



NEEDVILLE ELEMENTARY SCHOOL

**Campus Improvement Plan
2008-2009**

VISION

To become an exemplary school in which every child achieves to his or her maximum ability through rigorous, engaging curriculum and systems of support that cultivate the potential and promote the well-being of every individual child.

MISSION

Needville Elementary strives to create an environment where students reach their full potential and become productive, successful citizens.



Needville Elementary School

Jeanna Sniffin, Principal

Needville Elementary Site Based Team

S. Stavinoha – Assistant Principal
M. Bratrud – Assistant Principal
T. McGuire – Counselor
D. Morton - ESL
A. Santos – Pre-Kindergarten
J. Kendziora – Kindergarten
E. Robinson – Fourth Grade – DAC
J. Smerek – First Grade – DAC
D. Bennett – Specialist
S. Poe -- Second Grade
M. Jahn – Third Grade – DAC
K. Engel – Third Grade - DAC
J. Rule – Fourth Grade
L. Baranowski – Special Education
P. Mund – Special Education
V. Dannhaus – Paraprofessional
M. Richter – Special Ed. Paraprofessional
C. Kohleffel – Business Representative - DAC
K. Klutz – Parent Representative
S. Mikes – Community Representative

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Respect for Everyone

Purpose of Campus Improvement Plan

The Campus Improvement Plan (CIP) guides the campus in effective improvement planning to establish excellence both in academic programs and performance, as well as in financial and facility planning and campus operations. This plan is established through a collaborative process of input and feedback from the members of the Site Based Decision making team.

Improved student performance at Needville Elementary School is defined as meeting or exceeding state standards for all student groups. Together, the Principal, along with campus staff, teachers, other non-teaching staff, business representatives, parents, and community members:

- * assess educational outcomes of all students
- * establish performance objectives
- * provide strategies and activities
- * continuously monitor the components of the improvement plan to improve student performance for all students

The long range goals of the Campus Improvement Plan (CIP) provide direction and concentrated focus for the campus.

Needville Elementary Population Based on 2008-2009 AEIS DATA

Student Population

Early Education	Pre-Kindergarten	Kindergarten	First	Second	Third	Fourth
12	35	211	198	227	174	156

Total Population

Students-1013

Student Ethnicity (Percentages represent ethnicity of the diverse NES student body)

Hispanic	White	Asian	Black	Native American
40.1%	54.2%	1.0%	4.3%	0.4%

Class Size Average

Kindergarten -20.8
First Grade – 19.8
Second Grade -20.3
Third Grade – 19.3
Fourth Grade – 22.3

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Needville Elementary

Strategic Goals

- Strategic Goal 1:** To prepare all Texas students for post-secondary success in the global economy.
- Strategic Goal 2:** To increase the awareness of cultural diversity with the changing demographics of Texas
- Strategic Goal 3:** To create a positive, safe environment that is conducive to learning.
- Strategic Goal 4:** To recruit and retain qualified and effective educators.

Campus Improvement Goals

- District Goal 1:** Needville Elementary will demonstrate and sustain growth in student achievement (SG 1, SG4)
- District Goal 2:** Needville Elementary will improve home/community involvement within the district. (SG 2)
- District Goal 3:** Needville Elementary will provide opportunities to enhance instruction through more effective staff development. (SG1)
- District Goal 4:** Needville Elementary will provide a safe school environment conducive to student achievement. (SG3)

Needville Elementary Goals and Objectives 2008-2009

District Goal 1: Needville Elementary will demonstrate and sustain growth in student achievement (SG 1, SG4)

Objective 1: Highly qualified staff: All students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals according to No Child Left Behind (NCLB)

Objective 2: Ensure all Needville Elementary special programs are in compliance with program effectiveness by providing staff development to all NES staff.

Objective 3: TAKS, TAKS A, TAKS M, TAKS Alt., TELPAS, TPRI, and achievement scores for all students and special populations will improve yearly with a goal of 90% passing in each demographic group, content area, and overall.

Objective 4: Through the teaching of the TEKS, all students will perform at/or above the state standards on the state test in math, reading/writing/ELA, science, and social studies.

Objective 5: Meet or exceed the annual student attendance rate threshold of 97.0% each year.

Objective 6: Maintain exemplary drop out rate which is less than or equal to 1% in all student groups.

Objective 7: Increase performance on all other assessments (AP, PSAT, SAT, and ACT).

District Goal 2: Needville Elementary will improve home/community involvement within the district. (SG 2)

Objective 1: Needville Elementary will increase staff, community, and parent communication and participation to meet the needs of students, parents, and staff in an open, honest, and timely manner.

District Goal 3: Needville Elementary will provide opportunities to enhance instruction through more effective staff development. (SG1)

Objective 1: Organize to successfully support a high-performance system.

Objective 2: Needville Elementary will improve the skills, knowledge, and abilities of employees so that all employees have a better understanding of what the district is striving to accomplish, have current knowledge of new technologies and best practices, and are able to find meaningful ways to better contribute to student success.

Objective 3: Strengthen the ability of teachers and administrators to improve learning opportunities and achievement for all students.

District Goal 4: Needville Elementary will provide a safe school environment conducive to student achievement. (SG3)

Objective 1: Establish effective financial and business practices.

*** Align our financial resources with student needs.**

*** Ensure efficient use of financial resources with student needs.**

Objective 2: Needville Elementary will implement more uniform and consistent procedures, classroom management plans, and discipline plans to produce a safe environment conducive to learning.

Objective 3: NES will implement programs in health and wellness for students, faculty, and staff including nutrition and physical education.

Mission of Texas Public Education

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

Public Education Academic Goals

To serve as a foundation for a well-balanced and appropriate education:

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

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Public Education Objectives

The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 6: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 8: 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 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Campus – Student Performance

{adapted from DRAFT State of the District 2006-07 Report, Academic Excellence Indicator System Report (AEIS)}

2007 District Texas Assessment of Knowledge & Skills (TAKS) Results by Accountability Groups

Grades 3-4 Combined Total % of Students Meeting Standards

Student Group	Reading/ Language Arts	Writing	Math
All Students – English	96%	99%	90%
African American	99%	99%	91%
Hispanic	95%	99%	88%
White	96%	99%	92%
Economically Disadvantaged	96%	99%	86%
Limited English Proficient	*	*	*



Exemplary



Recognized



Acceptable



Un-acceptable

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Campus Accomplishments – Student Performance

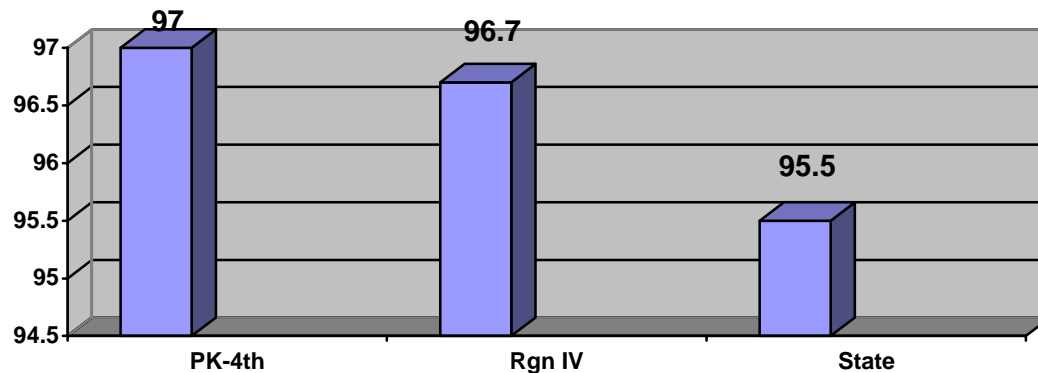
(adapted from DRAFT State of the District 2007-2008 Report, Academic Excellence Indicator System Report (AEIS))

MAJOR FINDINGS

Attendance rates in NES are better than both the Region and State.

Note: This AEIS indicator is one year behind the AEIS report year.

This percent of student attendance was calculated for the entire year (2006-07) for grades 1-12. For acknowledgement on 2006-07 Attendance Rates, a school district must reach at least 96.0%.



NES continues to progress.

Student performance continues to be a significant priority to the District. The Texas Assessment of Knowledge and Skills (TAKS) is a completely comprehensive testing program. TAKS

- includes more of the Texas Essential Knowledge and Skills (TEKS) than did the Texas Assessment of Academic Skills (TAAS)
- tests students on more grade levels and
- attempts to ask questions in more authentic ways. Current TAKS data suggest future performance on State tests as the district continuously makes adjustments to meet/exceed the higher standards.

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Campus Accomplishments – Student Performance

MAJOR FINDINGS

Grade 3 students who did not pass the Texas Assessment of Knowledge and Skills (TAKS) Reading test during the first administration (March) must be provided accelerated instruction in preparation for the second administration in April. NES is better than the State and very close to the Region IV average in having a lower % of grade 3 students *who have not met* the Texas Assessment of Knowledge and Skills (TAKS) standard:

Students Requiring Accelerated Instruction (%)

Year	NES	Region	State
2007	8	3	12

TAKS Cumulative % Met Standard (March & April)

Year	NES	Region	State
2007	97	99	94

Improving TAKS performance continues.

The campus offers a variety of professional development to staff in order to meet the needs of district students. These professional development opportunities develop the concept of differentiating instruction so that the diverse needs of students can be met

Coupled with professional development, Needville Elementary offers a variety of services that address special education students, Bilingual/English as a Second Language (ESL) students, Gifted Talented (G/T) students, new immigrants, and at-risk students.

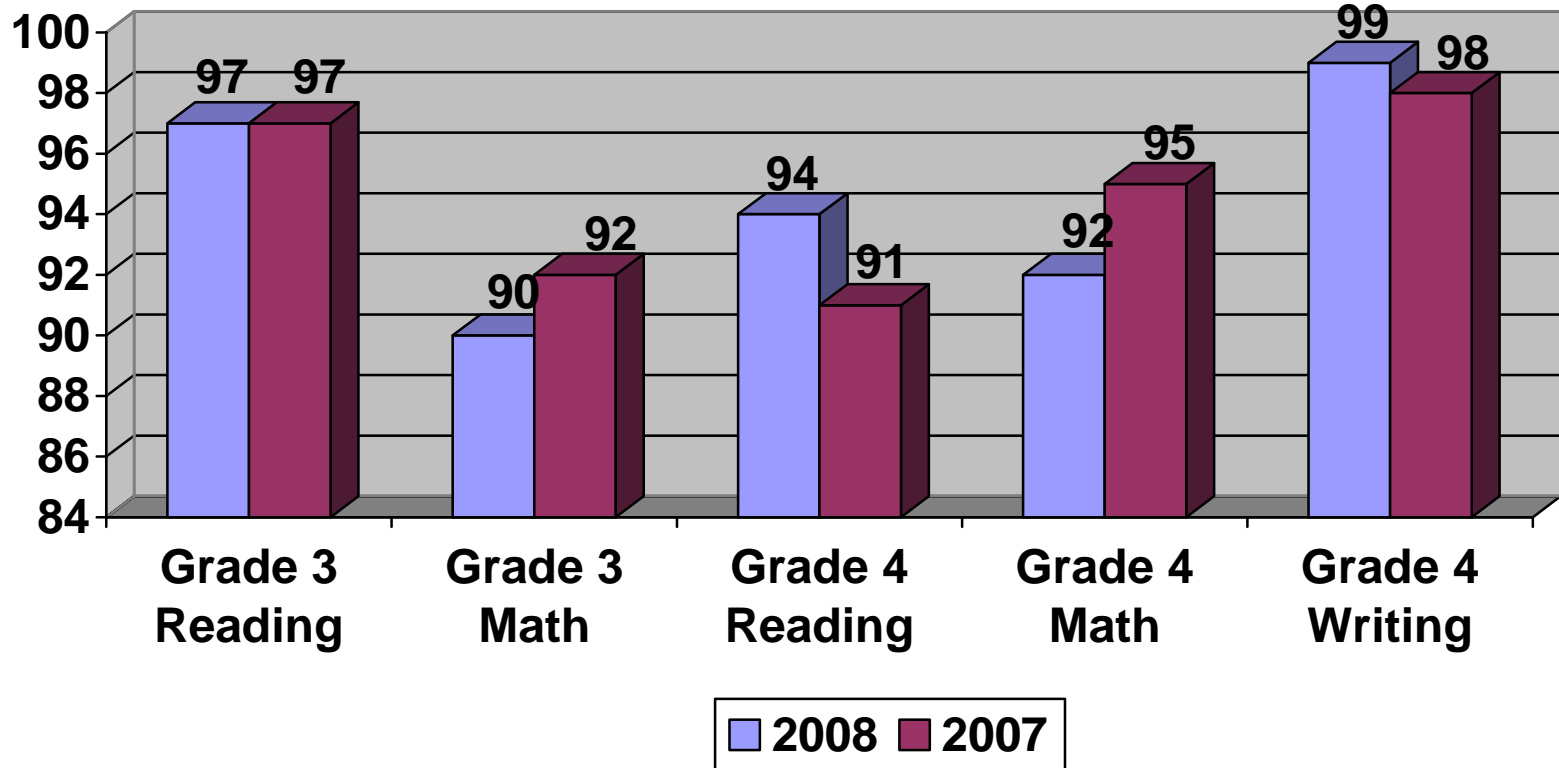
As indicated by the *Major Findings* of the next few pages of graphics, student performance continues to improve.

Campus Accomplishments – Student Performance

(adapted from DRAFT State of the District 2008-09 Report, Academic Excellence Indicator System Report {AEIS})

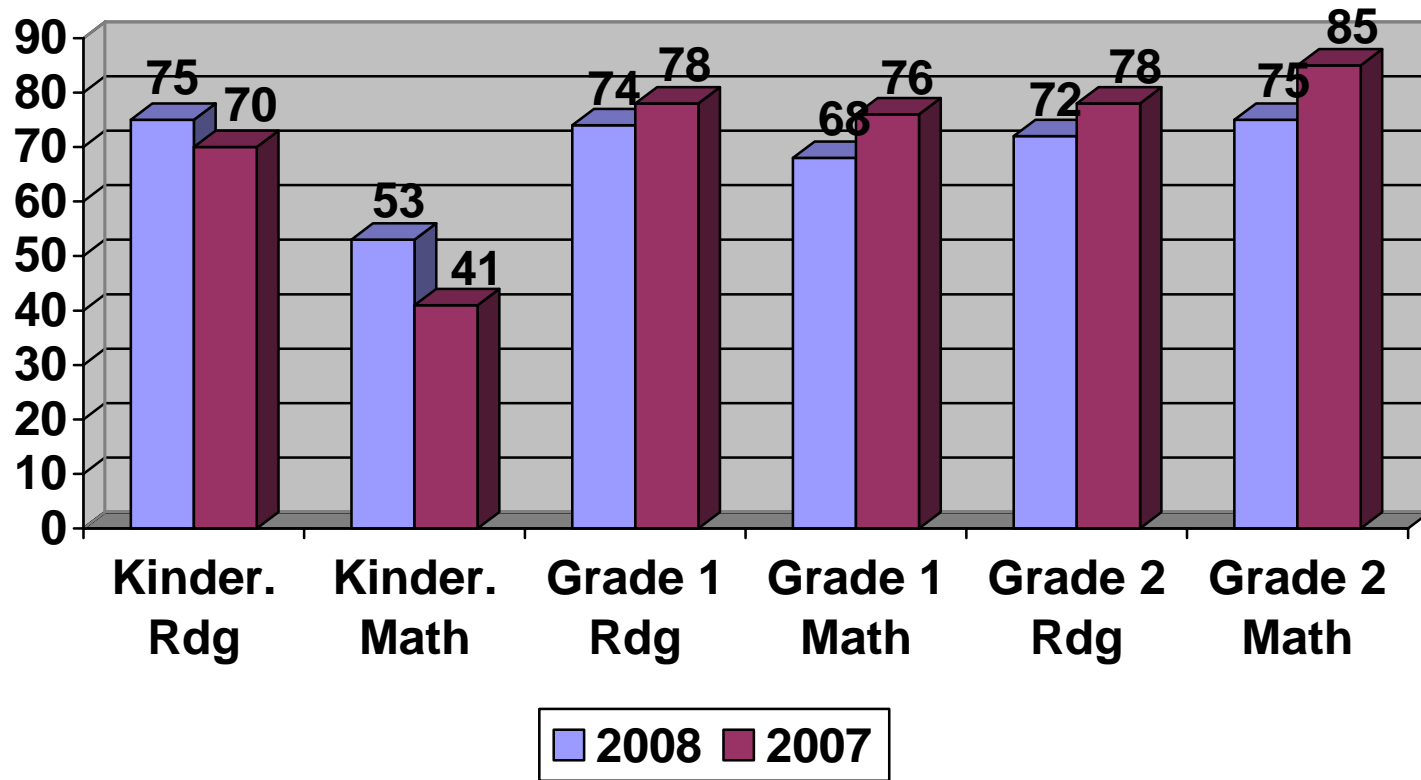
MAJOR FINDINGS

Texas Assessment of Knowledge and Skills (TAKS) – All Students



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Iowa Test of Basic Skills (ITBS) – All Students



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MAJOR FINDINGS

Texas Assessment of Knowledge & Skills (TAKS) Performance Comparison

This chart illustrates NES scores in comparison to Region IV and State scores. TAKS is a state-mandated, criterion-referenced test which measures student achievement in Reading at grades 3 -4; and Writing at grade 4. Passing rates, or “Met Standards” rates are based on scale scores that vary from test to test. These scores (% of students passing) are from Spring 2008 administration.

Grade 3-4	Subject	NES	Region	State
	Reading/English Language Arts (ELA)	96	97	91
	Mathematics	90	95	80
	Writing	99	97	93
	All Tests	89	92	72
Grade 3-4 Commended	Subject	NES	Region	State
	Reading/English Language Arts (ELA)	39	37	30
	Mathematics	32	40	25
	Writing	31	31	30
	All Tests	31	36	27

CAMPUS NEEDS ASSESSMENT

Student Performance 2008 – 2009 Goal

Needville Elementary will be an exemplary campus as defined by the State Accountability Standards of the Academic Excellence Indicator System (AEIS).

Introduction

The State Accountability Standards of the Academic Excellence Indicator System (AEIS) include meeting state expectations for the Texas Assessment of Knowledge and Skills (TAKS), as well as the standards for Completion Rate and Drop-Out Rate:

The 2009 State Accountability Standards

The TAKS standards for all subjects and all accountability groups for:

- * Exemplary—90%
- * Recognized—75%
- * Acceptable
- * Reading/ELA-70%
- +Writing,
 - Social Studies: 65%
- * Mathematics: 50%
- * Science: 45%

Recognized & Exemplary
All schools Acceptable or
Higher

The 2009 State Accountability Standards

Other AEIS Indicators

Completion Rate (District & High School)

- * Exemplary—95%
- * Recognized—85%
- * Acceptable—75%

Drop-Out Rate (Middle Schools)

- * Exemplary—0.2%
- * Recognized—0.7%
- * Acceptable—1.0%

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Needs Assessment

To be exemplary, all student groups and subject areas must be at or above 90%. The following charts indicate which grade levels, subjects, and student groups need to be targeted by the District to meet the recognized standard. Shown below are **State Accountability Groups** for all Grades 3-4 combined and **Reading** and **Writing** scores.

2008 TAKS Results by Accountability Groups [Grades 3-4 at Panel Recommendation Level*]

Reading

Grade Level	All Students	African American	Hispanic	White	Eco. Disadvantaged
Grade 3	97	100	96	94	94
Grade 4	94	100	96	92	95

Writing

Grade Level	All Students	African American	Hispanic	White	Eco. Disadvantaged
Grade 4	99	100	100	98	100

Mathematics

Grade Level	All Students	African American	Hispanic	White	Special Ed.	LEP	Eco. Disadv.
Grade 3	90	100	85	92	*	*	88
Grade 4	92	87	95	90	*	100	91



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2008 ITBS

Reading

Grade Level	All Students	African American	Hispanic	White	Eco. Disadvantaged
Kindergarten	75	50	60	96	62
Grade 1	74	50	67	86	54
Grade 2	72	17	50	86	44

Mathematics

Grade Level	All Students	African American	Hispanic	White	Eco. Disadvantaged
Kindergarten	53	26	37	71	41
Grade 1	68	33	61	82	54
Grade 2	75	67	81	78	58

Exemplary
 Recognized
 Acceptable
 Un-acceptable

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2008 TPRI

Reading Fluency Rates

Grade Level	All Students	African American	Hispanic	White	Eco. Disadvantaged
Kindergarten	*	*	*	*	*
Grade 1	72	86	63	78	74
Grade 2	50	71	48	53	47

Reading Comprehension

Grade Level	All Students	African American	Hispanic	White	Eco. Disadvantaged
Kindergarten	*	*	*	*	*
Grade 1	73	67	72	82	69
Grade 2	64	86	52	79	49



Exemplary



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Acceptable



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Needs Assessment

To be exemplary, all student groups and subject areas must be at or above 90%. The following charts indicate which grade levels, subjects, and student groups need to be targeted by the District to meet the exemplary standard. Shown below are **State Accountability Groups** for all Grades 3-4 combined.

2008 TAKS Results by Accountability Groups [Grades 3-4 Combined]

Student Group	SDAA	Reading/ELA	Math	Writing
All Students	*	96	90	99
African American	*	99	91	99
Hispanic	*	95	88	99
White	*	96	92	99
Eco. Disadvantaged	*	96	86	99
LEP	*	*	*	*
Special Education	*	*	*	*



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