

Comal Independent School District
Freiheit Elementary
2011-2012 Campus Improvement Plan

Accountability Rating: Recognized



Mission Statement

Freiheit Elementary embraces the unique learning styles of all students. Our goal is to provide a safe, enriching environment that encourages our students to develop the skills and habits to become life-long learners.

Vision

Our vision is to implement a rigorous curriculum that will meet the needs of our diverse student population. We will create a learning environment, through differentiated instruction, that will challenge all students to reach beyond their potential. We will foster skills that will build character, integrity and responsibility.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Currently, our enrollment is 510 students. Of the 510 students, nearly 60% are on free and reduced lunch. Over 20% of our population has been identified Special Education. This percentage does not include our Speech only students. We have 4 units of Essential Academics, 2 units of Behavior, and 2 PPCD units. We also have several General Education students that have been identified Special Education that receive inclusion or resource academic support. These students receive either pull-out resource instruction or inclusion support. Our student population consists of 45% white, 49% hispanic, and 6% other. The campus special populations groups include 23% Special Education, 8% Gifted and Talented, and 3% ESL. The economically disadvantaged population is 59%. Our student enrollment is increasing with approximately 6 students per month. Historically, the campus has had a high mobility rate, but this school year our population has not been as mobile. We only have one migrant student on our campus. The campus includes a 28% population of students identified as at-risk. These students are determined at-risk through unsatisfactory TPRI and/or DRA scores in grade K-2 and unmet standards on the TAKS test and/or Benchmark scores in grades 3-5. Our staff is about 10% hispanic compared to a 49% hispanic student population. All of the staff are considered highly qualified according to the NCLB standards. Our average class size is 18.9 students and our students reside in our surrounding community. They represent the low socio-economic section of our community. All students on the campus are serviced under Title I. The overall campus attendance rate is down 0.2% from the previous school year, but is still consistent at 96%.

Demographics Strengths

Although one may look at Freiheit's demographics as a disservice to our students, it is actually the opposite. Because of the many differences on our campus, our students have learned to accept and have empathy for others. When they enter society as adults, they will find it easier to adjust to the differences they will encounter when meeting people from a variety of backgrounds and circumstances. Furthermore, the teachers that work with these students are all highly qualified according to NCLB standards and offer the best educational opportunities possible for all students on the campus. This is one of the major strengths on this campus as the teachers are highly motivated and dedicated to ensuring the students' academic success. Lastly, since the campus is identified as a Title I campus, it is fortunate to have a variety of programs and services that help in meeting the needs of the student population on the campus. These services include Communities in Schools, Campus Intervention Teachers in reading and math, and parental involvement liaison to name a

few. In addition, the campus is fortunate to have the level of support it has for the special education and behavioral needs of its unique student population.

Demographics Needs

Due to our increased At-Risk population, it is important for our students to have positive role models. They need to be provided several opportunities to see ways they can succeed. Also, due the high percentage of Special Education students we have on campus, it does effect the overall learning environment and the amount of time on task for all students. This is especially complicated by the demanding needs of the behavioral students on the campus. These students pose a challenge for the teachers and staff to maintain an equitable amount of time given to these students' needs and the needs of the other students in their classes. One other area of need is that the student population is not equitably represented in the faculty and staff. Given that the faculty/staff is composed of only 10% hispanic representing a 49% hispanic student population, it could be noted that the students may not see the ethnic role models that might be present in an ideal setting. However, it should be noted that the campus principal is hispanic and offers a very strong ethnic role model for the hispanic students on the campus. Lastly, this campus can be recognized as a high-need campus simply because of the high percentages of the student population that are at-risk and economically disadvantaged. Being that student academic success is the primary focus on the campus, it is crucial that all necessary measures are taken to meet the needs of this challenging student population.

Student Achievement

Student Achievement Summary

2011 TAKS test results by **student group**: **Hispanic** - Reading 91%, Math 87%, Writing 86% Science 83%, **White** - Reading 94%, Math 93%, Writing 87%, Science 99%, **Special Education** - Reading 86%, Math 89%, Writing 80%, Science 78%, **Economic Disadvantage** - Reading 92%, Math 88%, Writing 82%, Science 82%

From this data, we can conclude that scores are fairly consistent across the grade levels and subject areas, ranging from 82%-99%. Most students are progressing and making appropriate progress on state assessments. Our large population of special education students performed slightly lower in some are on these tests. Throughout the year, our students show great growth in standardized testing. This growth is seen as we track and analyze district benchmark tests and mini-campus assessments.

Student Achievement Strengths

With the increase we have seen in our special needs population over the past few years, we have fortunately maintained a state rating of at least recognized. This is due to teachers increasing rigor, questioning strategies, and differentiated instruction based on individual classroom needs. Being a Title I campus, our reading and math curriculum specialists are able to service our at-risk population with small group daily instruction. Due to our diverse student needs, we also employ a full-time Communities in Schools coordinator to aid in counseling, social service, and academic assistance.

Student Achievement Needs

Within our Special Education population, we need to strive to increase the scores from their current level to show growth each school year. With the rigor of the STAAR test expected to be more difficult, we need to challenge and encourage students to think at a higher level. Teachers will do this by making a conscience effort to implement higher level questioning daily in their classrooms and by also offering more rigor in concepts being taught. Teachers will familiarize themselves with the learning standards and collaborate with colleagues in attendance at the vertical alignment meetings for each subject area. These will be held more frequently this school year.

School Culture and Climate

School Culture and Climate Summary

21. The school context at Freiheit is very positive. Many students feel that their teacher's truly care about them. Some teachers even take it upon themselves to give up their duty free lunch in order to eat with and learn more about the students they work with.

School Culture and Climate Strengths

- * students and teachers generally feel that there is positive environment within the school.
- *teachers like the positive effects of the Freiheit family tree, which was a good addition and helps with morale
- *students acknowledge that the expectations of students were fair and equitable among all students.
- *Students and Teachers have a favorable response to the Character Counts program.
- *The Character Counts assemblies encourages and provides an outcome that makes the program real.
- *Students feel safe while on campus under teacher supervision and are successful in executing fire drill procedures.
- *Most students felt that their teacher's academic expectations were in their best interest to prepare them for middle school, however, they admit not fulfilling those obligations.
- *

School Culture and Climate Needs

*Teachers would like to see a review of crisis lockdown implementation procedures and severe weather warnings.

*Students report that the area they least feel safe is during transportation to and from school. What are the procedures for emergency evacuation if called for during transport?

*There seems to be a perception that students with special needs get preferential treatment when making poor behavior choices in the classroom and that the consequences are not equitable.

*Students report constant disruptions by SE students limit their ability to attend to instruction.

*

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers and paraprofessionals at FES are currently "highly qualified" by all definitions set out by NCLB and IDEA 2004. Our teachers are recruited via the Internet, posted job openings, and word of mouth by current employees. The retention rate for FES remains very high at 86.4%. During the school year staff are encouraged to attend staff development sessions online, during faculty meetings, staff trainings, and workshops. The administration at FES enjoys excellent support from the Support Services, or Central Office, of the district. The district also pays for professional memberships such as TEPSA and affords administrators opportunities to attend numerous conferences and trainings.

Professional development opportunities can be found for staff online, via workshop fliers, and other forms of media. Professional development needs are identified intrinsically by the professional, during formal and informal observations, and suggestions from colleagues. As with any campus or district additional funds would always be welcomed to afford the opportunity for more staff to attend more trainings and conferences. Once a teacher does receive a training they are encouraged to present the benefits of the information gleaned from the experience to the rest of the staff at a regularly scheduled faculty meeting.

All of the staff at FES understand the diverse needs that an educator must overcome to reach each and every student on a daily basis. Through the use of collaboration, support, and continuing education FES enables it's staff to meet these needs and support each student for success.

Staff Quality, Recruitment, and Retention Strengths

All teachers and paraprofessionals at FES meet or exceed the highly qualified mandates set out in NCLB.

FES is a respected and sought after campus for employment. Talented and highly qualified professionals seek out employment at the campus. Recruiting is accomplished via the internet and posted job openings.

FES has a 86.4% retention rate for teachers.

Professional development is encouraged and supported by CISD and the administration at FES. Staff can even earn a paid Holiday by attending staff development activities or confernces on "their" time.

All administrators at FES are PDAS certified appraisers and use technology such as IPADS to assist with formal and informal observations.

The administration of FES has an "open door" policy to encourage and support employees.

Staff Quality, Recruitment, and Retention Needs

More training opportunities for paraprofessionals.

Active participation in job fairs and recruiting events held and the Region service centers may increase recruitment of essential personnel.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

As the district and individual campuses prepare for the administration of the upcoming STAAR, our staff is insuring our curriculum is appropriately aligned with the state standards. Teachers meet regularly with their grade levels to plan for instruction. Common assessments are developed and administered on a bimonthly basis to monitor growth/mastery. This allows teachers to analyze their instruction and remediate as needed. Assessment scores are maintained in Eduphoria as well as the p-drive for easy access and review.

We continue to work with the staff to train and monitor the implementation of RTI. Although, the process now relies more on teacher and instructional strategist observation and collection of data, it allows the student an opportunity to receive an individualized instruction program to meet their needs. This has forced our staff to truly differentiate their teaching.

Curriculum, Instruction, and Assessment Strengths

Our grade level teachers are all highly qualified and well-trained in differentiating instruction. They understand the importance, value and success of implementing small group instruction daily in their classroom. They monitor student growth or lack of growth and make adjustments to their instruction as needed. Our staff is accepting of all students and are willing to go the extra yard to meet the student's needs. Their main focus is to increase student achievement. After each benchmark, teachers are required to develop SMART goals in order to plan for instruction for the next grading period. After creating SMART goals, data meetings are held with administrators, curriculum specialists, and teachers. At this time, we review data to discuss which students need intervention and make personalized plans of action.

Curriculum, Instruction, and Assessment Needs

Although our staff has received large amounts of staff development, there is sometimes a gap in implementation. Our campus services a large population of special needs students who are mainstreamed into the regular classroom for certain times of the day. Many of these students are autistic, emotionally disturbed or severely handicapped. Meeting the needs of these students proves to be a challenge on a daily basis because much of the staff development that has been provided for our staff does not focus on students with severe needs.

Family and Community Involvement

Family and Community Involvement Summary

55. What are parents perceptions of the school's effectiveness? Do they feel welcome? Based on online feedback parents feel that FES is doing an effective job. Parents have opportunities to voice concerns through a variety of mediums and events, such as PTA meetings, Open House, Parent-Teacher night, etc.

56. How are parents and the community involved with the school? Are they involved in meaningful ways that support student learning? Which parents are involved the most? Parents are involved with the school in a number of ways such as: PTA, the Watchdog program, and classroom volunteers. The PTA supports student learning by raising money through fundraisers that goes back to special programs (ie Fine Arts) and towards field trips. Parents organize and run several fundraisers throughout the year that go towards these programs. The Watchdog program places fathers of students on campus one day a week to serve as a positive male role model for the students. The Watchdog program has been a great morale boost for the kids, many of whom come from single parent households where there is not a male role model. Parents also volunteer on an individual basis to assist in classrooms. Parent volunteers run copies, shelve books in the library, and assist with field trips. The parents who are involved the most are parents who have multiple children at our school. Also, parents who have had older children go through FES and are now in the Canyon feeder pattern (Canyon MS, Canyon HS) tend to be involved more than parents who only have one child at our school.

57. What parent education and other services are available to help develop healthy families and strong parent/school relationships? How are special needs students' families supported? The district offers several educational seminars several times a month. For example, last month the district sponsored a series of events related to healthy living. There were classes on yoga, making healthy meals, and living "green". All of these were offered at no cost to parents through Comal ISD. In past school years, parents of special needs children have been invited to attend a district information session providing resources to address a range of concerns pertaining to special needs students (for example DARS, MHMR referrals). Communities In Schools also meets with or consults with parents on ways to improve parenting skills and their child's response to direction at home and at school.

58. How effective are communications such as the schools' website, letters, newspaper articles, etc? Are communications sent in formats/languages that meet parents needs? Communications are provided to parents in a variety of ways. Parents can access information about FES through our website, online via the school's Facebook page, and through newsletters such as Hot News. In addition to the main school webpage, each teacher maintains a website that keeps parents up to speed on the everyday activities of their classroom (example: photos of students working, a daily schedule, contact info for the teacher). Hot

News is a service that provides updates to parents of individual campuses. Parents may subscribe to this service through the district website. Parents have the option to receive school information in English or Spanish, based on their language preferences. It is estimated by front office staff that 95% of our population receives school communications in English only.

59. What type of community partnerships exist? How are they recruited, developed, supported? The main community partnership that is in place at FES is the Communities in Schools program. Communities In Schools connects community resources to the families that need them most on campus. CIS serves as a hub of information to not only connect families to these resources, but bring in volunteers, and speakers from the community into the school to work with or present to students. CIS has developed a network of resources consisting of churches, colleges, businesses, and other non-profit organizations that all offer resources to meet the needs of families at Freiheit. CIS visits these community partners and gives presentations on our needs, as well as recruits volunteers. CIS also performs background checks, and supervision of these volunteers.

60. Do parents and community members participate in the SBDM committee? The FES SBDM committee has both community and parent representation. We have two members from the community on the committee, Jeff Jenkins and Joe Shak. Chrissy Dove, the parent of a second grader at FES is also on the committee. These parents and community members are invited to attend all SBDM meetings.

Family and Community Involvement Strengths

Parent-School Communication

CIS Partnership

Watchdog Program

Family and Community Involvement Needs

Increased parent support

Lacking community sponsors

Technology

Technology Summary

* There are multiple technologies available to teachers and students, both on campus and through distance learning opportunities. However, while most are used/implemented in some way at various times, the technologies available are not incorporated enough to fully maximize the full potential they offer.

Technology Strengths

68. - Many different types of technology are available on campus. We have CPS units, Interwrite tablets, projectors with ELMOs, Smartboards, Promethean boards, 2 computer labs, distance learning, Study Island, READ 180. These are available to teachers and students to enrich learning.

69. - District expectations are that technology to be seamlessly integrated into our day to day routines. Campus expectations follow those of the district.

70. - Technology is integrated daily to support learning and instruction by providing a hands on opportunity to link to others in the class as well as those opportunities available online. Different technology is used daily by teachers such as projectors to project daily announcements, videos, video conferencing and other educational opportunities. Students are able to access Study Island and READ 180 to help enrich different subject areas.

71. - Smartboards, Promethean boards, COWs, CPS units, Interwrite Tablets, ELMO and projectors, Distance Learning, Video Conferencing, Study Island, Study Whiz, and READ 180

73. - Many different professional development opportunities are offered through the district via Eduphoria and Atomic Learning. There is also support from District techs to help with problems and help with lessons to extend student learning.

74. Professional upgrades for the next 5 years include at least one Smartboard/Promethean board per grade level.

Technology Needs

* Scheduled training for teachers on the proper use as well as ideas of ways to implement the devise(s) into curriculum across various disciplines.

* Better way to teach students how to use the computers/programs; there not enough time to teach them how to use the technology and then how to use it to learn the curriculum.

* Technology proficiencies for teachers is not really evaluated; PDAS evaluations reflect if technology was being used at the time, however, no suggestions/ideas are given in ways to enhance instruction or incorporate the technology into the lesson evaluated.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:




- Campus goals
- AYP data
- Local benchmark or common assessments results
- Number of students assigned to special programs and their academic achievement
- Prior year(s) campus and/or district improvement plans
- Special education population, including performance, discipline, attendance, and mobility
- STAAR, STAAR Modified, STAAR Alternate, and STAAR L testing requirements














Goals













Goal 1: Freiheit Elementary will provide premier academic programs which will ensure all students will have the necessary skills to continue their educational training, begin a career, and be able to solve the problems they are confronted with on a daily basis.

Performance Objective 1: Improve student achievement at all levels and focus on higher level thinking skills by implementing a more rigorous curriculum. Specifically: By spring 2011, at least 92% of all students, including all accountability subgroups and all special population groups, will meet or exceed mastery expectations in all areas of the TAKS test; at least 90% of all K-2nd grade students reading on grade level on TPRI/DRA; at least 90% passing rate for grades 1-5 on district formative tests in math and science.

Summative Evaluation: By spring 2011, at least 90% of all students, including all accountability subgroups and all special population groups, will meet or exceed mastery expectations in all areas of the TAKS test; at least 90% of all K-2nd grade students reading on grade level on TPRI/DRA; at least 90% passing rate for grades 1-5 on district formative tests in math and science.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) FES, as a school-wide Title campus will work towards 95% participation on all AYP academic and performance goals.	3, 8	Principal, Instructional Coaches	District and Campus benchmarks of all students including special populations and classroom and individual assessment for all students.				
	Funding Sources: Title I - \$123361.00						
2) Identify students in need of extra help in content areas and provide additional instruction to accelerate to the appropriate level.	3, 8	Principal, Counselor, Assistant Principals	CISD formative test scores, campus benchmark tests, DRA scores, TPRI, teacher lesson plans and walkthrough observations.				
	Funding Sources: Title I - \$123361.00						
3) Continue vertical alignment meetings between grade levels and insure Special Education staff is also included in these meetings.	3	Principal	Prioritizing and mapping the curriculum, vertical alignment				








4) Serve all students most at risk for reading and math through Title I School-Wide Program.	3, 8	Instructional Coaches	TPRI student observation survey, DRA, Scholastic Read-About, benchmark data, MStar, student inventories, Study Island				
	Funding Sources: Title I - \$123361.00						
5) Provide campus-based staff development in the areas of differentiation, science-math integration, writing, balanced literacy.	3	Principal	Attendance at trainings, walkthroughs, PDAS observations				
6) Follow specific goals, benchmarks, and timelines for implementing/evaluating the success of instruction.	3, 8	Principal	Review lesson plans and scores from individual classrooms on benchmarks utilizing Eduphoria software.				
7) Monitor services and student performance for migrant students.	3	Counselor (no migrant students this school year)	Students performance on CISD benchmark tests and TAKS.				
8) Implement researched based technology to promote critical thinking and problem solving through the integration of technology into the curriculum for all students.		Principal, Counselor, Instructional Coaches, Classroom teachers	Record of individual assessment and individual student improvement; RtI, walkthroughs				
9) Improve writing instruction by focusing on writing skills; K - 5	3	Principal; Instructional coaches; classroom teachers	Benchmark writing scores				
10) Provide professional development on all strands of phonology and appropriate strategies for dyslexic/SPED and at-risk students	3	Instructional coaches; dyslexia teacher	Record of attendance; student performance data				
11) Continue implementation of learning logs and cumulative data sheets to improve accountability.	3	Principal	Learning logs; Data Sheets				
12) Provide instruction for students identified with dyslexia.	3	Dyslexia teacher	student performance data				
13) Continue implementing a Balanced Literacy reading model; provide professional development on Balanced Literacy process, teacher of teachers model, classroom-based coaching in grades in K-5.	3	Classroom teacher	Evaluation				
14) Assess reading levels for below level students every week and quarterly for all other students in grades K-5.	3	Classroom teachers; Instructional coaches	DRA/TPRI, running records, teacher attendance at continuous contact training				
15) Continue implementation of Number Corner in K-2 and Target the Question in 3-5.	3	Principal, classroom teacher	District and campus CBAs and teacher and individual assessment				
16) Provide tutoring in reading, math, writing and science for students; continue after school homework club	3	Principal, classroom teachers, CIS	DRA/TPRI, campus and district assessments				
	Funding Sources: Compensatory Ed. Budget - \$22000.00						








17) Implement formative assessment processes of student performance for math, reading, writing and science K-5.	3	Principal, classroom teachers	student scores from formative assessment				
18) Title program assists and coordinates to support the regular education program through pull in/pull out.	3	Principal, instructional coaches, classroom teachers	Attendance at meetings, walkthrough evaluations				
	Funding Sources: Title I - \$123361.00						
19) Review all student language surveys and assess students as required.	3	Counselor	Review of student records				
20) Art and Music TEKS will be addressed in art and music classes with increased integration with other content areas	3	Principal and classroom teachers	Review of lesson plans; walkthroughs				
21) Identify at-risk students using state criteria	8	Assistant Principal; Counselor	At-risk list				
22) Implement Read 180 for at-risk 5th grade students	3	Principal, CITs	CBA scores; campus benchmarks scores; TAKS reading scores				
23) Implement the use of math, reading and science journals in K-5	3	Principal, Classroom teacher	Journals, walkthrough observations				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

Goal 1: Freiheit Elementary will provide premier academic programs which will ensure all students will have the necessary skills to continue their educational training, begin a career, and be able to solve the problems they are confronted with on a daily basis.

Performance Objective 2: FES will address specific needs of special populations (special needs, advanced academics).

Summative Evaluation: 10% improvement in commended scores on State testing. 90% passing rate on TAKS A, TAKS M, and TAKS Alt.







Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide professional development for 30 hour certification and 6 hour update	4	Principal	Teacher Attendance Certificates				
Funding Sources: Title I - \$123361.00							
2) Provide differentiated instruction for all G/T studens by SAGE pull-out/pull-in program	4	SAGE teacher; Classroom teacher	SAGE program; evaluation				
3) Provide classroom teachers with G/T Scope and Sequence, curriculum for core content areas and handbook and assistance in serving the needs of G/T students in teh classroom.	3, 4, 8	SAGE Teacher	Walkthroughs and evaluations for implementation				
4) Integrate higher order thinking skills for all students through classroom instruction	3, 4, 8	Classroom teachers; SAGE teacher	Lesson plans; walkthroughs				
5) Implement Response to Intervention process to address strategies for highly at-risk students.	3, 8, 9	Principal; Assistant Principal; Classroom teachers; Counselor	Student progress on district and state assessments				
6) Implement the Individual Education Plan for each student with special needs	3, 8, 9, 10	Case Manager	For identification of services at Full Individual Evaluation (FIE) will be done. In conjunction with the FIE, curriculum-based testing, informal testing, parent information, and knowledge of student will be used to create an IEP and monitor progress.				
7) Provide professional development to new staff regarding inclusion practices and expectations regarding Special Education students.	4	Principal; Assistant Principal; Counselor	Attendance at meeting; EOY survey				

8) Implement inclusion program that addresses students' needs in the classroom	3, 4	Principal; Special Education teachers; Classroom teachers	Student progress				
9) Provide professional development for E.S.L. certification.	3, 4	Principal	Teacher attendance certificate				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

Goal 1: Freiheit Elementary will provide premier academic programs which will ensure all students will have the necessary skills to continue their educational training, begin a career, and be able to solve the problems they are confronted with on a daily basis.

Performance Objective 3: Provide identified students with ongoing small group support to ensure academic success in meeting grade level academic standards.














Summative Evaluation: 90% passing rate for identified students on state and local assessments such as CBAS and site developed ongoing assessments.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Students will receive additional support in order to close the education gap. Tutoring money will be used to hire additional staff to provide this support.		Principal, Instructional Specialists for Math and Reading.	CBAs, common assessments, STAAR results				
	Funding Sources: Title I - \$5000.00						
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

Goal 2: Freiheit Elementary will provide an exceptional facility for our growing student body and will foster a safe, secure and positive learning environment.

Performance Objective 1: Students, parents, and staff input on questionnaire will be positive and increasingly indicative of the perception of Freiheit Elementary providing a safe, positive, and secure environment.











Summative Evaluation: 70% of respondents will report positive perception of the school's environment.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Establish procedures with staff to ensure greater understanding of personal safety, violence prevention, crisis management, and intervention procedures.	3, 4	Assistant Principal	Walkthrough evaluations, evacuation drill records, lesson plans, student discipline folders.				
2) Continue student recognition programs to include The Six Pillars of Character, Kids Helping Kids, 5th grade leadership program, insuring consistent implementation and classroom practice to prevent violence.	3, 4	Principal, Assistant Principal, Counselor, CIS	Participation in the recognition program with clearly stated level systems in place, staff involvement, reduced discipline referrals and calendar of events.				
3) Maintain a welcoming campus environment that students, parents, staff and visitors will take pride in.	2	Principal	Walkthroughs, checklists, and evaluations that reveal effort at maintaining climate.				
4) Continue to address safety through use of Raptorware software	2	Principal	Visitor data collection on software and observation of visitors wearing tags generated by program.				
5) Promote student safety through the implementation of Safe Schools Healthy Student Keystone Program.	2	Principal, Counselor	Referrals to program and progress reporting by Keystone personnel.				
6) Implement school-wide mentoring program.	2	Communities in Schools	Student Participation				
7) Continue to update/revise Safety Plan as needed		Assistant Principal	Review of plan and submission to central office.				
8) Implement OLWEUS Bullying Prevention Program	10	Principal, Assistant Principal, Counselor, Classroom Teachers	Student surveys, walkthrough observations, meeting journals, reduced referrals for bullying.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

Goal 2: Freiheit Elementary will provide an exceptional facility for our growing student body and will foster a safe, secure and positive learning environment.

Performance Objective 2: School staff and students will develop personal responsibility and practice appropriate social and interpersonal skills.








Summative Evaluation: 20% reduction in discipline and counselor referrals.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Staff will teach, model and emphasize the 6 Pillars of Character and the Olweus Anti-Bullying Program through lessons taught by the teacher, morning announcements and classroom visits/lessons by the counselor.	2, 10	Principal, Assistant Principal, Counselor, Teacher	Self-Manager application/badges				
2) Drug prevention curriculum and Red Ribbon Week activities.	10	Counselor, CIS	Schedule of activities for Red Ribbon Week.				
3) Students will participate in groups addressing self-esteem, academics, social skills, grief, attendance, family issues and anger management.	6, 10	Counselor, CIS	Documentation of student individual progress found in confidential student files.				
4) Implementation of CATCH, FitnessGram, and Wellness programs to prepare each individual to be the most healthy, productive and responsible citizen possible.	3, 10	P.E. Coach, classroom teachers, Wellness committee	Participants self-monitor and self-evaluate. Number of incentives for participation.				
5) Continue implementation of STARS program to address respect, responsibility of students needing additional behavior support.	3	Principal, Assistant Principal	Number of referrals to STARS program.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

Goal 2: Freiheit Elementary will provide an exceptional facility for our growing student body and will foster a safe, secure and positive learning environment.

Performance Objective 3: Freiheit Elementary staff and students will attain skills needed to insure a secure and positive learning environment.











Summative Evaluation: 100% attendance of staff in training resulting in 20% reduction in number of student referrals to office and counselor.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) CPI training for the prevention and intervention of aggressive or violent behaviors for key staff members.	3, 4	Principal, Assistant Principal, Counselor	Certifications of Completion				
2) Students will receive bus, fire safety, Safe Haven, and Stranger Danger instruction.	3, 10	Counselor, Classroom Teachers	List of trainings, implementation dates.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

Goal 3: Freiheit Elementary will equip, train and utilize 21st Century technology in all classrooms to prepare our students for the challenges of the future.

Performance Objective 1: By Spring of 2011, students and staff will demonstrate increased competency of district and state technology skills.

Summative Evaluation: 100% of students and teachers will demonstrate technology proficiency.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Using current curriculum, teachers will integrate technology into their lessons and will use technology with addressing benchmarks.	3, 4	Classroom teachers	Student products demonstrating practical experience with technology.				
2) Provide professional development for staff in a variety of interactive technologies, web-design, and district supported software programs to enhance student technological proficiency: iCOWS, Mac laptops and Mac software, iPods, Alpha Smarts, and Smart Boards will be utilized.	3, 4	Principal, Instructional Tech Support Person	Sign-In Sheets, Implementation in classroom, walkthroughs				
3) Provide training, tutorials and materials for professional staff to acquire and improve technology skills.	3, 4	Principal, Instructional Technology Support	Attendance records and sign-in sheets				
4) Continue to improve or expand integration of instructional technology programs into curriculum to focus on closing gaps for special needs/struggling students.	3, 4, 9	Principal, Instructional Technology Support	Lesson plans, walk-throughs				
5) Implement keyboarding in second grade using Alpha Smarts	3	Principal, classroom teachers	Results from data, student products				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

Goal 3: Freiheit Elementary will equip, train and utilize 21st Century technology in all classrooms to prepare our students for the challenges of the future.

Performance Objective 2: Students will increase their knowledge of technology through the use of portable Mac computer stations (COWS, CALVES, and Alpha-Smarts).

Summative Evaluation: 100% of classroom teachers will produce lesson plans that detail and incorporate the use of the laptop computer systems to increase student achievement.

Goal 3: Freiheit Elementary will equip, train and utilize 21st Century technology in all classrooms to prepare our students for the challenges of the future.

Performance Objective 3: Every month the campus professional staff will attend a technology training designed to support the teacher in the use of the Apple Mac computer to facilitate more dynamic technologically advanced lessons.

Summative Evaluation: 95% professional staff attendance at all Tech-Tuesday staff development training as evidenced by staff sign-in sheets.

Goal 3: Freiheit Elementary will equip, train and utilize 21st Century technology in all classrooms to prepare our students for the challenges of the future.













Performance Objective 4: Provide a professional staff training for the use of the Smart Board technologies to be utilized in the classroom.

Summative Evaluation: 75% attendance at an optional staff development training.

Goal 4: Freiheit Elementary will foster an atmosphere where there is timely, open communication with parents, staff, students and the community.

Performance Objective 1: Freiheit Elementary will foster collaboration among home, school, and community and instill pride and trust through ongoing and effective communication.

Summative Evaluation: 40% of parents/community involvement in school sponsored activities.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Educate and provide families with the resources to create a learning rich home environment through parent training meetings, Title I parent meetings and Family Nights.		Principal, Assistant Principal, Counselor, Parent Liaison	Sign-in sheets from meetings and check-out of parents materials.				
	Funding Sources: Compensatory Ed. Budget - \$22000.00						
2) Provide parents Spanish language support in order to assist with student learning experiences.		Counselor, Support Staff, Classroom Teachers	Parent Feedback				
3) Communicate with parents on a regular basis using student planners, monthly calendars, newsletters, campus website, listserv, district website and scheduled parent conferences.		Classroom teacher, Principal, Office Manager	Sign-in sheets from conferences, samples of copies of other communication, and review of website activity.				
4) Provide opportunities for parents and the community to visit, volunteer, and celebrate with students and staff.		Principal, CIS, Classroom Teachers	Mentor program, Bobcat Buddies, Volunteer sign-in sheets, Watch DOG Program, Music programs, Art exhibits and behavior assemblies.				
5) Continue to distribute/post campus parent newsletter, district correspondence and message board news.		Principal, Office Manager	Parent feedback and participation school/district events.				
6) Promote opportunities for parents to subscribe to Hot News listserv and Parent Link.		Principal	Number of campus participants on lists.				
7) Continue to update the Freiheit website and make it even more user friendly.		Principal, Classroom Teachers, IT support	Postings to website				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

Goal 4: Freiheit Elementary will foster an atmosphere where there is timely, open communication with parents, staff, students and the community.

Performance Objective 2: Freiheit will maintain a highly engaging and informative school website.

Summative Evaluation: 100% accurate information on the campus website updated monthly.

Goal 4: Freiheit Elementary will foster an atmosphere where there is timely, open communication with parents, staff, students and the community.


Performance Objective 3: Introduce and maintain effective communication with a campus based parent liaison to increase parental support at the campus level.









Summative Evaluation: 50% increase in parental activities at the campus level. ie.: WatchDOGS program, Awards assemblies, family activity nights.

Goal 5: Freiheit Elementary will recruit, develop, retain and reward exceptional staff to maximize the learning of each student.

Performance Objective 1: Freiheit Elementary will recruit and retain teachers and staff of Highly Qualified status.

Summative Evaluation: 100% of teachers and staff will meet Highly Qualified status in their assigned subject area.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Insure that new teachers participate in CISD Mentoring Program.	4, 5	Principal	Attendance at district meetings				

2) Interview candidates that are certified and meet the required Highly Qualified status. Monitor placement of instructional staff so that certification meets subject area taught.	5	HR Department, Principal	SBEC certification; NCLB standards				
3) Continue implementation of campus-based mentoring program for new teachers.	4	Principal, CIT	Attendance at campus meetings				
4) Participate in TSU Teacher Fellows Program.	5	Principal	Fellows Teacher progress and retention.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished							

Goal 6: Freiheit Elementary will meet the needs of its diverse and changing student population.

Performance Objective 1: Provide data based tutorials to students identified as At-Risk.

Summative Evaluation: Desegregation of CBA and TAKS data to increase individual objective goals by 75%.

Goal 6: Freiheit Elementary will meet the needs of its diverse and changing student population.

Performance Objective 2: Increase the effectiveness of IEP goals via collaborative general education and special education team support to all special education programs including EA, Behavior, PPCD, and inclusion classes.

Summative Evaluation: 100% increase in collaborative team planning with special education and general education.

Goal 6: Freiheit Elementary will meet the needs of its diverse and changing student population.

Performance Objective 3: Freiheit will implement research-based, data-driven instruction strategies designed to support all student demographics.

Summative Evaluation: 100% school-wide implementation in the use of Thinking Maps as tool for instruction, Read 180, and Singapore Math.

State Compensatory

Budget for Freiheit Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
21	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$34,098.00
30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$22,764.00
211	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$121,646.00
6100 Subtotal:		\$178,508.00
6200 Professional and Contracted Services		
30	6219 Professional Services	\$22,000.00
6200 Subtotal:		\$22,000.00
6300 Supplies and Services		
21	6311 Gasoline and Other Fuels for Vehicles	\$2,517.00
211	6311 Gasoline and Other Fuels for Vehicles	\$1,000.00
6300 Subtotal:		\$3,517.00
6400 Other Operating Costs		
21	6411 Employee Travel	\$55.00
211	6411 Employee Travel	\$715.00
30	6411 Employee Travel	\$1,000.00
6400 Subtotal:		\$1,770.00

Personnel for Freiheit Elementary :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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2011-2012 Campus Planning and Decision Making Committee

Committee Role	Name	Position	Signature
Business Representative	Jeff Jenkins	Anderson, Jenkins Signature Homes	
Campus Administrator	Jay Huffty	Assistant Principal	
Campus Administrator	Marisa Wulfsberg	Principal	
CIS	Kyle Jankowski	CIS	
Classroom Teacher	Amy Coulombe	SPED	
Classroom Teacher	Gail Dorrycott	Third Grade	
Classroom Teacher	Chrystene Hearron	Kindergarten Teacher	
Classroom Teacher	Paige Holden	Teacher	
Classroom Teacher	Travis McCown	Fifth Grade	
Classroom Teacher	Amy Nordstrom	First Grade	
Classroom Teacher	Alexandra Wade	Music	
Classroom Teacher	David Wagner	Fourth Grade	
Community Representative	Joe Shak	Community Rep	
Counselor	Jennifer Simmons	School Counselor	
Non-classroom Professional	Rebecca Jenkins	Reading CIT	
Non-classroom Professional	Marci Walther	Math CIT	
Parent	Crissy Dove	Parent	

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Summary	Account Code	Amount
1	1	1	Title I	211	\$123,361
1	1	2	Title I support	211	\$123,361
1	1	4	Title I funding for pull-out services in math and reading		\$123,361
1	1	18	Title I resources and tutoring		\$123,361
1	2	1			\$123,361
1	3	1			\$5,000
Sub-Total					\$621,805
Compensatory Ed. Budget					
Goal	Objective	Strategy	Summary	Account Code	Amount
1	1	16	Communities in Schools		\$22,000
4	1	1	Communities in Schools		\$22,000
Sub-Total					\$44,000
Grand Total					\$665,805