

St Anthony School
Campus Improvement Plan
2011-2012

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Campus Improvement Planning Committee

The following constitutes the membership of the Campus Improvement Planning Committee required by Texas Education Code §11.251(e) (1) (2)¹. The committee shall have at least 10 members where 50% are comprised of local school staff (at least 2/3, or 4 members, must be elected classroom teachers and up to 1/3, or 1 member, is support staff and others appointed by the principal) and 50% are comprised of parents, community residents/business representatives (at least 2/3, or 4 members, must be elected by key parent/community groups and 1/3, or 1 member, is appointed by community residents and parents). Collectively we reviewed qualitative and quantitative data regarding our students, teachers, staff, and community. We then matched our needs and expectations to a plan that we think will help us meet both. As a result of our deliberations, the students, their parents, teachers, other staff, community, and business stakeholders will work collaboratively to build a premier school district that will be recognized nationally for its high level of student performance.

Name (Typed)	Title/Position (Typed)
David Ray	Principal
Felicia Darden	Teacher
Qynthia Sanders	Director of Curriculum
Cyndi Brittain	Special Ed Teacher
Sharon Neal	Director of Development
Laquise Bennett	Finance Compliance Officer
Ida Bennett	Administrative Assistant
Reginald Randle	Teacher
Gail Williams	Teacher
Ms. King	Parent
Ms. Todd (Absent)	Parent

¹ For further information on the composition of the Campus Improvement Planning Committee visit <http://www.lasb.ore/policv/polatirivale/057905/>.

² Committee must contain PreK-3 parent representation.

Snapshot of the School

Student Enrollment (2010-2011)

Grade	Number
K	36
1	25
2	36
3	38
4	18
5	17
6	24
7-8	50

Data taken from Campus Data Packet—RF-2

Student and Teacher Ethnicity (2010-2011)

Ethnicity	Student		Teacher	
	N	%	N	%
African American	244	100	15	94
American Indian				
Asian				
Hispanic				
White			1	6

Data taken from Campus Data Packet—RF-1, FR-2

Special Population Students (2010-2011)

	N	%
Students enrolled in Free/Reduced Lunch	102	41
Limited English Proficient (LEP) Students ³	0	0
Special Education Students	12	5

Data taken from Campus Data Packet—RF-2

The number of LEP students reflects those students who are actually LEP, which differs from the NCLB AYP accountability subset of LEP plus.

St. Anthony Mission Statement

St. Anthony's mission is to develop inquiring knowledgeable and caring young people who make better decision for themselves and the world through intercultural understanding and respect. The school focuses on curriculum, innovative instruction and parent and community involvement.

St Anthony strives to create an environment based upon academics that encourage students to become active lifelong learner who understands that people with their differences can also be right.

Federal and State Goals	75%	No Child Left Behind (NCLB). Mastery of TEKS for all students including students with disabilities, LEP, gifted and talented, dyslexic, at-risk, economically disadvantaged, male and female, and all ethnic groups.
District Goal	90%	Improve student achievement.
Performance Objective		Students will meet or exceed all state performance standards.
Summative Evaluation		Benchmarks • TAKS AEIS fl SDAA ITBS fl RPTE Other: _____

Strategies with Corresponding Action Steps	Academic Area	Grade Levels	Resources ⁵	Timeline (Beginning/ Ending Date)	Name of Specific Person Responsible/ Group	Formative Evaluation	Title 1 School wide component
School Community will insure that TEKS are taught at each grade level	ALL	ALL	Curriculum guide	Aug/May	Sanders	Teacher Participation	Instruction (I) Transition(T)
Students vocabulary will increase by 3-5 words daily	ALL	All	Curriculum guide	Aug/May	Sanders	TAKS	I,T
Students will improve summarization skills by utilizing book reports and journal writing	ALL	All	Writing Process	Aug/May	Sanders	Assessments	I,T
Students will improve inferential reading and point of view skills by relating stories and events to their own experience, by creating story maps, and by applying information in a text to real-world situations	ALL	All	Text Teacher Assessments	Aug/May	Sanders	Lesson Plans Assessments	IT
Students below grade level will participate in Afterschool tutoring, Academic Odyssey, and Title 1 intervention	All	2-8	Academic Odyssey Program After school Tutoring Teachers	Oct/May	Sanders	Portfolios Attendance Sheets Time sheets Class Plans	I,T Students Receive Additional Services (SA)
School will promote confidence and understanding of all academics through ongoing assessments, consultation, and incentives with Assistance from the teachers	All	All	Time	Sept/May	Sanders	Student surveys	I,T, Teacher In academic Decisions

⁴ Examples of Academic Areas are reading, writing, English language arts, mathematics, science, social studies, computer science, calculus, etc. Strategies can encompass more than one academic Area or all academic areas.

⁵ Human, material, and fiscal resources needed to accomplish the strategy or any corresponding action step. List fiscal resources by funding name only—SCE, Title I, etc.

Strategies with Corresponding Action Steps	Academic Area	Grade Levels	Resources	Timeline (Beginning/Ending Date)	Name of Specific Person Person Responsible/ Group	Formative Evaluation	Title 1 School wide component
							(TAA)
Our school will implement a school wide writing project from K-8	Writing	All	Curriculum Plan	Sept/May	Sanders	Assessments and Journals	I,T
Grades K-8 will team teach and provide support for each other	All	All	Planning Time Vertical Meetings	Sept/May	Sanders	Lesson Plans	I,T
Students will focus on practice writing on a daily basis, with emphasis on sentence structure, language usage, and capitalization/punctuation	Writing	K-8	Writing Process	Sept/May	Sanders	Lesson Plans Writing Samples	I,T
Students will utilize the Writing Process Model (prewriting, drafting, revision, editing, and publishing)	Writing	k-8	Supplies Teacher Directed	Sept/May	Sanders	Assessment	I,T
Teachers will Reflect each six weeks and at the end of the year as to how they can improve instruction	ALL	All	Planning time	Sept/May	Sanders	Lesson Plans	I,T Need Analysis (CNA)
Teachers will provide differentiated Instruction in ALL classes	ALL	K-8	Class time	Sept/May	Sanders	TAKS	I,T,CNA
Students will evaluate solution related to all Math objectives by Following the Math Problem Solving Model	Math	All	Problem Solving Model	Sept/May	Sanders	Assessments	I,T
Student will use Scientific inquiry method and applying knowledge to draw conclusions	Science	All	Manipulative Kits	Sept/May	Sanders	Lesson Plans	I,T,CNA
Struggling students will receive individualized instruction (IIP) Intervention during school, after school, and on designated Saturdays through Academic Odyssey	All	2 nd -8th	IIP	Nov-May	Sanders	Assessments	I,T,CNA
Study Island (Web Based curriculum) will be used to differentiate Math instruction and provide extra practice in weak areas	Math	3rd-8th	Study Island (License)	Sept/May	Technology	Study Island Reports/Bench marks	I,T,CNA
Social Studies will be integrated with language arts, reading and writing	Social Studies	All	IB thematic units	Sept/May	Sanders	Lesson Plans IB Planners	I,T

Science classes will have access to Wireless Computer lab with dedicated Server for science applications

2. STUDENT ATTENDANCE

Federal and State Goals	98%	NCLB. School completion for all students including students with disabilities, LEP, gifted and talented, dyslexic, at-risk, economically disadvantaged, male and female, and all ethnic groups.
District Goal	98%	Improve student achievement.
Performance Objective		Students will meet or exceed a 96% student attendance rate.
Summative Evaluation		Student Attendance Other: _____

Strategies with Corresponding Action Steps	Areas of Concern	Resources ⁶	Timeline (Beginning/Ending Date)	Name of Specific Person Responsible/	Formative Evaluation or Balanced Scorecard Indicator	Title 1 School-Wide component
Attendance Policies will be sent home and will be assessable via St Anthony Web Site	All	School Handbook	Sept/May	Ray	Teacher verification	Reform Strategies(RS)
Attendance office will report any attendance and call parents when an absence Exceed 2 or more in one week.	All	Time	Sept/May	Hardy	Absence Report	RS, T, I
Students with excessive absences will be called in and a parent conference will be conducted	All	Meeting Time	Sept/May	Hardy	Documentation	RS,T,I
Classes will receive perfect attendance incentive (Traveling Attendance Banner)	All	Awards	Sept/May	Ray	Attendance reports	RS,T,I
Late room penalties will be established for students who continue to miss instruction due to being tardy	All	Saturday				

⁶ Human, material, and fiscal resources needed to accomplish the strategy or any corresponding action step. List fiscal resources by funding name only—SCE, Title I, etc.

3. STAFF DEVELOPMENT

Federal and State Goals	NCLB. Mastery of TEKS for all students including students with disabilities, LEP, gifted and talented, dyslexic, at-risk, economically disadvantaged, male and female, and all ethnic groups.
District Goal	Nurture and develop teachers and other employees.
Performance Objective	Provide staff development in identified areas of need.
Summative Evaluation	Evaluation _____ Surveys _____ Other: _____

CIP Strategies and/or TEKS/TAKS Objectives	Training Session Title/Topics'	Person Responsible	Date/Length	Resources ⁹	Evaluation, Expected Outcomes	Title 1 School-Wide Components
Conduct required training on the Campus Discipline Management Plan & Safety Plan.	Campus Discipline Management Plan & Safety Plan	Ray	Aug	School policy	Agenda Attendance Log	Professional Development (PD), I,CNA, RS,HQ
Conduct designated New Teacher Support and Development (NTSD)	Mentor Training	Sanders	Aug	NTSD	Sign in sheet	Professional Development (PD), I,CNA, RS,HQ
Conduct required New Teacher Support Team (NTST) monthly meetings.	NTST Meetings	Ray	Aug/May	Meeting time	Meeting Form	Professional Development (PD), I,CNA, RS,HQ
Conduct required NTST activities (three per semester).	NTST Activities	Ray	Aug/May	Time	Activity Form	Professional Development (PD), I,CNA, RS,HQ
Conduct NCLB HQ Requirements training.	NCLB HQ Requirements	Ray	Aug	Time	Agenda Attendance Log	Professional Development (PD), I,CNA, RS,HQ
Provide IB training for all staff members	IB training	Ray	July	Training time Training dollars	Certificate	Professional Development (PD), I,CNA, RS,HQ
Create Individualized Professional Development (PD) Plans based on areas of weakness.	All Training and all levels	Ray	Sept	Certificates Evaluations Discussions	Written Plan	Professional Development (PD), I,CNA, RS,HQ

¹List staff development opportunities such as (1) research on school, teacher, and student factors that impact student learning, (2) core-subject staff development, (3) parent/community involvement, (4) safe and orderly school climates, (5) vertical/horizontal alignment.
Length is the actual session time in hours.

⁹ Human, material, and fiscal resources needed to accomplish the strategy or any corresponding action step. List fiscal resources by funding name only—SCE, Title I, etc.

CIP Strategies and/or TEKS/TAKS Objectives	Training Session Title/fropics ⁷	Person Responsible	Date/Length'	Resources	Expected Outcomes	Title 1 School-Wide Components
Teachers will evaluate and report to staff on the PD	All training and all levels	Ray	Sept/Aug	Evaluation forms Training documents	Implementation	Professional Development (PD), I,CNA, RS,HQ
Teachers will receive	All Teachers	Ray	Sept/Aug			
Teacher will reflect each six	All Teachers	Ray	Sept/Aug			

5. SAFE, SECURE, AND ORDERLY ENVIRONMENT

Federal and State Goals	NCLB. A safe school environment for all students including students with disabilities, LEP, gifted and talented, dyslexic, at-risk, economically disadvantaged, male and female, and all ethnic groups.	
District Goal	Maintain a safe and secure environment.	
Performance Objective	Establish and maintain a school climate that is safe and orderly.	
Summative Evaluation	IB Character Reports Safe Schools Survey	• Serious Free Behavior Index II Other:

Strategies with Corresponding Action Steps	Areas Concern of	Resources ¹³	Timeline (Beginning/Ending Date)	Name of Specific Person Responsible/Group	Formative Evaluation or Balanced Scorecard Indicator	Title 1 School wide Components
Deliver a character education curriculum.	All	IB Curriculum	Aug/May	Ray	Attitudes Report	I
Deliver a violence and prevention curriculum in PE classes.	All	Health Text	Aug/May	Randle	# of incidents	I
Ensure that students are trained in Breaking the Code of Silence: a school wide and violence prevention approach.	All	Handbook Class meeting	Aug/May	Ray	# of incidents	I
Crisis Management Policy Implement						

¹³ Human, material, and fiscal resources needed to accomplish the strategy or any corresponding action step. List fiscal resources by funding name only—SCE, Title I, etc.

6. COMPLIANCE

Federal and State Goals	NCLB. Comply with all local, state, and federal program requirements that impact all students including students with disabilities LEP, gifted and talented, dyslexic, economically disadvantaged, male and female, and all ethnic groups.
District Goal	Improve student achievement. Nurture and develop teachers and other employees. Maintain a safe and secure environment. Earn the community's trust through good financial management. Improve the district's facilities.
Performance Objective	Maintain program compliance.
Summative Evaluation	<input checked="" type="checkbox"/> Balanced Scorecard <input type="checkbox"/> Other:

Strategies with Corresponding Action Steps	Grade Levels	Resources ¹⁴	Timeline (Beginning/Ending Date)	Name of Specific Person Responsible/Group	Formative Evaluation	Title 1 School wide Component
Analyze achievement gaps among ethnicity and special population groups and implement improvement strategies.	All	Campus Data Packet	Aug/May	Ray	TAKS	I, PD,T.SA
Coordinate HQ Teacher Results with Title II Professional Development	All	Grant administration for	Aug.May	Ray	Grant documentation	CI
Assign a trained mentor to each appropriate new teacher within fifteen days of employment date. Establish an operational New Teacher Support Team (NTST) comprised of a chairperson, trained mentors, and at least one administrator. New teachers may be included in this team.	All	Mentors Mentor Program	Aug/May	Ray	Teacher effectiveness	CNA, I,
Address (a) teacher recruitment and retention requirements, and (b) diversity staffing targets.	All	Staff Incentive	Aug/May	Ray	Retention analysis	HQ
Complete the Campus Discipline Management Plan (CDMP). Communicate CDMP to all students in addition to the Student Code of Conduct.	All	CDMP	Aug/May	Ray	Agenda	PI, RS
Ensure that all students receive orientation on CDMP, character education, Violence and drug prevention.	All	CDMP	Aug/May	Ray	Master Class Schedule	T
Address NCLB HQ staff requirements. Ensure that master class schedule reflects compliance with NCLB HQ requirements.	All	Staff Files	Aug/May	Ray	CIP	HQ
Attach master class schedule and CDMP to CIP.	All	Schedule		Ray	CIP Review	I
Address district facilities goal. Ensure that facilities maintenance and upgrades are addressed.	All	District Planning	Aug/May	Ray	Meeting minutes	RS

¹⁴ Human, material, and fiscal resources needed to accomplish the strategy or any corresponding action step. List fiscal resources by funding name only—SCE, Title I, etc.

Campus Compliance Assignment List

Campus Compliance Assignment List

Campus Name: St. Anthony School

Main Number: 214-421-3645

City/Dist#: 057/836

Principal: David Ray

Fax Number: 214-421-7416

County Dallas

Please list the campus designees and their school positions for each of the following programs/areas:

Program/Area	Campus Designee First and Last Name	Position Include grade or subject taught
Campus Improvement Planning	David Ray	Principal
Crisis, Abuse & Injury Prevention Safe Schools' Program	David Ray	Principal
Dropout Prevention, Intervention, & Recovery	Karen Hardy	Students Record Coordinator
Dyslexia	Das Inc.	Special Education Teacher
Early Childhood Education	Felicia Darden	PreK-4 Teacher
Gifted & Talented Education	A. Swartfager	GT Teacher
Human Resources (Certification)	Laquise Bennett	Dir of Finance
Migrant Education	N/A	
New Teacher Support & Development	David Ray	Principal
Records Management & Accountability	Laquise Bennett	Compliance Specialist
Special Education	Das Inc.	Special Education Teacher
State Compensatory Education (SCE)	David Ray	Compliance Specialist
Title I	David Ray	Compliance Specialist

Campus Discipline Management Plan

Balanced Scorecard Summative/Lag Indicators

Key Success Measure	Base Year		Performance Targets	
	2003-2004	2004-2005	I	2005-2006
STUDENTS/CUSTOMERS				
1. Reading Gap Comparison Index (Norm referenced tests)				
2. Mathematics Gap Comparison Index (Norm referenced tests)				
3. All students who met TAKS ¹ reading standard				
4. African American students who met TAKS reading standard				
5. Hispanic students who met TAKS reading standard				
6. White students who met TAKS reading standard				
7. Economically disadvantaged students who met TAKS reading standard				
8. Limited English proficient students who met TAKS reading standard				
9. Special education students who met TAKS reading standard or alternative assessment standard				
10. All students who met TAKS mathematics standard				
11. African American students who met TAKS mathematics standard				
12. Hispanic students who met TAKS mathematics standard				
13. White students who met TAKS mathematics standard				
14. Economically disadvantaged students who met TAKS mathematics standard				
15. Limited English proficient students who met TAKS mathematics standard				
16. Special education students who met TAKS mathematics standard or alternative assessment standard				
17. All students who met TAKS writing standard				

18.	All students who met TAKS science standard			
19.	All students who met TAKS social studies standard			
20.	OTT students served			
21.	PTA membership/Community volunteers			
EMPLOYEES				
22.	Teacher Retention Rate (excluding involuntary transfers)			
23.	BE/ESL staffing target			
SYSTEMS				
24.	Fully certified teachers retained			
25.	Allocated positions filled by the first day of the academic year			

¹⁶ TAKS scores reported at panel recommendation.

Balanced Scorecard Formative/Lead Indicators

Key Success Measure	Base Year	Snapshots P e r f o r m a n c e			Ta • et
	2003-2004	2 nd Six Weeks	4 th Six Weeks	6 th Six Weeks	2004-2005
STUDENTS/CUSTOMERS					
1. Student attendance rate					
2. Student forms submitted for truancy exemption					
3. Special education students to be tested on TAKS reading					
4. Special education students to be tested on TAKS mathematics					
5. Index for special education students at or below the state average for least restrictive environment					
6. At-risk students receiving supplementary services					
7. Identified LEP students served					
8. LEP students who met exit criteria and have been exited					
9. G/T students served					
10. Identified dyslexic students receiving services					
11. Campus time free of serious offenses					
12. Student immunization compliance percentages					
EMPLOYEES					
13. Campus employees completing required staff training					
14. Highly qualified teachers					
15. Highly qualified teachers assistants					
16. Faculty diversity target					
17. BE/ESL staffing target					
SYSTEMS					
18. Teacher certifications correlated with teaching assignments					
19. Submitted work orders completed					
20. K-4 classes at or below the 22:1 student/teacher ratio					
FINANCE					
21. SCE funds spent according to specified milestones					
22. Title I, Part A funds spent according to specified milestones					