachers</p>	<p>Advanced Academics, BE/ESL, SCE, CTE, Dyslexia, Special Education,</p> <p>Title I</p> <p>Title I Board meeting</p> <p>Federal, local</p> <p>Local</p> <p>Local</p> <p>Local Title I, Part A, local</p> <p>Local</p> <p>Local</p>	<p>Administration, teachers</p> <p>Administration, business manager</p> <p>Administration</p> <p>Administration, non-HQ teachers</p> <p>Administration</p> <p>Administration, parents of participating student</p> <p>Administration, parents of participating student</p> <p>Administration</p> <p>Administration, Title I teachers, parents of Title I students</p> <p>Administrations, parent(s) of participating students</p> <p>Administration, teachers in program</p> <p>Administration</p> <p>Title I teachers</p> <p>Administration</p>	<p>involvement activities</p> <p>State Assessment Scores List of homeless students HQ Reports, Board Agendas &amp; minutes</p> <p>Teacher records, HQ Report</p> <p>Submit date of report, PBM.ICR report</p> <p>Meeting agenda, notes, sign-in sheet, Written LEA parent involvement policy</p> <p>Meeting agenda, notes, sign-in sheet, Written Campus parent involvement policy School calendar showing date, Program handouts, agenda, minutes, sign-in sheet</p> <p>Agenda, notes, sign-in sheets from meeting, Compacts developed and distributed</p> <p>Meeting on calendar, Agenda minutes, sign-in, handouts Communication to teachers, Sample of materials sent to parents in language of parents, list of translators, website translator button</p> <p>Statement developed for handbook, Handbook</p>	<p>Daily</p> <p>July 2015</p> <p>12/16</p> <p>September – May 2015-16</p> <p>10/16</p> <p>Review May/June Distribute August</p> <p>Review May/June Distribute August Fall</p> <p>May/June Fall As needed</p> <p>Registration Packet in August and at the time of registration during the year.</p>
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Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Ongoing professional development	PD, TI, T II	Teacher	Principal, Teachers	In-service	2014-2015
2 Unleashing a Mindset of Achievement - Five Steps to Inspiring Greater Effort and Building More Resilient Learner. How to Build a Language-Rich, Student-Centered, Interactive Classroom - Accelerate Academic Performance	PD, TI, TII	Teacher	Principal	In-service	2014-2015

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

## 2014-15 Campus Improvement Plan for Chico Elementary School

### Area of Focus: Teacher Training and Retention

**District Priority:** Maintain highly qualified teachers. Provide opportunities for continued professional growth.

**Campus Performance Objective:** Maintain highly qualified teacher and provide training.

**Formative Evaluation:** PDAS; Highly qualified certification verified by campus administration.

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Professional Development	SD				
2 Implementation of state adopted texts and supplemental materials	T, SD	Rigor has been heightened for all students. Intervention and support will be given to students within all core blocks.	Teachers, Principal	Local, Title 1, CE	Aug.-June 2015-16

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Professional Development					

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

2014-15 Campus Improvement Plan for Chico Elementary School

Area of Focus:

District Priority:

Campus Performance Objective:

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

**\* Legend for Codes**

Code	Plan	Indicates that the strategy addresses...
AR	At-risk	The needs of students deemed "at-risk" of academic decline.
CE	Compensatory Education	initiatives supported by these funds - math helping teachers; Small-group Reading Improvement and Reading Enrichment; summer school for LEP students; SOS; at-risk staffing at Title 1 campuses.
PI	Parent Involvement	students' need for support from home and/or the school's use of volunteers.
SD	Staff Development	training needs for teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
T1	Title 1	federal mandates for targeted assisted Title 1 programs.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.
BP	Bullying Prevention	prevention of bullying behavior on the campus.

## CIP PART II: ASSURANCE ADDENDUM

**Chico Elementary School**  
**Karen Decker , Principal**  
**2014-15 Campus Improvement Plan**  
**Chico Independent School District**

### Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an "X" in the box next to the corresponding requirement.

X	Chico Elementary School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
X	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
X	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
X	Included goals and methods for violence prevention and intervention on campus.
X	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.
	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
X	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
	The use and implementation of Stimulus money will be monitored monthly.



## CIP PART II: ASSURANCE ADDENDUM

### Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Karen Decker	Principal
Kelly Laney	Business
Todd Bailey	Community
Sharon Whitaker	Parent
Kristina Charles	Professional
Lana Hand	Pre K Teacher
Cammy Terrell	Kinder Teacher
Mary Scott Daniel	1st Grade Teacher
Pricilla Loper	2nd Grade Teacher
Laina Bowyer	3rd Grade Teacher
Leigh Ann Howard	4th Grade Teacher
Tammy Sanders	5th Grade Teacher
Paula Buckner	Special Education Teacher
Mary George	At Risk Support Teacher
Linda Duck	Title 1

CPOC Meetings* for 2014-15			
#	Date	Time	Location
1	August 28, 2013	1:00 p.m	Chico Elementary Library
2	September 30, 2013	3:45 p.m.	Chico Elementary Library
3	October 23, 2013	3:45 p.m.	Chico Elementary Computer Lab
4	November 6, 2013	3:45 p.m.	Chico Elementary Library
5	February 4, 2014	3:45 p.m.	Chico Elementary Library
6	May 29, 2014	3:45 p.m.	Chico Elementary Library

\* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

## CIP PART II: ASSURANCE ADDENDUM

### Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
X	1) TAKS Recognized or Exemplary	For 2012-13, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
X	2) TAKS Commended Performance	For 2012-13, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
X	3) Parent and Community Involvement	For 2012-13, the percent of parents and community members attending VIPS meetings will increase by 10%.	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
	4) Violence Prevention and Intervention	For 2012-13, discipline referrals for drugs, alcohol, and tobacco will be maintained at %.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
X	5) Violence Prevention	For 2012-13, the discipline referrals for offenses will be reduced by 25% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for .	Implement and monitor the school-wide safety and security plan.
X	6) Special Education	For 2012-13, the percent of students meeting ARD expectations will be at or above 70%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.

	Goal	Description	Formative	Summative	Strategy
X	7) Highly Qualified Teacher	For 2012-13, the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
	8) Secondary Drop-out Prevention	For 2012-13, the dropout rate will be % or less with no student group exceeding %.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2012-13 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2012-13 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least %.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2012-13, the percent of students who graduate with RHSP will be at or above %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	11) High School AEIS – Advanced Courses and Dual Credit	For 2012-13, the percent of students who have completed at least one advanced course will be at or above %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2012-13, the percent of students who take an AP exam will be at or above %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	13) High School AEIS – SAT/ACT Exams	For 2012-13, the percent of graduates who take SAT/ACT exams will be at or above %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	Goal	Description	Formative	Summative	Strategy
	14) High School CTE	For 2012-13, the percent of LEPCTE students passing TAKS will be at or above (percent of LEP passing TAKS) %.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

## CIP PART II: ASSURANCE ADDENDUM

### Section D

X	1. Use Part A resources to help participating children meet the State's student performance standards expected for all children.
X	2. Be based on effective means for improving achievement of children.
X	3. Ensure that planning for participating students is incorporated into existing school planning.
X	4. Use effective instructional strategies that-- <ul style="list-style-type: none"><li>• Give primary consideration to providing extended learning time such as an extended school year, before- and after-school, and summer programs and opportunities.</li><li>• Help provide an accelerated, high-quality curriculum.</li><li>• Minimize removing children from the regular classroom during regular school hours for Part A instruction.</li></ul>
X	5. Coordinate with and support the regular education program, which may include-- <ul style="list-style-type: none"><li>• Counseling, mentoring, and other pupil services.</li><li>• College and career awareness and preparation.</li><li>• Services to prepare students for the transition from school to work.</li><li>• Services to assist preschool children's transition to elementary school.</li></ul>
X	6. Provide instruction by highly qualified staff.
X	7. Provide professional development opportunities with Part A resources, and other resources, to the extent feasible, for administrators, teachers, and other school staff who work with participating children.
X	8. Provide strategies to increase parental involvement, such as family literacy services.

## CIP PART II: ASSURANCE ADDENDUM

### Chico Elementary School Chico Independent School District Staff Development Plans 2014-15

Date	Audience	Responsible for Planning	Purpose/Content
Aug. 2014	Teachers, para professionals	Principal,	Introduce need for Comprehensive Needs Assessment to staff. Set a date for the teachers to return a list of resources currently used/not used at the campus.
Nov. 2014	Teachers, paraprofessionals, community, business and professionals who have aided in updating and developing our CIP for 2014-2015	Teachers, CIC,	Share updated CIP
Nov. 2014	PLC, T1, Grade Level Teachers, Sp Ed Teacher, At Risk Teacher	Principal	PLC, meet to develop academic plans, review resources and develop strategies to meet needs of students deemed at risk of failure 2014-2015.
Aug. 2014-Current	Mentor assigned to new elementary campus employees both those new to the profession and to the district.	Teacher	Policy, procedures, campus culture.