

St Anthony School
Campus Improvement Plan
2009/2010

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Campus Improvement Planning Committee

The following constitutes the membership of the Campus Improvement Planning Committee required by Texas Education Code §11.251(e)(1)(2)¹. The committee shall have at least 10 members where 50% are comprised of local school staff (at least 2/3, or 4 members, must be elected classroom teachers and up to 1/3, or 1 member, is support staff and others appointed by the principal) and 50% are comprised of parents², community residents/business representatives (at least 2/3, or 4 members, must be elected by key parent/community groups and 1/3, or 1 member, is appointed by community residents and parents). Collectively we reviewed qualitative and quantitative data regarding our students, teachers, staff, and community. We then matched our needs and expectations to a plan that we think will help us meet both. As a result of our deliberations, the students, their parents, teachers, other staff, community, and business stakeholders will work collaboratively to build a premier school district that will be recognized nationally for its high level of student performance.

Name (Typed)	Title/Position (Typed)
David Ray	Principal
Felicia Darden	Teacher
Qynthia Sanders	Director of Curriculum
Felicia Tong	Special Ed Teacher
Unknown	Director of Development
Laquise Bennett	Finance Compliance Officer
Ida Bennett	Administrative Assistant
Reginald Randle	Teacher
Ellette Johnson	Parent
Kevin Earl	Parent
Dedra Jackson	Parent

¹ For further information on the composition of the Campus Improvement Planning Committee visit <http://www.tasb.org/policy/pol/private/057905/>.

² Committee must contain PreK-3 parent representation.

Snapshot of the School

Student Enrollment (2008-2009)

Grade	Number
K	36
1	25
2	36
3	38
4	18
5	17
6	24
7-8	50

Data taken from Campus Data Packet—RF-2

Student and Teacher Ethnicity (2008-2009)

Ethnicity	Student		Teacher	
	N	%	N	%
African American	244	100	15	94
American Indian				
Asian				
Hispanic				
White			1	6

Data taken from Campus Data Packet—RF-1, FR-2

Special Population Students (2008-2009)

	N	%
Students enrolled in Free/Reduced Lunch	102	41
Limited English Proficient (LEP) Students ³	0	0
Special Education Students	12	5

Data taken from Campus Data Packet—RF-2

³ The number of LEP students reflects those students who are actually LEP, which differs from the NCLB AYP accountability subset of LEP plus.

ST Anthony Vision Statement

St. Anthony's vision is to provide a world class education, based upon academic excellence, in a safe and nurturing environment that encourages students to reach their fullest potential. St. Anthony provides the whole child with a high-performing, goal oriented, stable educational choice in public education. The school focuses on curriculum, innovative instruction, parent and community involvement, high academic achievement, and development of personal skills necessary for long-term personal success.

Targets

Strategies with Corresponding Action Steps	Academic Area ⁴	Grade Levels	Resources ⁵	Timeline (Beginning/Ending Date)	Name of Specific Person Responsible/Group	Formative Evaluation	Title 1 School wide component:
							(TAA)
Our school will implement a school wide writing project from K-8	Writing	All	Curriculum Plan	Sept/May	Sanders	Assessments and Journals	I,T
Grades K-8 will team teach and provide support for each other	All	All	Planning Time Vertical Meetings	Sept/May	Sanders	Lesson Plans	I,T
Students will focus on practice writing on a daily basis, with emphasis on sentence structure, language usage, and capitalization/punctuation	Writing	3-8	Writing Process	Sept/May	Sanders	Lesson Plans Writing Samples	I,T
Students will utilize the Writing Process Model (prewriting, drafting, revision, editing, and publishing)	Writing	4,7	Supplies Teacher Directed	Sept/May	Sanders	Assessment	I,T
Teachers will Reflect each six weeks and at the end of the year as to how they can improve instruction	ALL	All	Planning time	Sept/May	Sanders	Lesson Plans	I,T Need Analysis (CNA)
Teachers will provide differentiated Instruction in ALL classes	ALL	6-8	Class time	Sept/May	Sanders	TAKS	I,T,CNA
Students will evaluate solution related to all Math objectives	Math	All	Critical Thinking Model	Sept/May	Sanders	Assessments	I,T
Using scientific inquiry method and and applying knowledge to draw conclusions	Science	All	Text Hands on Science lab	Sept/May	Sanders	Lesson Plans	I,T,CNA
Students will apply knowledge of scientific processes in the science lab and throughout the year with hands on investigations	Science	All	Text Hands on Projects Science lab	Sept/May	Sanders	Assessments	I,T,CNA
Science classes will have access to Wireless science lab with dedicated server for science applications	Science	All	Text Hands on Projects Science lab	Sept/May	Sanders	Cooperative Groups and activity	I,T,CNA
Social Studies will be intergrated with language arts, reading and writing	Social Studies	All	IB thematic units	Sept/May	Sanders	Lesson Plans IB Planners	I,T

3. STAFF DEVELOPMENT

Federal and State Goals	NCLB. Mastery of TEKS for all students including students with disabilities, LEP, gifted and talented, dyslexic, at-risk, economically disadvantaged, male and female, and all ethnic groups.
District Goal	Nurture and develop teachers and other employees.
Performance Objective	Provide staff development in identified areas of need.
Summative Evaluation	<input checked="" type="checkbox"/> Evaluation <input type="checkbox"/> Surveys <input type="checkbox"/> Other: _____

CIP Strategies and/or TEKS/TAKS Objectives	Training Session Title/Topics ⁷	Person Responsible	Date/Length ⁸	Resources ⁹	Evaluation, Expected Outcomes	Title 1 School-Wide Components
Conduct required training on the Campus Discipline Management Plan & Safety Plan.	Campus Discipline Management Plan & Safety Plan	Ray	Aug	School policy	Agenda Attendance Log	Professional Development (PD), I,CNA, RS,HQ
Conduct designated New Teacher Support and Development (NTSD) mentor training.	Mentor Training	Sanders	Aug	NTSD	Sign in sheet	Professional Development (PD), I,CNA, RS,HQ
Conduct required New Teacher Support Team (NTST) monthly meetings.	NTST Meetings	Ray	Aug/May	Meeting time	Meeting Form	Professional Development (PD), I,CNA, RS,HQ
Conduct required NTST activities (three per semester).	NTST Activities	Ray	Aug/May	Time	Activity Form	Professional Development (PD), I,CNA, RS,HQ
Conduct NCLB HQ Requirements training.	NCLB HQ Requirements	Ray	Aug	Time	Agenda Attendance Log	Professional Development (PD), I,CNA, RS,HQ
Provide IB training for all staff members	IB training	Ray	July	Training time Training dollars	Certificate	Professional Development (PD), I,CNA, RS,HQ
Create Individualized Professional Development (PD)Plans based on areas of weakness.	All Training and all levels	Ray	Sept	Certificates Evaluations Discussions	Written Plan	Professional Development (PD), I,CNA, RS,HQ

⁷List staff development opportunities such as (1) research on school, teacher, and student factors that impact student learning, (2) core-subject staff development, (3) parent/community involvement, (4) safe and orderly school climates, (5) vertical/horizontal alignment.

⁸ Length is the actual session time in hours.

⁹ Human, material, and fiscal resources needed to accomplish the strategy or any corresponding action step. List fiscal resources by funding name only—SCE, Title I, etc.

CIP Strategies and/or TEKS/TAKS Objectives	Training Session Title/Topics ⁷	Person Responsible	Date/Length ⁸	Resources ⁹	Evaluation, Expected Outcomes	Title 1 School-Wide Components
Teachers will evaluate and report to staff on the PD	All training and all levels	Ray	Sept/Aug	Evaluation forms Training documents	Implementation	Professional Development (PD), I,CNA, RS,HQ

4. PARENT AND COMMUNITY INVOLVEMENT AND TRAINING

Federal and State Goals	NCLB. Mastery of TEKS for all students including students with disabilities, LEP, gifted and talented, dyslexic, at-risk, economically disadvantaged, male and female, and all ethnic groups.		
District Goal	Improve student achievement.		
Performance Objective	Provide parent training in identified areas of need. Increase parent and community involvement.		
Summative Evaluation	<input checked="" type="checkbox"/> Sign In sheets <input type="checkbox"/> Parent Training Records <input type="checkbox"/> Surveys <input type="checkbox"/> Meeting Records <input type="checkbox"/> Other: _____		

CIP Strategies and/or TEKS/TAKS Objectives	Training Session or Meeting Title/Topics ¹⁰	Person Responsible	Date/Length ¹¹	Resources ¹²	Evaluation, Expected Outcomes,	Title 1 Schoolwide Components
Parent School	Understanding requirements of their children	Advisory Committee	8 times annually	Meeting time	Communication	RS,PI,
Subject Night	Participating in academic carnival	Advisory Committee	Oct/March	Curriculum guide	Communication	RS,PI
Parent Computer classes	Teach Computers	Advisory Committee	Nov/Feb	Computers	Use web-site to help children	RS,PI
Parent Information Center	Center to get school information	Advisory Committee	All year	Computer Parent room	Information	RS,PI
Field Trips	Allow parents to get involved outside class	Advisory Committee	All Year	Bus Money	Knowledge to the children	RS,PI
Parent Advisors to each class	Advise and help plan with class leaders	Advisory Committee	All Year	Parents	Knowledge of the children	RS,PI
Parent Conferences	Information for parents	Advisory Committee	Twice Yearly	Parents	Support for Teachers and Parents	RS,PI
Provide Parent training, which will allow parents to aid students in homework	Meet the teacher night	Advisory Committee	Fall and Spring	Curriculum Informative documentation	Sign sheets	RS,PI,CNA
Put more emphasis on the Parent involved clubs ie. Mother/Daughter Book Club, Real Fathers Real Men, etc.	Club meeting dates	Advisory Committee	Once monthly	Teacher Parents	Group Attendance	RS,PI,CNA

¹⁰List parent involvement and training opportunities.
¹¹ Length is the actual session time in hours.
¹² Human, material, and fiscal resources needed to accomplish the strategy or any corresponding action step. List fiscal resources by funding name only—SCE, Title I, etc.

5. SAFE, SECURE, AND ORDERLY ENVIRONMENT

Federal and State Goals	NCLB. A safe school environment for all students including students with disabilities, LEP, gifted and talented, dyslexic, at-risk, economically disadvantaged, male and female, and all ethnic groups.	
District Goal	Maintain a safe and secure environment.	
Performance Objective	Establish and maintain a school climate that is safe and orderly.	
Summative Evaluation	<input checked="" type="checkbox"/> IB Character Reports <input checked="" type="checkbox"/> Safe Schools Survey	<input checked="" type="checkbox"/> Serious Free Behavior Index <input type="checkbox"/> Other: _____

Strategies with Corresponding Action Steps	Areas of Concern	Resources ¹³	Timeline (Beginning/Ending Date)	Name of Specific Person Responsible/Group	Formative Evaluation or Balanced Scorecard Indicator	Title 1 Schoolwide Components
Deliver a character education curriculum.	All	IB Curriculum	Aug/May	Ray	# of incidents	I
Deliver a violence and prevention curriculum in PE classes.	All	Health Text	Aug/May	Randle	# of incidents	I
Ensure that students are trained in Breaking the Code of Silence: a schoolwide and violence prevention approach.	All	Handbook Class meeting	Aug/May	Ray	# of incidents	I

¹³ Human, material, and fiscal resources needed to accomplish the strategy or any corresponding action step. List fiscal resources by funding name only—SCE, Title I, etc.

6. COMPLIANCE

Federal and State Goals	NCLB. Comply with all local, state, and federal program requirements that impact all students including students with disabilities LEP, gifted and talented, dyslexic, economically disadvantaged, male and female, and all ethnic groups.	
District Goal	Improve student achievement. Nurture and develop teachers and other employees. Maintain a safe and secure environment. Earn the community's trust through good financial management. Improve the district's facilities.	
Performance Objective	Maintain program compliance.	
Summative Evaluation	<input checked="" type="checkbox"/> Balanced Scorecard	<input type="checkbox"/> Other: _____

Strategies with Corresponding Action Steps	Grade Levels	Resources ¹⁴	Timeline (Beginning/Ending Date)	Name of Specific Person Responsible/Group	Formative Evaluation	Title 1 Schoolwide Component
Analyze achievement gaps among ethnicity and special population groups and implement improvement strategies.	All	Campus Data Packet	Aug/May	Ray	TAKS	I, PD,T.SA
Coordinate HQ Teacher Results with Title II Professional Development	All	Grant Administrator	Aug.May	Ray	Grant documentation	CI
Coordinate HQ Results with State Mentor Grant	All	Grant Administrator	Aug/May	Ray	Grant documentation	CI
Assign a trained mentor to each appropriate new teacher within fifteen days of employment date. Establish an operational New Teacher Support Team (NTST) comprised of a chairperson, trained mentors, and at least one administrator. New teachers may be included in this team.	All	Mentors Mentor Program	Aug/May	Ray	Teacher effectiveness	CNA, I,
Address (a) teacher recruitment and retention requirements, and (b) diversity staffing targets.	All	Staff Incentive	Aug/May	Ray	Retention analysis	HQ
Complete the Campus Discipline Management Plan (CDMP). Communicate CDMP to all students in addition to the Student Code of Conduct.	All	CDMP	Aug/May	Ray	Agenda	PI, RS
Ensure that all students receive orientation on CDMP, character education, violence and drug prevention, and Breaking the Code of Silence in addition to Student Code of Conduct.	All	CDMP	Aug/May	Ray	Master Class Schedule	T
Address NCLB HQ staff requirements. Ensure that master class schedule reflects compliance with NCLB HQ requirements.	All	Staff Files	Aug/May	Ray	CIP	HQ
Attach master class schedule and CDMP to CIP.	All	Schedule		Ray	CIP Review	I
Address district facilities goal. Ensure that facilities maintenance and upgrades are addressed.	All	District Planning	Aug/May	Ray	Meeting minutes	RS

¹⁴ Human, material, and fiscal resources needed to accomplish the strategy or any corresponding action step. List fiscal resources by funding name only—SCE, Title I, etc.

Campus Compliance Assignment List

Master Class Schedule

[Insert Master Class Schedule here.]

Campus Discipline Management Plan

[Insert Campus Discipline Management Plan here.]

Balanced Scorecard

Balanced Scorecard Summative/Lag Indicators

Key Success Measure	Base Year	Performance Targets	
	2003-2004	2004-2005	2005-2006
STUDENTS/CUSTOMERS			
1. Reading Gap Comparison Index (Norm referenced tests)			
2. Mathematics Gap Comparison Index (Norm referenced tests)			
3. All students who met TAKS ¹⁵ reading standard			
4. African American students who met TAKS reading standard			
5. Hispanic students who met TAKS reading standard			
6. White students who met TAKS reading standard			
7. Economically disadvantaged students who met TAKS reading standard			
8. Limited English proficient students who met TAKS reading standard			
9. Special education students who met TAKS reading standard or alternative assessment standard			
10. All students who met TAKS mathematics standard			
11. African American students who met TAKS mathematics standard			
12. Hispanic students who met TAKS mathematics standard			
13. White students who met TAKS mathematics standard			
14. Economically disadvantaged students who met TAKS mathematics standard			
15. Limited English proficient students who met TAKS mathematics standard			
16. Special education students who met TAKS mathematics standard or alternative assessment standard			
17. All students who met TAKS writing standard			
18. All students who met TAKS science standard			
19. All students who met TAKS social studies standard			
20. G/T students served			
21. PTA membership/Community volunteers			
EMPLOYEES			
22. Teacher Retention Rate (excluding involuntary transfers)			
23. BE/ESL staffing target			
SYSTEMS			
24. Fully certified teachers retained			
25. Allocated positions filled by the first day of the academic year			

¹⁵ TAKS scores reported at panel recommendation.

Balanced Scorecard Formative/Lead Indicators

Key Success Measure	Base Year	Snapshots			Performance Target
	2003-2004	2 nd Six Weeks	4 th Six Weeks	6 th Six Weeks	2004-2005
STUDENTS/CUSTOMERS					
1. Student attendance rate					
2. Student forms submitted for truancy exemption					
3. Special education students to be tested on TAKS reading					
4. Special education students to be tested on TAKS mathematics					
5. Index for special education students at or below the state average for least restrictive environment					
6. At-risk students receiving supplementary services					
7. Identified LEP students served					
8. LEP students who met exit criteria and have been exited					
9. G/T students served					
10. Identified dyslexic students receiving services					
11. Campus time free of serious offenses					
12. Student immunization compliance percentages					
EMPLOYEES					
13. Campus employees completing required staff training					
14. Highly qualified teachers					
15. Highly qualified teachers assistants					
16. Faculty diversity target					
17. BE/ESL staffing target					
SYSTEMS					
18. Teacher certifications correlated with teaching assignments					
19. Submitted work orders completed					
20. K-4 classes at or below the 22:1 student/teacher ratio					
FINANCE					
21. SCE funds spent according to specified milestones					
22. Title I, Part A funds spent according to specified milestones					