

NAOMI PASEMANN ELEMENTARY SCHOOL  
NORTHSIDE EARLY CHILDHOOD CENTER

Campus Improvement Plan  
2009-2010

Principal: Jennifer Patschke

Assistant Principal: Mary Ancira

Early Childhood Center Administrator: Jill Scott

CAMPUS MISSION: With the goal of children first.....the NPE/NECC community is dedicated to building the instructional foundation for empowered life-long learners.

Taylor Independent School District  
Superintendent: Dr. Bruce Scott

Presented to Board:

8-2009

# **Naomi Pasemann Elementary School / Northside Early Childhood Center Shared Vision**

**At our school, we believe that every child deserves the opportunity to learn in a positive, safe, and caring atmosphere where students, teachers, administrators, and parents work cooperatively to ensure that every child be successful.**

- As role models and facilitators, teachers will use a variety of teaching methods to address the learning styles of all students.
- All students will be a problem solver and thinkers everyday in all situations.
- All students are engaged in learning, and all are achieving at high levels.
- All staff accepts collective responsibility for achievement of all students in the school.
- All adults work together to ensure that each student receives appropriate instruction and support in a learning rich environment.
- Both students and adults behave as if they believe their individual and collective efforts will improve performance.
- Parents will be equal partners in the education of their children by providing a supportive learning environment at home.

Based on our book study of *High Five! The Magic of Working Together*, our teams developed the following charters:

## **Second grade Team Charter**

**T**o work together as a team

**E**xpectations are established for student success

**A**ny task is easily accomplished together

**M**aking teaching a work of heart because we respect children and take pride in our school and community.

## **First Grade Team Charter**

**D**eveloping a team that is responsible for all students in our school

**U**nderstanding that each child has the potential to be successful

**C**reating a sense of community so that all students can be proud and rise above expectations

**K**eeping the focus on the positive and knowing that our students can soar to their goals.

# Signature Page

## Naomi Pasemann Elementary /Northside Early Childhood Center Campus Improvement Plan Committee

The following constitutes the membership of the Campus Improvement Plan Committee. Collectively we reviewed the prior year's plan and considered the needs of the school community. We then matched our needs and expectations to a plan that we believe will help us meet both. As a result of our deliberations, students, parents, teachers, other staff, and community members will work collaboratively to build a learning organization.

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

### PLANNING TEAM

Name: \_\_\_\_\_ Title:NPE Non-Teaching

Name: \_\_\_\_\_ Title: NPE Parent

Name: \_\_\_\_\_ Title:NPE Teacher

Name: \_\_\_\_\_ Title:NPE Parent

Name: \_\_\_\_\_ Title:NPE Teacher

Name: \_\_\_\_\_ Title Business Rep.

Name: \_\_\_\_\_ Title:NPE Teacher

Name: \_\_\_\_\_ Title:Business Rep.

Name: \_\_\_\_\_ Title:NPE Teacher

Name: \_\_\_\_\_ Title:Community Rep.

Name: \_\_\_\_\_ Title: NPE Teacher

Name: \_\_\_\_\_ Title: Community Rep.

Name: \_\_\_\_\_ Title: District Rep.

**Naomi Pasemann Elementary School / Northside Early Childhood Center**  
**Campus Profile/Needs Assessment**

**Narrative:** Naomi Pasemann Elementary School, is located at 2809 North Drive. Their satellite campus, the Northside Early Childhood Center, is located at 1004 Dellinger Street. The combined campus has a total enrollment of 912 students. The school is a PPCD through Second grade campus, with a student population consisting of: less than .33% of Asian, 11.40 % African-American, 61.73 % Hispanic and 26.54 % Anglo. 89.69% of the student population at Pasemann is in regular education, and 10.31% qualify for Special Education services. 4 % of the school population is migrant students and 22 % of the student population is English Language Learners who receive instruction in a language other than English. 71.86 % of the student population are economically disadvantaged and qualify for free or reduced lunch. Hence, Naomi Pasemann Elementary qualifies as a school wide Title I campus. Title I funds as well as all other federal funds are supplemental to other funds available to Pasemann Elementary School NPE/NECC collaborates very closely with T.H. Johnson Elementary since our two campuses are paired for AEIS purposes and since our students attend THJ in grades 3-5.

**Needs Assessment**

NPE/NECC has consistently made gains over the last several years in K-2 Reading levels of students. Each year NPE/NECC has increased our reading expectations to better prepare students to the TAKS tests. The TPRI Highlights and Areas & Focus are as follows:

**Kindergarten**

Kindergarten has made steady improvement over the past three years in the three TPRI domains: This year the percentage of students developed in the three domains are: PA (80%), GK (98%), and LIS Comprehension (74%) .

This year's goal is to increase students developed on LIS Comprehension from 74% to 80%, while maintaining the PA and GK percentages.

**First Grade**

The first grade's performance on the TPRI has fluctuated over the last three years. Improvement has been made in the four domains of the TPRI, just not year to year indicating an inconsistency in our instructional emphasis. In 2008-2009, first grade started with 143 students out of 183 students (78%) still developing and decreased that number to 46 students (32%) still developing by EOY.

The percentage of students mastering the four domains for 2008-2009 is as follows: PA (66%), GK (78%), Comprehension (75%), and Fluency at 60 wpm (40%). This year's goal is to increase students developed in each of these domains to 80% as it has been done in previous years. We will hold quarterly data meetings to monitor student progress and discuss effective intervention strategies, lessons, and techniques.

**Second Grade**

Like first grade, second grade starts with the majority of students still developing the second grade TPRI skills. In 2008-2009, second grade had 151 out of 206 students (73%) still developing at the BOY and finished the year with 65 students (32%) still developing.

The percentage of students mastering the second grade three domains for 2008-2009 is as follows: GK (63%), Comprehension (68%), and Fluency at 90wpm (19%).

Graphophonemic Knowledge and Comprehension has shown consistent improvement over the course of three years, while Fluency has experienced a decline. This year's goal is to increase the percentage of students developed in the three domain areas to 75%.

## **Bilingual** **Kindergarten**

Bilingual Kindergarten has shown yearly improvement on the Tejas Lee in the last three years. With the teacher delivering instruction in Spanish only, the Tejas Lee results have soared from 98% developed to 100% developed in Phonemic Awareness, from 95% to 100% developed in Graphophonemic Knowledge, and from 85% to 95% developed in Listening Comprehension in 2009. This year's goal is to maintain these percentages in the three domains.

## **First Grade**

Bilingual First Grade has had steady improvement in its percentages of developed students in their four domains. They have maintained the Graphophonemic Knowledge at 100% developed, moved the PA from 80% to 96% developed, dipped in Reading Comprehension from 91% to 86% developed, but increased their Fluency (60wpm) from 21% to 35% developed.

This year's goal is to bring Reading Comprehension back to 90% developed and increase the number of students developed in Fluency to 50%.

*Note: Students must be reading 60 words per minute on the last story.*

## **Second Grade**

Bilingual Second Grade population has grown from 29 students in 2008 to 47 students in 2009. The percentage of students developed in the three domains is as follows: GK (47%), Comprehension (74%) and Fluency -90wpm (9%).

For the last four years Comprehension has been in the 70% range in students developed. This year's goal will be to increase it to 80%, and increase the GK percentage of students developed to 60%.

Fluency is the biggest concern. Second Grade Bilingual increased from 3% of students developed in 2008 to 9% developed in 2009. This will be the focus for this year with the goal being 50% developed by year's end.

*Note: Students must be reading 90 words per minute on the last story.*

### **Overview of TAKS Benchmark (May Administration):**

<b>Reading</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>1<sup>st</sup></b>	<b>Not administered</b>	<b>61%</b>	<b>69%</b>
<b>2nd</b>	<b>61%</b>	<b>68%</b>	<b>71%</b>
<b>Mathematics</b>			
<b>Kinder</b>			<b>92%</b>
<b>1st</b>	<b>69%</b>	<b>74%</b>	<b>93%</b>
<b>2nd</b>	<b>68%</b>	<b>73%</b>	<b>68%</b>

NPE and NSECC have made steady gains for the last three years. For school year 2008-2009, we ended with 10% of our second grade regular education population at-risk in reading (not identified as SPED, Tier III). Twenty two struggling readers were sent on to THJ for 3<sup>rd</sup> grade. Of the 22 students, 2 students passed the Reading TAKS Benchmark while 15 others scored in the bubble range, 50 -69%, leaving 5 students severely at-risk. On the Math TAKS benchmark, 6 of these same students passed while 11 others scored in the bubble range, 50 – 69%, leaving 6 students severely at-risk.

In addition to the Tier III students, NPE sent 7 second graders newly identified for Special Education Services in 2009 and 3 dyslexia students. On the Reading TAKS Spanish Benchmark, 12 of 48 students passed with 70% correct (25%) while 25 students (52%) scored within the bubble range, 50 – 69%, leaving 11 students (23%) severely at-risk.

On the Reading TAKS Benchmark, 144 of 203 students (71%) passed with 70% correct with 41 students (20%) scoring within the bubble range. 71 out of 203 students (35%) missed only 3 reading questions and should score Commended next year.

On the Math TAKS Benchmark, 163 of 250 students (65%) passed with 70% correct with 66 students (26 %) scoring within the bubble range. 76 out of 250 students (30%) missed only 3 math questions and should score Commended next year.

#### **Information from Staff, Parent and PTO Meetings:**

TPRI data, benchmark data, attendance data, discipline data as well as staff, and parent input was utilized in the development of this plan. The campus leadership team met to discuss what went well for the year and what improvements were needed.. The information was discussed and analyzed and the following objectives were suggested for the upcoming year.

1. Improve the number of students who are on or above grade-level in reading and math
2. Continue to cultivate a high performing learning culture
3. Improve the behavior of the students
4. Increase parental involvement with the school
5. Analyze core curriculum and match it to the TPRI
6. Analyze TEKS Bundles and match to the core curriculum

# **Naomi Pasemann Elementary School / Northside Early Childhood Center Focus for 2009-2010**

The NPE/NECC action plan will focus on the items listed below to help foster school improvement. These items are based on NPE/NECC needs, configuration and budget.

1. Continue to improve our school culture and team building skills through our book study—Know Can Do
2. 2<sup>nd</sup> grade teachers will participate in a book study with the 3<sup>rd</sup> Grade teachers
3. Add a cross grade level component to our planning sessions
4. Instructional focus on improving mathematics instruction through our on site professional development opportunities
5. Implement math diagnostic and progress monitoring tools
6. Participate in Capturing Kids Hearts training
7. Update our Positive Behavior Discipline Plan
8. Restructure the instructional assistants job responsibilities and duties
9. Continue to add technology into all curriculum areas
10. Updating our Child Process procedures.

## Naomi Pasemann Elementary School / Northside Early Childhood Center Improvement Plan Goals and Correlations

Goal #1: All NPE/NECC students will demonstrate increased academic performance through the design and delivery of a challenging, comprehensive curriculum that is aligned.

1a. Reading/ELA/Writing

1b. Math

1c. Science/Social Studies/ Technology

Correlates with:

District Goals	1
State Goals	1 – 4
State Objectives	2,3,4,6, 8, 9
National Goals	1,2,3,5
Effective Schools Correlates	2 – 6
Title I Components	1 – 10
State Compensatory Education Requirements	2 and 3

See Appendix for a listing of these goals, components and principles.

## Taylor Independent School District Improvement Plan Goals and Correlations

Goal #2: Effective work teams of high-quality qualified NPE/NECC professionals will be established and maintained to facilitate planning, communication and cooperation.

Correlates with:

District Goals	2,5
State Goals	
State Objectives	1,5,7,8
National Goals	4
Effective Schools Correlates	2-5
Title I Components	1-5,9
State Compensatory Education Requirements	3

Goal #3: Improve School Facilities and Operations

Correlates with:

District Goals	3
State Goals	1 – 4
State Objectives	1
National Goals	4
Effective Schools Correlates	1
Title I Components	1 – 10
State Compensatory Education Requirements	3

See Appendix for a listing of these goals, components and principles.

## Taylor Independent School District Improvement Plan Goals and Correlations

Goal #4: All NPE/NECC students and faculty members will be in a school environment that is safe and orderly.  
Correlates with:

District Goals	4
State Goals	
State Objectives	1,6
National Goals	4
Effective Schools Correlates	1,2,5,7
Title I Components	2,4,6,10
State Compensatory Education Requirements	3

Goal #5: Parents and community members will be full partners in the education on all NPE/NECC.

Correlates with:

District Goals	6
State Goals	1-4
State Objectives	1,2,6
National Goals	4
Effective Schools Correlates	1
Title I Components	1,2,6,9,10
State Compensatory Education Requirements	3

See Appendix for a listing of these goals, components and principles.

## N. Pasemann Elementary School / Northside Early Childhood Center Five-Year Improvement Goals

Pasemann Elementary will support T.H. Johnson to meet or exceed the state standards for recognized achievement by 2010 .The Texas Primary Reading Inventory will be used to monitor NPE student performance.

### TPRI End of Year Analysis (5 year Comparison) Reading First

#### Kindergarten -

Year	# of Assmnts	Phonemic Awareness	Graphophonemic Knowledge	Lis/Read/ Comp/ Voc	Reading First Outcome D
2004-2005	200	77d/ 122sd	181d/ 18sd	99	77
2005-2006	199	94d/ 105sd	189d/ 10sd	121	93
		38% to 47% Developed	90% to 95% Developed	49% to 60% Developed	38% to 47% Developed
2006-2007	179	110d/ 69sd	170d/ 9sd	126	110
		47% to 61% Developed	95% to 95% Developed	60% to 70% Developed	47% to 61% Developed
2007-2008	191	139d/52sd	181d/10sd	137	136
		61% to 73% Developed	95% to 95% Developed	70% to 72% Developed	61% to 71% Developed
2008-2009	176	139d/37sd	172d/4sd	131	138
		<b>73% to 80% Developed</b>	<b>95% to 98% Developed</b>	<b>72% to 74% Developed</b>	<b>71% to 78% Developed</b>

## First Grade

Year	# of Assmnts	Phonemic Awareness	Graphophonemic Knowledge	Lis/Read/Comp/ Voc	Fluency <60, >60
2004-2005	197	123d/ 64sd	160d/ 32sd	160	82sd/108d
2005-2006	181	142d/ 39sd	163d/ 18sd	143	89sd/100d
		62% to 78% Developed	81% to 90% Developed	81% to 79% Developed	55% to 55% Developed
2006-2007	189	142d/ 47sd	170d/ 19sd	158	95sd/ 91d
		78% to 75% Developed	90% to 90% Developed	79% to 84% Developed	55% to 48% Developed
2007-2008	205	146d/59sd	168d/37sd	155	114sd/ 74d
		75% to 71%	90% to 82%	84% to 76%	48% to 36%
2008-2009	183	121d/62sd	143d/40sd	137	105sd/74d
		<b>71% to 66% Developed</b>	<b>86% to 78% Developed</b>	<b>76% to 75% Developed</b>	<b>36% to 40% Developed</b>

## Second Grade

Year	# of Assmnts	Graphophonemic Knowledge	Lis/Read/Comp/ Voc	Fluency <90, >90
2004-2005	217	68d/ 149sd	161	143sd/ 71d
2005-2006	223	62d/ 161sd	182	148sd/ 73d
		31% to 27% Developed	74% to 82% Developed	33% to 33% Developed
2006-2007	177	95d/ 82sd	112	138sd/ 39d
		27% to 54% Developed	82% to 63% Developed	33% to 22% Developed
2007-2008	187	114d/ 73sd	124	144sd/ 37d
		54% to 61% Developed	63% to 66% Developed	22% to 20% Developed
2008-2009	206	130d/ 76sd	141	163sd/ 39d
		<b>61% to 63% Developed</b>	<b>66% to 68% Developed</b>	<b>20% to 19% Developed</b>

# Tejas LEE

## Kindergarten

Year	# of Assmnts	Phonemic Awareness	Graphophonemic Knowledge	Lis/Read/Comp/ Voc
2005-2006	28	25d/ 3sd	27d/ 1sd	6d/ 22sd
		89%	96%	21%
2006-2007	44	40d/ 4sd	38d/ 6sd	33d/ 10sd
		89% to 91% Developed	96% to 86% Developed	21% to 75% Developed
2007-2008	40	38d/ 2sd	39d/ 1sd	34d/ 6sd
		91% to 98%	86% to 95%	75% to 85%
2008-2009	41	41d/ 0sd	41d/ 0sd	39d/ 2sd
		<b>98% to 100% Developed</b>	<b>95% to 100% Developed</b>	<b>85% to 95% Developed</b>

\* Year 2004-05 was taught in English, therefore no comparison can be made.

## 1<sup>st</sup> Grade

Year	# of Assmnts	Phonemic Awareness	Graphophonemic Knowledge	Lis/Read/Comp/ Voc	Fluency >60, <60
2004-2005	13	5d/ 8sd	8d/ 5sd	10d/ 3sd	2d/ 11sd
2005-2006	23	21d/ 2sd	23d	22d/ 1sd	3d/ 20sd
		38% to 91% Developed	62% to 100% Developed	77% to 96% Developed	15% to 13% Developed
2006-2007	31	24d/ 7sd	29d/ 2sd	28d/ 3sd	12d/ 19sd
		91% to 77% Developed	100% to 94% Developed	96% to 90% Developed	13% to 39% Developed
2007-2008	44	35d/ 9sd	44d/ 0sd	40d/ 4sd	4 d/ 40sd
		77% to 80% Developed	94% to 100% Developed	90% to 91% Developed	39% to 21% Developed
2008-2009	49	47d/ 2sd	49d/ 0sd	42d/ 7sd	32sd/ 17d
		<b>80% to 96% Developed</b>	<b>100% Developed</b>	<b>91% to 86% Developed</b>	<b>21% to 35% Developed</b>

# Tejas LEE

## 2<sup>nd</sup> Grade

Year	# of Assmnts	Graphophonemic Knowledge	Lis/Read/ Comp/ Voc	Fluency >90, <90
2004-2005	13	3d/ 10sd	6d/ 7sd	1d/ 12sd
2005-2006	20	3d/ 17sd	14d/ 6sd	2d/ 18sd
		23% to 15% Developed	46% to 70% Developed	7% to 10% Developed
2006-2007	23	11d/ 23sd	18d/ 5sd	1d/ 22sd
		15% to 48% Developed	70% to 78% Developed	10% to 4% Developed
2007-2008	29	16d/ 13sd	21d/ 8sd	1d/ 28sd
		48% to 55% Developed	78% to 72% Developed	4% to 3% Developed
2008-2009	47	22d/ 25sd	35d/ 12sd	4d/ 43sd
		<b>55% to 47% Developed</b>	<b>72% to 74% Developed</b>	<b>3% to 9% Developed</b>

<b>Objectives</b>	<b>Need Addressed by the Objectives</b>
<p>All NPE/NECC students will demonstrate increased academic performance through the design and delivery of a challenging, comprehensive curriculum that is aligned.</p> <p>1a. Reading/ELA/Writing  1b. Math  1c. Science/Social Studies/ Technology</p>	Academic achievement
<p>Effective work teams of high-quality qualified NPE/NECC professionals will be established and maintained to facilitate planning, communication and cooperation.</p>	Academic achievement
<p>Improve School Facilities and Operations</p>	Learning achievement
<p>All NPE/NECC students and faculty members will be in a school environment that is safe and orderly.</p>	Academic achievement
<p>Parents and community members will be full partners in the education on all NPE/NECC.</p>	Academic achievement

**Naomi Pasemann Elementary / Northside Early Childhood Center**  
**Campus Improvement Plan**  
**2009-2010**

**GOAL #1:** All NPE/NECC students will demonstrate increased academic performance through the design and delivery of a challenging, comprehensive curriculum that is aligned

**Goal 1 (a) Reading/ELA/Writing**

**Performance Objectives:**

1. Increase the percentage of grades K-2 NPE/NECC students who score at the “developed comprehension level” to 80%
2. Increase the percentage of grades K-2 NPE/NECC students who meet the mastery level on end of year benchmarks to 80%.

**Strategies:** Implement a consistent and comprehensive research based reading, writing, and spelling program.

STRATEGY DESCRIPTION	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	SOURCE OF FUNDS	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1 Identified students receive reading instruction assistance based on 3-Tier Reading Model. <ul style="list-style-type: none"> <li>• All students receive Tier I instruction <ul style="list-style-type: none"> <li>• Teacher will provide Tier I &amp; II instruction</li> <li>• Reading Specialist will provide Tier III instruction</li> </ul> </li> </ul>	Reading Coach, Inst. teams, ARI teachers	Intervention inst. materials	Campus budget, Reading 1 <sup>st</sup> Grant, Title, Sp. Ed. , SCE, Bilingual	Teacher schedules, Adm. Walk-throughs, St. progress reports, Report cards	End-of-year assessment data, Promotion/retention data, AEIS
2. Provide assessment instruments to measure academic progress of students <ul style="list-style-type: none"> <li>• Benchmark Testing in Math</li> <li>• TPRI</li> <li>• STAR Reading</li> <li>• DRA</li> <li>• TPRI Progress Monitoring</li> <li>• Fluency Probes</li> </ul>	Administrative team, Reading Coach, Counselor, Lead teachers	Elementary testing materials	Campus, Reading First Grant, Title I, ARI SCE	Scheduled assessments	AEIS End-of-year assessment results
3. Special education, bilingual, and migrant students will monitored and given targeted instruction particularly if identified as below level.	Administrative Team, Reading Coach, Classroom and SPED teachers	Intervention instructional materials	Title funds	Teacher schedules, Adm. Walk-throughs, St. progress reports, Report cards	End-of-year assessment data, Promotion/retention data, AEIS
4. The ELA committee will meet and monitor the curriculum plan to ensure continuity across the grade level teachers as well the update TEKS	Administrative Team Reading Coach All Staff	Committee members	Campus Budget	Committee Notes Calendars Year at glance	End-of-year assessment data, Promotion/retention data, AEIS

5. Paraprofessional staff will assist classroom teachers to allow for intensive acceleration of at-risk students.	Adm. Team, Reading Coach	Reading, Math, Writing materials	Title, SCE, Sp. Ed., Bilingual	Benchmark assessments, St. work folders, Report cards, Teacher reports	AEIS End-of-year assessment results
6. Provide specific, targeted,, additional Tier II and Tier III instruction to assist our student groups to increase student proficiency <ul style="list-style-type: none"> <li>• ARI and Instructional Assistants</li> <li>• Project READ</li> <li>• Audio Texts</li> </ul>	Inst. teams	Project READ, Intervention Materials	Reading 1 <sup>st</sup> Grant	Benchmark assessments, St. work folders, Report cards	AEIS, End-of-year assessment data
7 Provide training to increase skills in identifying student needs. <ul style="list-style-type: none"> <li>• Assessment data</li> <li>• Differentiated instruction</li> <li>• Learning Disabilities</li> <li>• Emotional Disabilities</li> <li>• Appropriate strategies for teaching young children</li> <li>• Teaching for deeper understanding</li> <li>• Bilingual/ESL</li> <li>• Working with difficult to handle students</li> <li>• Implementing Technology into the curriculum</li> </ul>	Administrative team, Reading Coach, Sp. Ed., Counselor, Behavior Specialist	District presenters, ESC, Reading First ART, Reading First team	Campus budget, Title funds, Reading First Grant, Bilingual. PBS Grant	Session sign-in sheets, Session evaluations	Staff Development records
8. Students will be provided extended learning opportunities. <ul style="list-style-type: none"> <li>• Jump Start</li> <li>• Duck University</li> </ul>	Administrative team, Inst teams, ARI/ AMI, Duck Univ.	Inst. Staff, materials	Campus budget, Title, Migrant, Bilingual, 21 <sup>st</sup> Cent. Grant	Attendance records, Student work folders, Administrative walk- through	End –of-year assessment results AEIS
9. Continue training and fully implement classroom differentiated instruction that reinforces and enriches the intended learning objectives. <ul style="list-style-type: none"> <li>• Continue training of classroom teachers</li> <li>• Monitor learning centers to ensure learning objective is appropriate</li> <li>• Monitor plans for small groups</li> </ul>	Adm. Team, Inst. teams	Learning center materials	Campus budget, Title, Reading 1 <sup>st</sup> Grant, SCE	Adm. Walk-throughs, Lesson plans	End-of-year assessment data, AEIS
10. Library will support Reading Instruction. <ul style="list-style-type: none"> <li>• Maintain flexible library schedule</li> <li>• Reinforce reading skills</li> </ul>	Librarian, instructional teams	English and Spanish library books	Library budget, Campus budget	Library check out reports	End-of-year assessment data, AEIS

11 Investigate and develop additional instructional support in terms of materials, time and personnel to work with students in any subgroup performing below the state's average in Reading.	Administrative team, Instructional teams, ARI teachers	Benchmark data to identify students, instructional materials	Campus budget, ARI budget, Reading First Grant, Title funds	Benchmark and Progress monitoring data	End-of-year assessments, AEIS
12. Bilingual programs will follow 90% - 10% model of instruction (Pre-K through 2 <sup>nd</sup> Grade). Estrellitas and Esperanza will be used Pre-K through 2 <sup>nd</sup> Grade.	Administrative. Team, Dist. Bilingual Coordinator, Instructional Team	Appropriate program and materials	Campus budget, Bilingual budget	Selection of program/materials	Full implementation of pilot program
13. All students will engage in reading activities aimed at increasing fluency and comprehension	Reading Coach Classroom teachers	Library, Literacy Center	Campus Budget, Reading First	Adm. Walk-throughs, St. progress reports, Report cards	End-of-year assessment data, Promotion/retention data, AEIS

**Naomi Pasemann Elementary / Northside Early Childhood Center  
Campus Improvement Plan  
2009-2010**

**GOAL #1:** All NPE/NECC students will demonstrate increased academic performance through the design and delivery of a challenging, comprehensive curriculum that is aligned

**Goal 1 (b): Math**

**Objective:** Increase the percentage of grades K-2 NPE/NECC students who meet the mastery level on end of year benchmarks to 80%.

**Strategies:** Utilize and expand best math strategies and instruction, including a variety of math resources, maipulatives, and problem solving activities to increase and master students’ learning of concepts, facts, and problem-solving.

STRATEGY DESCRIPTION	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	SOURCE OF FUNDS	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. Use of instructional materials and methods that address specific academic needs <ul style="list-style-type: none"> <li>• CSCOPE</li> <li>• Envisions Math and CGI</li> <li>• Mountain Math</li> </ul>	Instructional teams, Math curriculum teams.	Instructional materials, Leveled Reading materials, Science and Math manipulatives,	Campus, SCE, Title I,	Student Work folders, Benchmark assessments, Report Cards, Administrative walk-throughs	AEIS End-of-year assessment results
2. Students will complete a Math Fact Test-Every Math teacher will do weekly fact practice and testing with students who have not mastered grade level math facts. Parents should be kept informed of the student’s progress in mastering these math facts.	Instructional teams, Math curriculum teams.	Instructional materials manipulatives,	Campus, SCE, Title I,	Student Work folders, Benchmark assessments, Report Cards, Administrative walk-throughs	AEIS End-of-year assessment results
3. Every student will use a learning journal in Math, Language Arts, and Science. The journal should support vocabulary, non-linguistic representations and use of strategies (notes, advanced organizers, key points or examples, summary, etc.). It is expected that each teacher will model journal entries so that students will understand the “how to” of journal entries and why they are important to individual learning.	Instructional teams, Math curriculum teams.	Instructional materials, Leveled Reading materials, Science and Math manipulatives,	Campus, SCE, Title I,	Student Work folders, Benchmark assessments, Report Cards, Administrative walk-throughs	AEIS End-of-year assessment results

4. Provide staff development for teachers through Region 13	Administrative team	Instructional Materials	Campus, SCE, Title I,	Student Work folders, Benchmark assessments, Report Cards, Administrative walk-throughs	AEIS End-of-year assessment results
5. Continue to secure appropriate literature that supports math concepts and instruction.	Administrative Team Librarian	Books	Campus Budget	Library check out reports	End-of-year assessment data, AEIS
6. Training and implementation of Response to Intervention Tier II and Tier III in the area of mathematics. <ul style="list-style-type: none"> <li>• Progress Monitoring Tools</li> <li>• Assessment/ Benchmarks</li> </ul>	Administrative Team Class teachers	Intervention Materials	Campus Budget	Administrative walk-throughs	End-of-year assessment results
7. Find creative avenues to enhance the students' development of number concepts and problem solving skills. Example: The 100 <sup>th</sup> day of school and math centers.	Administrative Team Class teachers	Manipulatives	Campus Budget	Administrative walk-throughs	End-of-year assessment results

**Naomi Pasemann Elementary / Northside Early Childhood Center  
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**GOAL #1** All NPE/NECC students will demonstrate increased academic performance through the design and delivery of a challenging, comprehensive curriculum that is aligned

**Goal 1 (c): Social Studies/Science/Technology**

**Objective:**

All students and student groups will achieve at least 80% proficiency in curriculum mastery.

**Strategies:**

1. Utilize a variety of resources and instructional strategies to make Social Studies and Technology learning meaningful and relevant to our students.
2. Expose students to a variety of TEKS based activities in the area of science.

STRATEGY DESCRIPTION	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	SOURCE OF FUNDS	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. Provide instruction to develop computer skills appropriate at each grade level <ul style="list-style-type: none"> <li>• Learning.com</li> <li>• Alpha Smarts</li> </ul>	Computer lab teacher, Inst. teams	Computer software and equipment	Campus budget, District Technology	Lesson plans, student use	Teacher observation, Adm. Walk-throughs
2. On-going training will be provided to all staff <ul style="list-style-type: none"> <li>• Mimios, clickers or other presentation systems</li> <li>• Locally developed staff development on individual software</li> <li>• Discovery Streaming</li> </ul>	Administrative team, Technology Director	Software, equipment	District trainers	Sign-in sheets, Certificates of completion	Power Walk Throughs
3. Purchase additional Palm Pilots and continue complete implementation of assessments using Palms <ul style="list-style-type: none"> <li>• TPRI</li> <li>• Fluency Probes</li> <li>• Progress Monitoring</li> </ul>	Administrative team, Reading Coach Technology specialist	Equipment, software	Reading First Grant	Teacher evaluation, Administrative observation	Assessment reports
4. Purchase additional equipment and software to improve integrating technology into the classroom <ul style="list-style-type: none"> <li>• Additional desktops and laptops for the classroom</li> <li>• Projectors and presentation systems</li> <li>• BrainPops</li> </ul>	Administrative team	Hardware	Title Money	Lesson Plans	Power Walk-Throughs

5. Create avenues in which multi-culturalism is explored and students and staff are given opportunities to gain a better understanding.	All Staff	Teacher Time Volunteers	Campus Budget	Lesson plans, student use	Teacher observation, Adm. Walk- throughs
6. Each grade level will have the opportunity to go on a field trip based upon the TEKS	Team Leaders	Transportation	Campus Budget	Lesson plans, student use	Teacher observation, Adm. Walk- throughs
7. Plan and ensure dedicated hands on science instruction in all grade levels.	Science Curriculum Team	Foss Kits Manipulatives	Campus Budget	Lesson Plans Agendas	Teacher observation, Adm. Walk- throughs
8. Integrate social studies, science, and technology concepts through-out the day and through out other disciplines.	Administrative Team Classroom Teacher	Instructional materials	Campus Budget	Lesson Plans Agendas	Teacher observation, Adm. Walk- throughs

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**GOAL #2:** Effective work teams of high-quality qualified NPE/NECC professionals will be established and maintained to facilitate planning, communication and cooperation

**Objectives:**

1. All NPE/NECC staff members will work together to create an atmosphere of respect and unity
2. 100% of staff will meet NCLB high qualified status
3. Staff and Administrators will effectively communicate with parents.

**Strategies:**

A faculty that consistently meets individual needs that result in positive behavior and high academic achievement.

STRATEGY DESCRIPTION	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	SOURCE OF FUNDS	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1.. Establish multi-level goals <ul style="list-style-type: none"> <li>• Grade Level Goals</li> <li>• Teacher Performance Reviews</li> <li>• Student Performance Goals</li> </ul>	Administrative team, Reading Coach, Unit Leaders	Assessment Data	Campus, Reading First Grant, Title I, ARI SCE	Walk through, Benchmark Data	End-of-year assessment results
2. Provide scheduled extended planning for teachers to collaborate and receive additional professional development during the regular school day. <ul style="list-style-type: none"> <li>• Curriculum Teams and Grade level teams meet weekly</li> <li>• Analyze data</li> </ul>	Admin. Team, Reading First Coach	Instructional materials	Reading 1 <sup>st</sup> Grant, Campus Budget	Meeting sign in sheets	End of year assessment results survey
3.. Increase support for new teachers to the campus <ul style="list-style-type: none"> <li>• 3 additional staff development days</li> <li>• New teachers are encouraged to observe other teachers</li> <li>• Instructional facilitators and the Behavior Specialist offer classroom support</li> <li>• Each new teacher will be assigned a mentor</li> <li>• Introduction of the Rookie Club</li> </ul>	Administrative. Team, Instructional facilitator, Behavior Specialist, Personnel Director	Appropriate materials for training.	Campus Budget	Walk-Throughs Team Meetings	Survey
4. Educate campus staff on the needs and identification procedure of Limited English Proficient students. <b>Provide training so that all teachers can be ESL certified.</b>	Admin. Team, Reading First Coach	Instructional materials	Reading 1 <sup>st</sup> Grant, Campus Budget	Meeting sign in sheets	Teachers passing the ESL exam.
5. Teachers will participate in variety of team building	Admin. Team,	Instructional	Campus Budget	Meeting sign in	Walk-throughs

activities.		materials		sheets	
6. Ensure all written and verbal communication is provided in both Spanish and English, including campus handbook	All staff	Translator, Translating software	Bilingual, Migrant, Campus budget	Newsletters, Handbook, Report Cards, Web site, sign-in sheets	End-of-year survey
7. Conduct a formal parent teacher conference for parents of all students in January	Administrative team, Instructional team	Conference notification letter, conference reporting form	Campus budget	Parent notices, sign-in sheets	End-of-year survey
8. Conduct parent-teacher meetings two times during the year for parents of students at-risk of failing <ul style="list-style-type: none"> <li>Tier II &amp; III instruction will be explained</li> </ul>	Administrative team, Reading Coach, Instructional team	Assessment data, Parent notification forms	Campus budget, Title funds	Parent notices, sign-in sheets Student work folder	AEIS
9. Provide training to increase skills in identifying student needs and teaching special needs students <ul style="list-style-type: none"> <li>Disaggregation of scores</li> <li>Learning disabilities</li> <li>Pre-referral procedures</li> <li>Confidentiality</li> <li>Strategies for working with students with special needs</li> <li>Reading Strategies</li> </ul>	Administrative team, EWCC personnel, ESC XIII consultants, Professional trainers	Presenters	Campus Budget, Sp. Ed.	Training sign-in sheets	Staff Development Records AEIS

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**GOAL #3** Improve School Facilities and Operations

**Objective:** Provide a well-maintained school facility

STRATEGY DESCRIPTION	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	SOURCE OF FUNDS	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. Use the inside wall of the building to display the years' theme and incorporate student work in order to provide recognition and praise of staff and student work. ( supports Marzanos' instructional strategies)	Instructional team, teachers. Instructional assistants	Art supplies, student work Digital camera	Campus Budget	Observations of use	Observations
2. Continue to support District energy program	All staff	None	District	Walk-throughs	End-of-year Energy Report
3. Encourage and support strong and continuing community/school relationship by utilizing the surrounding neighborhood and community organizations as resources	All staff	Development of "wish list" for community	Grants, Non-Profit Organizations, Business Partnerships	Media Reports, Projects begun, Contributions	End-of-year survey
4. Plan to remove carpet from classrooms	Administrative Team Maintenance	Tile	District	Observation	Observation
5. Improve landscape <ul style="list-style-type: none"> <li>• Adding additional flowers to the front entrance</li> <li>• Additional plants on the North side of the building</li> </ul>	Administrative team	Teachers, Maintenance	Campus budget	Purchase order	Planted shrubs

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**GOAL #4** All NPE/NECC students and faculty members will be in a school environment that is safe and orderly.

**Objective:** All NPE/NECC staff members will contribute to a safe, orderly and positive environment by following all standards, policies and routines and program requirements. This will result in a 10% decrease of student referrals.

**Strategies:** Safety standards, good behavior and social skills will be reinforced and emphasized.

STRATEGY DESCRIPTION	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	SOURCE OF FUNDS	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. Implement the Keystone Character Education Program of Capturing Kids Hearts.	Administrative team, Counselor Instructional team	Character Education materials	District	Observation, Discipline referrals	AEIS
2. Full implementation of District developed Crisis Management Plan <ul style="list-style-type: none"> <li>• Train all staff</li> <li>• Scheduled drills</li> </ul>	District Crisis Management Director	Approved Plan	none	Scheduled practices	End of Year Safety Report
3. Provide instruction to assist students in developing appropriate social skills that includes drug prevention and refusal skills while incorporating character education traits	Counselor, Instructional team	Materials, Red Ribbon materials	Title IV, Campus budget	Discipline referrals	AEIS
4. Use Campus approved discipline management to support positive student behavior and improve communication regarding discipline	All staff	School/Home Folder, Referral forms, Student incentives	Campus budget	Student behavior folder, Discipline referrals	AEIS
5. The Positive Behavior Committee: <ul style="list-style-type: none"> <li>• Monthly team meetings</li> <li>• Continued Staff Development</li> <li>• Consultation with a Behavior Specialist</li> <li>• School Culture Awareness – Book Study</li> </ul>	All staff	Materials from Region 13, Student of Code Conduct, Books	Title Funds	Student behavior folder, Discipline referrals	Surveys AEIS
6. A core team of personnel will trained in the use of SAMA techniques and follows the TBSI guidelines including time out, and positive behavioral supports.	All Staff	Student of Code Conduct, Books	Sped funds	Student behavior folder, Discipline referrals	Surveys AEIS
7 Analyze behavior conferences and referral forms to identify problem areas.	Administrative team and Behavior specialist	Copies of all referrals	Campus Budget	Number of referrals	PEIMS discipline report
8. Taylor ISD will develop and implement a plan addressing sexual abuse of children <ul style="list-style-type: none"> <li>• NPE will review Board Policy BQ (Legal). This policy addressed sexual abuse of children, as required by TEA Regulations.</li> </ul>	All Staff Principals Nurse	Region 13 staff Nurse			

<ul style="list-style-type: none"><li>• Taylor ISD staff will be made aware of the following website to increase awareness of issues relating to sexual abuse of children: <a href="http://www.childwelfare.gov/can/types/sexualabuse/signs.cfm">http://www.childwelfare.gov/can/types/sexualabuse/signs.cfm</a></li><li>• NPE and NSECC staff members will receive training through school nurses regarding increasing awareness of issues relating to sexual abuse of children including knowledge of likely warning signs, actions to be taken to obtain assistance and intervention, and available counseling options.</li><li>• NPE will have a link to <a href="http://www.childwelfare.gov/can/types/sexualabuse/signs.cfm">http://www.childwelfare.gov/can/types/sexualabuse/signs.cfm</a> on our website.</li></ul>					
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**Naomi Pasemann Elementary / Northside Early Childhood Center  
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**GOAL #5.:** Parents and community members will be full partners in the education on all NPE/NECC.

**Objectives:**

1. A family/ parental support system that promotes a positive home environment and results in fewer disciplinary issues and enhances student performance.
2. A highly motivated parent and community support network that is involved in encouraging improvements to student achievements

**Strategies:** Encourage parents and community to volunteer and be an effective member of the school team in order to promote the education of children

STRATEGY DESCRIPTION	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	SOURCE OF FUNDS	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. Encourage family involvement in NPE/NECC programs and activities including, but not limited to Reading Night, Math Night, Family Arts and Crafts Night and Fall Festivals..	All Staff	Instructional Materials Art Supplies	Title Funds PTO	Sign in Sheets	Increased academic performance
2. The efforts of the school and the PTO will continue to work on coordinating and encouraging a strong volunteer program.	Administrative Staff		Title Funds PTO	Sign in Sheets	Increased parent support
3. Parents of Head Start students and 4-year old students will be specifically encouraged to visit NECC during the Kindergarten Round –Up.	Administrative Staff		Title Funds PTO	Sign in Sheets	Increased parent support
4. Create a parent involvement committee. This committee will be composed of teachers, administrators, the counselor, and parents. The committee will collaborate to help plan how the Title I guidelines will be implemented.	All staff	Title I guidelines	None	Meeting notes and agendas.	Increased academic performance
5. Implement a plan for students who have: <ul style="list-style-type: none"> <li>• Excessive absences and/ or tardies</li> <li>• Who have poor work habits or behaviors that interfere with learning</li> <li>• Students’ who are having health problems.</li> </ul>	Administrative Staff Parent Coordinator Counselor Nurse	Student Records	None	Meeting notes and agendas.	Improvement in attendance or academic performance
6. Utilize Campus PTO, Duck University, Campus newsletter and Migrant Facilitator for Parent Education programs/training to increase parental skills in working with children to improve academic progress.	Administrative Team , Counselor migrant Facilitator PTO officers, Duck U. personnel	Inst. staff, Inst. materials	Campus budget, Title, 21 <sup>st</sup> Cent. Grant, Reading 1 <sup>st</sup> Grant, PTO, Migrant	Scheduled training/meeting sessions	Sign-in sheets, End of year survey

7. Encourage parents and community members to be active campus volunteers <ul style="list-style-type: none"> <li>• MAPS</li> <li>• Workroom</li> <li>• Room Parents</li> <li>• Classroom tutors</li> <li>• PTO</li> <li>• Northside Neighbors</li> </ul>	All staff	None	Campus Budget, Title	Sign-in sheets, Report to CIC	End-of-year survey
8. Provide parent training in variety of topics <ul style="list-style-type: none"> <li>• Campus procedures</li> <li>• State standards (TEKS&lt; TAKS)</li> <li>• Grade level expectations and assurances</li> <li>• At-home learning activities</li> <li>• Health topics</li> <li>• Emotional/Mental health topics</li> <li>• Reading, Math, Science, Writing</li> </ul>	Adm. Team, Inst. teams, Reading Teachers, Reading coach, Counselor, Nurse	Campus Handbook, TEKS/TAKS informational handouts, Grade level informational handouts, Health information handouts, Academic handouts	Campus budget, Title funds, Bilingual, Migrant, Reading 1 <sup>st</sup> Grant	Training sign-in sheets, Report to CIC	End-of-year survey
9. Support coordination of campus program with community programs <ul style="list-style-type: none"> <li>• Neighborhood Watch</li> <li>• Red Ribbon Program</li> <li>• Keep Taylor Beautiful</li> <li>• Relay for Life</li> </ul>	All staff	Information from school and community programs and dates of events	Title funds	Media reports, Newsletters Website	End-of-year survey
10. Re-organization of PTO to better serve the campus needs <ul style="list-style-type: none"> <li>• Campus Staff will provide activities for the PTO meetings</li> <li>• PTO officers will support the staff in their plans.</li> </ul>	Admin team, Staff, PTO officers	Instructional Materials, food, games etc...	PTO funds, Local donations	Observations	Parent attendance to meetings.
11. Participate in Taylor ISD Showcase	All staff	Exemplar lessons	District	Observation of attendance	End-of-year survey
12..Assist Migrant Facilitator, PTO and Duck U in providing parents with opportunities to network, gather info and disseminate info to enhance student performance and better prepare parents to work with their children to meet educational goals	Admin. Team, Inst. Team, Teacher/PTO liaison, PTO officers, Duck U personnel	None	Campus budget, PTO, 21 <sup>st</sup> Cent Grant, Reading 1 <sup>st</sup> Grant	Meeting sign-in sheets, Migrant fac. home visits, campus newsletter	Eng-Of-year survey
13. Utilize Migrant Parent Liaison/Student Mentor to increase migrant parent awareness of school expectations and work individually with migrant students to mentor and tutor	Adm. Team, Inst. teams, ARI teachers	Parent Involvement materials, Parent/student teaching materials, laptop	Migrant budget, Campus budget, Reading 1 <sup>st</sup> Grant	Teacher schedules, adm. Walk-throughs, student progress reports, report cards	End-of-year assessment data, Promotion/retention data, AEIS

# APPENDIX I

## 2009-2010 Campus Improvement Planning Committee

Name	Position	Elected/Appointed	Assignment
Mark Weber	Counselor	Elected	NPE/NECS
Jolena Pokorny	Teacher	Elected	First Grade
Julie Snyder	Teacher	Elected	Second Grade
Vanessa Reyna	Teacher	Elected	First Grade
Michelle Hoeslcher	Teacher	Elected	Kindergarten
Joanne Piskator	Teacher	Elected	Pre-Kindergarten
Melissa Loeve	Parent	Appointed	1 <sup>st</sup> Grade
Kari Kurtain	Parent	Appointed	2 <sup>nd</sup> grade
Candi Patschke	Business	Appointed	Patschke & Patschke Realtors
Connie Carlson	Business	Appointed	Pfennigs Pharmacy
Ray Gonzales	Community	Appointed	Staples Welding
John Walton	Community	Appointed	Maxwell Automotive Group
Linda Chavarria	District Representative	Elected	Personnel Director

# APPENDIX 2

## GOALS, DEFINITIONS, AND PRINCIPLES

### LIST OF FEDERAL, STATE, AND LOCAL AGENCY PROGRAMS

### STAFF QUALIFICATIONS

#### District Goals

- 1 Improve student academic achievement
- 2 Personnel
- 3 Improve facilities and operations
- 4 Improve safety and discipline on each campus
- 5 Improve communications
- 6 Parental and community involvement

#### State Goals

- 1 Performance – English: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- 2 Performance – Mathematics: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- 3 Performance – Science: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- 4 Performance – Social Studies: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

#### State Objectives

- 1 Partnering Parents with Educators: Parents will be full partners with educators in the education of their children.
- 2 Student Potential: Students will be encouraged and challenged to meet their full educational potential.
- 3 Dropout Prevention: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- 4 Curriculum: A well-balanced and appropriate curriculum will be provided to all students.
- 5 School Personnel: Qualified and highly effective personnel will be recruited, developed, and retained.

- 6 Student Performance: The district’s students will demonstrate exemplary performance in comparison to state, national, and international standards.
- 7 School Environment: School campuses will maintain a safe and disciplined environment conducive to student learning.
- 8 Instructional Techniques: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques when appropriate to improve student learning.
- 9 Technology: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

NCLB Goals

- 1 By 2013-2014-, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics
- 2 All limited English proficient students will be proficient in English and reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics
- 3 By 2005-2006, all students will be taught by highly qualified teachers.
- 4 All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- 5 All students will graduate from high school.

Effective School Correlates

- 1 Safe and Orderly Environment
- 2 Climate of High Expectations for Success
- 3 Instructional Leadership
- 4 Clear and Focused Mission
- 5 Opportunity to Learn and Student Time on Task
- 6 Frequent Monitoring of Student Progress
- 7 Home-School Relations

Title I Schoolwide Program Components

- 1 A comprehensive needs assessment
- 2 Implementation of schoolwide reform strategies
- 3 Instruction by highly qualified teachers
- 4 High quality and on-going professional development
- 5 Strategies to attract high-quality highly qualified teachers to high-need schools
- 6 Strategies to increase parental involvement
- 7 Plans for assisting preschool children in the transition from early childhood programs to elementary programs

- 8 Measures to include teachers in the decision making process regarding academic assessments
- 9 Timely additional assistance to students in academic trouble
- 10 Coordination and integration of federal, state and local funds and programs

Statewide Compensatory Education Planning Requirements

- 1 Comprehensive Needs Assessment
- 2 Measurable district performance objectives for all appropriate indicators for all student populations
- 3 Strategies for improvement of student performance
  - Address gaps
  - Address needs of students in special programs
  - Dropout reduction
  - Integration of technology in instruction
  - Discipline management
  - Staff development for professional staff
  - Career education to assist students in preparing for career opportunities
  - Accelerated education
- 4 Provide middle and high school students and parents information about
  - Higher education admissions and financial aid opportunities
  - The TEXAS grant program and the Teach for Texas grant program
  - The need for students to make informed curriculum choices that affect their futures beyond high school
  - Sources of information on higher education
- 5 Resources needed to implement strategies
- 6 Staff responsible for implementation
- 7 Timelines for implementation and monitoring
- 8 Formative evaluation criteria

**Staff Qualifications**

All of Naomi Pasemann Elementary’s teachers are fully certified

## List of Acronyms

- AEIS- Academic Excellence Indicator System
- ARD- Admission, Review, Dismissal
- ARI- Accelerated Reading Instruction
- CGI- Cognitive Guided Instruction
- CIC- Campus Improvement Committee
- ESC- Education Service Center

EWCC-East Williamson County Cooperative  
IEP- Individual Education Plan  
MAPS-Mentor A Pasemann Student  
PPCD-Preschool Program for Children with Disabilities  
PTO- Parent-Teacher Organization  
SCE- State Compensatory Education  
TAKS- Texas Assessment of Knowledge and Skills  
TEKS- Texas Essential Knowledge and Skills  
TPRI-Texas Primary Reading Inventory  
DRA-Developmental Reading Assessment  
PBS-Positive Behavior Support

# Appendix 3

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The district operates in full compliance with the student confidentiality requirements of the federal Family Educational Rights and Privacy Act (FERPA). For a full explanation of district practices and procedures

Regarding student confidentiality see district policies FL (LEGAL) and FL (LOCAL).

## **EQUAL EDUCATION OPPORTUNITIES**

The Taylor Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability in providing education or providing access to the benefits of

educational services, activities, and programs, including Career and Technology Education programs, in accordance with Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the

Education Amendments of 1972; Age Discrimination Act of 1975 (34 CFR Part 110); Section 504 of the Rehabilitation Act of 1973, as amended; Title II of the Americans with Disabilities Act of 1990; and local Board policies.

## **10 COMPONENTS OF A TITLE I SCHOOLWIDE CAMPUS**

(The 10 components must be incorporated into Title I School-wide Campus plans by statute.  
Place a check mark in each space by each component that is incorporated into the plan.)

### **X   TS-1.**

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children) that is based on information on the performance of children in relation to the state content and state student performance standards.

—

**X**   **TS-2.**

School-wide reform strategies that--

     **X**   **TS-2a.**

a. provide opportunities for all children to meet the state’s proficient and advanced levels of student performance;

     **X**   **TS-2b.**

- use effective methods and instructional strategies that are based on scientifically based research that-
- strengthen the core academic program in the school;
- increase the amount and quality of learning time, such as, providing an extended school year, before-and after-school summer programs and help
- provide an enriched and accelerated curriculum -include strategies for meeting the educational needs of historically underserved populations.

     **X**   **TS-2c.** c. 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, which may include counseling, pupil services, and mentoring services; -college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods that may include applied learning and team-teaching strategies; and -the integration of vocational and technical education programs; and address how the campus will determine if such needs have been met; and

     **X**   **TS-2d.** d. are consistent with, and are designed to implement, the state and local improvement plans, if any.

  **X**   **TS-3.**

Instruction by highly qualified teachers.

  **X**   **TS-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.

  **X**   **TS-5.**

Strategies to attract highly qualified teachers to high need schools.

  **X**   **TS-6.**

Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

  **X**   **TS-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.

**X** **TS-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 performance of individual students and the overall instructional program.

**X** **TS-9.**

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

**X** **TS-10.**

Coordination and integration occurs between federal, state, and local services and programs, including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

