

YEAR 2006-2007		WISE ELEMENTARY CHAPEL HILL ISD			COUNTY/DIST # 212-909-101
CAMPUS GOAL:		WISE ELEMENTARY SCHOOL WILL MEET OR EXCEED THE STATE STANDARDS IN ALL AREAS REPORTED ON THE TEXAS EDUCATION AGENCY'S ACADEMIC EXCELLENCE INDICATOR SYSTEM WHICH DETERMINES THE CAMPUS' ACCOUNTABILITY RATING BASED ON STUDENT PERFORMANCE FIGURES IN THE AREAS OF ATTENDANCE AND THE PREPERATION FOR STUDENT SUCCESS ON TAKS.			
CURRICULUM & INSTRUCTION					
CAMPUS OBJECTIVE #1		ALL STUDENT POPULATIONS WILL MEET OR EXCEED STATE STANDARDS FOR MASTERY IN READING AND MATHEMATICS			
ACTIVITIES	Responsible PARTY	TIME LINE	RESOURCES	COST	FORMATIVE EVALUATION
1. Disaggregate/analyze Spring 2006 TAKS scores of former Wise students to identify current/future student needs	<ul style="list-style-type: none"> • Asst. Principal • Counselor 	08/09/06 01/02/07	<ul style="list-style-type: none"> • State performance reports 	- 0 -	Increased mastery of TEKS directly correlated to the TAKS objectives that were not mastered in 2006 as evidenced by six weeks mastery tests
2. Classroom teachers will evaluate programs and/or strategies provided for special student populations (ESL, Bilingual, PPCD, Pre-K, K, Head Start, Reading Intervention Program, Speech, Resource & Gifted & Talented)	<ul style="list-style-type: none"> • Principal • Asst. Principal • Classroom Teachers 	5/2007	<ul style="list-style-type: none"> • Program Reports from Special Program teachers 	- 0 -	Improved student performance of special student populations on test scores will reflect increased mastery of TEKS correlated to TAKS as well as the mastery of TEKS documented on individual IEP'S. Recommend cluster group next year.

ACTIVITIES	Responsible PARTY	TIME LINE	RESOURCES	COST	FORMATIVE EVALUATION
3. Classroom teachers will continue Open Court reading strategies in order to advance skills on reading objectives that indicate a high percentage of non-mastery on the 2006 TAKS	<ul style="list-style-type: none"> • Principal • Asst. Principal • Classroom Teachers 	8/2006 1/2007 5/2007	<ul style="list-style-type: none"> • Lesson Plans • TPRI Tests • Curriculum Guides 	- 0 -	TPRI tests results will reflect increased mastery of the TEKS that are correlated to the TAKS reading objectives
4. Classroom teachers will continue the Bridges math program in order to advance skills on mathematics objectives that indicate a high percentage of non-mastery on the 2006 TAKS	<ul style="list-style-type: none"> • Principal • Asst. Principal • Classroom Teachers 	*End Of Six Weeks	<ul style="list-style-type: none"> • Lesson Plans • Six Week Mastery Tests • Curriculum Guides 	- 0 -	Two weeks mini tests & six weeks mastery tests results will reflect increased mastery of the TEKS that are correlated to the TAKS mathematics objectives
5. Classroom teachers will provide 90 minutes reading instruction.	<ul style="list-style-type: none"> • Principal • Asst. Principal • Classroom Teachers 	*End Of Six Weeks	<ul style="list-style-type: none"> • Lesson Plans • Curriculum Guides • Fluency Probes • Running Records 	-0-	The 90 minute reading block will reflect higher mastery level on TPRI tests.

ACTIVITIES	Responsible PARTY	TIME LINE	RESOURCES	COST	FORMATIVE EVALUATION
6. Classroom teachers will provide tutorials daily 7:30 – 8:00 a.m.	<ul style="list-style-type: none"> • Classroom Teachers 	Daily	<ul style="list-style-type: none"> • Six Weeks mastery tests 	-0-	<ul style="list-style-type: none"> • Six weeks mastery tests will reflect increased mastery of the TEKS that are correlated to the TAKS Math and Reading objectives • Decrease in At-Risk referrals
7. Teachers in Pre-K, Kindergarten, First and Second Grades will continue campus horizontal/vertical planning in areas of math and reading in order to determine strengths, weaknesses, and appropriate scope and sequence for each grade level	<ul style="list-style-type: none"> • Principal • Asst. Principal • Classroom Teachers • Reading Coaches 	Weekly/ Monthly	<ul style="list-style-type: none"> • 2006 TAKS results • TEKS • Curriculum Guides 	- 0 -	Improved classroom instruction and alignment of curriculum, increased attendance, increased mastery of TAKS, and increased math and reading skills as evidenced on teacher-made tests and six weeks mastery tests
8. Appropriate reading intervention for identified kindergarten, first and second grade students will be provided through TIER II & TIER III instruction.	<ul style="list-style-type: none"> • Principal • Asst. Principal • Teachers • Reading Intervention Teachers • Aides • Reading Coaches 	08/2006 01/2007 05/2007	<ul style="list-style-type: none"> • Title I Funds • Reading Intervention Teachers 	- 0 -	Reading levels on mid-year and end-of-year tests will increase from pretest given in 08/06
9. Provide advanced level learning opportunities and planned experiences for ALL K-2 students and provide students with gifted ability the opportunity to work beyond their grade level requirements	<ul style="list-style-type: none"> • Counselor • Classroom Teachers 	On-going	<ul style="list-style-type: none"> • Lesson Plans • Code VII Administrator Manual • TEKS • Local Funds 	- 0 -	Advanced level products will be developed and lesson plans will indicate a differentiated curriculum

<p>10. Teachers at Jackson & Wise will plan together and develop math benchmarks to monitor mastery of TEKS.</p>	<ul style="list-style-type: none"> • Teachers • Math Facilitator 	<p>Bi-monthly</p>	<ul style="list-style-type: none"> • 2006 TAKS results • Benchmark tests 	<p>-0-</p>	<p>Documented progress on benchmark tests Improved TAKS scores 2007 Documented growth on Exemplary Chart (chart on next page).</p>
<p>11. Provide Optional Extended Year Program at Kissam Intermediate during summer 2007 for identified at-risk students</p>	<ul style="list-style-type: none"> • Jackson Elementary Principal • Special Programs Director 	<p>06/2007</p>	<ul style="list-style-type: none"> • Student Report Cards • OEY Funds • Thomasine Cleaver 	<p>- 0 -</p>	<p>Students will show improved performance in identified areas from pre-test to post-test. Documented growth on Exemplary chart (chart on next page).</p>

ACTIVITIES	Responsible PARTY	TIME LINE	RESOURCES	COST	FORMATIVE EVALUATION
12. Provide support for reading and mathematics instruction by utilizing the computer lab on a weekly basis for PreK-2 students	<ul style="list-style-type: none"> • Principal • Asst. Principal • Computer Lab Aide • Classroom Teachers • Pre K/Head Start aides 	*End Of Six Weeks	<ul style="list-style-type: none"> • TEKS • Curriculum Guides • Technology Director 	- 0 -	Improved scores on teacher-made tests and six weeks mastery tests
13. Provide appropriate reading intervention for identified kindergarten, first & second grade students through "Reading First" Grant <ul style="list-style-type: none"> • Tutorials • TIER II • TIER III 	<ul style="list-style-type: none"> • Principal • Asst. Principal • Reading Coach • K, 1st & 2nd Grade Teachers • Reading Intervention Teachers • Reading 1st Aides 	*End Of Six Weeks	<ul style="list-style-type: none"> • TEKS • Curriculum Guide • TPRI Results • ARI Funds • "Reading First" Grant Funds 	- 0 -	Improved scores on unit tests, TPRI tests, checklists, six weeks mastery test scores. Documented growth on Exemplary chart.
14. Enhance technology applications at Wise.	<ul style="list-style-type: none"> • Principal • Thomasine Clever • Chuck Munoz • Computer Aide • Teachers 	On-going	<ul style="list-style-type: none"> • Title II, Part D 	- 0 -	Increased utilization of technology resources by both teachers and parents. Computers in classrooms
15. S.C.E. Funds are used to enhance the reform strategies of a Title I School-wide program.	<ul style="list-style-type: none"> • Principal • Asst. Principal 	On-going	<ul style="list-style-type: none"> • State Compensatory Funds 	- 0 - 7 FTE's	Decrease the gap between At-Risk students and other students in the areas of mathematics, language arts, science and social studies achievement

SUMMATIVE EVALUATION

STUDENTS IN KINDERGARTEN, FIRST AND SECOND GRADES WILL MEET/OR EXCEED STATE STANDARDS IN READING AND MATHEMATICS

ATTENDANCE

CAMPUS OBJECTIVE #1 STUDENT ATTENDANCE WILL MEET/OR EXCEED THE STATE STANDARD OF 94%

ACTIVITIES	RESPONSIBLE PARTY	TIME LINE	RESOURCES	COST	FORMATIVE EVALUATION
1. Daily calls will be made to a student's home the day of absence, and extended absences will require a statement from a physician verifying the illness	<ul style="list-style-type: none"> • Principal • Attendance Clerk • Classroom Teachers 	Daily	<ul style="list-style-type: none"> • Attendance Records 	- 0 -	Percentage of attendance will increase 1% from the 2005 - 2006 school year
2. Perfect Attendance incentives will be given at the end of each grading period	<ul style="list-style-type: none"> • Principal • Asst. Principal • Attendance Clerk • Classroom Teachers 	*End Of Six Weeks	<ul style="list-style-type: none"> • Attendance Records • Local Funds • PTO 	- 0 -	Percentage of attendance will remain above 94% for the 2005 - 2006 school year
3. Wall of Fame (Attendance bulletin board) *Display in entry hall	<ul style="list-style-type: none"> • Classroom Teachers • Secretary • Principal • Asst. Principal 	*End Of Six Weeks		-0-	Percentage of attendance will remain above 94% for the 2005 - 2006 school year

SUMMATIVE EVALUATION

AVERAGE DAILY ATTENDANCE (ADA) FOR THE 2006-2007 SCHOOL YEAR WILL MEET/OR EXCEED THE STATE STANDARD OF 96% FOR ALL STUDENTS

COMMUNICATION & PARENTAL INVOLVEMENT

CAMPUS OBJECTIVE #1: ESTABLISH AN EDUCATIONAL PARTNERSHIP BETWEEN HOME AND SCHOOL THAT FACILITATES STUDENT SUCCESS BY IMPROVING PARENTAL INVOLVEMENT OPPORTUNITIES

ACTIVITIES	RESPONSIBLE PARTY	TIME LINE	RESOURCES	COST	FORMATIVE EVALUATION
1. Facilitate a community involvement program for assisting classroom teachers and students	<ul style="list-style-type: none"> • PTO • Counselor 	*End Of Six Weeks	<ul style="list-style-type: none"> • PTO • Local Funds • Title I • Title III 	-0-	Increase in number of parent volunteers from 2005-2006 by 10%
2. Provide a newsletter to inform parents of school activities and student achievements	<ul style="list-style-type: none"> • Principal • Asst. Principal • Counselor • Classroom Teachers • Campus Staff 	*End Of Six Weeks	<ul style="list-style-type: none"> • Classroom Teachers • Campus Staff • Local Funds • Title I 	-0-	Increased involvement by parents and community members as evidenced by phone logs and parent conference records
3. First and second grade teachers provide a weekly newsletter to inform parents of school activities and events.	<ul style="list-style-type: none"> • 1st and 2nd grade teachers 	Weekly	<ul style="list-style-type: none"> • 1st and 2nd grade teachers • Local funds 	-0-	Increased parent communication and awareness of school activities as evidenced by increased student achievement and increased parent participation at school events.

ACTIVITIES	RESPONSIBLE PARTY	TIME LINE	RESOURCES	COST	FORMATIVE EVALUATION
4. Provide opportunities for parents & community members to participate in the following school activities: <ul style="list-style-type: none"> • Wise Warm-Up • Open House • Red Ribbon Week • TX Public Schools Week • Track & Field Day • Jump Rope for Heart • Academic Excellence Recognition • Teacher initiated activities • Music programs 	<ul style="list-style-type: none"> • Counselor • Music Teacher • P.E. Teacher • Classroom Teachers 	On-going	<ul style="list-style-type: none"> • Local funds • PTO 	-0-	Increase in number of parent & community participation (participation documented on sign in sheets.)
5. Conduct monthly Head Start parent meetings	<ul style="list-style-type: none"> • Head Start Site Staff 	Nov. 2006	<ul style="list-style-type: none"> • Region VII ESC • Head Start Funds 	- 0 -	Increased parent participation from 2004-2005 by 10%
6. Continuation of student programs utilizing music teacher. Programs will feature students. Students will perform programs through PTO meetings.	<ul style="list-style-type: none"> • Music Teacher • Grade Level Teachers 	On-going	<ul style="list-style-type: none"> • Local Funds 	- 0 -	Increase parent participation in PTO meetings by 50%.
7. Parent Night – Educate parents on different programs and discipline.	<ul style="list-style-type: none"> • Principal • Asst. Principal • Classroom Teachers • Reading Coaches 	Weekly in Nov.	<ul style="list-style-type: none"> • Title I 		Increased knowledge of various programs offered at Wise.
SUMMATIVE EVALUATION INCREASED LEVEL OF PARENT/COMMUNITY MEMBER PARTICIPATION AS EVIDENCED BY POSITIVE RESPONSES ON END-OF-YEAR SURVEY					

STAFF DEVELOPMENT

CAMPUS OBJECTIVE #1: APPROPRIATE AND PRESCRIPTIVE STAFF DEVELOPMENT WILL BE PROVIDED IN ORDER TO IMPROVE STUDENT ACHIEVEMENT FOR ALL STUDENT POPULATIONS

ACTIVITIES	RESPONSIBLE PARTY	TIME LINE	RESOURCES	COST	FORMATIVE EVALUATION
1. Provide training in Character Counts Curriculum for all new personnel	<ul style="list-style-type: none"> Counselor 	08/08/06	<ul style="list-style-type: none"> Character Counts Curriculum Title II, Part A 	- 0 -	Students will display appropriate behaviors as evidenced by a decrease in office referrals from 2004-2005
2. Provide discipline training for all staff members: * Lesson plans/Lesson cycle/Time on Task * Writing * Reading First * Bridges Math * Discipline *CWT's	<ul style="list-style-type: none"> Principal Asst. Principal Principal Teacher 	Once per month (1 st Wed. of each month 3:15-5:00 p.m.)	<ul style="list-style-type: none"> Local 		Decrease in discipline referrals from the 2004-2005 school year for all students including Spec. Ed. Students. Students sent to ISS will decrease from the 2004-2005 school year.
3. Provide updates for Gifted & Talented guidelines, timelines, and screening procedures	<ul style="list-style-type: none"> Counselor 	08/08/06 02/2007 05/2007	<ul style="list-style-type: none"> Region VII ESC Code VII Manual District Policy 	- 0 -	Referrals, screenings and number of students identified for GT services
4. Selected Teachers will participate in the John Crain Alignment Training in language arts, math and science.	<ul style="list-style-type: none"> Teachers 	On-going	<ul style="list-style-type: none"> Region VII Local 		Curriculum aligned with TEKS

ACTIVITIES	RESPONSIBLE PARTY	TIME LINE	RESOURCES	COST	FORMATIVE EVALUATION
5. Provide "CPI Training" for key staff members	<ul style="list-style-type: none"> • Principal • Asst. Principal 	09/2006	<ul style="list-style-type: none"> • CPI Trainers (District Level) • Special Education Director 	- 0 -	Referrals for disruptive and explosive behaviors Will decrease from 2005-2006 school year
6. Provide "TBSI Training" for key staff members.	<ul style="list-style-type: none"> • Principal • Asst. Principal 		<ul style="list-style-type: none"> • TBSI Trainer (District Level) • Special Education Director 	- 0 -	Trained staff members constantly evaluating plan & program (Team will meet 3 times per year)
7. Provide "Sheltered Instruction Observation Protocol" Training to selected staff	<ul style="list-style-type: none"> • Special Programs Director • Selected Classroom teachers 	01/2006	<ul style="list-style-type: none"> • Region VII Service Center • Special Programs Director 	- 0 -	Decrease the gap between At-Risk students and other students in the areas of mathematics, language arts, science and social studies achievement
8. Provide Ed Line training to teachers.	<ul style="list-style-type: none"> • Principal • Campus Technology Personnel 	01/2006	<ul style="list-style-type: none"> • Ed Line Trainers • District Technology Staff 	- 0 -	Ed Line will be fully implemented by mid January. Parent usage will increase monthly.
SUMMATIVE EVALUATION STUDENT ACHIEVEMENT WILL INCREASE AS EVIDENCED BY PERCENTAGE OF STUDENTS OBTAINING 70% OR GREATER MASTERY ON GRADE LEVEL TEKS					

VIOLENCE PREVENTION & CULTURAL AWARENESS

CAMPUS OBJECTIVE #1 EMPLOY VIOLENCE PREVENTION STRATEGIES TO CREATE A SAFE AND POSITIVE CLIMATE FOR LEARNING FOR ALL STUDENTS

ACTIVITIES	RESPONSIBLE PARTY	TIME LINE	RESOURCES	COST	FORMATIVE EVALUATION
1. Continue the Character Counts social skills program to promote appropriate social skills, preventative drug and safety awareness, and violence prevention education (Care Bear theme)	<ul style="list-style-type: none"> • Counselor • Classroom Teacher 	*End Of Six Weeks	<ul style="list-style-type: none"> • Region VII Safe Schools Cooperative • Character Counts Curriculum • Title IV, Part A • Local Funds 	- 0 -	Students will display appropriate behaviors as evidenced by a decrease in office referrals from 2005-2006
2. Foster a safe and drug free learning environment utilizing the DAVE curriculum.	<ul style="list-style-type: none"> • Counselor 		<ul style="list-style-type: none"> • Region VII Safe Schools Cooperative • DAVE Curriculum • Title IV, Part A • Local funds 		Decrease in discipline referrals from the 2004-2005 school year.
3. Weekly parent meetings will be conducted in the month of November to inform parents about various programs available to students.	<ul style="list-style-type: none"> • Counselor • Principal • Asst. Principal 	Nov. 2006			Increased parent involvement.
4. Mentors will be provided for identified students.	<ul style="list-style-type: none"> • Asst. Principal • Counselor • Classroom Teachers 	On-going	<ul style="list-style-type: none"> • Local 		Improved classroom behavior. Decreased number of office referrals.

SUMMATIVE EVALUATION
 DISCIPLINARY REFERRALS WILL DECREASE BY 10% FROM THE 2005-2006 SCHOOL YEAR

CAMPUS OBJECTIVE #2	PROVIDE A DIVERSTITY OF CULTURAL EXPERIENCES PROMOTING THE ACCEPTANCE AND COEXISTANCE OF CULTURES WITHIN THE COMMUNITY				
1. Provide activities for students to foster the understanding of cultural diversity	<ul style="list-style-type: none"> • Counselor • Bilingual Teacher 	11/2006 02/2007 05/2007	<ul style="list-style-type: none"> • Community Leaders • Parents • Local Funds • Title III 	- 0 -	Lesson plans and activity calendars will indicate activities
SUMMATIVE EVALUATION STUDENTS WILL DISPLAY AN AWARENESS OF THE DIVERSE CULTURES WITHIN THE COMMUNITY AS EVIDENCED BY THEIR RESPONSES ON A SURVEY					

SPECIAL EDUCATION (CAP)

Comprehensive Analysis Process (CAP) has been developed collaboratively by TEA and the Education Service Centers of Texas to address five of the seven areas found in the corrective action plan that is associated with the September 1996 US Department of Education, Office of Special Education Programs' compliance review of TEA. The CAP is used to help determine the effectiveness of the district's special education services and provide a free appropriate public education for all students with disabilities.

CAMPUS OBJECTIVE #1 IMPLEMENT THE CAP IN ORDER TO ANALYZE, IMPROVE, AND MEASURE THE PROGRESS OF SPECIAL EDUCATION STUDENTS AND IMPROVE SERVICES

ACTIVITIES	RESPONSIBLE PARTY	TIME LINE	RESOURCES	COST	FORMATIVE EVALUATION
1. A campus intervention/referral procedure will be maintained in order to consistently meet student needs.	<ul style="list-style-type: none"> • Principal • Asst. Principal • Counselor 	On-going	<ul style="list-style-type: none"> • IDEA Guidelines • Director of Special Education 	- 0 -	Number of referrals to special education will be reported monthly
2. Staff development on the operating guidelines for the referral process will be provided to all certified staff	<ul style="list-style-type: none"> • Principal • Director of Special Education 	08/23/06	<ul style="list-style-type: none"> • Director of Special Education • District Diagnostician • Speech Pathologist • IDEA Guidelines 	- 0 -	Evaluations completed by teachers/staff in attendance and number of completed referrals within timelines
3. Campus special education staff will collaborate with regular education teachers to provide information on modifications and special education students' IEP's	<ul style="list-style-type: none"> • Principal • Asst. Principal • Special Education teachers • Regular Education Teachers 	On-going	<ul style="list-style-type: none"> • ARD documents • Campus Diagnostician 	- 0 -	Student progress will increase as evidenced by special education IEP report card issued each grading period

ACTIVITIES	RESPONSIBLE PARTY	TIME LINE	RESOURCES	COST	FORMATIVE EVALUATION
4. Identify a "Core Team" for the Texas Behavior Support Initiative – including training in CPI	<ul style="list-style-type: none"> Principal Asst. Principal Special Ed Teachers Classroom Teachers 	09/2006	<ul style="list-style-type: none"> IDEA Guidelines Director of Special Education District Trainers 	- 0 -	Student progress will improve as evidenced by teacher observations and classroom IEP mastery as a result of a decrease in instances of explosive/disruptive behavior
SUMMATIVE EVALUATION					
STUDENT ACHIEVEMENT WILL INCREASE FOR SPECIAL EDUCATION STUDENTS AS EVIDENCED BY IEP REPORT CARDS					

CAMPUS OBJECTIVE #2 INCLUDE STUDENTS WITH DISABILITIES WITH NON-DISABLED PEERS IN THE LEAST RESTRICTIVE ENVIRONMENT					
ACTIVITIES	RESPONSIBLE PARTY	TIME LINE	RESOURCES	COST	FORMATIVE EVALUATION
1. Provide on-going staff development for ARD committee members and classroom teachers regarding the process for making placement decisions based upon student needs to ensure consideration of LRE	<ul style="list-style-type: none"> Principal Asst. Principal 	08/2006 01/2007 06/2007	<ul style="list-style-type: none"> IDEA Guidelines Director of Special Education Region VII ESC 	-0-	Student progress will improve as evidenced by teacher observations and classroom IEP mastery
2. SD – on modifications	Aug. 9, 2006 Sept/Oct. 2006				
*Inclusion Conference	Feb. 22, 2007				
*Book Study "Keeping Black Boys Out of Sp. Ed."					

SUMMATIVE EVALUATION

STUDENT ACHIEVEMENT WILL INCREASE FOR SPECIAL EDUCATION STUDENTS AS EVIDENCED BY IEP REPORT CARDS