

**Comal Independent School District**  
**Specht Elementary**  
**2011-2012 Campus Improvement Plan**  
**Accountability Rating: Exemplary**

# Mission Statement

Specht Elementary in partnership with parents and community, will provide students opportunities to become successful, independent citizens in a diverse and democratic society.

## Vision

Students of Specht Elementary will be educated by teachers who are focused on the learning and achievement of their students, as opposed to a focus on their individual teaching. The result of focusing on student learning will result in students who are confident, high achieving and independent learners who recognize the value in diversity and accomplishment socially, behaviorally and academically.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

SES currently has 524 students enrolled in grades k-5, with a teaching staff of 25 classroom teachers. Of those students 37% are Hispanic, 52% are White, 8% are African American and 3% are Asian, 2 or more races, or Native American.

Most notable over the last 3-5 years is the increase in Hispanic students which has grown steadily year to year. In looking at the trends of enrollment, it is important to note that in the last four school years, three new elementary schools have been opened, all of which impacted the enrollment of SES to some degree.

In looking at trends over the years, the number of students who with draw to attend private school or homeschool is less than 1%. Attendance remains steady at 97%, and 99% of our students live within a 2 mile radius of the school.

Class sizes vary from grade to grade, but it is safe to say that overall, our class size average is 22 to 1.

### Demographics Strengths

SES continues to become more diverse as the years go by. This is important in order to give students to interact with one another in a school that is reflective of our diverse world.

## Demographics Needs

## **Student Achievement**

### **Student Achievement Summary**

Our student achievement is a strength of SES. In the spring of 2011, we had 237 students tested under the state assessment test known as TAKS. Of those students, 100 were Hispanic, 105 were white, and the remaining 32 were either African American, Asian, 2 or more races, or Native American. Because the number of students in the sub pops other than Hispanic and White were less than 30, they are not considered a sub pop for accountability purposes.

Overall performance for the campus, SES scored 98% passing the reading, 96% passing the math, 96% passing the writing, and 92% passing the science. When you look across the sub pops, performance is consistent to include the performance of the economically disadvantaged students.

SES met AYP, and trends in the data show improved performance year to year across the sub pops to include our special education students.

### **Student Achievement Strengths**

TAKS data performance is also reflected in our K-2 students utilizing district assessment tools. Students are successful at SES, and for those who are having difficulty, every effort is made to provide early intervention in order to get those students performing at grade level expectations as soon as possible.

### **Student Achievement Needs**

In particular, our Hispanic and Economically Disadvantaged students did not perform as well in science as their counterparts. While their overall performance was comparable, the rate of commended was notable lower for these compared to the white students.

## **School Culture and Climate**

### **School Culture and Climate Summary**

SES places a strong emphasis on the importance of respecting one another and getting along. Overall the behavior at SES is excellent, and it is rare for there to be what one would consider a serious disciplinary action. In the last two years the most serious behavior was considered to be "persistent misbehavior" for which a student was given two days of ISS.

I believe like many schools the biggest focus is on bullying and teaching the children not only what bullying looks like, but also teaching them about the different roles of people in a bullying situation. We are working with our students to be pro-active among their peers in identifying bullying type behaviors and reporting those to the adults.

The only group I would identify as a school club would be our Safety Patrol which is open to all fifth grade students contingent on their behavior and grades. Most important the student has to demonstrate respect and kindness at all times. A student with a disciplinary action that has resulted in an office referral is not eligible for SAfety Patrol that particular nine weeks. If during a nine weeks period a Safety Patrol member has a failing grade, he/she is on probation until the grade is brought up to a satisfactory average.

### **School Culture and Climate Strengths**

Staff, students and parents perceive SES to be a safe place to work and go to school. Parents are actively engaged in their student's learning experience and support the goals of SES staff.

### **School Culture and Climate Needs**

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

100% of SES staff are highly qualified. When openings occur, there is a wide field of highly talented applicants. With the current state of affairs, the majority of applicants for a teacher aide position are all certified teachers.

Turnover at SES is low. When teachers do leave, it is either to stay home, retire, or a spouse has had a move with their job. It is difficult to assess the retention over the last four years due to the openings of three schools, however with the exception of that, SES had one position for hire in this last academic cycle.

SES is a collaborative campus and we are working to be reflective of a Professional Learning Community. Together we identify our strengths and weaknesses as a campus, and support one another in our campus initiatives.

Professional Development for the most part is campus wide. Occasionally when a development opportunity arises to target a specific area comes available, we send a vertical team of teachers who then come back and support the learning of the whole school. We do not send teachers independently to development unless the teacher is in need of improvement and the development is a part of teacher's improvement plan.

### **Staff Quality, Recruitment, and Retention Strengths**

SES has excellent teachers who care deeply about the success of their students.

### **Staff Quality, Recruitment, and Retention Needs**

There are a handful of good teachers who after many years of teaching are sometimes reticent to change, but we are working together to open new doors and change our approach to student learning.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

SES follows the district scope and sequence. As a campus we are all working to raise our teaching and learning to next level of rigor. Teachers are careful to follow the district plan, and weekly we meet as a team to review instructional objectives for the following week. Teachers use ongoing assessment, both formal and informal to monitor student growth over time.

Assessment has two purposes: to drive instruction and identify students who are experiencing difficulty in mastering the material. For those students who are having difficulty, SES has a prescribed systematic way to work with the students. SES staff meet weekly to discuss students who are having difficulty and how we can best serve their needs through the RTI process. Support services range from certified teacher tutors coming in to the school, working with the Campus Intervention Teacher, receiving dyslexia support services, in class tutoring and after school tutoring are examples of supports available for our students.

After extensive intervention with little success, students are tested for special education.

### **Curriculum, Instruction, and Assessment Strengths**

SES strives to meet the individual needs of all students, encouraging and facilitating success and academic achievement. Teachers are open to new learning and are working hard to incorporate more and more technology in the classroom.

### **Curriculum, Instruction, and Assessment Needs**

This year we are closely tracking our referrals to dyslexia and special education to get a measure of validity in our referral rate. RTI has helped to curb the number of special education referrals, however, it is important as a campus to review the data as it relates to the percentage of students who are referred and qualify.

Technology continues to be a challenge. The district does an outstanding job making technology and training available, however, there can never be enough for today's teacher to prepare our students for the world they will be living in ten to twenty years from now.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Parents are actively involved at SES, and there are multiple opportunities for parents to be a part of the learning process. We have a strong PTA that supports the mission of the school, all parents are encouraged to be an active member of the school PTA.

The school and PTA together offer numerous programs throughout the year to support learning and growth, from bullying programs to educational programs focused on learning and health and wellness.

SES uses a variety of communication venues: email, webpage, listserv, newsletters and quarterly reports from the PTA. Parents are encouraged to come to campus events, including our Site Based meetings.

### **Family and Community Involvement Strengths**

### **Family and Community Involvement Needs**

## **School Context and Organization**

### **School Context and Organization Summary**

SES is organized in grade level teams, and then we have committees that include vertical groups of teachers. Staff and students have a positive view of the school, students believe teachers listen to their needs and concerns, and parents believe when concerns arise, they are addressed in a timely and effective manner.

The campus schedule is reviewed throughout the year to ensure we are not only maximizing the instructional day, but also maximizing the use of our personnel. As a campus with little support staff, it is important that each school staff member is engaged effectively and efficient throughout the day to support student success. This includes having non classroom staff support the intervention needs of students to include administration, the PE aide and even the school librarian.

### **School Context and Organization Strengths**

### **School Context and Organization Needs**

# **Technology**

## **Technology Summary**

SES, like other CISD schools, has a great deal of technology available to students compared to districts around us. As a student at SES, children experience Smart Boards, Eno Boards, Mac's, PC's, and Alpha Smarts. Teachers have the use of all of those items and Elmoes.

Students and teachers are constantly engaged in some type of technology every single day, and as a campus, our goal is to provide our students with as much access and experience with technology as we possibly can. Students have the opportunity to learn various programs and applications and how to incorporate those into their own learning.

Examples of programs students use regularly at SES include but are not limited to Power Point, Keynote, Garage Band, Iphoto, StudyWhiz, Ever notes, use of "the cloud," and numerous applications such as Dragon Dictation for our dyslexic students.

## **Technology Strengths**

## **Technology Needs**

# Comprehensive Needs Assessment Data Documentation

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

- District goals
- Campus goals
- AEIS data - current
- AYP data
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Attendance data
- Discipline records
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- Campus leadership and/or department meetings
- Campus faculty meeting discussions
- Student failure and/or retention rates
- Prior year(s) campus and/or district improvement plans
- Study of best practices
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- Texas Primary Reading Inventory (TPRI) or Tejas LEE results
- Texas English Language Proficiency Assessment System (TELPAS) results
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility
- Texas STaR Chart
- STAAR, STAAR Modified, STAAR Alternate, and STAAR L testing requirements
- RTI Committee Minutes & Intervention Processes






# Goals

**Goal 1: 1. SES will provide students with a vertically aligned curriculum utilizing research based instructional strategies ensuring students are given the opportunity to reach their highest level of achievement.**

**Performance Objective 1:** By Spring of 2015 a minimum of 95% of all students including all accountability subgroups and special population groups will meet or exceed district, state and national academic performance standards and exams.

## Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will disaggregate spring 2011 data, both the state assessment and district benchmarks to determine student needs, target objectives and structure groups.	Principal and staff	Tutoring groups, guided reading groups, differentiated instruction logs				
2) Align instructional goals to disaggregated data	Principal and staff	Lesson plans				
3) Teachers will utilize research based instructional strategies and materials including but not limited to Wilson Reading, Guided Reading, Singapore Math, Kamico, Content Vocabulary, and Thinking Maps.	Principal and Assistant Principal	Walk Throughs and Observations				
4) Students performing below expected levels will enter into the district RTI process for review of achievement, current interventions provided and assessment of those interventions to determine student's response to the intervention.	Principal, Counselor, Teacher of Record, CIT	RTI monitoring list				
5) Incorporate the use of Study Whiz Island, Read About, Read 180, Foundations and Voyager Math for students in grades 2-5 experiencing academic difficulties.	CIT, Special Education Teacher, Teacher of Record	Student response to interventions				
6) Incorporate a minimum of 2 science labs per week in grades 1-5.	Principal	Weekly instructional map				
7) Students in grades 1-5 will be encouraged to participate in the Accelerated Reader program designed to support the improvement of comprehension skills.	Librarian and Teacher of Record	Participation rate of students				






8) All k-2 students and those students in grades 3-5 who are considered struggling readers, will receive guided reading daily. Teachers will utilize leveled readers for instruction, and will track student progress over time utilize a reading notebook to chart growth and document difficulties.	Teacher of Record, Principal, Assistant Principal	Guided reading plans, teacher intervention logs, guided reading notebooks				
9) The campus will incorporate a schedule that designates differentiated instruction daily. The campus schedule will support students receiving additional instructional time, not instruction in place of instruction.	Principal	Campus wide schedule				
10) Students will participate in district CBA's and performance will be monitored by teacher and administration for the purpose of identifying students at risk for not meeting end of year expectations.	Teacher of Record, Principal	CBA data				
11) Science lab and resource center will maintain up to date equipment and consumable materials for the purpose of engaging students in hands on learning experiences.	Teacher of record, Principal	Weekly lesson template				
12) Teachers will review and up date content vocabulary in vertical teams.	Principal and teachers	Content vocabulary lists				
13) Identify students for referral to GT testing according to district timelines, criteria and procedures for all students k-5.	Teacher of Record, Parents, GT Facilitator	Submission list				
14) Provide differentiated instruction to support the success of all students.	Teacher of Record, Principal	Walk Throughs, Observations				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

**Goal 1:** 1. SES will provide students with a vertically aligned curriculum utilizing research based instructional strategies ensuring students are given the opportunity to reach their highest level of achievement.

**Performance Objective 2:** 100% of all students not meeting campus, district and state expectations for performance will be provided intervention services and monitored through the campus RTI process and directed by the district.

**Summative Evaluation:** End of year RTI monitoring list will include 100% of students not performing as expected according to campus, district and state expectations.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Assess performance and instructional needs of at risk and special education students using information assessment and formal assessment including but not limited to district and state assessments.	Principal, Teacher of Record, CIT, Special Education Teacher	CBA and STAAR data				
2) Review performance of RTI students quarterly for continual progress, refer to dyslexia and/or special education as appropriate for those students who are not responding to the provided interventions.	Principal, Counselor, Teacher of Record, CIT, Special Education Teacher, Dyslexia Teacher	Data of those students Qualified versus Does Not Qualify				
3) Students in grades 2-5 performing below level will receive 45 minutes of daily intervention from the campus intervention teacher.	CIT, Principal	End of year data				
4) Students in grades 4 and 5 who are performing below level will receive 45 minutes of daily intervention using the Voyager Intervention Math program from the campus CIT.	CIT, Principal	Comparison of students beginning of year quantile versus end of year.				
5) Students in grades 2 and 3 who are performing below expected levels will receive 45 minutes of math intervention 2-3 times per week by campus personnel using the Voyager Math intervention program.	Principal	Improvement of student quantile scores using the voyager assessment.				
6) Kinder and first grade students identified as reading below level will be provided an additional 30 minutes of reading intervention two times per week by a certified reading tutor.	Principal, Teacher of Record	Student DRA levels at end of year				

7) Students identified through formal assessment will receive the Wilson Reading program two days a week for 45 minutes.	Dyslexia Facilitator	Student progression through program evidenced by ongoing assessments.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

**Goal 1:** 1. SES will provide students with a vertically aligned curriculum utilizing research based instructional strategies ensuring students are given the opportunity to reach their highest level of achievement.

**Performance Objective 3:** Staff and students will maintain a standard of attendance 97% or greater to support academic achievement and student learning.

**Summative Evaluation:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Maintain student sign in and out to monitor student tardies and excessive early releases.	Teacher of Record, Data Entry Clerk	Decreased tardies				
2) Campus administration will refer students with excessive absences to district attendance officer.	Data Entry Clerk, Principal, District Attendance Officer	absent reports				
3) Students with perfect attendance will be recognized each nine weeks, and at the end of the year.	Teacher of Record, Data Entry Clerk	Campus attendance rate				

**Goal 2: SES will provide a safe, secure and positive learning environment that supports maximum achievement for all students.**

**Performance Objective 1:** 100% of students and staff will be educated on the elements of a safe, secure and positive learning environment through the teaching of campus policies and procedures, programs highlighting healthy choices, caring for others, anti bully activity, good character, and civic responsibility and awareness.

**Summative Evaluation:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Parents will be provided both written and verbal communication when a discipline concern arises. In addition, if the action includes injury to another student, the school nurse will contact the parents of the student victim.	Teacher of Record, Principal, Assistant Principal, Nurse	Disciplinary logs				
2) All teachers will be provided a campus emergency procedure flip chart and MSDS sheets.	Assistant Principal	Dissemination of charts and MSDS sheets.				
3) Students with persistent misbehavior will placed on a disciplinary contract targeting the specific behaviors of concern. If warranted, students will be added to the campus RTI process for monitoring of behavior improvement.	Teacher of Record, Counselor, Principal	Discipline log, contract, RT logs				
4) Students will participate in a variety of programs and activities designed to teach Safe and Drug Free Environment during Red Ribbon Week.	Counselor	Discipline logs				
5) Students will be recognized each nine weeks for excellent citizenship/conduct.	Teacher of Record	Percent of students receiving award each nine weeks and end of year				
6) Counselor will provide proactive guidance for all students and intervention in and out of the classroom on as as needed basis for students experiencing social and emotional difficulties.	Counselor, Teacher of Record	Student behavior				
7) Campus will continue to implement the Olweus Bullying Prevention Program.	Counselor	Reporting data on bullying activity.				
8) Fifth grade students will participate in Safety Patrol.	Physical Education Aide					

9) Campus will participate in the recognition of the tenth anniversary of 9-11 by hosting a program and displaying flags representative of lives lost as a result of the terrorist activities.	Principal	Program participation				
10) Students will participate in the annual Veteran's Day program.	Music Teacher, Principal	Program participation				
11) Campus will host an event in honor of the 70th anniversary of Pearl Harbor Day.	Teachers, Principal	Program participation				

**Goal 2:** SES will provide a safe, secure and positive learning environment that supports maximum achievement for all students.

**Performance Objective 2:** 100% of students and staff will be educated in making healthy choices not limited to but including the topics of exercise, environmental care, and healthy food choices.

**Summative Evaluation:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Students will be encouraged to participate in both the Presidential Physical Fitness and Fitness Gram programs.	PE Teacher/Coach	participation rate				
2) Families will be provided with information about nutrition and the Federal School Lunch Program.	Child Nutrition, Cafeteria Manager					
3) The school nurse will provide ongoing information to parents about immunizations, clinics and other health related topics to parents.	Nurse					
4) In partnership with the PTA, SES students will visit the Sow Healthy Garden in New Braunfels to learn about healthy gardening techniques.	Principal					
5) SES students will plant and care for flower and fruit/vegetable gardens.	Teachers, Principal					
	Funding Sources: Local Revenue - \$1200.00					

**Goal 3: SES will afford students and staff multiple opportunities to become equipped to utilize 21st century technology.**

**Performance Objective 1:** 100% of staff and students will be provided on going opportunities to engage in technology that address 21st century skills.

**Summative Evaluation:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Ongoing training will be provided at the campus level a minimum of 6 times during the school year.	Principal					
2) Teachers are encouraged to participate in Tech2U opportunities offered by the district. Teacher must participate in a minimum of 4 sessions per year.	Principal	Teacher certificates in Workshop				
3) All teachers will maintain a web page.	Principal	Teacher web pages				
4) Teachers will incorporate the use of Smart Boards, Eno's video streaming and web conferencing into the classroom.						
5) Teachers will utilize Eduphoria for the purpose of disaggregating data and tracking student performance.	Principal, Teacher of Record	Teacher use of data to identify at risk students				

**Goal 4: SES will establish and maintain a climate of open communication with all community members via written and electronic communication tools, while simultaneously affording parents the opportunity to be involved in campus activities.**

**Performance Objective 1:** 100% of students will have their parent participate in the school setting in some manner, either by participating in a school centered activity or provide the school input via a school survey.

**Summative Evaluation:** Parent participation rate as evidenced by survey participation and the raptor visitor system.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All students and parents are invited to attend Meet the Teacher prior to the start of school.	Principal, Teacher of Record	Percent of parents and students attending.				
2) Parents are encouraged to attend Coffee with the Principal three to four times per year to hear about campus initiatives and address questions and concerns parents may have.	Principal	Participation rate				
3) Teachers are expected to offer parents an opportunity to conference at least two times per year. Teacher are expected to conference with any parent upon their request. Teachers must have evidence of parent conferencing either in person or via phone on all students who are performing below expected levels.	Teacher of Record, Principal	Conferencing logs				
4) Teachers develop an email distribution list, and are expected to apprise parents weekly/monthly of on going school information. For those parents who do not have email, a hard copy of the email communication is provided in the student folder.	Teacher of Record	Teacher communication email log				
5) Parents receive a monthly bulletin in hard copy format from the principal each month. Weekly reminders are sent using email, district listserv, the campus website and Facebook.	Principal	Communications log				

**Goal 5: SES will ensure staff and students are allocated the necessary resources to support student success.**

**Performance Objective 1:** 100% of students will receive instructional support, to include intervention and extension, to facilitate students reaching their full potential.

**Summative Evaluation:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will be trained annually in order to be equipped to effectively identify and/or implement the needs of students. Trainings include but are not limited to: GT identification, RTI process, application of modifications for special education students, identification of at risk students, identification of dyslexic students.	Principal, Counselor	Sign in sheets for trainings				
2) Campus tutoring funds will be used to provide intervention to at risk students during the instructional day by certified teachers.	Principal, grade level teachers	Students' response to the intervention				
3) Students in grades 2-5 who are performing below expected levels of performance in reading will receive ongoing intervention from the Campus Intervention Teacher.	Principal, Teacher of Record, CIT	Improved performance of students receiving intervention				
Funding Sources: Compensatory Ed. Budget						
4) Students in grade 2 who are performing below expected levels of performance in the area of math will receive tutoring from campus personnel utilizing the Voyager Math Intervention program two to three days per week.	Principal, Teacher of Record	Improved math quantile scores over the course of the school year as evidenced by progress monitoring tools.				
5) Students in grade 3 who are performing below expected levels of performance in the area of math will receive tutoring from campus personnel utilizing the Voyager Math Intervention program two to three days per week.	Principal, Teacher of Record	Improvement of math quantile scores over the course of the year, utilizing progress monitoring tools.				
6) Students in grades 4 and 5 who are performing below expected levels of performance in the area of math will receive tutoring from campus personnel utilizing the Voyager Math Intervention program two to three days per week.	Principal, CIT	Improvement of student quantile scores using progress monitoring tool				

 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished

**Goal 6: SES will focus on the hiring, training and retention of quality personnel to meet the needs of each student and simultaneously maximize achievement.**

**Performance Objective 1:** SES will maintain a staffing roster with 100% of staff identified as Highly Qualified. Working in concert with Personnel, SES will afford 100% of all staff members opportunities to participate in professional development focused on researched instructional strategies identified as "best practice."

**Summative Evaluation:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers who are new to the profession will be provided a campus mentor and participate in the new teacher mentor program implemented by the district.	New Teacher, Mentor, Principal, District Coordinator	100% participation				
2) Teachers in need of assistance will be offered additional professional development opportunities and individual plans for improvement.	Principal	Successful response to intervention plan.				
3) All staff have the opportunity to make suggestions and in assist in making campus decisions via the Campus Site Based Committee.	Principal	Teacher input is reflected in the Campus Improvement Plan.				
4) 100% of classroom teachers are trained to incorporate the use of Thinking Maps into the daily instructional plan.	Principal	Walk throughs, PDAS, lesson plans				
						

# State Compensatory

## Budget for Specht Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
00000000000000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$60,276.00
<b>6100 Subtotal:</b>		<b>\$60,276.00</b>

**Personnel for Specht Elementary :**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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## 2011-2012

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>	<b>Signature</b>
Classroom Teacher	Susan Hankosky		
Classroom Teacher	Kay Lindsey		
Classroom Teacher	Connie Munoz		
Classroom Teacher	Stephanie Patton		
Classroom Teacher	GeorgeAnn Stoore		
Classroom Teacher	Denise Stout		
Non-classroom Professional	Stephanie Arnold		
Parent	Mr. Moczygemba		
Parent	Mrs. Woodard		

# Campus Funding Summary

<b>Local Revenue</b>					
Goal	Objective	Strategy	Summary	Account Code	Amount
2	2	5	Sow Healthy Garden GRant Funds		\$1,200
<b>Sub-Total</b>					\$1,200
<b>Compensatory Ed. Budget</b>					
Goal	Objective	Strategy	Summary	Account Code	Amount
5	1	3			\$0
<b>Sub-Total</b>					\$0
<b>Grand Total</b>					\$1,200