

Baty Elementary

Paw Power

“Pawsitive Learning”

**Golden Performance
Acknowledgement:
Attendance**



Campus Improvement Plan

2006—2007

“A National Blue Ribbon School of Excellence”

TABLE OF CONTENTS

Campus Advisory Team

District/Campus Goals

Needs Assessment

Campus Objectives:

Campus Advisory Team	3
District/Campus Goals	4
Campus Needs Assessment	5
Reading and Language Arts	6 – 10
Science	11 – 12
Math	13 – 17
Community	18 – 19
Writing	20 – 25
Social Studies	26
Attendance	27 – 28
Discipline	29
At-Risk	30 – 31
Special Education	32 – 33
Recruit and Retain	34 – 35
Technology	36 – 37
Safety	38
Principal’s Attestation	39 – 40
School Wide Plan	41

Campus Advisory Team

Teachers (7)

Cox, Deb – 1st Grade Teacher
McKinney, Deb – Kindergarten Teacher
Shotwell, Neal – FOCUS Teacher
Levy, Alejandra – 2nd Grade Teacher
Johnson, Ivory – 4th Grade Teacher
Roeglin, Nancy – 6th Grade Teacher
Tweedy, Jane – 5th Grade Teacher

Non-Teaching Professionals (3)

Cochran, Dawn – Principal
Montemayor, Jaye – Assistant Principal
Vickers, Sandra – TAKS Coordinator

Parent/Business/Community (5)

Clark, Angel – PTO President
Ruiz, Salomon – Vice-President/Parent
Olguin, Javier- ACC – Community Mentor Program
Santellana, Daniel – Parent Liaison

Putting the Plan into action

With feedback and directions from staff and parents the Campus Advisory Team (CAT) writes the 2006 - 2007 Campus Improvement Plan (CIP). The CAT, as Baty's leadership team, represents the staff, parents, and community and serves as the school improvement committee. Through consensus every staff person takes ownership for the CIP and is responsible for successfully implementing, monitoring and evaluating our campus goals. The goals are based on the School Board District Goals.

- 1) Each staff member and every grade level/team will review the CIP and develop strategies for implementing appropriate objectives.
- 2) The CAT will review the CIP At its monthly meetings
- 3) The CIP will be reviewed at grade level and team leaders' meeting.
- 4) The CIP is a work in progress and can be updated at any time. On-going feedback is welcomed. The CAT will give mid-year assessment to the staff. Baty does a survey for staff, parents, students and community twice a year in the fall and spring.
- 5) The CAT and staff will evaluate the success of our CIP at the end of the year to generate feedback for writing next year's plan; develop next year's campus staff development plan to meet needs identified, and recommend a campus instructional model for allocation of federal and state funding.

**DEL VALLE INDEPENDENT SCHOOL DISTRICT
MISSION STATEMENT**

Del Valle Independent School District, the community's educational leader, promotes and provides quality education through innovative programs for all children and community members.

**DISTRICT GOALS
2006 - 2007**

Del Valle ISD will:

- Goal 1: Del Valle ISD's instructional focus of the district will result in all student groups making annual improvement toward exemplary status.
- Goal 2: Del Valle ISD will ensure efficient and effective operations from all departments and campuses, including functioning in a fiscally responsible manner.
- Goal 3: Del Valle ISD will maintain a safe and disciplined environment for students, staff, and visitors on all school sites.
- Goal 4: The district shall recruit and retain a highly motivated, competent staff through training and an effective evaluation process.
- Goal 5: Del Valle ISD will provide quality facilities that are welcoming and accommodating for all students and staff.
- Goal 6: Del Valle ISD will promote involvement from parents and other community members that has a positive impact on promoting student achievement.

**Baty Campus Goals
2006-2007**

Baty Elementary will:

- 1. Baty's instructional focus will promote student achievement and lead to exemplary status.
- 2. Baty will implement inclusionary classroom practices, using Response to Intervention, Power of 2 and learning styles that better meet individual student needs within the classroom, including ELL and strategies, GT, and inclusion.
- 3. Baty will collaboratively work with parents and adopters to ensure daily attendance is 98% or higher.
- 4. Failure is not an option. Baty will reduce the number of students receiving failing grades. At Baty we will use effective assessment and interventions to reduce the number of students who receive failing grades.
- 5. Baty will provide opportunities for parents and the community to participate in activities that support campus and district goals.

Baty Needs Assessment

Spring Staff Survey: Strengths

- Our staff has high expectations for success.
- At our school there is frequent monitoring of student progress.
- Overall, students are well behaved in this school

Spring Staff Survey: Targets

- An effort is made to keep paperwork required by my campus to a minimum.

Student Attendance: finish (grades 1st – 6th)

2004 – 2005	4 th	96.93%
2005 – 2006	4 th	97.07%
Difference		-.14

TAKS Strengths

Gold Performance Acknowledgment – Attendance

5 th Grade Math increased	13%
5 th Grade Reading increased	12%

TAKS Targets

Bilingual/ESL Math 3rd Grade Level

More Community Involvement

3's/4's on Writing

4th Grade Math/Reading/Writing

5th Grade Science/Reading/Math

Bilingual/ESL language acquisition instruction

Retentions

2003 – 2004	12 students
2004 – 2005	8 students
2005 – 2006	18 students

Parent and Community Involvement	2004-2005	2005-2006
Number of volunteers:	120	163
Volunteer hours:	1446	1244
Number of volunteers in district top ten:	01	0
Number of mentors:	6	1
Number of mentor hours	31	3
Number of adopters:	18	13
Campus winners at district AAS celebration:	4	1

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – READING/LANGUAGE ARTS Pg. 1
2006-2007

GOAL #1: The instructional focus of the district will result in all student groups making annual improvement toward exemplary status.
OBJECTIVE #1: Baty Elementary will make measurable progress toward the requirement of the No Child Left Behind Act of 2001 that 100% of Baty students are expected to pass the TAKS READING/LANGUAGE ARTS test by 2013-14.
OBJECTIVE #2: Baty Elementary will make measurable progress toward the requirement of the No Child Left Behind Act of 2001 that 100% African-American, Hispanic, White, Asian American, Native American, Male, Female, Economically Disadvantage, and all children with disabilities and limited English proficient are expected to pass the READING/LANGUAGE ARTS Subtest of TAKS by 2013-2014.

STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
1. Disaggregate TAKS Reading test results from the 2004-2006 school year and ongoing benchmarks to identify student needs.	Campus Admin. Dept. of C & I	TAKS Coordinator	As scheduled for August 2006 – May 2007	Identified reading objectives Disaggregated score charts
2. Continue early identification of reading deficits to address all student populations and create a system for monitoring ongoing student progress from year-to-year according to identified trends.	Classroom Teachers	UT 3 Tier and District	August 2006 – 2007	Formative: Teacher-made Benchmark Test, DIBELS, DRA, STAR testing, SAT Process, Breaking the Code, Fluency Measures, Mock Released Tests Summative: Passing rates on TAKS Reading test
3. All teachers will participate in at least one day of reading training.	All Teachers	Local, State, Federal	August 2006 – May 2007	Number of teachers in attendance (Sign-in Sheets)

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – READING/LANGUAGE ARTS Pg. 2
2006-2007

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STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
4. Continue to monitor and evaluate methods of intervention for all students including but not limited to Class Size Reduction, Content Mastery, Orton-Gillingham Based Reading Program for Dyslexia, Special Education, tutoring, etc.	Principal TLC Teacher Special Education Teachers TAKS Coordinator	District Title I SCE Funds SCE/OEY	August 2006 – May 2007	List of students identified and placed in special programs through GPC (ARI, AMI) and SAT process.
5. Monitor interventions for limited English proficient dyslexic students.	Bilingual teachers	Local State Federal	August 2006 – May 2007	Formative: Teacher-made Benchmark Tests, Esperanza, TELPAS including Texas Observation Protocols (TOP) Summative: Passing rates on TAKS, <i>Reaching Advanced Language</i>

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – READING/LANGUAGE ARTS Pg. 3
2006-2007

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STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
6. Continue to provide extended learning times for students through after school, weekend, and summer programs with adequate transportation, if possible.	Principal Head Tutor TAKS Coordinator	SCE Optional Extended Year Local Title I ARI/AMI	August 2006 – May 2007	Formative: Teacher-made Benchmark Tests Summative: Passing rates on TAK
7. Continue campus-based reading opportunities to meet the needs of students.	Classroom teachers Dyslexia ESL TLC Librarian Tutors	Local State Federal	August 2006 – May 2007	Formative: Documentation of reading opportunities: Lesson Plans, A/R Reports, RIF Thematic Activities 3 times a year, DEAR, National Vocabulary List, Expository Reading in Science/Social Studies, Grade Level Fluency Measurement (Read Naturally)
8. Complete collaboration effort with Vaughn Gross Reading and Language Center to implement, evaluate and disseminate findings from (K - 3 rd) reading intervention mode.	Principal TAKS Coordinator Teachers (K-3 rd) UT 3 Tier staff	Local State Federal	August 2006 – May 2007	Formative: DIBELS, Teacher made Benchmark Tests, DRA, STAR testing, Summative: Passing rates on TAKS

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – READING/LANGUAGE ARTS Pg. 4
2006-2007

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STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
9. Assess, identify and provide intensive instruction for students at risk of failing the Reading TAKS. Parents of at-risk students will be notified of the child's status and necessary intervention.	Principal TAKS Coordinator Classroom teachers SAT Committee	State Local Federal	August 2006 – May 2007	Formative; Tutoring schedules, list of strategies and students served Summative: Passing rates on TAKS
10. Provide training for staff in ESL and gifted instructional strategies to meet the needs of all students in the general class setting.	Dept. of C & I	Local State Federal	August 2006 – May 2007	Number of staff participating Number of staff certified
11. Ongoing assessments and benchmarks will be in place at all levels including exit level.	Campus Principals Classroom Teachers TAKS Coordinator	Local State Federal	August 2006 – May 2007	Teacher-made benchmarks at each grade level. Benchmark Test Results and State Testing Results
12. Special populations, (migrant, bilingual/ELL, special education) have special needs that will be addressed through instructional strategies designed to meet their special needs.	LPAC ARD 504 Committee Principal BE/ESL Coordinator Counselors	n/a	August 2006 – May 2007	Formative: LPAC Minutes, Student IEP's, 504 Forms, SDAA results, TAKS results, Spanish TAKS results, Number G/T identified, Teacher made benchmark Summative: Passing rates on TAKS, SDAA, LDAA, RPTE

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN - READING/LANGUAGE ARTS Pg. 5
2006-2007

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STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
13. Utilize district data banks that interface historical testing data with local campus benchmark information. (AEIS-IT)	Department of C & I Principal TAKS Coordinator	Local State Federal	August 2006 – May 2007	AEIS-IT data reports Training sessions (sign-in sheets)
14. Provide teacher and paraprofessional training in differentiated instruction to continue to meet the needs of special population students in the reading classroom in preparation for TAKS.	Dept. of C & I Principal	Local State Federal	August 2006 – May 2007	Schedule of consultants/training sessions Sign-in sheets
15. Assess, identify and provide intensive on-going training instruction for students at risk of failing the Reading TAKS. Parents of at-risk students will be notified of the child’s status and necessary intervention.	Dept. of C & I Principal TAKS Coordinator TLC Classroom Teachers	Local State Federal	August 2006 – May 2007	Formative: Tutoring schedules, ARI, AMI-List of strategies and students served Summative: Passing rates on TAKS
16. Progress monitoring to guide instruction.	Classroom Teachers (K – 3 rd)	n/a	August 2006 – May 2007	Formative: Teacher-made Benchmarks Summative: Passing rates on TAKS

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – SCIENCE Pg. 1
2006-2007

GOAL #1: The instructional focus of the district will result in all student groups making annual improvement toward exemplary status.
OBJECTIVE #1: The district will make measurable progress toward the requirement of the No child Left Behind Act of 2001 that 100% of Del Valle students are expected to pass the TAKS Mathematics and Science tests by 2013-2014.
OBJECTIVE #2: The district will make measurable progress toward the requirement of the No child Left Behind Act of 2001 that 100% African American, White, Asian American, Native American, Male, Female, Economically Disadvantaged, and all children with disabilities and limited English proficient are expected to pass the Mathematics and Science Subtest of TAKS by 2013-2014.

STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
Continuing Initiatives:				
1. Develop, use and maintain Plantasia, trees and schoolyard habitat to reinforce math/science activities.	Classroom teachers (K - 6 th)	Adopters, grants.	August 2006 – May 2007	Hands-on experiences, building community, improved performance on benchmark tests and passing TAKS Test scores.
2. School-wide Science Fair.	Science Committee Classroom Teachers (K - 6 th)	Campus budget, adopters.	September - orient teachers November – Science Fair	Hands-on experiences, building community, improved performance on benchmark tests and passing TAKS Test scores.
3. Provide more Physical and Earth Science experiences.	Classroom Teachers (K - 6 th)	Science materials and manipulatives.	August 2006 – May 2007	Improved/passing scores on benchmark tests and TAKS Test. Lesson plans.
4. Incorporate sciences into math, reading, language arts and social studies lessons & activities.	Classroom Teachers (K - 6 th)	Science materials & manipulatives, Baty Science Lab, Plantasia.	August 2006 – May 2007	Improved/passing scores on benchmark tests and TAKS Test. Lesson plans.

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – SCIENCE Pg. 2
2006-2007

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STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
5. Incorporate Science journals in science lessons, activities.	Classroom Teachers (4 th - 6 th)	Composition books, journaling ideas from Rosemary Martin in-services.	August 2006 – May 2007	Improved/passing scores on benchmark tests and TAKS Test. Lesson plans.
6. Use application/experimental benchmark activities and questioning to show individual student mastery of Science TEKS specific to each grade level (K-6 th).	Science Specialists at each grade level	Campus Staff Development Budget	August 2006 – May 2007	Formative: Teacher-Made Benchmark Tests Summative: Passing Rates on Science TAKS

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – MATH Pg. 1
2006-2007

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STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
1. Disaggregate TAKS Math for each item on the 2006 item analysis report. Establish objectives in need of improvement.	Teachers (K- 6 th) Campus Admin. Dr. Crook, Consultant TAKS Coordinator	Campus Budget	Daily	Formative: Teacher-Made Bench Marks Summative: Passing rates on TAKS
2. Revise math benchmark tests and/or mock tests for (K-6 th) to reflect TAKS objectives.	Testing Coordinator Classroom Teachers Designated Math & Science Specialists and teachers at each grade level	Campus Budget	August 2006 – May 2007	Formative: Teacher-Made Benchmark Tests Summative: Passing rates on TAKS
3. Provide day and after school tutoring for (K-6 th). Use diagnostic and prescriptive interventions as well as peer tutoring.	Testing Coordinator Designated Math & Science Specialists And teachers at each grade level TAKS Coordinator	Campus Budget SCE ARI/AMI	August 2006 – May 2007	Formative: Tutoring schedules List of students served Summative: Passing rates on TAKS

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN - MATH Pg. 2
2006-2007

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STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
4. Schedule and conduct staff development for math teachers.	Designated Math & Science Specialists and teachers at each grade level Campus Admin.	Campus Staff Development Budget	August 2006 – May 2007	Schedule of staff development and sign-in sheets
5. Continue meetings with teachers for vertical and horizontal alignment between grade levels, including special education and inclusion teachers. Organize meetings for teachers (K - 5 th), and (5 th – 8 th) to continue vertical and horizontal alignment.	Teachers Campus Admin.	Campus Staff Development Budget	August 2006 – May 2007	Schedule of meetings Sign in sheets
6. Incorporate technology in Math.	Teachers (K - 6 th)	Microsoft programs, Study Island, Numbers undercover, and supplemental materials	August 2006 – May 2007	Lesson Plans Technology plan

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – MATH Pg. 3
2006-2007

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STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
7. Integrate Math vocabulary across the curriculum.	Teachers Specialists at each grade level	N/A	August 2006 – May 2007	Lesson Plans Vocabulary lists
8. Continue to teach problem solving by integrating science with math.	Teachers	Fritz and Martina, Exemplars. Ms. Fritzie, and Problem Solver	August 2006 – May 2007	Lesson Plans Use of problem-solving resources weekly Teacher observation of student success Improved TAKS scores
9. Monitor TEKS-based timeline	Teachers (K - 6 th)	Harcourt Brace TAKS Resources Manipulatives	August 2006 – May 2007	Nine week evaluations and adjustments
10. Students will be required to use TAKS tools routinely.	Teachers (K - 6 th)	No cost	Daily	Lesson Plans Teacher observations
11. Kindergarten will host a parent meeting in order to teach parents how to use math manipulatives to help their children.	Teachers (K) Community Liaison	Title 1 Funds	As scheduled Survey after meeting	Improved parent involvement Improved parent effectiveness Parent survey to determine success of meeting

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – MATH Pg. 4
2006-2007

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STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
12. Students will perform science experiments to reinforce math skills.	Teachers (K - 6 th)	MSEC Materials Campus Budget	Weekly	Lesson Plans Evaluations and TAKS scores
13. M&M Math- Students will gain mastery of math facts through campus incentive plan. To increase students recall of math facts grades (1 st – 6 th).	TLC Classroom Teachers Tutors	M&M Math M&M's CGI	(K – 6 th)	Student mastery of Math facts 80% of students passing
14. Implement lessons that include problem solving and computation for 90 minutes a day.	Teachers (1 st - 6 th)	Harcourt Brace TAKS resources Manipulatives	August 2006 – May 2007	Improved benchmark scores 100% passing TAKS
15. Utilize the current data in elementary with testing information to follow student progress throughout the individual's school career.	Testing coordinators Math & Science Specialists and Teachers at each grade level	Campus Staff Development Budget	August 2006 – May 2007	Formative: AEIS-IT data reports Summative: Passing Rates on TAKS

**BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – MATH Pg. 5
2006-2007**

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STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
16. Provide training for staff in ESL and gifted instructional strategies to meet the needs of all students in the general class setting.		Local State Federal	August 2006 – September 2007	Number of staff participating Number of staff certified
17. Utilize district data banks that interface historical testing data with local campus benchmark information. (AEIS-IT)	Dept. of C & I Campus Admin.	Local State Federal	August 2006 – May 2007	AEIS-IT data reports Training sessions (sign-in sheets)

**BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – COMMUNITY Pg. 1
2006 – 2007**

GOAL #6: Will promote involvement from parents and other community members that have a positive impact on promoting student achievement.				
OBJECTIVE #2: Parents will be provided a variety of opportunities to be involved in district activities.				
Strategies / Activities	Person Responsible	Resources	Timeline	Expected Outcomes / Evaluation
1. Promote and support district and campus parent involvement events/activities. a. School Board meetings and Supt. Coffee Chats. b. Campus & Grade level parent meetings. c. PTO meetings. d. Annual school events (Back to School Night, Carnival, Kindergarten graduation, etc.	Principal School staff PTO officers Community Liaison	1. School personnel, equipment /supplies. 2. Title I funds.	Ongoing	Parent participation and student success on TAKS. Parent participation comparison charting and TAKS results
2. Advertise and promote parent participation in PTO, CAT, DAT, and other school committees/activities.	Principal School staff PTO officers Community Liaison	1. School personnel, equipment /supplies. 2. Adopters	Registration Days, District events & Ongoing	Increased parent participation. Parent participation comparison charting.
3. Offer parent education sessions on Gradespeed.	Attendance Clerk Community Liaison	School personnel, equipment/supplies.	Fall	Parent participation and skill development. Parents have access to current information on student's academic progress

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – COMMUNITY Pg. 2
2006 – 2007

GOAL #6: Will promote involvement from parents and other community members that have a positive impact on promoting student achievement.				
OBJECTIVE #2: Parents will be provided a variety of opportunities to be involved in district activities.				
Strategies / Activities	Person Responsible	Resources	Timeline	Expected Outcomes / Evaluation
4. Partners-In-Education (PIE) Committee a. Promote/Recruit 1. Use newsletter, flyers, etc. 2. Visit local businesses, churches, & local college campuses. b. Train on or off campus b. Recognize volunteers at campus and at district level.	AAS committee Community Liaison Campus staff	1. School Personnel equipment /supplies 2. Adopters	Ongoing	Increased parent and community member participation/involvement More adopters and volunteers Parent/volunteer recognition Volunteer hours report.
5. Host & promote a “Career Day”.	Counselors School Staff	School personnel, adopters & community members	Fall	Help students broaden career choices
6. Promote parent and student participation in literacy and technology by providing access to the school library and computer lab after school.	Principal School Librarian Computer Lab Aide.	School personnel, equipment/supplies.	Ongoing	Increased parent participation and literacy & student academic development. Parent participation comparison charting and student academic success on TAKS, Benchmarks, etc.

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – WRITING Pg. 1
2006-2007

GOAL #1: The instructional focus of the district will result in all student groups making annual improvement toward exemplary status.
OBJECTIVE #5: The district will make measurable progress toward reaching exemplary status (>90% passing) for all Del Valle students on the TAKS WRITING test.
OBJECTIVE #6: The district will make measurable progress toward reaching exemplary status (>90% passing) for all African American, Hispanic, White, Asian American, Native American, Male, Female, Economically Disadvantaged, children with disabilities, and limited English proficient students on the TAKS WRITING test.

STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
New initiatives: 1. Implement within and across grade level planning and sharing of information on effective instructional techniques and strategies for writing skills throughout all content areas.	Dept. of C & I Principal Grade Level Leaders	District/Campus Staff Development Budget	August 2006 – 2007	Schedule of meetings Sign-in sheets Lesson Plans
2. Provide training for staff in ESL and gifted instructional strategies to meet the needs of all students in the general class setting.	Dept. of C & I	Local State Federal	August 2006 – September 2007	Number of staff participating Number of staff certified

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – WRITING Pg. 2
2006-2007

GOAL #1: The instructional focus of the district will result in all student groups making annual improvement toward exemplary status.
OBJECTIVE #5: The district will make measurable progress toward reaching exemplary status (>90% passing) for all Del Valle students on the TAKS WRITING test.
OBJECTIVE #6: The district will make measurable progress toward reaching exemplary status (>90% passing) for all African American, Hispanic, White, Asian American, Native American, Male, Female, Economically Disadvantaged, children with disabilities, and limited English proficient students on the TAKS WRITING test.

STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
CONTINUING INITIATIVES: 3. A writing component will be an essential part of every subject course from (K-6 th), with emphasis on the following elements: a. Students will write for varied purposes ad audiences to demonstrate voice. b. Students will organize ideas in a clear and logical manner. c. Students will exhibit language control including mechanics, spelling, sentence structure, usage and handwriting.	Principal Teachers	No cost	August 2006 – 2007	Benchmark Test , TAKS Test
4. Continue meetings for vertical alignment of curriculum.	Dept of C & I Principal Team Leaders	District/Campus Staff and Dev. Budget	2006 – 2007	Scheduled Meetings Sign-in sheets

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – WRITING Pg. 3
2006-2007

GOAL #1: The instructional focus of the district will result in all student groups making annual improvement toward exemplary status.
OBJECTIVE #5: The district will make measurable progress toward reaching exemplary status (>90% passing) for all Del Valle students on the TAKS WRITING test.
OBJECTIVE #6: The district will make measurable progress toward reaching exemplary status (>90% passing) for all African American, Hispanic, White, Asian American, Native American, Male, Female, Economically Disadvantaged, children with disabilities, and limited English proficient students on the TAKS WRITING test.

STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
CONTINUING INITIATIVES: 5. Teachers will have on-going training in the use of TAKS writing strategies including rubrics to evaluate compositions.	Dept of C & I Principal Teachers Flatau Dr. Crook	District Funds	August 2006 – May 2007	Benchmark and TAKS Scores
6. Tutoring and writing workshops will be provided for students during the school year.	Principal TAKS Coordinator Dept of C & I Tutors Teachers Consultants	Tutoring Budget District Funds	August 2006 – May 2007	Tutoring records, Tutoring progress reports, teacher evaluations

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – WRITING Pg. 4
2006-2007

GOAL #1: The instructional focus of the district will result in all student groups making annual improvement toward exemplary status.
OBJECTIVE #5: The district will make measurable progress toward reaching exemplary status (>90% passing) for all Del Valle students on the TAKS WRITING test.
OBJECTIVE #6: The district will make measurable progress toward reaching exemplary status (>90% passing) for all African American, Hispanic, White, Asian American, Native American, Male, Female, Economically Disadvantaged, children with disabilities, and limited English proficient students on the TAKS WRITING test.

STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
CONTINUING INITIATIVES: 7. Continue Mock TAKS testing in writing in grade 4 th .	Principal TAKS Coordinator Teachers	Dept of C & I	August 2006 – May 2007	Released TAKS Tests
8. Students scoring a 4 on writing assessments will receive special recognition.	Principal Teachers TAKS Coordinator	Campus Budget	August 2006 – May 2007	Benchmark and TAKS scores
9. Students in grade 4 th will be assessed in TAKS writing by an independent grader 2-4 times a year. Students in grade 2 nd will be assessed once a year by an independent grader.	Principal Dept of C & I	Dept of C & I Instructional Budget	August 2006 – May 2007	Writing samples

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN - WRITING Pg. 5
2006-2007

GOAL #1: The instructional focus of the district will result in all student groups making annual improvement toward exemplary status.
OBJECTIVE #5: The district will make measurable progress toward reaching exemplary status (>90% passing) for all Del Valle students on the TAKS WRITING test.
OBJECTIVE #6: The district will make measurable progress toward reaching exemplary status (>90% passing) for all African American, Hispanic, White, Asian American, Native American, Male, Female, Economically Disadvantaged, children with disabilities, and limited English proficient students on the TAKS WRITING test.

STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
CONTINUING INITIATIVES: 10. Students in grades 3 rd – 6 th will store ongoing writing projects on disks. Students in grades 1 st – 2 nd will save on ‘Y’ drive.	Campus Computer Tech. Teacher	Campus Budget Computer Disks	August 2006 – May 2007	Campus disk inventory
11. Share within and across grade levels strategies/technique for effective writing.	Principal Teachers	Training Faculty meetings Grade level meetings	August 2006 – May 2007	TAKS scores, District Benchmarks
12. Utilize grade 4 th TEKS writing objectives for all students in (K – 4 th) and grade 8 th TEKS writing objectives in grades 5 th – 6 th .	Principal Teachers	TEKS Writing objectives	August 2006 – May 2007	TAKS scores and Lesson Plans
13. Continue to use proofreading editing marks during the writing process.	Principal Teachers Tutors Flatau	Rubrics Chart Training Sessions Literacy Lab	August 2006 – May 2007	TAKS scores and Lesson Plans
14. Rubrics used to evaluate writing compositions.				

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – WRITING Pg. 6
2006-2007

GOAL #1: The instructional focus of the district will result in all student groups making annual improvement toward exemplary status.
OBJECTIVE #5: The district will make measurable progress toward reaching exemplary status (>90% passing) for all Del Valle students on the TAKS WRITING test.
OBJECTIVE #6: The district will make measurable progress toward reaching exemplary status (>90% passing) for all African American, Hispanic, White, Asian American, Native American, Male, Female, Economically Disadvantaged, children with disabilities, and limited English proficient students on the TAKS WRITING test.

GRADE LEVEL	PENMANSHIP/HANDWRITING COMPONENT	RESOURCES
FIRST GRADE	Teach manuscript/penmanship following top to bottom formation.	Campus Grade Level Training
SECOND GRADE	Teach manuscript/penmanship, reinforcing top to bottom formation.	Campus Grade Level Training
THIRD GRADE	Continue to teach manuscript/penmanship and introduce cursive in second semester.	Campus Grade Level Training
FOURTH GRADE	Teach cursive handwriting/penmanship.	Campus Grade Level Training
FIFTH GRADE	Reinforce cursive handwriting/penmanship starting with the first day of school.	Campus Grade Level Training
SIXTH GRADE	Continue cursive handwriting/penmanship.	Campus Grade Level Training

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – SOCIAL STUDIES Pg. 1
2006 – 2007

GOAL #1: The instructional focus of the district will result in all student groups making annual improvement toward exemplary status.
OBJECTIVE #1: The district will make measurable progress toward reaching exemplary status (>90% passing) for all Del Valle students on the TAKS SOCIAL STUDIES Test.
OBJECTIVE #2: The district will make measurable progress toward reaching exemplary status (>90% passing) for all African American, Hispanic, White, Asian American, Native American, Male, Female, Economically Disadvantaged, children with disabilities and limited English proficient students on the TAKS SOCIAL STUDIES test.

STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
New Initiatives: 1. (K - 1 st) will hold a winter celebration to learn about other cultures.	Teachers (K – 1 st)	Campus Staff	December 2007	Student projects 100% on Benchmarks and TAKS test
2. Integrate Social Studies in all disciplines. In Language Arts focus on Expository reading and vocabulary.	Grade Level Teachers	Campus Budget/Staff TIME for kids, newspapers, library resources	August 2006 - May 2007	Lesson Plans 100% pass the Benchmark tests
3. Schedule teacher/staff meetings for vertical alignment of curriculum between grade levels. Organize meetings for teachers K - 6 th to vertically align.	Principal Classroom Teachers	TAKS information books, TEKS TEKS Campus staff	August 2006 - May 2007	Schedule of meetings Sign-in sheets
4. Recognize the cultural diversity of the campus through cultural events and activities.	Principal Multicultural committee Classroom Teachers	Library display cases Campus staff	August 2006 – May 2007	Student participation in cultural activities and events. 100% Social Studies Benchmarks and TAKS tests

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – ATTENDANCE Pg. 1
2006 - 2007

GOAL #6: Will promote involvement from parents and other community members that have a positive impact on promoting student achievement.				
OBJECTIVE #2: Parents will be provided a variety of opportunities to be involved in district activities.				
STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
1) Student rewards for perfect attendance every 9 wks, 0 absences, FFC, adopters coupons	Teachers PEIMS clerk Administrators		All year	Student attendance at 98% +
2) Attendance Panel	PEIMS Clerk District Elem. Attendance Officer Asst Principal	PEIMS absence/tardy record	All year	Student attendance at 98% +
3) Phone calls and/or liaison visits to all absent students.	Teachers Nurse PEIMS clerk Receptionist Administrators Liaison Attendance officer	Computer dialing system Reported absences from school personnel	Daily during school year	Student attendance at 98% +
4) Monitor late arrivals, early pickups, chronic absences for residency checks	Teachers PEIMS clerk Admin Liaison Office personnel	Reported attendance problems	Daily during school year	Student attendance 98% +
5) Semester reward for perfect attendance: 0 absences.	PEIMS clerk Asst Principal Principal	PEIMS Data	2 times a year	Student attendance 98% +
6) Consequence for excessive absences/tardies: District court filing	PEIMS clerk Principal Asst Principal Attendance officer	PEIMS Data	All year	Student attendance 98 % +

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – ATTENDANCE Pg. 2
2006 - 2007

GOAL #6: Will promote involvement from parents and other community members that have a positive impact on promoting student achievement.
OBJECTIVE #2: Parents will be provided a variety of opportunities to be involved in district activities.

STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
7) Community Liaison home visits for excessive absences	PEIMS clerk Asst Principal Principal Attendance officer	PEIMS Data	All year	Student attendance 98 % +

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – DISCIPLINE Pg. 1
2006 - 2007

GOAL #4: Del Valle ISD will recruit and retain a highly motivated, competent staff through training and effective evaluation process.
OBJECTIVE #7: Students will be well-behaved.

STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
1) Continue a citizenship plan teacher resource notebook for weekly school wide citizenship lessons.	Discipline review committee All teachers	Campus funds for notebooks	Weekly	Increased student self-discipline Reduction in office referrals
2) Referral system effectively communicated	Asst Principal All teachers	Staff Handbook Computer referrals	Yearly	Increase in teacher satisfaction about results of office referrals Reduction of student time in office
3) Create a monitoring system for number of office referrals per student	Asst Principal	PEIMS Data	Yearly	Early intervention for behavior issues Fewer repeat referrals Discipline reports reflect fewer repeat offenses per student
4) Rewards for individual student behavior FFC badge or rewards for class good behavior.	All Staff Asst Principal Counselors	Student Activity Fund PTO Funds	Each 9 Wks	Better behavior in commons areas and classrooms
5) Survey school community on safety/discipline issues	Asst Principal		Twice Yearly	Improved communication satisfaction with student safety/behavior Survey results reported
6) Discipline Data collected and reported	Asst Principal Discipline review Committee		Each 9 Wks	School community will be informed on discipline issues. Discipline and survey reports
7) Participation school wide in: Bullying prevention program to prevent bullying and harassment of students.	Teachers TA's Administrators Counselors	Counseling Program, DVISD Code of Conduct	Ongoing	School community will enforce policy against bullying.

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – AT-RISK Pg. 1
2006 - 2007

GOAL #1: The instructional focus of the district will result in all student groups making annual improvement toward exemplary status.
OBJECTIVE #4: Successfully meets the needs of all learners and reduce number of retainees.

STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
1) Student Assistance Team (SAT) and DSAT Coordination of all programs-Federal, State and Local	Principal TEKS coordinator Counselors Asst Principal	Staff supported by title funds, state funds, and local funds	September 2006 – May 2007	Students will receive needed assistance to address academic, speech, physical or behavioral concerns. Student needs are met.
2) Tutoring/Extended Day/Behavior Support and Team Leaders	Principal TEKS coordinator PASS teacher Counselors Asst Principal	SCE Funds	September 2006 – May 2007	Students who fail MOCK TAKS/SDAA Benchmarks (K - 2 nd) or TPRI's (K - 2 nd) who will benefit from remediations specific TAKS Objectives Success on TAKS. TPRI/RPTE/Objective Protocols
3) Gifted and Talented Differentiated instruction in classroom	GT Teacher Teachers	Portfolios: Alternatives test Data, Research after district's standardized test results	September 2006 – May 2007 On going	Explore new ways to increase participation in the GT Program. Identify and recruit GT students, publicize and promote GT process. Increased identification and involvement of students in the GT Program.

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – AT-RISK Pg. 2
2006 - 2007

GOAL #1: The instructional focus of the district will result in all student groups making annual improvement toward exemplary status.
OBJECTIVE #4: Successfully meets the needs of all learners and reduce number of retainees.

STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
4) Counseling Program	Principal Counselors	Counselors District Resources	September 2006 – May 2007	Assess the counseling program. 1. Interventions for behavior contribute to fewer repeat referrals 2. Guidance lessons in classrooms 3. Participation in SAT Process contributes to early intervention student progress data 4. Support regular district wide parent meetings Students Counselor’s report.
5) Ongoing CATCH Program to increase student health: nutrition, physical fitness, parent/ community involvement	Counselors PE Teachers Wellness committee Cafeteria Staff Classroom Teachers	Catch Curriculum	September 2006 – May 2007	School Community will be informed on health and wellness issues. Strategies for complementation will increase wellness.
6) Behavior Support Program – PASS Compliance and Social Skills Training	PASS Teacher PASS TA DSAT members Counselors Nurse Asst Principal	Dual Funding/ Campus Budget	September 2006 – May 2007	Intervention result in decreased need for office referrals and increase in successful days in classroom. End-of-Year program assessment. Services special needs and regular education students.

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – SPECIAL EDUCATION Pg. 1
2006 – 2007

GOAL #1: The instructional focus of the district will result in all student groups making annual improvement toward exemplary status.
OBJECTIVE #1: The district will make measurable progress toward ensuring that all students with disabilities tested in grades 3-8 and 10 are assessed in compliance with the state’s standard of TAKS tests at: 97%, SDAAs @ 2% and TAKS-ALT @ 1%.
OBJECTIVE #2: The district will make measurable progress to ensure that special education students are given grade-level assessments to the maximum extent possible.

STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
1. Provide staff development on: A. Timelines for initial evaluation and reevaluation. B. Least restrictive environments C. Related Services D. Inclusion training for general and special education staff	Principals Special Education Dept. Chair	Local State Federal	August 2006 – May 2007	TAKS testing/SDAA/LDAA Database information regarding compliance requirements of Federal/State Laws in regard to these programs Staff Development sign-in sheets
2. Monitor and refine system to implement the response to intervention for at risk at each campus.	Principals Counselors SAT Team Special Education	Local State Federal	August 2006 – May 2007	TAKS, SDAA, Benchmarks, DIBELS, DRA, SRA will show gains. Reduction of students identified as SPED to 1% of total students enrolled.
3. Appropriate staff is knowledgeable about ARD committee decision-making rules for selecting appropriate state test instruments to ensure that special education students will take the highest-level assessment at which they can be successful.	Special Education Administrators Dept. Chairs	District/Campus Staff Development Budgets	August 2006 – May 2007	ARD/SDAA training schedule Sign-in sheets

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – SPECIAL EDUCATION Pg. 2
2006 – 2007

GOAL #1: The instructional focus of the district will result in all student groups making annual improvement toward exemplary status.
OBJECTIVE #1: The district will make measurable progress toward ensuring that all students with disabilities in grades 3-8 & 10 are assessed in compliance with the state’s standard of TAKS tests at: 97%, SDAA @ 2% and TAKS-ALT @ 1%.
OBJECTIVE #2: The district will make measurable progress to ensure that special education students are given grade-level assessments to the maximum extent possible.

STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
4. Database documenting overall TAKS/SDAA participating statistics will develop and maintained.	Special Education C & I	Dept. Budgets	August 2006 – May 2007	Database reports State/Federal Accountability
5. A continuum of alternative placements is available with supplemental aids and services.	Special Education Principal	Local State Federal	August 2006 – May 2007	TAKS testing Database information regarding compliance requirements of Federal/State Laws in regard to these programs.
6. Special populations, (migrant, bilingual/ELL, special education, dyslexic and gifted) have special needs that will be addressed through instructional strategies designed to meet their special needs	LPAC ARD 504 Committee G/T coordinator Principal Bilingual/ESL Coordinator	n/a	August 2006 – May 2007	Formative, LPAC minutes, Students’ IEPs, 504 Forms, SDAA results, TAKS results, Spanish TAKS results, Number G/T identified, Teacher Made Benchmarks, Summative: Passing rates on TAKS, SDAA, LDAA, RPTE
7. Increase the number of special education students participating in mainstream or inclusive settings in grades EE-6 th grade.	Principal Special Education SAT Team	Local State Federal	August 2006 – May 2007	Database information regarding compliance requirements of Federal/State Laws in regard to these programs

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – RECRUIT AND RETAIN Pg. 1
2006 – 2007

GOAL #4: Del Valle ISD will recruit and retain a highly motivated, competent staff through training and effective evaluation process.
OBJECTIVE #2: Improve employee’s job satisfaction and retention

STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
1. Provide opportunities for mentoring of new teachers	Principal		2006 - 2007 Meet Weekly	Openings shared. List of mentoring opportunities
2. Enhance staff morale by contributing to effective district-wide communication	Principal Staff Liaison		2006 – 2007	Staff will receive monthly electronic newsletter
3. Provide Wellness and CATCH activities to students and staff	Wellness Committee	CATCH Curriculum	2006 – 2007	Stress reduction and healthier outcomes
4. Staff suggestion box	Principal Liaison		Every CAT Mtg	On-going feedback and improvement
5. Counselors will provide counseling services for staff	Counselors			Stress Reduction
6. Team Leaders will closely monitor substitute teachers	Team Leaders		As needed	Smoother classroom instruction

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – RECRUIT AND RETAIN Pg. 2
2006 – 2007

GOAL #4: Del Valle ISD will recruit and retain a highly motivated, competent staff through training and effective evaluation process.
OBJECTIVE #1: 100% of Del Vale ISD teachers shall be “Highly Qualified” by 2006-06 as required by the “No Child Left Behind” Act of 2001.

STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
7. Meet NCLB requirements for Professionals and Paraprofessionals	Director of Human Resource	District Budget Title I Funds	2006 – 2007	Staff will receive NCLB certification from Region 13. Number/percent of Highly Qualified Teachers (TEA annual survey)
8. Provide staff development and training opportunities for all district personnel in all areas for the improvement of student academic achievement	Principal CAT committee	Budget	2006 – 2007	Schedule of training sessions. Sign-In sheets. High morale and high student achievement.

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN -TECHNOLOGY Pg. 1
2006-2007

GOAL #1: The instructional focus of the district will result in all student groups making annual improvement toward exemplary status.
OBJECTIVE #11: The district shall maintain a technology infrastructure.

STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
Continuing Initiatives: 1. Promote exemplary use of technology in instruction. Model use in daily work, communications, grading report cards, lesson plans, upgrading website, presentations, on-line collaborations projects and management tasks.	Administrators Staff members	Campus inventory of software and hardware Grade Speed and Home Page	2006 - 2007	Sharing the information and accountability of student academic success
2. Using the StaR chart as a guide, maintain a plan for acquiring and distributing new technology, upgrading existing equipment and expanding software usage.	Principal Tech Committee Staff members	Campus Budget School Software	2006 - 2007	Student academic success and increased technical literacy of staff and students.
3. Continue integrating the technology TEKS into TEKS and TAKS subject areas through teacher directed learning where students use technology and store their ongoing projects.	Teachers	DVISD Server	2006 - 2007	Student academic success and increased technical literacy.
4. Recommend hiring a certified computer teacher.	CAT Committee DAT Committee	Campus Budget Title I Monies	2006 - 2007	Student academic success and increased technical literacy.
5. Continue to ensure that every staff member has access to a computer or laptop.	Principal Tech Committee	Campus Budget	2006 - 2007	Increased technical staff member literacy. More effective communication and management.

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN - TECHNOLOGY Pg. 2
2006-2007

GOAL #1: The instructional focus of the district will result in all student groups making annual improvement toward exemplary status.
OBJECTIVE #11: 100% of Baty students will receive technology-based instruction and have access to school technology.

STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION	
6. Submit a prioritized list of technology items to grant writer and adopters.	Tech Committee	Adopt a School partners	2006 - 2007	Campus will be more technically literate	
7. Offer periodic training for staff members on software and hardware as needed.	Tech Committee	Technology Committee Tech. Dept.	2006 - 2007	Effective use of campus software and hardware.	
8. The Technology Committee will implement guidelines, policies, and procedures to follow. (ex. Inventory equipment, minutes of meetings, budget.)	Tech Committee Staff	Technology Committee	2006 - 2007	The Technology committee will effectively manage campuses technology.	
9. Each grade level will emphasize the stated skills in reference to the Technology TEKS.	Teachers Tech Committee	TEKS	2006 - 2007	An effective continuum through the grade level lesson plans.	
<u>Kindergarten</u> – Keyboarding, alphabet only. <u>First</u> – Keyboarding, alphabet and numbers.	<u>Second</u> – Keyboarding; start and exit programs and create, name and save files. <u>Third</u> – Keyboarding; save and delete files, use menu option and commands.	<u>Fourth</u> – produce documents at keyboard, proofread, and correct errors; use capitalization, punctuation, spelling, word division and use numbers and symbols.	<u>Fifth</u> – apply appropriate electronic search strategies in the acquisition of information including keyword Boolean search strategies.	<u>Sixth</u> – use appropriate software to express ideas and solve problems including the use of word processing, graphics, databases spreadsheets, simulations, and multimedia.	

BATY ELEMENTARY
CAMPUS IMPROVEMENT PLAN – SAFETY Pg. 1
2006 - 2007

GOAL #5: A safe environment conducive to learning.
OBJECTIVE #6: To promote a safe physical and emotional environment.

STRATEGIES/ACTIVITIES	PERSON RESPONSIBLE	RESOURCES	TIMELINE	EXPECTED OUTCOMES/EVALUATION
1. Safe Environment Multi Hazard Emergency Operations Plan	Asst Principal Campus Emergency Response Team	Emergency Response Plan	On-going	Increased Safety Awareness and safe practice
2. Safety Patrol	Safety Patrol Sponsor	Activity Funds	Yearly	Improved Student's self discipline. Increased student involvement in campus life.
3. Safe Environment: Staff responsibilities for student supervision/safety/restraint	All Staff	In- Service and SAMA Training	Once a year	Increase responsibility awareness for all staff
4. Continue to work with district to complete security fence.	Superintendent Asst Superintendent Principal	District Budget	Until fence is complete	Completion of security fence.

Principal Attestation

Compliance with P.L. 107-110, Section 1119(i)
Qualifications for Teachers and Paraprofessionals

Campus's Name: Baty Elementary

LEA's Name: Del Valle

As required by P.L. 107-110, Section 1119(i) of Title I, Part A, I undersigned campus principal attest to the following for school year 2006-2007.

YES	NO	
X		1. All teachers teaching in core academic subject areas and hired after the first day of 2006-07 school year and teaching in a program supported by Title I, Part A funds, are highly qualified. If "no" how many teachers were hired that is not highly qualified? _____
X		2. The campus has included strategies in the Campus Improvement Plan to ensure that ALL teaching in core academic subjects are highly qualified no later than the end of 2006-07 school year. The plan includes annual, measurable objectives to annually increase the percentage of highly qualified teachers (1) teaching in the core academic subject areas, and (2) receiving high quality professional development to enable such teachers to become highly qualified and successful classroom teachers.
X		3. All Title I, Part A paraprofessionals with instructional duties and hired after January 8, 2002, and teaching in a program supported by Title I, Part A funds have a high school diploma or its equivalent and meet the Title I, Part A qualifications based on their (1) completions of 2 years of education at an institution of higher education, or (2) earning an associate's (or higher) degree, or (3) having met a rigorous standard of quality through a formal local academic assessment that assesses the knowledge of and the ability to assist in instructing reading, writing, and mathematics; or the knowledge of and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate. If "no", how many paraprofessionals were hired that do not meet the Title I, Part A qualifications? _____
X		4. Documentation is maintained to substantiate that all Title I, Part A paraprofessionals who have instructional duties and were hired prior to January 8, 2002, have met the paraprofessional requirements or have a plan to satisfy the paraprofessional requirements no later than January 8, 2006. Exception: Paraprofessionals (1) who are proficient in English and a language other than English and who provide services primarily to enhance the participation of children in Title I, Part A programs by acting as a translator; or (2) whose duties consist solely of conducting parental involvement activities consistent with P.L. 107-110, Section 1118 are not required to meet the highly qualified requirements for paraprofessionals.
X		5. Paraprofessionals with instructional duties and working in a program supported with Title I, Part A funds are assigned to (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students in accordance with statute.
X		6. Paraprofessionals who assume limited duties beyond classroom instruction or duties that do not benefit participating children are the same type of duties as assigned to other paraprofessionals who are not working in a program supported with Title I, Part A funds, and the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

Principal's Attestation Continued

X		7. Paraprofessionals in Title I, Part A programs providing instructional services to students are working under the direct supervision of a teacher where (1) the teacher plans the instructional activities; (2) the teacher evaluates the achievement of the student, and (3) the paraprofessional works in close and frequent physical proximity to the teacher.
X		8. Copies of this Attestation are available at the campus and school district office and will be made available to the general public upon request.

Principal's Signature

Date

Print Name

School-Wide Program Plan

Baty Elementary uses its ESEA, Title I, part A and other federal funds to upgrade the entire instructional program by implementing a school-wide program as authorized under the provisions of Public Law 107-110, section 114.

The CAT site-based decision-making committee conducted a **comprehensive needs assessment** over a year to determine the strengths and needs of students, staff, parental involvement, community involvement, and facilities before deciding how to use the local, state, and federal resources available. Based on that assessment, the committee decided to concentrate on improving the passing rate of all students and all student groups on the TAKS. The long-range goal is to have 100% of all students and all student groups pass all parts to the TAKS.

To accomplish these objectives, the staff will use the Title I funds for **school-wide reform strategies** to include funding an extended year program for students who are at-risk and in need of continuity in their instructional program to be successful in the succeeding school year; content mastery for all students second grade and above; oral language for kindergarten; a TAKS coordinator who will supervise the tutoring program as well as TAKS preparation. Also federal monies will be used to fund two classroom reduction positions, one in first grade and 1 in third grade. Other funding sources, including Title II, part A and State Compensatory Education that are used to add additional teachers and paraprofessionals to reduce the overall class sizes at school.

Highly qualified teachers will carry out the instruction program. Only teachers who are certified by the state to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition, to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. The school will provide access to **high-quality ongoing professional development** throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties and needs as determined by the staff. Professional development will be conducted both at the school and in the district. Funds from Title II part A and Title V, part A will be used to finance these activities.

Title I, part funds will be used to finance **strategies to increase parental involvement** at Baty, including the parent room, special materials, used in the parent volunteer program, and child care for preschool siblings while parents attend meetings. Parent education will be provided to parents who want to earn a GED or participate in ESL classes. Parent training will also be provided to parents who want to better meet their parenting needs.

An orientation for preschool students and their parents will be held at the end of the school to **assist in the transition from early childhood programs to the public school**. New students will be assigned mentors at the beginning of school to assist them to become acclimated to their new environment.

Teachers will be included in decisions regarding the use of academic assessments to measure student performance, eg. TAKS, mock, benchmarks, Cogat, readiness, Dibels, DAR, etc. to implement new instructional strategies, modify existing ones, and/or discontinue existing strategies to better address student needs.

Students experiencing difficulty in mastering the TAKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not demonstrating mastery will be provided additional assistance in tutoring or assigned to alternative strategy interventions across the grade level.

The school will **coordinate and integrate federal, state, and local programs and services** to maximize the effectiveness of these resources, including State Compensatory Education and Title I funds. The Focus program will be jointly funded with special education monies and local monies.

The school will conduct parent-teacher conferences during which **individual student performance on the state assessment** will be explained to parents. The teacher will explain how the TAKS test measures the student's acquisition of the state's challenging curriculum, as well as make recommendations for improvement. The school will provide assistance for limited English proficient parents.