



H.P. Webb Elementary
Campus Improvement Plan

2008-2009

JOE BECKER, PRINCIPAL

Goals and Objectives

Goal 1: H.P. Webb Elementary will maintain and enhance student performance as measured by accountability standards and student performance will reach a 90% passing rate on the Texas Assessment of Knowledge and Skills (scores required for exemplary ranking) by the school year 2009-2010 as outlined in the following chart.

Performance Objective 1: Through the use of TEKS, passing performance of OISD students on TAKS Reading/ELA will meet or exceed state average

Performance Objective 2: Through the use of TEKS, passing performance of OISD students on TAKS Math will meet or exceed state standards

Performance Objective 3: Through the use of TEKS, passing performance of OISD students on TAKS Writing will meet or exceed state standards

Performance Objective 4: Through the use of TEKS, passing performance of OISD students on TAKS Science will meet or exceed state standards

Performance Objective 5: To improve the Attendance Rate among all students and target population groups to 97.5%

Goal 2: H.P. Webb Elementary will provide the curriculum and tools necessary to prepare students for continuing their education beyond high school and/or for the world of work in order to become productive citizens and life-long learners.

Performance Objective 1: To integrate technology in the curriculum in order for students to become proficient in the use and operation of state of the art technology in school-to-work settings

Performance Objective 2: To provide Special Programs for eligible students and to have students meet or exceed the state standards in all TAKS subjects

Goal 3: H.P. Webb Elementary will provide a climate of mutual respect and collaboration among parents, business, community, staff, and students.

Performance Objective 1: To provide opportunities for increased parental involvement and for business and community members to become involved in school activities

Performance Objective 2: To foster open communications between school and community

Goal 4: H.P. Webb Elementary will provide opportunities for students to excel in areas of character through instruction in the six pillars of character including trustworthiness, respect, responsibility, fairness, caring, and good citizenship.

Performance Objective 1: To provide training for staff to effectively implement character education with community collaborations

Performance Objective 2: To provide opportunities for students to be recognized for demonstrating character traits

Goal 5: H.P. Webb Elementary will maintain a variety of and increase student involvement in extracurricular activities.

Performance Objective 1: To provide opportunities for students to improve UIL academic participation and achievement

Goal 6: H.P. Webb Elementary will recruit, evaluate, and retain superior personnel.

Performance Objective 1: To provide staff who are capable of providing a quality education for all students

Goal 7: H.P. Webb Elementary will maintain a system of assessing and continually monitor and improve the safety of students, faculty, and staff.

Performance Objective 1: To provide training for staff to maintain a system of assessing, monitoring, and improving the safety of students, faculty, and staff

Performance Objective 2: To provide a system to evaluate the assessment, monitoring, and improvement of safety of students, faculty, and staff

***Olton ISD Performance Target Goals**

Grade	Subject	Actual Score TAKS 2007 (grayed). Score is obtained from students' previous grade level	Goal Score 07	Actual Score 07	Goal Score 08	Goal Score 09	Goal Score 10
3	Reading	Did not take in 2 nd , goal based on last year	90	98	90+		90+
4	Reading	86 (1 st), 98 (2 nd)	90	78	85		90+
5	Reading	78	83	85	90	90	90+
6	Reading	73 (1 st), 85 (2 nd)	88		85	90	90+
7	Reading	95	90+		89	87	90+
8	Reading	82	86		90+	90+	90+
9	Reading	82	89		87	90+	90+
10	E/LA	91	90+		90+	88	90+
11	E/LA	92	90+		90+	90+	90+
3	Math	Did not take in 2 nd , goal based on last year	80	63	80		90+
4	Math	63	80	96	90+		90+
5	Math	96	90+	96	90+	87	90+
6	Math	92(1 st) 96(2 nd)	90		90+	87	90+
7	Math	86	87		81	90+	90+
8	Math	57	62		88	85	90+
9	Math	64	68		71	89	90+
10	Math	52	60		75	81	90+
11	Math	57	65		74	83	90+
4	Writing	96	90+	96	90+	90+	90+
7	Writing	91	90+		90+	90+	90+
8	Social Studies	Did not take in 7 th , goal based on last year	90+				90+
9	Social Studies	96 in 8 th (will not take, but gains expected)	90+		90+		
10	Social Studies	74 in 8th(will not take, but gains expected)	82		90+	90+	90+
11	Social Studies	77	80		86	90+	90+
5	Science	Did not take in 4 th , goal based on last year	77	87	90		90+
6-7	Science	87 in 5 th (Will not take, but gains expected)	77		81		
8	Science	32 in 5 th (Will not take, but gains expected)	47		81	85	90+
9	Science	80 in 8 th (Will not take, but gains expected)	83		62	85	
10	Science	74 in 8 th grade	78		86	77	90+
11	Science	55	64		82	90	90+

Target Populations and Special Programs

Economically Disadvantaged
African-American
Hispanic
White
Migrant
Male
Female
At-Risk
Homeless
Limited English Proficient (LEP)

Dyslexia
English as a Second Language (ESL)
Gifted and Talented (GT)
Pre-K
Special Education (SPED)
State Compensatory Education (SCE)
Title I, Part A: Schoolwide (TIA)
Title I, Part C: Migrant (TIC)
Title II, Teacher and Principal Training and Recruiting (TPTR)
Title II, Technology (TII: Tech)
Title III, English as a Second Language (TIII)
Title IV, Safe and Drug Free Schools (TIV)
Title V, Innovative Education Program (TV)

Planning and Decision Making Team

Name	Role
Dee Ann McGill	Business
Debra Smith	Business
Maria Sandoval	Parent
Janet Smith	Parent
Georgana Nafzger	Community
Larry Holder	Community
Diann Lane	Teacher
Linda Smyth	Teacher
Janie Perez	Teacher
Jamie Moerbe	Teacher/Chair
Kelly Venable	Teacher
Janie Cano	Teacher
Tanya Soliz	Teacher
Dena Paden	Special Services
Beverly Sharp	Special Services
Belinda Giles	Paraprofessional
Joe Becker	Principal

Goal 1: H.P. Webb Elementary student performance will reach a 90% passing rate on the Texas Assessment of Knowledge and Skills (scores required for exemplary ranking) by the school year 2009-2010.

Performance Objective 1: Through the use of TEKS, passing performance of OISD students on TAKS Reading/ELA will meet or exceed state standards

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide Pre-K program for eligible students	Administrator	Daily	Local Pre-K grant	Student list	Student attendance
Identify students needing extra instruction through benchmark data and disaggregation of TAKS <ul style="list-style-type: none"> Review students analysis Review item analysis scores 	Principal	May 2008	Local	Benchmark tests and TAKS	TAKS AEIS
Provide Reading Tutorials for at-risk students	Principal	August – May	ARI SCE	Reading Grades	TAKS
Supplement the reading programs: <ul style="list-style-type: none"> Waterford Early Reading PLATO TAKS review Integrate technology including internet and projects Extended day Saturday School for 5th grade Study Island 	Principal	August – July 2009	Local TIA SCE PLATO	Lesson Plans PLATO Student Reports	TAKS
Provide staff development	Principal	August –	Local	6 weeks grades	TAKS

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> To increase reading comprehension To ensure a highly qualified staff 		July	ARI SCE		TPRI

Performance Objective 2: Through the use of TEKS, passing performance of OISD students on TAKS Math will meet or exceed state standards.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify students needing extra instruction through benchmark data and disaggregation of TAKS <ul style="list-style-type: none"> Give Benchmark tests to 3-5 students Review students analysis Review item analysis scores 	Principal	May 2008	Local	Benchmark tests and TAKS	TAKS AEIS
Provide Math tutorials for students at-risk	Principal	August – May	Local	Math grades	TAKS
Supplement the math program: <ul style="list-style-type: none"> PLATO Waterford Study Island 	Principal.	August – July 2009	Local TIA SCE	Lesson Plans	TAKS
Provide staff development for math	Principal	August –	TIA	Staff	TAKS

teachers: <ul style="list-style-type: none"> To ensure a highly qualified staff 		June 2009	TII TPTR	Development calendar	
---	--	-----------	----------	----------------------	--

Performance Objective 3: Through the use of TEKS, passing performance of OIDS students on TAKS Writing will meet or exceed state standards.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify students needing extra instruction through benchmark data and disaggregation of TAKS: <ul style="list-style-type: none"> Review students analysis Review item analysis scores 	Principal	May 2008	Local	Benchmark tests and TAKS	TAKS AEIS
Supplement the ELA programs with: <ul style="list-style-type: none"> PLATO TAKS review and tutorials 	Principal	August – July	Local TIA SCE	Lesson Plans	TAKS
Provide staff development for teachers: <ul style="list-style-type: none"> To ensure a highly qualified staff 	Principal	August – June	TIA TII TPTR	Staff Development calendar	TAKS

Performance Objective 4: Through the use of TEKS, passing performance of OISD students on TAKS Science will meet or exceed state standards

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify students needing extra instruction through benchmark data and disaggregation of TAKS: <ul style="list-style-type: none"> • Review students analysis • Review item analysis scores 	Principal	May 2007	Local	Benchmark tests and TAKS	TAKS AEIS
Supplement the program with: <ul style="list-style-type: none"> • Textbooks • TAKS review • TAKS tutorials • Integration of technology 	Principal.	August – July	Local TIA SCE	Lesson Plans	TAKS
Provide staff development for teachers <ul style="list-style-type: none"> • To ensure a highly qualified staff 	Principal	August – June	TIA TII TPTR	Staff Development calendar	TAKS

Performance Objective 5: To improve the Attendance Rate among all students and target

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Include the state attendance policy in students handbook	Superintendent	July	Local	Grading period attendance records	Attendance Rate
Monitor and track student attendance	Principal Clerks	Daily	Local	Grading period attendance records	Attendance rates
Provide parent contact if student attendance rate drops below 90%	Principal Teachers	Daily	Local	Grading period attendance records	Attendance rates
Report attendance rates : <ul style="list-style-type: none"> • School Board • DAC • CAC • Community 	Superintendent Principal	PEIMS Report Dates	Local	Reports	Attendance Rates
Provide attendance incentives	Principal	Quarterly	Local	Incentives awarded	Attendance Rates
Attendance Committee Review	Members	Fall, Spring, End of Yr.	Local	Review Attendance Records	Attendance Rates

Goal 2: H.P. Webb Elementary will provide the curriculum and tools necessary to prepare students for continuing their education beyond high school and/or for the world of work in order to become productive citizens and life-long learners.

Performance Objective 1: To integrate technology in the curriculum in order for students to become proficient in the use and operation of state of the art technology in school-to-work settings

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Address technology TEKS by <ul style="list-style-type: none"> • Computer lab 	Principal	Weekly	Local TIA	Lesson Plans	Lesson Plans
Integrate technology in instruction and administration	Principal Teachers	Daily	Local TIA TII D, Tech	Lesson Plans	Surveys

Performance Objective 2: To provide special programs for eligible students and to have students meet or exceed the state standards in all TAKS subjects

Pre-Kindergarten (PK)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide PK class to District students	Principal	August – May	PK Grant Local	Student enrollment	Students advanced to next grade
Inform parents of importance of early	Counselor	Summer	Local	Meetings	Sign in sheets

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
childhood programs				scheduled	
Provide transition for students transitioning from Pre-school to elementary	Principal	May	Local	Activity planned	Sign in sheet
Coordinate PK program with local Head Start and child care center to provide further opportunities for 4 year old students to be ready for K!	Principal	September	PK Grant	SRI submitted	Pre School Monitoring & Assessment Data

Performance objective 2: To provide special programs for eligible students and to have students meet or exceed the state standards in all TAKS subjects

Dyslexia

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify students with dyslexia or related disorder and provide appropriate services <ul style="list-style-type: none"> • Early ID and intervention • Needs assessment • Multi-sensory System • Phonetic Reading methods • Services at student campus 	Dyslexia staff Principal	August – June	Local	Training scheduled for staff	<i>Students identified & served</i>
Provide services for students under sect. 504	504 Committee	Daily	Local	List ID	<i>Students served</i>
<i>Evaluate program</i>	<i>Dyslexia staff</i>	<i>April-May</i>	<i>Local</i>	<i>progress</i>	<i>RPTE</i>

Performance Objective 2: To provide special programs for eligible students and to have students meet or exceed the state standards in all TAKS subjects

English as a Second Language (ESL)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify LEP students and provide program to develop proficiency in comprehension., speaking, reading & composition <ul style="list-style-type: none"> • Waterford early reading • Integrate technology • PLATO 	ESL coordinator	Early Aug. Upon enrollment	ESL, TIII (SSA)	Home Lang. Survey List	RPTE TAKS
Conduct Comprehensive Needs Assessment <ul style="list-style-type: none"> • TAKS • TAKS/SDAA Participation • Annual Measurable Achievement Performance Objectives • Adequate Yearly Progress (AYP) for LEP students 	Principal	August	BE/ESL Local	Meeting agenda	Data disaggregated

Performance Objective 2: To provide special programs for eligible students and to have students meet or exceed the state standards in all TAKS subjects

Gifted and Talented (GT)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Hold annual nomination with focus on minorities	GT Selection committee	August semester	Local	Training sign in sheets	Student nominees
Provide advanced curriculum	GT staff	Aug – May	GT Local	Lesson Plans	TAKS SAT/ACT
Ensure equity of program <ul style="list-style-type: none"> • Include native language assessment • Include non-verbal assessment 	GT selection committee	August and semester	Local	Students tested	Tests other than English/non-verbal tests
Provide students opportunities to work <ul style="list-style-type: none"> • Together as a group • With other students • Independently 	GT staff	Weekly	Local	Lesson plans	TAKS
Evaluate program including surveys	Principal	April	Local	Surveys	Summary

Performance Objective 2: To provide special programs for eligible students and to have students meet or exceed the state standards in all TAKS subjects

State Compensatory Education (SCE): H.P. Webb is a Title I Schoolwide Program with 40% or greater poverty rate that coordinates designated SCE funds and FTEs with Title I funds to serve at-risk students.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Use SCE funds to improve at-risk student performance and to accelerate progress	Principal	Aug. - July	Designated SCE funds and FTEs	Grades Progress reports	TAKS RPTE
Use policy to identify, enter, and exit students	Supt.	August Semester Entry date	SCE Local	Policy developed	Policy followed
Identify and provide teachers with list of at-risk students	At-Risk Cord.	August & upon entry	SCE	Teachers list of students	PEIMS at-risk list
Conduct comprehensive needs assessment	Principal	Aug.-May	Local	Meeting agenda	CNA
<ul style="list-style-type: none"> • Serve PK-3 students who failed a local assessment test 	Principal	September	SCE Local	ARI, AMI test scores	TPRI
<ul style="list-style-type: none"> • Serve students who have been retained 	At-risk coordinator	Weekly	SCE Local	6 weeks grades	TAKS
<ul style="list-style-type: none"> • Accelerate students who failed TAKS or SDAA with tutorials 	At-risk coordinator	Weekly	SCE	6 weeks grades	TAKS
<ul style="list-style-type: none"> • Serve student expelled in preceding or current year 	At-risk coordinator	As needed	SCE Local	Discipline records	Discipline records
<ul style="list-style-type: none"> • Serve LEP students 	ESL Teacher	Upon ID	SCE -ESL	6-Week Grades	TAKS -RPTE
<ul style="list-style-type: none"> • Serve students in care of or referred to DPRS 	At-risk coordinator	As needed	SCE Local	Discipline Records	TAKS
<ul style="list-style-type: none"> • Serve homeless students on the Schoolwide campus 	At-risk coordinator	Upon ID	SCE TIA	6 weeks Grades	TAKS
Evaluate SCE program <ul style="list-style-type: none"> • TAKS scores for At-Risk in reading, math, and writing compared to All students 	Principal	May-June	SCE Local	Semester Grades	TAKS comparison

Provide staff development <ul style="list-style-type: none"> With input from staff 	Principal	August-July	Local SCE	Training calendar	Certificates for training
--	-----------	-------------	-----------	-------------------	---------------------------

Performance Objective 2: To provide special programs for eligible students and to have students meet or exceed the state standards in all TAKS subjects

Title I, Part A: Schoolwide (TIA)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Incorporate the ten Schoolwide Components	Principal	Aug.-May	TIA	CIP	CIP
1) Conduct Comprehensive Needs Assessment to determine needs and plan instruction <ul style="list-style-type: none"> Special populations TAKS Adequate Yearly Progress (AYP) for Economically Disadvantaged Annual Measurable Achievement Performance Objectives (AMAOS) for LEP Performance Based Monitoring (PBM) 	Principal	May-Aug.	TIA	Data disaggregated	CNA
2) Plan reform strategies to address needs <ul style="list-style-type: none"> Focus: Economically disadvantaged, & At-Risk Include extended day/year 	Site-Base Team, Chair	Quarterly	TIA, TIIA, TIID, TV, TIC, ESL, SCE, TIII	Strategies	TAKS TAKS I

3) Increase parent involvement <ul style="list-style-type: none"> Designed to improve achievement Designed for parents to have opportunities to participate in decisions 	PI Coordinator	Monthly	TIA, Local	PI Events	Surveys
4) Provide transitions for students <ul style="list-style-type: none"> From pre-school to local elementary 	Principal	May	TIA	Event planned	Sign-in sheets
5) Identify students who need assistance <ul style="list-style-type: none"> Provide timely additional help Students having difficulties with academic proficiency or advanced levels 	Lead teachers	Each reporting period	TIA	List of identified students	TAKS TAKS I
6) Coordinate & integrate federal/state/local programs	Principal	August Through May	TIA, TIC TIIA, TIID ESL , TIII TIV, TV GT, SCE Sp Ed.	Meeting agendas	TAKS TAKS I
Evaluate Parent Involvement (PI) program <ul style="list-style-type: none"> Involve parents in the evaluation 	Principal	Spring	TIA	SB Meeting Agenda	Surveys
Conduct Annual Title I Meeting <ul style="list-style-type: none"> Inform parents of TIA program Explain parents' rights to be involved Revise Parent Compact in English /parents home language 	Principal	Spring	Local	Meeting scheduled	Sign in sheets
Provide parent communications: <ul style="list-style-type: none"> Conference with parents Use parents' home language Provide information on state assessments & proficiency levels Provide information on curriculum 	Principal	August-July	TIA	Parent communication	Surveys

<ul style="list-style-type: none"> • Provide Notifications under NCLB • Send Timely notice if Teacher is not highly qualified • Inform Parents of their right to know Teacher qualifications and paraprofessional qualifications 					
---	--	--	--	--	--

Performance Objective 2: To provide special programs for eligible students and to have students meet or exceed the state standards in all TAKS subjects

Title I, Part C: Migrant (TIC)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Determine needs: <ul style="list-style-type: none"> • Migrant TAKS 	Administrator	Upon release of AEIS	Local	TAKS release tests	TAKS
Identify and recruit eligible students 3-21 <ul style="list-style-type: none"> • Home visits • Visibility in community: churches, 	MEP staff	Year round	TIC Local TIA	Logs	COEs
Attend training on NGS and TMSTPS	MEP staff	As scheduled	TIC TIA	Training schedule	Certificates of training
Provide MSC, 3-21, to coordinate school programs/services for families	MSC	Daily	TIC	Schedules	Record of services
Provide Parent Involvement	Administrator	Aug – May	TIC	PI	Sign in

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Include PAC • Regular meetings • Form partnership • Establish communications • Provide parent opportunities 	MEP staff		TIA Local	Calendar	sheets
Provide services for students: <ul style="list-style-type: none"> • List priority for services students and needs • Tutorials • Acceleration • Support services 	Administrator	Weekly	TIC	Services offered	Log TAKS TPRI
Provide professional development for Teachers and paraprofessionals <ul style="list-style-type: none"> • With input from MEP staff • Research-based 	Administrator	As scheduled	TIC TIA Local	Training calendar	Certificates

Performance Objective 2: To provide special programs for eligible students and to have students meet or exceed the state standards in all TAKS subjects

Special Education (SPED)

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Conduct Comprehensive Needs Assessment with a focus on areas underlined that exceed the state median: <ul style="list-style-type: none"> • SPED TAKS • Exemptions • <u>LRE placement rate (ages 3-10)</u> • LEP disproportion • SPED Identification • <u>Hispanic Representation</u> • LEP Representation • Discretionary Expulsions • Discretionary ISS placement 	SPED Director	Fall	SPED Local	Analysis	PBMAS
Provide students with disabilities access to general curriculum	SPED Dr.	Aug.-May	SPED	ARD/IEP	Student Schedules TAKS Results

Goal 3: H.P. Webb Elementary will provide a climate of mutual respect among parents, business, community, staff, and students.

Performance Objective 1: Olton ISD will provide opportunities for increased parental involvement and for business and community members to become involved in school activities

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Hold regular meetings of the Planning and Decision Making Teams for collaboration between: <ul style="list-style-type: none"> • Parents • Community • Business • Staff • Student Council 	Chair	Quarterly	Local	Meetings scheduled	Sign In Sheet Minutes
Hold Open House at least once each year And parent activities/assemblies/	Administrator	As scheduled	Local TIA	Meeting scheduled	Sign in sheet
Survey parents annually on special programs and school climate	Administrator	Spring	TIA	Survey	Survey results
Schedule Parent-Teacher Conferences	Principal	Semester	TIA	Conference schedules	Sign in sheets
Provide opportunities for parents to volunteer at school	Principal	Weekly	Local TIA	Opportunities	Parent Volunteers
Inform parents of <ul style="list-style-type: none"> • State assessments • Proficiency levels required • General Curriculum 	Counselor	Meeting scheduled	Spring	Meeting held	Sign-in Sheet
Survey parents and stakeholder on:	Administrator	Surveys	Local	Principal	Survey

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • School climate • Special programs • Parent involvement 					Results TAKS
Provide information in parent's home language	Administrator	August – July	TIA Local	Information documents	PI survey
Use newspapers, newsletters, TV and radio to publicize school events and student success	Administrator	Weekly	Local	Communications	PI Survey

Performance Objective 2: To provide mentoring programs (Students Helping Students) across all campuses

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide at-risk students with HS mentors in areas where additional help is needed	Program supervisor	Year round	Local	Mentors assigned	Mentors schedules

Goal 4: H.P. Webb Elementary will provide opportunities for all students to excel in areas of character through instruction in the pillars of character including: trustworthiness, respect, responsibility, fairness, caring, and good citizenship.

Performance Objective 1: To provide training for staff to effectively implement character education with community collaborations

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide resources and curriculum supplements for program	At risk coordinator	Year round	Local	Resource list of needs	Resources provided
Give incentives to students for character achievement <ul style="list-style-type: none"> • Newspaper articles on A/B honor roll • Mustang Bucks • Local TV news • Teacher-Parent contacts 	Principal At-Risk coordinator	Quarterly	Local	Incentives given at quarters	End of year list of incentives awarded
Teach drug-free lifestyle through Red Ribbon Week drug awareness program	Teachers	August – May	TIV Local	Incident Reports	Incident Reports
Provide DARE Program	DARE officer	Daily	Law enforcer	Class Schedules	Graduation from program

Performance Objective 2: To provide opportunities for students to be recognized for demonstrating character traits.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Give awards/prizes for students demonstrating character traits	Principal	Weekly	Local	Incentives provided	End of year student list
Announce students who exhibit character traits	Principal	Weekly	Local	Students recognized	End of year list of students recognized

Goal 5: H.P. Webb Elementary will maintain a variety of and increase student involvement in extracurricular activities.

Performance Objective 1: To provide opportunities for students to improve UIL academic participation and achievement.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Encourage students to participate in UIL academic activities	UIL Director	Spring	Local	Student participation	Student achievement

Recognize and reward student participation	UIL Director	Spring	Local	Recognition Announcements Local newspaper	Recognition Awards Ceremony
--	--------------	--------	-------	--	-----------------------------

Goal 6: H.P. Webb Elementary will recruit, evaluate, and retain superior personnel.

Performance Objective 1: To provide staff who are capable of providing a quality education for all students

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Recruit and retain personnel who are highly qualified	Principal	Yearly	Local TIA, TII EPTR	Verification of Qualifications References checked	Highly qualified report Performance Results of staff
Evaluate professionals with PDAS, Evaluate paraprofessionals with the PAKS and job descriptions.	Principal	Yearly	Local	Walkthroughs Observation Summaries	Summative Final Evaluations
Provide instruction by highly qualified (HQ) staff: <ul style="list-style-type: none"> • HQ Teachers in core subject areas • Instructional Paraprofessionals 	Supt. Principal	Quarterly	TIA, TIIA TIID, TV TIC, ESL SCE, TIII	CIPS and strategies	TAKS TAKS I
Provide staff development for teachers, paraprofessionals, & staff <ul style="list-style-type: none"> • With staff input • Intensive, sustained, research-based 	Principal	March-May	TIA, local, TIID, TIIA TIII	Staff Development Calendar	TAKS TAKS I

Goal 7: H.P. Webb Elementary will maintain a system of assessing and continually monitor and improve the safety of students, faculty, and staff.

Performance Objective 1: To provide training for staff to maintain a system of assessing, monitoring, and improving the safety of students, faculty, and staff

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Local Staff Development	Principal	Yearly	Local	Attendance at Staff Meetings	Successful Emergency Drills
Emergency Drills	Principal Nurse	Yearly	Local	Conducting Drills	Drill Log
Provide for prevention of and education in these areas: <ul style="list-style-type: none"> • Unwanted physical or verbal aggression • Sexual harassment • Other forms of bullying In schools, On school grounds In school vehicles 	Principal Counselor	Daily	TIV Local	Incidents reported each 6 weeks	PEIMS incidents reports

Performance Objective 2: To provide a system to evaluate the assessment, monitoring, and improvement of safety of students, faculty, and staff

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Emergency Drills	Principal Nurse	Yearly	Local	Conducting Drills	Drill Log

Comprehensive Needs Assessment

Webb Elementary is an EE-5 campus with an enrollment of 367 students. The low income percentage is 79.3%. The campus received a Recognized rating. To make this rating, 75% of students in all groups must pass TAKS subjects: reading; writing; math, and science. An effective school survey given during the 2007-2008 school year indicates exceptional evidence with respect to areas of the school environment including: measurement, teacher expectations and behaviors, instructional focus, instructional leadership, and school climate.

Students Strengths and Needs

Adequate Yearly Progress—Federal Accountability

The campus met the federal accountability, Adequate Yearly Progress (AYP). AYP is similar to the state accountability but it includes two additional target populations—Special Education and Limited English Proficient-- that must also meet TAKS standards.

Performance Based Monitoring (PBM)—Performance Bases Monitoring Analysis System Reports (PBMAS)

Even though interventions are not required at this time, monitoring is warranted with respect to identification of students, LEP representation, and placement of students in least restrictive environments for grades 6-11.

State Accountability

See TAKS Charts for student scores.

Staff

Highly Qualified Teachers

100% of the teachers in the core subject areas met NCLB highly qualified standards!

Parent Involvement Strengths

Open House and Parent-Teachers Conferences are very well attended (Close to 100%)! Parents come to school each year to get their child's report card and conference with teachers. Parents are in the ABC Club and the campus has excellent participation for parent volunteers!

Strengths observed according to staff surveys were: 1) Information on state assessments and proficiency levels; 2) Parent Teacher conferences; 3) Newsletters and other communications to parents; and 4) Flexible number of parent meetings.

Needs

Based on a parental involvement evaluation given, an area needing improvement was informing parents about special programs of the district. There is a need to provide information on Special Education, Dyslexia, Title I, and At-Risk programs.

Facilities

Facilities are very well kept! The need is for continual upkeep. Technology updates are always a concern to make sure students have the computer and labs needed. Consideration currently involves upgrading the Waterford Lab. The district has a comprehensive maintenance and facility plan to allow for improvement in student performance.