

Campus Improvement Plan
Oliver Elementary School 2009-2010

Goal:1 Parents, community members and all stakeholders will be partners with educators in the education of their children.						
Objective(s): Pre-K-5th Provide opportunities for parents to become full partners that are positively engaged in the academic progress of their child, striving to get 90% of parents to participate in one or more school functions throughout the school year. Pre-K-5th Foster open communication between the school and students' families and community.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Monthly PTO executive board meetings at 6:00 p.m. open to all parents. Schoolwide component #6	3rd Monday each month	PTO President - Principal - Susan Mueller	PTO Funds - PTO Officers	Agenda; Minutes of monthly meetings.	Improved communication and partnership between school and home.	Parent sign-in sheets at events.
Strategy: Special events and projects throughout the school year: two Fantastic Fridays, Donuts for Dads, Muffins for Moms, Parent Partnership Night, host KFC receptions, volunteer recruitment program, and teacher appreciation. Title I parents ethnic diversity encouraged on PTO board. Title I Component #6	Fan. Friday-Nov. 2009/March 2010; Donuts for Dads-	Principal - Susan Mueller Administrative Assistant - Sandy Templeton PTO President - Committee Chairman -	PTO Funds	Events scheduled and advertised. Articles in Stamford American.	Improved communication and partnership between school and home.	Parent Sign-in sheets
Strategy: EC/PK/HS parent education meetings held monthly. Use meetings to help train parents in strategies to play an active role in the education of their child. Title I component # 6, 9, 10	Monthly -- Sept. 2009 - May 2010	Principal - Susan Mueller Teacher - Jennifer Bridges	Federal - Head Start Funds - Region 14 ESC Local Funds	Parent participation; Agendas from monthly meetings.	Improved communication and partnership between school and home.	Parent sign-in sheets.
Strategy: Title I parent meetings throughout the year. Give parents opportunity to plan Title I services/activities/ and parent involvement policies. Title I Component #1,6	Dec. 2009;	Principal - Susan Mueller Title I Program Director -	Federal - Title I, Part A	Handouts given to parents; Parent Involvement Policy; Agendas	Improved communication and partnership between school and home.	Parent sign-in sheets at events.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Title I parent meeting to discuss campus rating and AEIS results. Title I componenet #6	May 2010	Principal - Susan Mueller Title I Program Director -	Local Funds - Handouts	Agenda; Handouts	Improved communication and partnership between school and home.	Parent sign-in sheets at event.
Strategy: Encourage parent participation with Meet the Teacher Night, Open House, Parent Partnership Night, etc. Title I componenet #1,6	August 20, 2009; Oct. 6, 2009;	Principal - Susan Mueller Administrative Assistant - Sandy Templeton Classroom Teacher -	Local Funds	Annoucements in Wed. folders, cable tv; newspapers, marquee;	Improved communication and partnership between school and home.	Parent sign-in sheets at events.
Strategy: Teachers will make two positive contacts to parents each week. They may contact them by phone, mail, in person, etc. Teachers will record contacts in their parent contact folder. Title I componenet # 1, 6	Weekly -- August 2009- May 2010	Classroom Teacher -	Local Funds - Parent Contact Folders; Teacher note cards; Phone List; Address information	Documentation in parent contact folder	Improved communication and partnership between school and home.	Teacher communication log.
Strategy: School events, such as KFC receptions, Fantastic Fridays, Parent Nights, etc. will be reported in the local newspapers, on the school website, and in the monthly District Newsletter, so parents and community people will be aware of the events that are taking place at school. Title I componenet # 1, 6	8/2009 - 6/2010	Principal - Susan Mueller Counselor - LeeAnn Mueller PTO Officers -	Local Funds - Local newspapers; Digital camera; District Website; District Newsletter	Articles and pictures from the local newspapers will be saved.	Improved communication and partnership between school and home.	Copies of announcements, articles, and pictures of school events.
Strategy: School events that are open to the parents or community will be publicized in the local newspapers, on the marquee, on the local television channel, school webpage. Title I componenet # 1, 6	8/2009 - 6/2010	Principal - Susan Mueller Counselor - LeeAnn Mueller Administrative Assistant - Sandy Templeton PTO Officers -	Local Funds - Date, time, location of school events; Chamber of Commerce; Rapid Cable; Local newspapers; District Website	Copies of information sent to newspaper, cable company, Chamber of Commerce. Sign-in sheets from events.	Improved communication and partnership between school and home.	Copies of announcements.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Notify parents of their "rights to know" as required by law. Title I component #6	August 2009 or upon enrollment	Principal - Susan Mueller	Local Funds - Handbook	Handbook; Copy of letter of notification when required.	Improved communication and partnership between school and home.	Copy of "rights to know" publicized in student handbook.
Strategy: Inform parents of the Student Success Initiative Policy and the assessments / results of assessments used by this campus to ensure student success in reading and math.	Oct./Nov. 2009	Principal - Susan Mueller Classroom Teacher -	Local Funds - Parent letters; Brochures	Copy of letters/brochures.	Improved communication and partnership between school and home.	Copy of Parent letter form and brochure.
Strategy: The campus will make every attempt to communicate with parents and send written correspondence when possible in the language they use to communicate.	8/2009 - 6/2010	Principal - Susan Mueller Counselor - LeeAnn Mueller	Local Funds - Spanish SSI forms, letters, surveys Federal - Title I, Part A - Spanish Handbook	Copies of translated materials.	Improved communication and partnership between school and home.	Copies of translated materials.
Strategy: Use Wednesday Folders to increase parent/school communication. Parents will be asked to view contents of the packet and sign/return the folder to document participation. Title I component #1,6, 9	Each Wed. August 27, 2008 - June 3, 2009	Classroom Teacher -	Federal - Title I, Part A - Communication Envelopes	Parent signature on envelope	Improved communication and partnership between school and home.	Used Communication folders with parent signatures.
Strategy: Inform parents of the services offered by the school counselor. Title I component #1, 6	Open House	Counselor - LeeAnn Mueller	Local Funds - Parent Meeting; Agenda	Agenda for Sept. Parent Meeting (auditorium)	Improved communication between school/parents.	Parent Sign-in sheets

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: To meet Title I requirements, a Parent Involvement Plan has been created and is revised annually by a committee comprised of parents and staff. Its purpose is to involve parents in the academic learning of their child. Title I component #1,2,6,9	April-May 2009	Principal - Susan Mueller Review Committee -	Local Funds - Parent Involvement Plan (Brochure)	Copy of Parent Involvement Plan	Improved parent/school partnership; improved communication between home/school	Parent Sign-in sheet at Review meeting
Strategy: To meet Title I requirements, a Title I school Compact will be created, distributed, and signed by school/parent/student. It will specify the duties of each. Title I component # 6	August 2009 or upon enrollment	Principal - Susan Mueller Administrative Assistant - Sandy Templeton	Local Funds - Title I School Compact	Copy of Title I School Compact	Increased parent involvement	Signed compacts
Strategy: Title I Parent Meeting held annually to review policies and procedures of our Title I School-wide program. Title I component #2,6	Dec. 2009	Principal - Susan Mueller Central Administration -	Local Funds - Title I Policies/procedures	Agenda and meeting minutes	Increase parent involvement and input	Parent sign-in sheet
Strategy: Participation in Box Tops for Education Program and the Lawrence Brothers Receipt Program. Title I component #6	8/2009 - 6/2010	Principal - Susan Mueller Faculty - Technology Aide - Kay Musemeche	Boxtops Revenue Lawrence Brothers Revenue	Check from General Mills Products from Lawrence Brothers Catalog	Increased parent involvement	Participation records

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Parents will be issued a code and instructions to gain access to student's grades on-line. Title 1 compnent #1, 2, 6, 9	Sept. '09 or upon enrollment	Administrative Assistant - Sandy Templeton Technology Director -	Local Funds Federal - Academics 2000	Increased parental involvement - parent survey	improved academic performace; increased parental involvement	Reduction in failures; Failure list (every 3 & 6 weeks)

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Objective(s): Pre-K-5th Students will master the TEKS at each grade level so the number of failures at the end of each six weeks will decrease.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Reading classes to enrich or accelerate student reading skills as needed through Guided Reading, Read Naturally, etc. Title I component # 2, 9</p>	Daily (Aug.-May)	Classroom Teacher - Paraprofessionals -	Federal - Title I, Part A State - State Compensatory Education (SCE) State - Accelerated Reading	Fluency probes; Progress monitoring reports weekly; Strategic monitoring reports monthly; Benchmarks 3 times a year	Higher test scores; more students reading fluently at grade level	Number of failures each six weeks will be lower than the end of the same six weeks the previous year.
<p>Strategy: Saxon Phonics taught in regular K-2 classrooms. Title I component # 2, 9</p>	Daily (August-May)	Classroom Teacher -	Federal - Title I, Part A	Saxon weekly assessments; TPRI; Aimsweb; Fluency Probes	Solid foundation in reading skills.	Number of failures each six weeks will be lower than the end of the same six weeks the previous years.
<p>Strategy: Adopt a new state math curriculum--enVision. In addition, purchase and use Target math so the campus will have a consistent base for the math curriculum. Add TAKS remediation source--Kaplan, TAKS Master...that will be used campus wide so instruction will be consistent and spiral from one grade level to the next. In addition, technology will be used to improve math performance by purchasing licences for students with ALEKS and Study Island.(needs assessment) Title I component #1, 8</p>	Adopt 2008; Implement daily - Aug. - June	Principal - Susan Mueller Classroom Teacher -	Federal - Title I, Part A State - State Compensatory Education (SCE) Local Funds	AEIS report; Math TAKS scores	Higher Math TAKS scores	Number of failures each six weeks will be lower than the end of the same six weeks the previous years.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Address the writing program throughout the entire campus. Implement curriculum that is consistent throughout and spirals from one grade level to the other. Use Region 14 consultant to design program and train teachers. (needs assessment) Title I component # 1, 2, 4</p>	Train-Oct. 6, 2006; Implement daily-Aug.-June	Principal - Susan Mueller Region 14 Consultant - Teacher - LaNell Trussell Classroom Teacher -	State - State Compensatory Funds - Write Traits Curriculum Federal - Title I, Part A	scope & sequence; lesson plans Improved TAKS writing scores April 2008	Vertical & Horizontal alignment; Improved writing performance on TAKS Writing	Number of failures each six weeks will be lower than the end of the same six weeks
<p>Strategy: K-5 teachers will keep a writing portfolio that will be sent to the next grade level</p>	8/2009 - 6/2010	Principal - Susan Mueller Faculty -	Local Funds - Orange folders; Writing samples	Portfolios	Improved writing scores	90% of all students and all subgroups will pass the 4th Grade TAKS test
<p>Strategy: Purchase days from Region 14 for curriculum development. These days will be used to evaluate data and determine the needs of the campus and determine a plan to meet these needs. Title I component # 1, 2, 4, 8</p>	10 district days throughout 09-10 school yr.	Superintendent - Brad Lewis	Local Funds - Region 14 Consultant	Improved TAKS scores; AEIS reports	Vertical & Horizontal Alignment; Improved instruction	Number of failures each six weeks will be lower than the end of the same six weeks the previous years.
<p>Strategy: Networked computers available in each classroom. Provide internet acces, along with LCD projectors so that teachers may integrate technology into their curriculum. Add promethean boards to math classrooms, grade 3-5 to allow use of digital curriculum designed for new math curriculum. Title I component # 2, 9</p>	Project. Summer & fall '06;Boards '09; Used daily	Technology Director - Classroom Teacher -	Local Funds - Computers; networking; Federal - Title I, Part A - LCD Projectors	Documentation of technology used in teacher lesson plans.	Improved instruction.	Number of failures each six weeks will be lower than the end of the same six weeks the previous years.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Establish a Coordinated School Health (CSH) plan. The campus site-base committee will develop goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages, the use of success of any method to ensure students are reaching moderate or vigorous physical activity (MVPA), and any other indicator recommended by SHAC. (SB 892, TEC 11.253) Title I component # 10</p>	8/2009 - 6/2010	Principal - Susan Mueller SBDM Committee -	Local Funds	Retention data and AEIS data from previous year Previous fitness gram data Last year's attendance data	Healthier, physically fit students Improved academic performance.	Wellness (CHS) Plan End of year fitness gram data End of year AEIS data
<p>Strategy:</p> <p>Based on campus data, we are implementing a wellness program to improve nutrition and physical activity on campus. We currently implement the CATCH curriculum to fulfill our requirement regarding coordinated school health (CSH). The CHS is implemented through our science and PE classes. Title 1 component #10 (SB 892, TEC 11.253)</p>	Oct. '09 - June '10	Principal - Susan Mueller Classroom Teacher - Teacher - Shawn Speck	Local Funds - Health nuggets; PA system; Music; Healthy meals	Wellness (CHS) plan; PE lesson plans; Science lesson plans; Breakfast & lunch menus; Health nuggets	Improved physical and academic performance of students.	Fitnessgram results AEIS reports; report cards; attendance reports
<p>Activity:</p> <p>Health nuggets will be sent with the monthly menu or in Wednesday communication folders. A short morning exercise program will be conducted through morning announcements to help students "get their morning moving." The school cafeteria will provide nutritional meals, trying to encourage healthy eating habits.</p>	8/2009 - 5/2010					
<p>Activity:</p> <p>To target endurance and parental support/invovlement, Friday PE classes will be devoted to the Mileage Club and parents will be encouraged to come to class and walk with their child during classtime.</p>	9/2009 - 5/2010					

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<p>Strategy: Implement a Physical Education curriculum that is sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life. (SB 891, TEC 28.002</p>	8/2009 - 6/2010	Principal - Susan Mueller Teacher - Shawn Speck	Local Funds	Lesson plans	Improved physical performance of students.	Fitness gram results
<p>Strategy: Oliver Gifted and Talented students will expand their learning into the community; will use higher order thinking skills in projects. (PAS/DAS)a. Extra effort will be extended to identify low ESE G.T. students. Notes home, in the newspapers, on cabel television (ch. 7), and posted at school. Principal will also put a note in all teachers' boxes. Spring testing</p>	8/2009 - 6/2010	Teacher - Patricia Oakley Principal - Susan Mueller Classroom Teacher -	Local Funds	Documentation of projects; Displays/essays/newspaper articles;presentations. Growth in # of low SES G.T. students identified.	Improved academic performance	Commended Performance on TAKS;Student Confidential Reports
<p>Strategy: Buy advanced level books for G.T. students to enrich their learning. Title I component #9</p>	Aug. - May	Library Aide - Lupe Gonzales	Local Funds	Upper level books/favorites included in SRC collection.	Improved academic performance	Commended performance on TAKS; Confidential Student report
<p>Strategy: CScope Curriculum & Training -- Purchase cscope curriculum/support for all core subjects. Implement cscope curriculum district-wide in the area of science. Encourage teachers to use curriculum in other areas, as well. CScope 101 - August '09 (J. Payne) 5 E Model- Oct. '09 (J. Payne)</p>	8/2009 - 6/2010	Superintendent - Brad Lewis Principal - Susan Mueller Classroom Teacher -	Federal - Title I, Part A	Lesson Plans Attendance Reports AEIS report-- science	Highly qualified staff Improved TAKS scores Lower drop-out rate	Documentation of use in teacher evaluations and/or walk-throughs

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

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Goal:3 Qualified and highly effective personnel will be recruited, developed, and retained.						
Objective(s): By May 2006 and thereafter, highly qualified teachers will teach 100% of all classes, 100% of paraprofessionals assisting with student instruction will be qualified.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Recruitment Strategies-- Utilize various resources in order to publicize job vacancies and attract high quality applicants and future employees. Title I component # 3, 5</p>	5/2006 - 5/2011	Principal - Susan Mueller Central Administration -	Local Funds - ESC Region 14 Website; TASA website; Job Fairs; Newspapers	Job applications; Interview documentation	Highly qualified staff; Improved instruction	Highly Qualified Teacher Report; Proof of highly qualified status from all paraprofessionals
<p>Strategy: Review certification and qualifications of staff annually to ensure high quality staff are present in all positions. Title I component # 3</p>	Sept. each year; Report Oct.	Principal - Susan Mueller Central Administration -	Local Funds - SBEC; Job applications	Teachers and staff are and will remain highly qualified to serve in the positions they hold. Highly Qualified Principal Attestation Form	Highly qualified staff; improved instruction	Highly Qualified Teacher Report; proof of highly qualified status from all professionals
<p>Strategy: Require paraprofessionals to have 2 years/48 hours of higher education or attend and successfully complete the Paraprofessional Academy. Title I component # 3</p>	May 2004 or before hiring for full time employment	Principal - Susan Mueller	Local Funds - Para Academy-Region 14	Certification documentation	Highly qualified staff; improved instruction	Proof of highly qualified status from all paraprofessionals.
<p>Strategy: Require all teachers, including special education teachers, be highly qualified in their subject area. Hire only new teachers who meet "highly qualified" status. Pay for testing (one time) for current teachers to add certifications to meet "highly qualified" status..(needs assessment). Title I component # 3, 4, 5</p>	Annually; as certification needs arise	Principal - Susan Mueller	Local Funds - SBEC Documentation	Review of certification records.	Highly qualified staff; improved instruction	Highly Qualified Teacher Report; proof of highly qualified status from all paraprofessionals

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Create a positive work environment by showing teachers they are appreciated by doing things such as faculty meals, giving small thank you gifts, notes of appreciation, ... during Teacher Appreciation week and other times during school year. Title I component # 5</p>	August 2009-June 2010; Faculty meetings; Week in M	Principal - Susan Mueller Counselor - LeeAnn Mueller Administrative Assistant - Sandy Templeton PTO Officers -	PTO Funds - Teacher Appreciation Week Activities Local Funds - Staff Meal; Door prizes; tokens of appreciation	Invoices for gifts, meals, note cards.	Lower staff turnover rate.	Small number of teacher turnovers--Service records; Highly qualified reports
<p>Strategy: Monthly Birthday Bash to help build a sense of family between staff members. Title I component #5</p>	Monthly Sept. - May	Principal - Susan Mueller Administrative Assistant - Sandy Templeton Classroom Teacher - Paraprofessionals -	Local Funds - Paper Goods	Luncheons held on a regular basis in teacher's lounge.	Low staff turnover rate.	Low rate of staff turnover; Service record; Highly qualified report
<p>Strategy: Participate in job fairs at ESC and area universities. Title I component #3</p>	March - May 2010	Principal - Susan Mueller Superintendent - Brad Lewis	Local Funds - Transportation	Increased number of "highly qualified" applicants for positions.	Locating high quality teachers/staff for needed positions.	100% Highly Qualified Staff-doc. in Highly Qualified Teacher Report; Principal Attestation.
<p>Strategy: Encourage teachers to attain ESL/GT/Sp. Ed. or other additional certifications by providing TeXes testing reimbursement for a successful completion of exams. Title I component # 3,5</p>	SBEC testing dates	Central Administration - Principal - Susan Mueller	Local Funds - Testing Sites; Study materials	SBEC documentation of test results; Teacher certificates with added certifications.	Staff highly qualified in diverse areas.	Campus is and will remain 100% HQ. Highly qualified Report; Principal Attestation Report.
<p>Strategy: Create and implement an "Essential Piece Award Program" that allows staff who demonstrate excellence to be recognized for their contributions to the success of the campus.</p>	11/2009 - 6/2010	Principal - Susan Mueller	Local Funds - Certificates	Nomination Forms	Improved staff morale. Lower staff turnover.	Reduced staff turnover Service records Highly qualified reports

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Goal:4 The state`s students will demonstrate exemplary performance in comparison to state and national and standards.						
Objective(s): Pre-K-5th By May 2009 and thereafter, 90% of all students and each student group, including Special Education and ESL students tested, will pass all portions of the state assessment (TAKS). This campus/district will meet AYP in every area measured. 80% of all students K-3 will be reading on level (TPRI standards).						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Disaggregate TAKS data(AEIS-It), to find areas of concern. Give release TAKS tests as benchmarks to further evaluate needs. Title I componenet # 1,2,8,9</p>	<p>October 12, 2009; October 2009; Feb. 2010</p>	<p>Principal - Susan Mueller Counselor - LeeAnn Mueller Classroom Teacher -</p>	<p>Local Funds - TAKS released tests; Region 14-disaggregate benchmarks; AEIS data</p>	<p>TAKS results; AEIS-It data from benchmarks</p>	<p>Exemplary status</p>	<p>90% of all students pass all portions of the TAKS and/or be reading on grade level (Gr. K-3) according to TPRI, and the campus/district will meet AYP.</p>
<p>Strategy: TAKS preparation classes and/or after school tutoring/extended day for low performing students in reading, math, science, or writing will be held. SSI plans will be created and followed when required. Title I component # 2,8,9</p>	<p>4th & 5th grade--End of 1st SW-EOY; 3rd Grade--End</p>	<p>Principal - Susan Mueller Classroom Teacher - SSI Committee -</p>	<p>Federal - Title I, Part A State - ARI/AMI funding</p>	<p>Participation in TAKS prep classes--Master schedule Participation in extended day program--attendance records</p>	<p>Exemplary status</p>	<p>90% of all students pass all portions of the TAKS and the campus/district will meet AYP.</p>
<p>Strategy: Teach TAKS test-taking strategies, TAKS format, and terminology. Title I componenet # 2,9</p>	<p>Sept. 2009- June 2010</p>	<p>Principal - Susan Mueller Classroom Teacher -</p>	<p>Federal - Title I, Part A - Materials- Kamico, Step Up to TAKS, TAKS Master, Measuring UP Federal - Title I, Part A - StudyIsland</p>	<p>Classroom practice tests; lesson plans with highlighted TAKS activities; studyisland reports</p>	<p>Improved TAKS scores.</p>	<p>90% of all students pass all portions of the TAKS, and/or read on grade level(Gr. K-3) according to TPRI. Campus/district will meet AYP.</p>
<p>Strategy: The campus will set a "Goal Day" for at risk students. Student conferences will be held with all at-risk students grade 3-5 to set personal goals. Title I compnent # 2,9</p>	<p>Nov. 2009-April 2010</p>	<p>Principal - Susan Mueller Counselor - LeeAnn Mueller Classroom Teacher -</p>	<p>Local Funds - PGP designed for Gr 3-5</p>	<p>Documentation sheet--use PGP format</p>	<p>Exemplary status</p>	<p>90% of all students pass all portions of the TAKS and/or be reading on grade level (Gr. K-3) according to TPRI, and the Campus/District will meet AYP.</p>

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Objective(s): Pre-K-5th By May 2009 and thereafter, 90% of all students and each student group, including Special Education and ESL students tested, will pass all portions of the state assessment (TAKS). This campus/district will meet AYP in every area measured. 80% of all students K-3 will be reading on level (TPRI standards).						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Student Success Initiative guidelines will be followed to ensure all students receive instruction and support they need to be successful in reading and mathematics. Title I component # 2,8,9</p>	Sept.-July according to SSI requirements	Principal - Susan Mueller SSI Committee - Classroom Teacher -	Federal - SSI funding Local Funds Federal - Title I, Part A	Improved TAKS results in Reading & Math; Lower % of students failing TAKS Reading & Math; SSI Minutes	Exemplary status	90% of all students pass all portions of the TAKS and/or be reading on grade level (Gr. K-3) according to TPRI, and the Campus/District will meet AYP.
<p>Strategy:</p> <p>A grade placement committee, consisting of principal, teacher, and parent/guardian, will meet when a student has not met the passing standard after two testing opportunities at 5th grade math or reading. The committee will decide the most effective way to support the student's academic success. In addition, meetings will be held on any student who does not pass a portion of the TAKS test. Plans will be developed to ensure the student's success the next year. Title I component # 2,6,8,9</p>	After 2nd test results report--April/May	Principal - Susan Mueller SSI Committee -	Federal - SSI funding - SSI forms/parent letters; TAKS results	Results of 3rd TAKS administration; Teacher input; Parent input	Exemplary status	90% of all students pass all portions of the TAKS and/or be reading on grade level (Gr. K-3) according to TPRI.
<p>Strategy:</p> <p>Texas Primary Reading Inventory administered (K-3). Test results will be used to guide reading instruction in K-3. Title I component # 1,2,8,9</p>	Sept/Oct BOY; Jan. MOY; May EOY	Teacher - Nancy Clifton Classroom Teacher -	Federal - Title I, Part A - TEA TPRI Kits; mClass Wireless generation; Palm Pilots	TPRI Reports- -BOY,MOY,EOY; Teacher intervention plans	Exemplary status	80% of all students K-3 will be reading on level.

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Goal:4 The state`s students will demonstrate exemplary performance in comparison to state and national and standards.						
Objective(s): Pre-K-5th By May 2009 and thereafter, 90% of all students and each student group, including Special Education and ESL students tested, will pass all portions of the state assessment (TAKS). This campus/district will meet AYP in every area measured. 80% of all students K-3 will be reading on level (TPRI standards).						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: MClass, a new math monitoring system, will be used to test all students Grs. K-1 three times a year. This is a pilot program furnished through Region 14 in an effort to improve math performance. Title I component # 1,2,9,10</p>	Sept./Oct 2009 BOY; Jan. MOY; May EOY	Principal - Susan Mueller Teacher - Patricia Oakley	Region 14 - mClass software; palm pilots; mClass training	BOY, MOY, EOY Reports; teacher intervention plans	Exemplary status	Improved math performance on TAKS spring 2008 & on mClass EOY tests.
<p>Strategy: Grades 2-5 (and gr. 1 second semester) will use a computerized software system, AIMSWEB, to assess and monitor students academic levels in reading and math. The campus will administer BOY, MOY, and EOY benchmarks to all students. Students will be placed in Tier levels according to test results. Tier 2 & 3 students will be given remediation and monitored monthly or weekly as needed to check progress and assess the intervention results, altering interventions as necessary. Title I component # 1,2,8,9,10</p>	Sept. 2009-June 2010	Principal - Susan Mueller Classroom Teacher - Tri-County Consultants -	Tri-County Special Education funds - Aimsweb software; palm pilots; aimsweb training	Benchmark results from Aimsweb; Progress monitoring and strategic monitoring reports; intervention strategies; RTI Plan	Exemplary status	90% of all students pass the TAKS and/or be reading on grade level (Gr. K-3) according to TPRI, and the Campus/District will meet AYP.
<p>Strategy: The Intervention Leadership Team will create and implement a written long-range plan that will explain the steps that will be taken to identify students who struggle in reading and/or math. The plan will explain the RTI process that will be used to bring them up to grade level and improve academic performance. Title I component # 1,2,8,9,10</p>	Oct. 2007-June 2010	Principal - Susan Mueller "It Committee" -	Local Funds - RTI Long Range Plan	RTI Long Range Plan	Exemplary status	90% of all students pass all portions of the TAKS and/or be reading on grade level (Gr. K-3) according to TPRI, and the Campus/District will meet AYP.

Campus Improvement Plan
Oliver Elementary School 2009-2010

Goal:5 School campuses will maintain a safe and disciplined environment conducive to student learning.						
Objective(s): Pre-K-5th Decrease the number of incidents involving violence, tobacco, and other drug use, while increasing the opportunities to recognize good behavior.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Discipline policy in Stamford Code of Conduct and handbook will be given to all students and parents.</p>	Aug. 2009 or upon enrollment	Principal - Susan Mueller Administrative Assistant - Sandy Templeton	Local Funds - Code of Conduct & Oliver Handbook	Parent & student acknowledgment forms signed and returned for both Code of Conduct and Student Handbook.	Reduction in number of incidents involving violence noted and discipline referrals from one year to the next. Improved student performance	PEIMS Discipline Reports Reduction in both incidents noted and discipline referrals from one year to the next.
<p>Strategy: Class rules will be posted and explained in each classroom.</p>	Aug. 2009-June 2010	Classroom Teacher -	Local Funds - Classroom posters.	Rules are displayed in each classroom.	Reduction in both incidents noted and discipline referrals from one year to the next. Improved student performance	PEIMS Discipline Reports Reduction in both incidents noted and discipline referrals from one year to the next.
<p>Strategy: Teachers will fill out referral slips on each discipline problem sent to the office.</p>	August 2009-June 2010	Classroom Teacher -	Local Funds - Discipline forms	RSCCC Discipline Report Copies of discipline forms and discipline reports.	Reduction in both incidents and discipline referrals from one year to the next. Improved student performance	Copies of teacher referrals.

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Objective(s): Pre-K-5th Decrease the number of incidents involving violence, tobacco, and other drug use, while increasing the opportunities to recognize good behavior.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Good citizenship activities in all classes. a. Six good citizenship receptions a year. Project Wisdom, and Character First Curriculum purchased and utilized along with CHARACTER COUNTS! materials. Oliver Elementary is a member of the CHARACTER COUNTS! Coalition, teaching 6 pillars of good character: responsibility, respect, trustworthiness, fairness, caring, & citizenship.</p> <p>b. Project Wisdom materials shared daily in morning announcements.</p> <p>c. Teachers give "star" tickets weekly.</p> <p>d. Counselor reads list of "star" ticket recipients weekly in morning announcements.</p>	August 2009-June 2010	Principal - Susan Mueller Counselor - LeeAnn Mueller Classroom Teacher -	PTO Funds State - State Compensatory Funds	OtherList of students recognized for showing good character; List of KFC winners for each pillar; Classroom activities doc. in lesson plans.	Increased student safety and improved student performance.	Reduction in both incidents reported and discipline referrals from one year to the next; PEIMS Discipline Reports; Star Student Lists; List of KFC recipients each six weeks.
<p>Strategy:</p> <p>Staff development on discipline strategies and conflict management. (SB 1724) Use Spencer Henry materials to train staff in positive interventions. Develop strategies to be used campus-wide to manage discipline and reduce conflict. Implement strategies campus-wide.</p>	Aug. 2006-Staff Training; Implement Aug. '06-June	Principal - Susan Mueller	Local Funds - Spencer Henry Materials; TBSI on-line training	Fewer discipline referrals; PEIMS reports	Improved student performance	Reduction in both incidents noted and discipline referrals from one year to the next; PEIMS Discipline Reports
<p>Strategy:</p> <p>Educate students about the dangers of drug and tobacco use. Red Ribbon Week activities. Health talks periodically throughout the school year. Special drug awareness programs, as available. Use school resource officer (SRO) to assist in this area.</p>	Oct. 2009	Counselor - LeeAnn Mueller School Nurse - Cindy Ford High School PALS - School Resource Officer (SRO) -	Federal - Title IV-Safe & Drug-Free Schools and Communities - Red Ribbon materials; Region 14 Consultant PTO Funds 500.00	Documentation in lesson plans.	Improved student performance	Reduction in both incidents noted and discipline referrals from one year to the next. PEIMS discipline reports; Star Student Lists; List of KFC recipients each six weeks.

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Goal:5 School campuses will maintain a safe and disciplined environment conducive to student learning.						
Objective(s): Pre-K-5th Decrease the number of incidents involving violence, tobacco, and other drug use, while increasing the opportunities to recognize good behavior.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Secure the building by locking all entrances except the front entrance by the office. Visitors will be required to first report to the office, sign in, and receive a visitor pass before being allowed to enter the halls or classrooms. The SRO will conduct periodic walk-throughs.</p>	Daily	Principal - Susan Mueller Administrative Assistant - Sandy Templeton Custodians - School Resource Officer (SRO) -	Local Funds - Keys for all staff; visitor passes; visitor sig-in sheets; posted signs requesting visitor sign-in	Daily check of outside doors.	Increased school safety.	Safety Audit
<p>Strategy: The district will devise a district-wide emergency plan that meets the requirements of the Homeland Security requirements, based on the ICS model. In addition, the building principal will be trained in a National Incident Management System (NIMS) to prepare for emergency, should it arise.</p> <p>Principal trained May 2006. Team trained spring 2006. Plan implemented Aug. 07</p>	Initial training 5/06; Impemented Aug-June	Principal - Susan Mueller Superintendent - Brad Lewis	Local Funds	Certificate of completion for training; copy of district plan	Increased student safety.	Written and revised plan; Safety Audit
<p>Strategy: Revise and implement the Campus Crisis Plan, providing a plan of action, in an effort to provide for the safety of the students and staff. Get input from Region 14 Safe & Drug Free Consultant.</p> <p>Implemented Jan. 2006 Revised/Reviewed August each year</p>	1/2006 - 6/2010	Principal - Susan Mueller Crisis Team -	Local Funds - Campus Crisis Plan; Campus Crisis Team; Crisis training	Written plan; staff development; sign-in sheets	Increased student safety.	Safety Audit

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Objective(s): Pre-K-5th Decrease the number of incidents involving violence, tobacco, and other drug use, while increasing the opportunities to recognize good behavior.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Train the Crisis Team in CPR and CPI, preparing them to be ready for emergency situations and better provide for student safety. Implemented Jan. 2006</p> <p>CPI--Refresher course August 2007, August 2008; Jan 2010 CPR--April 2007, August 2008, August 2010</p>	CPI every 18 mo.; CPR every 2 yrs.	School Nurse - Cindy Ford Tri-County Consultants -	Local Funds Federal - Title IV-Safe & Drug-Free Schools and Communities Tri-County Special Education funds	Certification certificates	Increased student safety.	Safety audit
<p>Strategy: Select and train campus team for Texas Behavior Support Initiative (TBSI) a. Train campus in TBSI b. Train Crisis Team in CPI c. Train Crisis Team in CPR Title I component # 3, 10</p>	Oct. 2002; Jan 2003; a. Spring 2003,2004,2008; b.	Principal - Susan Mueller Tri-County Consultants - Region 14 Consultant -	Local Funds - On-line training Federal - Title IV-Safe & Drug-Free Schools and Communities	Certificates for attendance; a. sign-in sheets for faculty & staff; b. certificate of completion updates; c. certificates of completion	Increased safety;improved student performance	Reduction in both incidents noted and discipline referrals from one year to the next; PEIMS Discipline Reports
<p>Strategy: Title IV – Safe and Drug Free Schools. Students /staff will be taught conflict resolution, crisis management plan and safety drills. Counselor and classroom teachers will teach citizenship skills. Title I component #1, 10</p>	Implemented Aug. 99; Cont. Aug. - May each yr	Principal - Susan Mueller Counselor - LeeAnn Mueller School Nurse - Cindy Ford Classroom Teacher - School Resource Officer (SRO) -	Federal - Title IV-Safe & Drug-Free Schools and Communities - Shared service agreement with ESC; Character Ed. Curriculum	Less discipline referrals to the principal's office. Students show respect to their classmates by their actions. Students feel safe at school and demonstrate this through conversations with the counselor and teachers in informal discussions. Days of safety drills documented in office.	Increased safety; improved academic performance	Reduction in both incidents noted and discipline referrals from one year to the next; PEIMS Discipline Reports

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Objective(s): Pre-K-5th Decrease the number of incidents involving violence, tobacco, and other drug use, while increasing the opportunities to recognize good behavior.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: The campus will regularly have crisis drills, fire drills, and tornado drills. Title I component #10	Monthly	Principal - Susan Mueller	Local Funds - Bell system; PA system; alarm system	Drill Log	Safe environment for learning	Safe school; Campus audit
Strategy: Observe National Fire Prevention Week Title I component #10	Oct. 2009	Principal - Susan Mueller Faculty -	Local Funds	Lesson plans	Safe learning environment	Safety Audit
Strategy: Racial/Ethnic Awareness The multicultural committee will plan activities throughout the school year to make students aware of cultural differences and a better understanding of student differences.	Feb. Black History Month; March Chinese New Year;	Multicultural Committee -	Local Funds	Teacher Lesson Plans Students develop a better understanding of different cultures.	A safer environment where students are more understanding of student differences.	Discipline Log Decrease in discipline issues related to racial issues.

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Goal:6 Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. Objective(s): Teachers and staff members will receive high quality professional development that focuses on research based strategies or matherials.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Teachers will attend workshops that focus on development of TAKS & TEKS strategies in their various subject areas. Title I component # 3,4	Year round	Principal - Susan Mueller Classroom Teacher - Paraprofessionals -	Federal - Title IV-Safe & Drug-Free Schools and Communities Federal - Title II, Part A - Instructional Leadership Services	Attendance certificates in personnel files.	Highly qualified staff; improved instruction	A list of all workshop participants will be provided through Region 14 or participants will secure an attendance certificate for workshops other than those sponsored by Region 14. Sign-in sheets for local staff development held on district staff development and waiver days.
Strategy: Allow SBDM team to assess and select staff development based on the needs of the campus. Title I component # 1,4,8	Nov. 3, 2009;	Principal - Susan Mueller SBDM Committee -	Federal - Title I, Part A Local Funds	Minutes from site-based meetings	Highly qualified staff; improved instruction	A list of all workshop participants will be provided through Region 14 or participants will secure an attendance certificate for workshops other than those sponsored by Region 14. Sign-in sheets for local staff development held on district staff development and waiver days.
Strategy: Faculty review of dyslexia procedures. Title I component # 3,4	August 2009	Teacher - Nancy Clifton	Federal - Title I, Part A - Dyslexic Plan; referral forms	Agenda; Sign-in sheet	Improved instruction; timely assistance to students.	Sign-in sheets for staff meeting.

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Goal:6 Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. Objective(s): Teachers and staff members will receive high quality professional development that focuses on research based strategies or materials.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Provide staff with training in the RTI (Response to Intervention) process, as well as the Three Tier Model. Title I component # 1,2,3,4,9	Feb.-March 2007; Dec. 2007; Implement Aug. -June	Principal - Susan Mueller Region 14 Consultant -	Local Funds - Substitutes	Sign-in sheets; List of student tier levels.	Highly qualified staff; improved instruction	A list of all workshop participants will be provided through Region 14 or participants will secure an attendance certificate for workshops other than those sponsored by Region 14. Sign-in sheets for local staff development held on district staff development and waiver days.
Strategy: Send a team of teachers to math CAMT to receive up-to-date strategies and information for the improvement of math instruction. Title I component # 1, 2, 4, 8	June 2010	Principal - Susan Mueller	Federal - Title I, Part A - Math CAMT convention	Registration confirmation; Certificate of participation; List of training sessions attended.	Highly qualified staff; improved instruction	A list of all workshop participants will be provided through Region 14 or participants will secure an attendance certificate for workshops other than those sponsored by Region 14. Sign-in sheets for local staff development held on district staff development and waiver days.
Strategy: Fifth grade teacher will attend the social studies History Alive! Workshops presented through Region 14 ESC and implement that program in the 5th grade classrooms. Title I component #4	Workshop-Summer 2006; Implement Aug. 2006-May 2010	Teacher - Linda Anders	Region 14 - History Alive! materials & training; Region 14 consultants	Teacher Lesson plans	Improved instruction; Improved student performance	Certificates of completion for staff teaching History Alive!

Goal:6 Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. Objective(s): Teachers and staff members will receive high quality professional development that focuses on research based strategies or matherials.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: CScope Curriculum & Training -- Purchase cscope curriculum/support for all core subjects. Implement cscope curriculum district-wide in the area of science. Encourage teachers to use curriculum in other areas, as well. Overview of program- June '09 (Koske) CScope 101- August '09 (J. Payne) 5-E M0del- Oct. '09 (J. Payne)	Training June '09, August '09, Oct. '09; Implement	Superintendent - Brad Lewis Campus Principals -	Federal - Title I, Part A	Lesson Plans Attendance reports TAKS Science	Highly qualified staff Improved TAKS scores Lower drop-out rate	Documentation of use in teacher evaluations and/or walk throughs

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Goal:7 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.						
Objective(s): K-5th Students will be taught the skills and given the opportunity to use the skills that the grade level TEKS say are appropriate for their grade level. Teachers will be given the staff development necessary to show mastery of the expectations set by TEA to meet the "highly qualified" status in the area of technology. This will allow them to use these skills to improve instruction in the classroom, as well as, do a more effective in the management of their classroom.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Devise and implement a 2 Phase Technology Plan to prepare teachers for and document proficiency in Teacher Technology Application Competencies. Teachers must master each skill in order to receive certification in each phase. Title I component # 1,2,3,5,8</p>	Phase I--Dec. 2007; Phase 2--Jan. 2010-May 2011	Technology Director - HS Technology Coordinator -	Local Funds - Phase I Plan; Phase 2 Plan; Teachnology workshop sessions	Completed lessons/tests in shared folder on-line; certificates issued for each phase; list of teachers who have completed each phase successfully	Improved instruction; Higher test scores	Use of technology will be documented in teacher evaluations and/or walk-throughs.
<p>Strategy: Teachers will be trained to use technology that extends lessons being taught in the classroom, such as United Streaming, Quizdom-interactive learning system; advanced google searches.... Title I component 2,4</p> <p>United Streaming/Quizdom - Sept. 2007 ALEKS - March 2007; Oct. 2008 CScope - August & Oct. 2009</p>	Sept./March '07;Oct. '08; Aug./Oct. '09	Technology Director - Principal - Susan Mueller	Local Funds - Quizdom remotes/software; on-line resources (United Streaming-etc)	Documentation of use in lesson plans.	Improved instruction; increased TAKS scores	Documentation of use in teacher evaluations and/or walk-throughs.
<p>Strategy: Participate in distance learning sessions to allow students to extend learning beyond the walls of the classroom. Title I component #2, 9</p>	As available Aug./June	Classroom Teacher - Technology Aide - Kay Musemeche	Local Funds - Polycom; Distance Learning sessions; Region 14	List of Distance Learning sessions/dates; documentation in teacher lesson plans	Improved instruction; Higher test scores.	Higher classroom grades and improved TAKS scores.
<p>Strategy: Networked computers available in each classroom. Provide internet access, along with LCD projectors sc that teachers may integrate technology into their curriculum. Title I component #2,9</p>	Installed Summer/Fall '06; Implemented daily Aug.-	Technology Director -	Local Funds - Computers; LCD projectors; Internet access; promethean boards Federal - Title I, Part A	Documentation of technology used in teacher lesson plans	Improved instruction; improved student performance	Documentations through walk-throughs/teacher evaluations

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Objective(s): K-5th Students will be taught the skills and given the opportunity to use the skills that the grade level TEKS say are appropriate for their grade level. Teachers will be given the staff development necessary to show mastery of the expectations set by TEA to meet the "highly qualified" status in the area of technology. This will allow them to use these skills to improve instruction in the classroom, as well as, do a more effective in the management of their classroom.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Teachers will use networked computers to take attendance and record grades using a system (Grade Book)that continually uploads to the official network system (RSCCC). Title I component #1</p>	8/2009 - 6/2010	Superintendent - Brad Lewis District Technology Coordinator -	Local Funds - Computer software-Grade Book/RSCCC	Continually updated attendance and grade reports Connection and operation of networks and classroom computers	Improved parental involvement; Improved academic performance	Higher attendance rates and higher academic performance (result of ability to closely monitor)
<p>Strategy: Parents will be issued code and instruction to gain access to student's grades on-line. Title I component #1,2,6,9</p>	Sept. '09 or upon enrollment beyond that date	Administrative Assistant - Sandy Templeton Principal - Susan Mueller	Local Funds - Parent letter; Parent access codes	Increased parental involvement	Improved academic performance; increased parental involvement	Reduction in failures; Failure lists (every 3 & 6 weeks)
<p>Strategy: The district will use a shared calendar on-line to improve communication between central office and campuses. Title I component #1</p>	8/2009 - 8/2010	Superintendent - Brad Lewis Campus Principals - District Technology Coordinator -	Local Funds	Improved communication	Improved communication	Increased administrative effectiveness; Parent/Staff surveys

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Objective(s): K-5th Students will be taught the skills and given the opportunity to use the skills that the grade level TEKS say are appropriate for their grade level. Teachers will be given the staff development necessary to show mastery of the expectations set by TEA to meet the "highly qualified" status in the area of technology. This will allow them to use these skills to improve instruction in the classroom, as well as, do a more effective in the management of their classroom.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Teachers will be trained to use technology programs to monitor, evaluate, and address educational progress of students. TPRI- All K-3 -Trained Region 14; refresher Fall '08 (Clifton) MClass - K-2 -Trained by Region 14- Fall '08 Aimsweb - Tri-County Trained Fall '08/Jan. '09 ALEKS/QuickTables - March 2007; Oct. 2008 SKEVA - Sept. '08 Webcatt - Oct. 2008 AEIS-IT on-line - Nov. 2008 CScope- Aug./Oct. 2009</p>	Upon implementation of program	Principal - Susan Mueller Counselor - LeeAnn Mueller Region 14 Consultant -	Local Funds	Sign-in sheets from trainings. Teacher reports. Teacher made assessments.	Improved TAKS scores	TAKS results
<p>Strategy: The campus will update and keep current the information on the campus webpage. Teachers will create and keep current teacher webpages.</p>	10/2009 - 6/2010	Principal - Susan Mueller Classroom Teacher -	Local Funds	Training with deadline for original designs. January 2009 Periodic reviews of webpages. Feb-June 09	Improved communication with students and parents, plus improved instruction/learning.	Parent/Community Survey rating the effectiveness of webpages.
<p>Strategy: Improve availability and ability to integrate technology by creating additional labs--two permanent lab and one portable lab. In addition, each classroom will have 3-5 networked computers.</p>	8/2008 - 6/2010	Principal - Susan Mueller Technology Director - Title I Program Director -	Federal - Title I, Part A Local Funds	Lab sign-up sheets. Technology reports--quick tables, ALEKS, StudyIsland.	Improved student performance and better TAKS scores.	Improved TAKS scores. Program evaluation results.

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Objective(s): K-5th Students will be taught the skills and given the opportunity to use the skills that the grade level TEKS say are appropriate for their grade level. Teachers will be given the staff development necessary to show mastery of the expectations set by TEA to meet the "highly qualified" status in the area of technology. This will allow them to use these skills to improve instruction in the classroom, as well as, do a more effective in the management of their classroom.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Teachers will implement the digital curriculum provided with the new math adoption, enVision, to improve the quality of teaching and engage students in learning.</p>	9/2008 - 6/2010	Principal - Susan Mueller Classroom Teacher -	State - Other - enVision digital curriculum	Teacher Lesson Plans Principal Walk-Throughs	Decrease in at risk students; Improved TAKS Math scores	TAKS Math
<p>Strategy:</p> <p>Add Promethean boards in classrooms. Promethean boards will be installed in classrooms and training provided to teachers so digital curriculum can be implemented and learning be more interactive. 3rd-5th math installed 12/08; trained 1/09 all other classrooms- Spring '10</p>	12/2008 - 8/2011	Technology Director -	State - Technology Integration in Education (TIE) Federal - Stimulus Funds	Teacher Lesson Plans Teacher lesson plans will document implementation.	Student performance will be enhanced and test scores will improve.	TAKS Tests Improved test scores.
<p>Strategy:</p> <p>Use technology to assess and remediate student learning/progress. Purchase student licenses for a web-based computer program that addresses areas in math, reading, writing, and science: grade level diagnostic test and individualized remediation and computation skills. Pilot program Spring '08 Purchase and implement - Aug. - June yearly</p>	2/2008 - 6/2010	Principal - Susan Mueller Classroom Teacher -	Federal - Title I, Part A	ALEKS Reports Individual student progress reports. Quick Tables Reports Individual student progress reports. Study Island Reports Individual student assessment and progress reports.	Improved student performance in math, reading, science, and writing; reduction in students at risk	AEIS reports Improved TAKS math scores Report Card Grades Improved student performance in math.
<p>Activity:</p> <p>ALEKS Computer web-based program designed to assess student knowledge and prepare an individualized prescription for remediation.</p>	To be used as part of the regular class; during ex	Classroom Teacher -	Federal - Title I, Part A			

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Objective(s): K-5th Students will be taught the skills and given the opportunity to use the skills that the grade level TEKS say are appropriate for their grade level. Teachers will be given the staff development necessary to show mastery of the expectations set by TEA to meet the "highly qualified" status in the area of technology. This will allow them to use these skills to improve instruction in the classroom, as well as, do a more effective in the management of their classroom.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Quick Tables Web-based computer program that assesses mastery of computation skills and provides practice for mastery</p> <p>Strategy: Early Morning Computer Lab In an effort to allow students extra opportunities to use the technology services being offered, the computer lab will be open 30 minutes before school begins each day.</p>	<p>15 min. 3 times a week/ computer lab</p> <p>9/2009 - 5/2010</p>	<p>Principal - Susan Mueller Classroom Teacher -</p>	<p>Local Funds</p>	<p>Sign-in sheets</p>	<p>Increased TAKS scores Increased fluency rates</p>	<p>SRC reports ALEKS reports Study Island reports TPRI/Aimsweb reports</p>

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Goal:8 Campuses will attain, maintain, or raise a 97% attendance rate for all students and each student group. (AEIS Goal)						
Objective(s): Pre-K-5th Increase the overall attendance rate and attendance rates of all grade levels to 97%, thus increasing the overall academic success of students, as evidenced from higher TAKS scores and increased reading fluency according to Aimsweb/TPRI benchmarks.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Attendance will be monitored on a regular basis, and letters sent to parents to make them aware of the attendance laws and the actions that will be taken if attendance does not improve. Title I component # 1, 9</p>	8/2009 - 6/2010	Principal - Susan Mueller Administrative Assistant - Sandy Templeton	Local Funds - Attendance letters; attendance reports	Record of letters sent to parents.	Increased attendance; improved TAKS scores & fluency rates	Increase in attendance rates evidenced by RSCCC attendance reports and improved reading fluency rates evidenced by Aimsweb/TPRI benchmark tests.
<p>Strategy: When attendance remains an issue after parent contact, attendance hearings will be requested with the Justice of the Peace. Students cannot meet the high academic standards, when they do not attend school on a regular basis. Title I compnent # 1, 9</p>	9/2009 - 6/2010	Principal - Susan Mueller School Resource Officer (SRO) -	Local Funds - Justice of the Peace; Court Hearing; Attendance records	Records of attendance hearings held each year.	Improved academic performance and increased attendance rates.	Increased attendance evidenced from attendance reports and improved academic performance evidenced from increased TAKS scores and increased fluency evidenced through Aimsweb/TPRI benchmark reports.
<p>Strategy: Provide incentives to students in an effort to improve school attendance rates. Title I Component # 1, 9</p>	End of Six Weeks & Semester; Weekly as needed	Principal - Susan Mueller Administrative Assistant - Sandy Templeton	Local Funds - Certificates; Prizes; Pizza Party	Perfect attendance records	Improved academic performance; improved attendance rates.	Increased attendance evidenced from attendance reports and improved academic performance evidenced from increased TAKS scores and increased fluency evidenced through Aimsweb/TPRI benchmark reports.
<p>Strategy: Recognize students who have perfect attendance Title I Component 1</p>	Dec. 2009; May 2010	Principal - Susan Mueller Administrative Assistant - Sandy Templeton	Local Funds - Certificates; local newspapers; Awards Ceremony	Perfect Attendance Report-RSCCC; Order of Events for Awards Ceremony; newspaper clippings	Improved attendance and improved student performance.	Increased attendance evidenced from attendance reports and improved academic performance evidenced from increased TAKS scores and increased fluency evidenced through Aimsweb/TPRI benchmark reports.

Goal:8 Campuses will attain, maintain, or raise a 97% attendance rate for all students and each student group. (AEIS Goal)						
Objective(s): Pre-K-5th Increase the overall attendace rate and attendance rates of all grade levels to 97%, thus increasing the overall academic success of students, as evidenced from higher TAKS scores and increased reading fluency according to Aimsweb/TPRI benchmarks.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

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Goal:9 Appropriate programs will be provided to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, and discipline management.[TEC Section 11.252 Objective(s): Decrease the discipline referrals and number of conflicts campus-wide, thus allowing more time to focus on academics and improve student performance. Give students a strong foundation in good ethics and character development, giving them the skills to handle conflict in a non-aggressive manner and have the skills to become good citizens.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Character Education Curriculum (conflict resolution, violence prevention, suicide prevention, citizenship, social skills, and self esteem.) CHARACTER COUNTS! Materials-- focuses on 6 pillars: responsibility, respect, trustworthiness, fairness, caring, and citizenship Title I component #10	Each six weeks	Counselor - LeeAnn Mueller	Federal - Title I, Part A - CHARACTER COUNTS! Dues; CC! materials;	Documentation in lesson plans.	Improved behavior; improved school climate; improvement in academic performance.	Decline in discipline referrals from one year to the next- RSCCC Discipline Report.
Strategy: Steps to Respect - Counselor teaches lessons at each grade using this curriculum. It is designed to address conflict resolution, violence prevention, suicide prevention, citizenship, social skills, and self esteem. Lessons are included to address bully prevention and assertive intervention.	9/2009 - 5/2010	Counselor - LeeAnn Mueller	Federal - Title I, Part A - Steps to Respect curriculum	Documentation in lesson plans.	Improved behavior; improved school climate; improved academic performance.	Decline in discipline referrals from one year to the next - RSCCC Discipline Report.
Strategy: Project Wisdom curriculum is included as part of the morning announcements. Project Wisdom is a research-based character education program that encourages students to reflect upon the meaning of civic and personal values and the application of those values in their daily lives. These messages help them understand that any true success is rooted in respectful, responsible, and caring behaviors.	Daily	Counselor - LeeAnn Mueller Principal - Susan Mueller School Nurse - Cindy Ford	Federal - Title I, Part A - Project Wisdom curriculum Local Funds - PA System	Copy of curriculum	Improved behavior; improved school climate; improved academic performance.	Decline in discipline referrals from one year to the next; RSCCC Discipline Report
Strategy: Provide counseling on a regular basis, in an effort to prevent suicide and reduce conflicts, bullying, dropouts, and pregnancy. Title I component #9, 10	8/2009 - 6/2010	Counselor - LeeAnn Mueller	Local Funds	Counseling records	Decline in discipline referrals	Decline in discipline referrals from one year to the next; RSCCC Discipline Report

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Goal:10 Age-appropriate career education will be provided to all students.[TEC Section 11.252(3)(G)]						
Objective(s): Pre-K-5th Provide opportunities that allow students realize the importance of an education and the opportunities for their future.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Host a Career Awareness Day and bring outside presenters to visit with students about their chosen career. Presenters will discuss education and what role it plays in their career. Title I component #6,10	May 2008; May 2010	Counselor - LeeAnn Mueller	Local Funds - Outside presenters	List of presenters/careers; Included in lesson plans; Career Exploration Day evaluation	Improved student performance	Higher grades--report cards; Higher test scores--AEIS

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Goal:11 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.						
Objective(s): Pre-K-5th Special programs will be designed to help students served by those programs to meet or exceed state performance standards, thus improving their changes for staying in school.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: At-Risk students: Identify and give extra help with special phonics, fluency instruction, math, dyslexic classes, and tutoring as needed. Title I component # 9 At Risk List Updated end of Oct. each year	8/2009 - 6/2010	Counselor - LeeAnn Mueller Classroom Teacher -	State - State Compensatory Funds - At Risk Guidelines; At Risk List; Read Naturally Federal - Title I, Part A - MRC; Lexia	Improved performances in reading and math meeting passing standards in TAKS.	Improved academic performance; higher TAKS scores	Comparison of previous year's grade level appropriate test results to see that each at-risk student is showing improvement.
Strategy: Provide PK/EC/HS classes for 3 & 4 year old to give the early intervention. Title I component #9	8/2009 - 6/2010	Superintendent - Brad Lewis Teacher - Jennifer Bridges Teacher - Julie Alvarez	Federal - Head Start Funds - HS Teacher; 2 paraprofessionals Local Funds - Leaps & Bounds Curriculum; paraprofessional State - State Compensatory Funds - EC Teacher Federal - PK Grant	Students will gain skills needed to succeed in K.	Readiness for Kinder; improved student performance; reduced students at risk	Comparison of previous year's grade level appropriate test results to see that each At-Risk student is showing improvement.

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Objective(s): Pre-K-5th Special programs will be designed to help students served by those programs to meet or exceed state performance standards, thus improving their changes for staying in school.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Continue Scholastic Reading program in 1st-5th grade. Create SRC store with incentives for points earned (1-3) or words read (4-5).</p> <p>a. Purchase more books/test disks for students to practice accurate and fluent reading.</p> <p>b. Classroom libraries expanded. Novels used to teach reading skills.</p> <p>c. Provide end of year celebration (Hooky Day) for those who attain goal set for their grade level.</p> <p>d. Provide end of year celebration (Math Day) for students in grades 3-5 who attain goal set for their Title I component #8,9</p>	<p>a. Aug.09-May 10;b. Fall/Spring 09-10;c. May '10</p>	<p>Classroom Teacher - Principal - Susan Mueller Library Aide - Lupe Gonzales</p>	<p>Federal - Title I, Part A</p> <p>State - State Compensatory Funds</p> <p>Local Funds</p> <p>PTO Funds</p> <p>Wal-Mart Donations</p>	<p>SRI results; Student reading logs, A+ - Risk reports. S.R.C. committee report Invoice, Books catalogued and utilized by students. RC! Test reports Invoice/ Reading levels and accuracy tracked for growth</p> <p>ALEKS Reports</p> <p>Study Island Reports</p>	<p>Improved academic performance; increased fluency; improved TAKS scores</p>	<p>Comparison of previous year's grade level appropriate test results to see that each At-Risk student is showing improvement.</p>
<p>Strategy:</p> <p>Students will listen to authors, professional story tellers, watch plays, and special programs. Title I component Mixed Nuts - Oct. 30, 2008 MS One-Act Play - 11/13/08 Voices - 2/5/09 Mr. Mark - Nov. 12, 2009</p>	<p>Oct. '08; Nov. '08; Feb. '09; Nov. '09</p>	<p>Counselor - LeeAnn Mueller Library Aide - Lupe Gonzales</p>	<p>PTO Funds - Nancy Burks program</p> <p>Local Funds - MS One Act Play; CJC Performers</p>	<p>Students will exhibit a broader understanding of their world around them through discussions about the presentations. Students will then write about the programs to expand their literacy learning.</p>	<p>Improved academic performance; reduction in students at risk</p>	<p>Comparison of previous year's grade level appropriate test results to see that each At-Risk student is showing improvement.</p>

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Objective(s): Pre-K-5th Special programs will be designed to help students served by those programs to meet or exceed state performance standards, thus improving their changes for staying in school.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Use TAKS results from the previous year, TPRI BOY results, MOY results, benchmark test results, Aimsweb benchmarks and progress monitoring reports, six weeks grades, etc., to monitor students and target kids who appear to be at risk to fail a portion of the TAKS or who are reading below grade level or appropriate fluency levels. Title I component #1,2,8,9</p>	9/2009 - 6/2010	Principal - Susan Mueller Counselor - LeeAnn Mueller Classroom Teacher - Paraprofessionals -	<p>Federal - Title I, Part A</p> <p>Tri-County Special Education funds - Aimsweb</p> <p>State - State Compensatory Funds</p> <p>State - ARI/AMI funding - Extended Day</p>	Fewer failures on TAKS; Higher TAKS scores; improved reading fluency	Improved academic performance; reduced students at risk	Comparison of previous year's grade level appropriate test results to see that each At-Risk student is showing improvement.
<p>Strategy:</p> <p>Address fluency problems in reading and struggling math students by implementing a 3 Tier Model. Tier 3 levels will be monitored weekly, while Tier 2 levels will be monitored monthly. All students will be assessed with BOY, MOY, and EOY benchmarks. Title I component #1,2,8,9</p>	1/2007 - 6/2010	Principal - Susan Mueller Classroom Teacher - Tri-County Consultants -	<p>Federal - Title I, Part A - TPRI kits; progress monitoring Kits; mClass license</p> <p>Tri-County Special Education funds - Aimsweb</p> <p>Region 14 - mClass for math; Palm software and mClass license</p> <p>Local Funds - palms; reports</p>	TPRI BOY,MOY,EOY results; Progress Monitoring results (TPRI); Aimsweb BOY, MOY, EOY Results; Progress Monitoring and Strategic Monitoring results; mClass BOY, MOY, EOY results, mClass Progress monitoring	Improved academic performance; improved TAKS scores and fluency rates; decrease number of students at risk	Comparison of previous year's grade level appropriate test results to see that each At-Risk student is showing improvement.
<p>Strategy:</p> <p>Purchase and implement a computer-based program (Lexia and SOS) designed to address phonemic awareness needs of K-1 and struggling readers grades 2-5 (research based). Title I component #1,2,9</p> <p>Convert to web-based program - Spring '09</p>	1/2007 - 6/2010	Principal - Susan Mueller Classroom Teacher - Paraprofessionals -	<p>Federal - Title I, Part A - Software license</p> <p>Local Funds - Computers</p>	Lexia & SOS student reports	Improved academic performance; reduce number of at risk students	Comparison of previous year's grade level appropriate test results to see that each At-Risk student is showing improvement.

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Objective(s): Pre-K-5th Special programs will be designed to help students served by those programs to meet or exceed state performance standards, thus improving their changes for staying in school.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Purchase and implement computer-based program (My Reading Coach) designed to meet the needs of struggling readers. (Research based) Title I Component #1,2,9 Purchase additional license - Oct. '09	1/2007 - 6/2010	Principal - Susan Mueller Paraprofessionals -	Federal - Title I, Part A - Software License; training Local Funds - Computers; reports	MRC student reports Comparison of previous year's grade level appropriate test results to see that each At-Risk student is showing improvement.	Improved student performance; reduction in number of students at risk	Students will show accelerated progress in reading; TAKS results (confidential student report)
Strategy: Provide summer school for students who are behind in reading and math or have failed to pass the math or reading TAKS in grades 3-5 Title I component #2,9	June 2010	Principal - Susan Mueller Counselor - LeeAnn Mueller	Federal - SSI funding State - State Compensatory Funds Local Funds Federal - Title I, Part A	Pass TAKS 3rd admin.; TPRI or Aimsweb monitoring reports	Improved academic performance; reduction in number of students at risk	Comparison of previous year's grade level appropriate test results to see that each At-Risk student is showing improvement.
Strategy: Implement a PALS program, using high school students to mentor "at risk" students. Title I component #1,2,9	Started Sept. 2007; Implement Sept. - May	Principal - Susan Mueller Counselor - LeeAnn Mueller HS PALS Teachers -	Local Funds	List of students served; Progress reports/report cards	Reduced number of at risk students; improved academic grades; reduction in discipline referrals	Comparison of previous year's grade level appropriate test results to see that each At-Risk student is showing improvement.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Homeless students will be identified and needs addressed to ensure academic success. Title I component #9, 10	Upon enrollment or as identified	Administrative Assistant - Sandy Templeton Central Administration -	Local Funds - Homeless Policy; Identification form	Identification List; Progress reports/report cards	Reduction in number of students at risk; improved student performance	Comparison of previous year's grade level appropriate test results to see that each At-Risk student is showing improvement.
Strategy: Migratory students will be identified and needs addressed to ensure academic success. Title I component #9,10	Upon enrollment or as identified	Central Administration - Administrative Assistant - Sandy Templeton	Local Funds - Identification form	Identification List; Progress report/report cards	Improved academics; lower number of at risk students	Comparison of previous year's grade level appropriate test results to see that each At-Risk student is showing improvement.
Strategy: Partner with WTCOG to implement an after school daycare designed to provide students at safe place after school while parents are working. This program provides tutorials, enrichment, and a safe environment after school. Extend the program to include K-5 to better meet the needs of the community. Title I component #1,2,9,10	8/2009 - 6/2010	Principal - Susan Mueller Site Coordinator -	WTCOG - applications; Site-workers; building usage; snacks	List of students failing or "at risk"; List of students enrolled in the program; report cards	Improved academic performance; reduction in at risk students	Comparison of previous year's grade level appropriate test results to see that each At-Risk student is showing improvement.
Strategy: Title I Schoolwide Program: Teachers will co-teach and/or model math and reading lessons to supplement regular classes to address areas of concern.(Needs Assessment) Title I Component #2,3,8,9,10	Daily/Weekly Aug. - May	Teacher - Nancy Clifton Teacher - Marilyn Thane Teacher - Angelita Follis	Federal - Title I, Part A State - State Compensatory Funds	Improved academic skills; higher test scores; fewer failures; Honor Roll; Teacher lesson plans	Improved academic success; reduction in the number of students at risk	AEIS report; TPRI, mClass, and Aimsweb reports

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Objective(s): Pre-K-5th Special programs will be designed to help students served by those programs to meet or exceed state performance standards, thus improving their chances for staying in school.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Pull out classes will be used to remediate students struggling in reading and/or math in grades K-5. Title I component #2,8,9</p>	Daily Aug.-May	Teacher - Patricia Oakley Teacher - Nancy Clifton	Federal - Title I, Part A	Improved academic skills; higher test scores; fewer failures; AEIS report; Honor Roll; Teacher lesson plans	Improved TAKS scores; reduce number of at risk students	AEIS Report; TPRI, mClass, and Aimsweb reports
<p>Strategy: Web-based computer program used to motivate students and improve TAKS scores-grade 2-5 Title I component #2,9,10</p>	8/2009 - 6/2010	Technology Aide - Kay Musemeche Classroom Teacher -	Federal - Title I, Part A - Site license After school program grant - site license Local Funds - Computers	Study Island reports	Higher test scores; reduction in students at risk	Higher TAKS scores; AEIS report
<p>Strategy: Scholastic Reading Counts! program expanded. Give incentives for words or points to motivate students to read, increasing fluency, and comprehension. Title I component #1,2,9,10</p>	every 3/6 weeks Aug.-May	Principal - Susan Mueller Library Aide - Lupe Gonzales Classroom Teacher -	Federal - Title I, Part A - Books Wal-Mart Donations - Prizes State - State Compensatory Funds - Prizes Local Funds - Tests; Books Local Funds - SRC Hooky Day	SRI/RC! reports	Improved Academic results; reduction in at risk students	Improved TAKS scores; AEIS report; TPRI/mClass/Aimsweb reports
<p>Strategy: Transition visits for Head Start/PK and Kinder/1st grade. Title I component #7</p>	May 2010	Principal - Susan Mueller Classroom Teacher -	Local Funds	Lesson plans	Easy transition	TPRI/Aimsweb/mClass reports

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Transition meeting from 5th to 6th grade (May). Bulldog Camp held early August to allow 6th graders to become familiar with the MS, learn expectations, meet teachers, ...providing a successful transition from elementary to MS, resulting in higher tests scores. Title I component #7,10</p>	May 2010; August 2010	Principal - Susan Mueller Counselor - LeeAnn Mueller MS Principal - Classroom Teacher -	Local Funds Booster Club Funds - Food, swimming party	Lesson plans; Flyer/student letter; agenda	Smoother transition; higher tests scores; fewer students at risk	AEIS report
<p>Strategy: Use Title I money to help reduce class size by hiring additional teachers, thus allowing for more individual assistance. Title I component #2,8,9</p>	8/2009 - 6/2010	Superintendent - Brad Lewis Central Administration - Principal - Susan Mueller	Federal - Title I, Part A	Payroll summary; class size numbers	Increased academic performance; reduce number of students at risk	AEIS report; TPRI/mClass/Aimsweb reports
<p>Strategy: Conduct ongoing Comprehensive Needs Assessment including a survey to parents, community members, staff, students, and other stakeholders, bi-annually. Title I component #1,2,9</p>	Nov. 2010	Principal - Susan Mueller SBDM Committee -	Local Funds - Results of surveys; student data records;	Summary of findings	Reduction of number of at risk students; improved academic performance and instruction	Improved academic performance; AEIS results; TPRI/mClass/Aimsweb
<p>Strategy: Students with dyslexic tendencies will be in a dyslexia class or program the "It" committee feels is appropriate and necessary to best meet students' needs. Dyslexia program using Alphabetic Phonics materials and phonemic awareness materials is available if deemed necessary. Title I component #3,9</p>	Daily Aug-May	Teacher - Nancy Clifton "It Committee" - Principal - Susan Mueller	Federal - Title I, Part A Local Funds	Dyslexia test results; master schedule; class roster; Alphabetic Phonics Benchmark measures; Phonemic awareness assessment	Improved academic performance; reduction in students at risk	Students showing accelerated progress in reading; AEIS results; TPRI/Aimsweb results

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Dyslexic students will be given TAKS accommodation bundles when needed for that student to be successful and reach academic requirements.	Aug.-May as needed	Teacher - Nancy Clifton "It Committee" - Counselor - LeeAnn Mueller	Local Funds	Committee recommendations; Documentation of accommodations	Improved TAKS scores; reduction in number of at risk students	TAKS results
Strategy: A computer based program designed to meet the needs of dyslexic students, My Reading Coach, will be used when the "It" committee recommends. (Research based program) Title I component#2,9	Daily	"It Committee" - Teacher - Nancy Clifton Paraprofessionals -	Federal - Title I, Part A - MRC software; training Local Funds - Computers	MRC reports	Improved academic performance; reduction in the number of students at risk	Improved TAKS scores; TPRI/Aimsweb results
Strategy: Special education services will be designed to meet needs of students with special needs. a. (PAS/DAS) Teachers will ask for help from the Intervention Assistance Team (innovative strategies) and use team's recommendations before a referral is made for special education testing in most cases. (Help with element 12, element 1, element 2) b.. Special Education students will be served in an inclusion setting. c. Students with disabilities will participate in non-academic activities. Title I component #1,2,3	Aug. - June	"It Committee" - Classroom Teacher - Principal - Susan Mueller	State - State Compensatory Funds Local Funds - "It" referral forms; Leaps & Bounds Curriculum	Students are served according to their IEP in the least restrictive environment. Fewer referrals to Special Education, as shown by Tri-County records. Records of SE in UIL, PTO programs, Jump Rope for Heart, TOTS, etc. PK inclusion classroom lesson plans	Improved academic performance; reduction in the number of students at risk	Improved TAKS results; AEIS results; Decreased SE numbers; SE enrollment numbers

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Establish and train campus intervention assistance team.(CAP)</p> <p>a. District committee will establish procedures and forms to be used throughout the district</p> <p>b. Faculty review of "It" procedures (CAP)</p> <p>Review of placing students in general education settings before any special settings are considered, using the intervention process effectively. (PBMA) Title I component #1,2,4,9</p>	a. Jan. 2007; b. Feb 2007; Implement Aug. - June	<p>Superintendent - Brad Lewis</p> <p>Principal - Susan Mueller</p> <p>"It Committee" -</p> <p>Classroom Teacher -</p>	<p>Local Funds - "It"Policy; Procedures; Forms; Pre-Referral Packet; Completed Pre-Refferal packet</p>	<p>Team formed, original training 11/24/98</p> <p>Agenda/sign-in sheet from planning session (PBMA);</p> <p>Sign-in sheet for faculty review</p> <p>Reduction in referrals to special education</p>	<p>Higher student performance; lower SE numbers/referrals; reduction in at risk numbers</p>	<p>Improved academic performance;</p> <p>TPRI/Aimsweb/mClass reports;</p> <p>TAKS results</p>
<p>Strategy:</p> <p>Teachers will address the English Language Proficiency Standards (ELPS) in their lessons to ensure the needs of ESL students are being met. They will document this in their daily lesson plans.</p> <p>a. Use TEKS for ESL</p> <p>b. Professional development for working with ESL students</p> <p>(PAS/DAS) c. have a certified ESL teacher in each grade level. Title I component #3,5</p>	Aug.-June	<p>Teacher - Lydia Vasquez</p> <p>Teacher - Susan Teichelman</p> <p>Teacher - April Beeson</p> <p>Teacher - Nancy Clifton</p> <p>Teacher - Julie Alvarez</p> <p>Teacher - Linda Anders</p> <p>Teacher - Angelita Follis</p> <p>Teacher - LaNell Trussell</p>	<p>Local Funds - ESL Co-op Region 14 ESC; TEKS/TEA;Region 14 staff training & ESL resources</p> <p>Region 14 - Supplemental curriculum guide furnished by Region XIV for ESL students</p>	<p>Lesson plans; ESL student list</p> <p>Cohesive plans for ESL students. Appropriate academic progress made on TEKS, LAS test, and other tests.</p> <p>Attendance certificate (training); improved teaching of ESL students</p> <p>Teacher studies and takes exam. District pays for certification. Teacher certification records</p>	<p>Improved academic performance; Reduciton in the number of at risk students</p>	<p>Improved academic skills;</p> <p>AEIS reports; TPRI/Aimsweb reports</p>

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Objective(s): Pre-K-5th Special programs will be designed to help students served by those programs to meet or exceed state performance standards, thus improving their changes for staying in school.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Train raters at grade levels where no certified ESL teachers are available or where certified teacher is not a language arts teacher. Those chosen to rate an ESL students' work must work directly with the student. Since the work to be rated is written samples, those who work with the child for language arts, need to be trained and allowed to rate the work.</p>	10/2008 - 3/2010	Counselor - LeeAnn Mueller Principal - Susan Mueller	Federal - Title VII, Part A-Bilingual Education - Region 14	ESL students will be better prepared and more successful in academic areas.	Improved academic performance; reduction in number of students at risk	TELPAS Student success on TELPAS.
<p>Strategy: Optional Extended Year Services</p> <p>a. Optional extended day for 1,2,3,4,5 beginning, during the school year.</p> <p>b. Optional extended year for K, 1, 2, 3, 4, 5 during the month of June. Title I component #9</p>	a. Oct. 2009- June 2010; b. June 2010	Principal - Susan Mueller Classroom Teacher - Paraprofessionals -	Federal - SSI funding Federal - Title I, Part A	<p>Students receive tutoring before they fail during the school year. Decrease in # of failures on initial TAKS tests.</p> <p>Students receive accelerated instruction in order to advance to the next grade level. Improved student performance at the next grade level—report card grades/TAKS results</p>	Improved academic performance; reduction in number of at risk students	TAKS results; AEIS report; TPRI/mClass/Aimsweb reports
<p>Strategy: "Kinder Camp" In an effort to be better prepared and have a smooth transition from PK/HS to Kinder, students promoting to Kinder in the next school year, will attend school the entire day during Optional Flex Days. Their schedule will be designed like the kinder schedule.</p>	5/2010 - 6/2010	Principal - Susan Mueller Teacher - Julie Alvarez Teacher - Jennifer Bridges	Local Funds Federal - Head Start Funds	Lesson Plans; Participation List	Increase in school readiness; Smooth transition from PK/HS to Kinder	BOY TPRI/Aimsweb results next school year

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Objective(s): Pre-K-5th Special programs will be designed to help students served by those programs to meet or exceed state performance standards, thus improving their chances for staying in school.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy: "Optional Flex Days" The district will apply for 10 waiver days where students who have demonstrated mastery of grade level TEKS, have met grade level fluency goals, have met attendance requirements, and demonstrated appropriate behavior throughout the school will be dismissed. Students who have not met those requirements, will be held for the last 10 days so small group instruction can be used to address their individual needs.</p>	5/2010 - 6/2010	Superintendent - Brad Lewis Principal - Susan Mueller Classroom Teacher -	Local Funds	Lesson Plans; Participation List	Improved fluency; Lower number of tier 2/3 students; Improved student performance	AEIS reports BOY assessment results the next year; Tier Levels BOY of next school year
<p>Strategy: Reading Buddies A "reading buddy" program will be implemented to address struggling readers and provide additional reading practice for those students. 5th Grade Tier 2 students will be paired with 3rd grade Tier 2 & 3 students in an effort to improve reading levels in both groups. Extend to other grade levels.</p>	10/2009 - 5/2010	Classroom Teacher -	Local Funds	Progress and Strategic Monitoring reports	Improved fluency rates. Higher percentage of Tier 1 students.	MOY and EOY Aimsweb reports