

Kennard Independent School District



Kennard Elementary Campus Improvement Plan 2010-2011

Kennard ISD does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

No Child Left Behind (NCLB) Goals

ESEA Performance Goals, Performance Indicators, and Performance Targets

The No Child Left Behind Act of 2001, which amends the Elementary and Secondary Education Act of 1965 (ESEA), recognized that all children can achieve the same high standards and must be provided the education they need to reach those standards. Successful student academic performance depends upon the opportunity to attend schools that:

- *Provide instruction to all students that, based on the findings of solid research, will lead to gains in achievement for all students;
- *Have highly qualified teachers and principals;
- *Provide a learning environment that is safe and drug free, and conducive to learning; and
- *Are accountable to the public for results.

Performance Goals and Performance Indicators

To facilitate the implementation of the No Child Left Behind Act, the U. S. Department identified five performance goals that focus on student achievement. The five goals address levels of academic proficiency that all students would meet the special needs of certain populations of students, and factors such as qualified teachers and school safety that are critical to improved teaching and learning. Underlying the five goals is the presumption that all State, local, and federal educational resources will be integrated and coordinated to reach the overarching goals of improved student achievement. These five goals were required to be adopted in the submittal of the consolidated state application to receive funds under the No Child

The Department of Education also identified a core set of performance indicators for these five performance goals and required that they be adopted in the submittal of the consolidated state application. Following is a listing of the performance goals and performance indicators as required by the Department of Education in the submittal of the consolidated state application for funds under the No Child Left Behind Act.

No Child Left Behind (NCLB) Goals

ESEA Goals and Indicators

1. Performance goal 1: By 2013-2014, 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 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) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)

1.2 Performance indicator: The percentage of students in the aggregate and in each subgroup, who are at 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 111(h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)

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

2. 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 are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2

3. Performance goal 3: By 2005-2006, 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 ESEA).

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 whose sole duties are translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).

No Child Left Behind (NCLB) Goals

4. **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.

5. **Performance goal 5:** All students will graduate from high school.

5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma, -disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

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 used in National Center for Education Statistics reports on Common Core of

Data.

Kennard Elementary Goals and Objectives

Goal 1. From 2008-2011, Kennard Elementary students will meet or exceed the state standards on all appropriate academic excellence indicators.

Objective 1.1 At least 80% of each accountability student group (Campus, African-American, Hispanic, White, Economically Disadvantaged) will meet the standard on the Texas Assessment of Knowledge and Skills (TAKS) for Reading, Mathematics, Writing and Science (state accountability performance level for recognized).

Objective 1.2 The campus will meet or exceed the state for the percentage of students meeting TAKS Commended Performance for each subject area.

Objective 1.3 The attendance rate for the district will meet or exceed 96% for each six weeks reporting period.

Goal 2. Qualified and highly effective personnel will be recruited, trained, and retained in employment.

Objective 2.1 All teachers and instructional paraprofessionals of core academic subjects will be "highly qualified", and teachers of

Objective 2.2 As evidenced by student success, innovative programs to meet student needs will be developed and training

Goal 3. Kennard Elementary will encourage parents and the business sector to be full partners in the education of our children.

Objective 3.1 Kennard Elementary will increase by 5% parent and business participation in academic and extracurricular activities as evidenced from campus reports.

Goal 4. Kennard Elementary will maintain adequate facilities necessary to provide a safe and disciplined environment conducive to student learning and safety.

Objective 4.1 Reduce by 5% the number of incidents

**Kennard Elementary Campus Improvement Plan
2010-2011**

Goal 1. From 2008-2011, Kennard Elementary students will meet or exceed the state standards on all appropriate academic excellence indicators.

NCLB Goal:1

Objective 1.1 At least 80% of each accountability student group (Campus, African-American, Hispanic, White, Economically Disadvantaged) will meet the standard on the Texas Assessment of Knowledge and Skills (TAKS) for Reading/English Language Arts, Mathematics, Writing and Science (state accountability performance level for recognized)

NCLB Objective(s): 1.1, 1.2, 1.3;

Summative Evaluation: TAKS Summary Report, AEIS Report, AYP Report

Strategy	Person Responsible	Resources	Timeline	Evaluation
Continue to support accelerated instructional programs (summer, after/before school etc) for students not meeting state and/or local standards.	Superintendent Principal	OEYP, SSIG, Local FTE .5 teacher SCE 17,700	May/June 2011	By May 2011 disaggregate state assessment data (SSI) and student performance data (Local Policy) to determine student needs
Monitor and improve the instructional arrangements of ELL students.	Principal	PEIMS, LPAC, ARD, and State Assessment Data	Each 6 Weeks	By December 2010, review AEIS and campus assessment data to assess performance of ELL students and implement corrective actions related to instructional arrangements.
Continue to support improvement of student achievement as measured by district, state, and other assessments by providing curriculum updates to support vertical and horizontal alignment.	Principal	Region VI ESC CSCOPE DMAC mClass SCE 40,902	Semi- annually	By December 2010, review district assessment data for the district overall and each campus by students group and grade level to assess alignment and implementation of curriculum
Continue to implement the Technology Plan for the district.	Superintendent Principal	Local funds SCE 2,000	Semi- annually	By December 2010, review evidence identified in technology plan to determine implementation of strategies during the first semester

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2010-2011**

Goal 1. From 2008-2011, Kennard Elementary students will meet or exceed the state standards on all appropriate academic excellence indicators.

NCLB Goal:1

Objective 1.1 At least 80% of each accountability student group (Campus, African-American, Hispanic, White, Economically Disadvantaged) will meet the standard on the Texas Assessment of Knowledge and Skills (TAKS) for Reading/English Language Arts, Mathematics, Writing and Science (state accountability performance level for recognized)

NCLB Objective(s): 1.1, 1.2, 1.3;

Summative Evaluation: TAKS Summary Report, AEIS Report, AYP Report

Strategy	Person Responsible	Resources	Timeline	Evaluation
Continue to utilize instructional software, and web based programs to supplement and enhance the instructional delivery of the KISD curriculum	Principal Classroom Teachers	SCE 53,103	Each 6 Weeks	By May 2011 disaggregate state assessment data (SSI) and student performance data (Local Policy) to determine student needs
Continue to update Library with books and media	Superintendent Library Aide Principal	Local funds	Semi- annually	Requisitions
Implement standardized math problem solving model	Principal Intervention Teacher	SCE 2,950	Spring	By May 2011 disaggregate state assessment data (SSI) and student performance data (Local Policy) to determine student needs
Implement standardized reading strategy model	Principal Intervention Teacher	SCE 2,950	Spring	By May 2011 disaggregate state assessment data (SSI) and student performance data (Local Policy) to determine student needs
Implement academic vocabulary instruction six step model for PK-6 grade.	Principal Teachers	Building Academic Vocabulary by Robert Marzano	Weekly	Morning program announcements, student journals, informal student assessment
Incorporate mentor program	Principals High School Students Teachers		Spring 2011	By May 2011 disaggregate state assessment data (SSI) and student performance data (Local Policy) to determine student success

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2010-2011**

Goal 1. From 2008-2011, Kennard Elementary students will meet or exceed the state standards on all appropriate academic excellence indicators.

NCLB Goal:1

Objective 1.1 At least 80% of each accountability student group (Campus, African-American, Hispanic, White, Economically Disadvantaged) will meet the standard on the Texas Assessment of Knowledge and Skills (TAKS) for Reading/English Language Arts, Mathematics, Writing and Science (state accountability performance level for recognized)

NCLB Objective(s): 1.1, 1.2, 1.3;

Summative Evaluation: TAKS Summary Report, AEIS Report, AYP Report

Strategy	Person Responsible	Resources	Timeline	Evaluation
After school tutorials	Principal Teachers		Spring 2011	By May 2011 disaggregate state assessment data (SSI) and student performance data (Local Policy) to determine student success
Incorporate daily math focus	Teachers	Target the Question	ongoing	By May 2011 disaggregate state assessment data (SSI) and student performance data (Local Policy) to determine student success

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Goal 1. From 2008-2011, Kennard Elementary students will meet or exceed the state standards on all appropriate academic excellence indicators.

NCLB Goal:1

Objective 1.3 The attendance rate for the district will meet or exceed 96% for each six weeks reporting period.

NCLB Objective(s): 1.1, 1.3

Summative Evaluation: TAKS Summary Report, AEIS Report, AYP Report

Strategy	Person Responsible	Resources	Timeline	Evaluation
Implement and monitor attendance procedures	Principals	RSCCC	Weekly	Daily and Weekly Reports
Develop an incentive program to support student attendance	Principals	RSCCC Local funds Title I	Fall 2009	Daily and Weekly Reports
Optional Flexible Year Program	Principals Classroom Teachers	RSCCC	Ongoing	Number of students exempt due to meeting OFYP goals

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Goal 2. Qualified and highly effective personnel will be recruited, trained, and retained in employment.

NCLB Goal: 3

Objective 2.1 All teachers and instructional paraprofessionals of core academic subjects will be "highly qualified"

NCLB Objective(s): 3.1, 3.2

Summative Evaluation: Part A Highly Qualified Report.

Strategy	Person Responsible	Resources	Timeline	Evaluation
Recruit highly qualified professional personnel by participating in Regional/State Recruiting Fairs	Principal Superintendent	Local Funds	Spring	Applications received, phone contacts, resumes received,
Hire personnel using SBDM procedures	District Advisory Committee Principals	Local Funds	As positions become open	District Advisory Committee recommendations; input with principal
Analyze class rosters/demographic data to assure low-income and minority students are not taught at higher rates than other groups by teachers not yet "highly qualified"	Principal	Local Funds	June of previous school year	Class rosters will reflect heterogeneous placement
Communicate expectations to teacher regarding teaching strategies and the use of the lesson cycle and effective teaching practice.	Principal	Local Funds	Fall Monthly Faculty Mtgs.	Registration forms, workshop announcements, completion certificates, meeting agendas
Instructional leadership will conduct walk through and provide feedback and coaching.	Principal	Local Funds	ongoing	Walkthrough documentation / Conferences.

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Goal 2. Qualified and highly effective personnel will be recruited, trained, and retained in employment.

NCLB Goal: 3

Objective 2.2 As evidenced by student success, innovative programs to meet student needs will be developed and professional development provided.

NCLB Objective(s): 3.1, 3.2

Summative Evaluation: Number of staff retained at end of year

Strategy	Person Responsible	Resources	Timeline	Evaluation
Continue to support improvement of student achievement as measured by campus, state, and other assessments by providing professional development identified as research-based or best practices.	Superintendent Principal	OEYP, SSIG, Local SCE 5,900 FTE 1 Aide	May/June 2010	By May 2011 disaggregate state assessment data (SSI) and student performance data (Local Policy) to determine student needs
Wellness program for staff	Principal Nurse Coach	Local Funds	Each Semester	Calendar of Activities
Deliver a quality, effective substitute orientation program (staff development)	Principal	SCE 500	August, January	Principal and PEIMS coordinator present orientation program, evaluation results.

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Goal 3. KISD will encourage parents and the business sector to be full partners in the education of our children.

NCLB Goal:NA

Objective 3.1 KISD will increase by 5% parent and business participation in academic and extracurricular activities as evidenced from campus reports.

NCLB Objective(s): NA

Summative Evaluation: Annual Parent Survey, sign-in sheets

Strategy	Person Responsible	Resources	Timeline	Evaluation
Provide regular communications with parents using a variety of tools (ie. Monthly calendar, agendas, weekly folders, newsletters, website etc.)	Principal	SCE 4,250	Each 6 weeks	By December 2010, review items sent home for frequency
Personal notes on report cards/continue progress reports throughout the year	Teachers Principal	Local, Title Funds	Each 6 weeks	Copies of report cards and Progress Reports
Positive contacts (notes, progress reports, phone calls, etc.) continue	Principal Counselors Teachers	Local	Each 6 weeks	Phone logs
Parent Conferences	Principal Teachers Counselors	Local	Each 6 weeks	Copies of parent conference schedule and logs
Parent informational meetings (Open House, Meet the teacher, TAKS Nights, grade level meetings, Technology Nights, etc)	Principal Teachers Counselors	Local, Title I, SCE 3,550	Ongoing	Agendas and sign-in sheets

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Goal 4. Kennard Elementary will maintain adequate facilities necessary to provide a safe and drug-free environment conducive to student learning and safety.

NCLB Goal:4

Objective 4.1 Reduce by 5% the number of incidents

NCLB Objective(s): 4.1

Summative Evaluation: PEIMS 425 Report, Gun Free Report.

Strategy	Person Responsible	Resources	Timeline	Evaluation
Provide professional development, resources, and supplies to support Guidance and Counseling services for students PK-12	Counselor Principal	SCE 12,500	Quarterly	By May 2011, inventory guidance and counseling resources and supplies; ascertain professional
Implement guidance programs (violence prevention, conflict resolution, bullying, character education, Red Ribbon Week activities)	Principal Counselor ISS aide	ADAC, Region 6 Safe and Drug Free Fee Service SCE 750	Quarterly October	Program guidelines established, completed implementation reports, annual reports
Increase teacher, student, and parent awareness of issues regarding sexual abuse of children.	Counselor Principal	ADAC, Region 6 Safe and Drug Free Fee Service	Quarterly	Counselor lesson plans Agendas Parent Sign-In Sheets
Implement school/safety violence prevention	Principal Counselor	Camera System, Visitor Policy, Locked Doors, Drills, Canine unit. SCE	Each month	By June 2011 evaluate number of incident reports
Provide sixth grade students with an opportunity for physical fitness growth and knowledge	PE Teacher Principal	Texas Fitness Grant	Annually	Fitness Gram