

EMERSON ELEMENTARY

Campus Improvement Plan

2011/2012

"Where all students can learn and teachers facilitate learning."

Date Reviewed: 09/13/11

Date Approved: 09/29/11

EMERSON ELEMENTARY

Mission

The mission of Emerson Elementary School is to provide an orderly and safe learning climate in which caring teachers expect all children to learn the required curriculum as a minimum expectation

Vision

The staff of Emerson Elementary fully commit to partner with our students, parents, and volunteers to form a safe, positive and successful learning community where expectations are high and goals are achieved.

Nondiscrimination Notice

EMERSON ELEMENTARY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

EMERSON ELEMENTARY Site Base

Name	Position
BAIZA, LINA	Principal
CARDIEL, SARAH	1st Grade Teacher
DILWORTH, CHRISTEN	Spec. Ed/Resource
GARMON, JODY	Kindergarten Teacher
HARGUESS, DAINA	Parent/District Representative
HARMON, SUSAN	Librarian
HIGHTOWER, CAREY	READ180
JORDAN, SANDRA	3rd Grade Teacher
KLATT, JENNY	Community Member
MUGHELLI, CINDY	5th Grade Teacher
MURPHY, KRISTEN	Counselor
OLSON, DARLENE	Community/Business Representative
PALMER, SUSAN	Parent Representative
SCHRENKEL, PETE	Business Representative
SHELTON, SUE	Assistant Principal
STRUBLE, MICHELE	4th Grade Teacher
TATE, ELIZABETH	6th Grade Teacher
YOUNG, CHERIE	2nd Grade Teacher

Resources

Resource	Source	Amount
IDEA Special Education	Federal	\$189,059
Title I	Federal	\$27,828
Local Funds	State	
State Compensatory	State	\$23,161

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2011-2012 Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted on May 2011. The needs of the campus were identified by using the following sources:

- **Texas Assessment of Knowledge and Skills (TAKS) Accountability Data Table**
- **Academic Excellence Indicator System (AEIS) Reports**
- **Federal Accountability Data for AYP Reports**
- **Average Daily Attendance (ADA) Reports**
- **SchoolNet Assessment Data**
- **Strozeski Reports for 2011 TAKS Results**
- **Reading Diagnostic Reports**
- **STAR Reading, STAR Math, STAR Early Literacy Assessment Results**
- **Intervention Programs (i.e. READ 180/SYSTEM 44) Data**
- **After School Tutorial Sign-In Sheets/Data**
- **Instruction Focus Visits reports**
- **Parental Involvement Notebook**
- **PTA Reports**
- **Input from campus teaching staff, parents and CEIC members**

SUMMARY OF FINDINGS

Student Achievement:

Achievement data used to identify strengths and weaknesses is based on student outcomes on the state administered Texas Assessment of Knowledge and Skills. Additionally, SchoolNet Benchmark Assessment Reports, Reading Diagnostic Reports, STAR Assessment Data, Intervention Program Data, Tutorial Reports, and teacher input were utilized to provide information on all students.

Emerson continues to maintain scores that are above the state and district averages. 2011 TAKS data indicates overall average of ALL students meeting passing standards was \geq to 91%. The data also shows overall performance in Reading decreased by 1%, Writing increased by 2%, Science decreased by 2% and Math increased by 1% when compared to last year's scores. The state rating for our campus is predicted to be "Recognized" again this year. Achievement gaps among our Economically Disadvantaged and Hispanic population are still evident and continue to be of concern. Our White population have maintained passing rates of \geq 90%. Our aim is to be diligent in working to have all subgroups meet the 90% mark in all tested areas.

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2011-2012 Comprehensive Needs Assessment

An increase in percentage of students meeting Commended Performance ratings was seen in all tested areas. The goal is to be persistent in teaching with more rigor and depth & complexity to help more students reach the commended levels; in particular, our Hispanic and Economically Disadvantaged students. Twenty-five percent or more of the students in these subgroups should see commended results. The following have been identified as areas of concern:

Reading:

- *Reports indicate our Economically Disadvantaged subgroup had 85% of students meet passing standard on TAKS. Hispanic students had a passing rate of 89% when compared to 94% of our White subgroup. The gap in scores continues to be the trend when looking at results from the previous 3 years.*
- *Although Commended Performance numbers increased overall, our Economically Disadvantaged subgroup was the only group showing a decline of 2% in this area. Trends also show Economically Disadvantaged students continue to perform significantly below our White Population.*

Mathematics:

- *Our Hispanic and Economically Disadvantaged subgroups continue to lag behind our White subgroup in terms of TAKS performance. Ninety five percent (95%) of our white subgroup met passing standards when compared to 82% of our Economically Disadvantaged subgroup. Our Hispanic subgroup had 85% of students meeting passing standards on the Math TAKS. Achievement gaps among our subgroups are more evident in the area of Math.*
- *Commended performance numbers increased overall with the exception of our Economically Disadvantaged subgroup. A decline of 2% was seen in the number of students who performed at commended levels. This continues to be the trend.*

Writing:

- *Although Commended Performance achievement levels increased overall, Economically Disadvantaged students saw a decrease of 8% in meeting passing standards. This continues to be the trend across all tested areas and an area that must be targeted.*

Science:

- *Although Commended Performance achievement levels increased overall, Economically Disadvantaged students show a decrease of 15% in meeting passing standards. This can be attributed to various factors, but is a concern that must be addressed.*

Curriculum, Instruction and Assessment

Summative assessments such as the Texas Assessment of Knowledge and Skills (TAKS) will be used to identify instructional areas that need additional attention. On-going formative assessment data and classroom observations will be used to monitor student progress throughout the year, determine appropriate classroom instruction, and identify students in need of targeted intervention beyond the principal classroom instruction.

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2011-2012 Comprehensive Needs Assessment

Teachers will implement the district's scope and sequence to determine the critical curricular concepts to be taught. Vertical Alignment Documents and vertical planning will be critical to determine curricular gaps among the grade levels and content areas. In an effort to prepare for the new state assessment (STAAR) in grades 3-6, teachers will deliver instruction with more rigor, depth and complexity. Research based best practice will be used to accomplish this goal. Intense Targeted Instruction will continue to be offered during the school day and after-school for students in need of intervention.

Emerson will continue to maintain an emphasis on early intervention in grades K-2 with the implementation of a Balanced Literacy program through the guidance of the district's K-2 framework and provide additional targeted instruction for students reading below grade level.

Teachers will also focus on differentiating instruction, not just for students working below grade level, but to challenge the unique educational needs of high ability students.

Demographics

Changes in Emerson's demographics will continue to be addressed. Enrollment trends indicate an increase in student enrollment, a continued decline in our White population, increase in minority population, less G/T students and an increase in our Economically Disadvantaged subgroup (43%). This is Emerson's second year as a "Title I Campus." The staff will continue to work at meeting the needs of all of our students through implementation of best practices and teacher staff development.

Family and Community Involvement

Emerson continues to have an active PTA and provides opportunities for family involvement through various activities held throughout the year. We have also managed to increase our number of Business Partners in Education. Activities for increased parental involvement will continue to be planned. We would like to increase community involvement and continue to attract business partners. In the process, we hope to recruit volunteers that will serve as mentors and tutors to our neediest students.

In looking at our Parent Surveys, some parents indicated they were never asked to volunteer. In conjunction with PTA we will make a better effort to reach all parents and offer them this very important opportunity through a variety of sources.

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2011-2012 Comprehensive Needs Assessment

School Context and Organization

Communication is vital to the success of the school. Although Parent Surveys show majority of parents are content with communication efforts at Emerson, there were a few concerns with not having enough opportunities to conference with teachers. Parent communication will be ongoing and accomplished through various methods including parent conferences, daily "go home" folder, newsletter, web pages, notes, emails Parent Link, evening parent informational meetings and PTA meetings. Parents will be encouraged to take part in their child's education through volunteering, serving on school committees/CEIC, or simply communicating with their child's teacher. A survey will continue to be conducted at the end of the school year to determine parent satisfaction and receive input on how to improve parent/school relations.

Teachers will also be afforded the opportunity to reflect on school matters and give input during weekly faculty meetings, grade level meetings with principal, committee meetings and CEIC. A Leadership Team will be established to work closely with administration in making decisions affecting students, teachers and school performance.

School Culture and Climate

Safety is and will remain a priority at Emerson. Parent Surveys received indicate parents feel their children are safe at school. Active monitoring of students will continue to be emphasized. We realize classroom environment, effective classroom management, and high expectations are essential to the academic success of students. Classroom management, including cooperative learning strategies, will be shared among the staff and classroom walkthroughs will be used to evaluate implementation. Furthermore, teachers recognize the importance of and will work toward building positive relationships with students.

The Counselor will be utilized to increase Character Ed awareness and provide programs on topics such as drug awareness and safety. The Counselor will also be instrumental in utilizing a plan, including incentives, to encourage students to be at school, thus increasing our Average Daily Attendance Rates.

Staff Quality, Recruitment, and Retention

All teachers and paraprofessionals at Emerson meet the Highly Qualified standards set forth by NCLB. Teacher turnover is minimal and the average years of experience are about 15. Teachers will continue to be valued and supported. Professional Development opportunities will be made available based on teacher needs through the district T & L staff, out of district training and campus book studies. Recruitment and retention of highly effective teachers will continue to be a priority.

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2011-2012 Comprehensive Needs Assessment

Technology

Through the use of Title I funds we were able to equip our computer lab with new computers this past year. The students had access to a computer lab that was up to date and required minimal maintenance. Computer based programs, virtual tours, and research opportunities were implemented with ease.

In preparing our students to be 21st century learners, various forms of technology and computers in the classroom are vital tools that can be very effective in meeting the needs of all students. Emerson is committed to meeting or exceeding the technology standards by updating technology in the classroom to enhance teaching and learning.

Approximately 93% of our teaching staff have mastered the Technology Proficiency exam. Providing professional development for teachers as needed is essential.

SCE Funds

State Compensatory Education (SCE) funds will be used to support Title I initiatives in working with our "At-Risk" population. Emerson uses the Student Eligibility Criteria as defined by the state to identify students who are at risk. Any SCE Funds available will be utilized to support Reading & Literacy Intervention and After-School tutorials.

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2011

Original Rating: Recognized

Exceptions Needed For Next Level: 4

Exceptions Avail: 1

ELL 2011: 100% 2011 #Test: 8

2010: ++%

2010 #Test:

6

Recognized**Reading/ELA - min of 70%**

Student Group	2010 # Test	2010 % Pass	2011 # Test	2011 # Pass	2011 % Pass	RI*	Exceptions	% Com
All Students	276	92 %	259	236	91 %			44 %
Afr. Amer.	16	88 %	10	8	80 %			30 %
Hispanic	104	88 %	114	101	89 %		Needed	38 %
White	153	95 %	131	123	94 %			51 %
Econ. Disadv.	115	86 %	107	91	85 %		Needed	24 %

Math - min of 65%

Student Group	2010 # Test	2010 % Pass	2011 # Test	2011 # Pass	2011 % Pass	RI*	Exceptions	% Com
All Students	276	90 %	259	235	91 %			41 %
Afr. Amer.	16	75 %	10	9	90 %			40 %
Hispanic	104	85 %	114	97	85 %		Needed	27 %
White	153	95 %	131	125	95 %			54 %
Econ. Disadv.	115	83 %	107	88	82 %		Needed	24 %

Writing - min of 70%

Student Group	2010 # Test	2010 % Pass	2011 # Test	2011 # Pass	2011 % Pass	RI*	Exceptions	% Com
All Students	57	93 %	77	73	95 %			42 %
Afr. Amer.	3	++	2	2	100 %			50 %
Hispanic	22	95 %	35	33	94 %			31 %
White	31	90 %	40	38	95 %			50 %
Econ. Disadv.	19	++	35	32	91 %			20 %

Science - min of 60%

Student Group	2010 # Test	2010 % Pass	2011 # Test	2011 # Pass	2011 % Pass	RI*	Exceptions	% Com
All Students	66	94 %	59	54	92 %			59 %
Afr. Amer.	4	++	2	2	100 %			0 %
Hispanic	23	91 %	27	25	93 %			48 %
White	38	97 %	29	26	90 %			72 %
Econ. Disadv.	31	94 %	19	15	79 %			32 %

++ TEA masking rules applied (<http://ritter.tea.state.tx.us/perfreport/aeis/2010/masking.html>)

* RI not calculated for groups smaller than 10.

Yellow highlighted areas indicate that RI/Exceptions were used to achieve a higher rating.

Academically Unacceptable
Academically Acceptable
Recognized
Exemplary

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2011/2012 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

Educating the Future!



Midland Independent School District

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2011-2012 Goals Midland ISD

- MISD will support high academic standards.
- MISD will uniformly use effective instructional strategies.
- MISD will recruit, develop, and support highly motivated staff members who maximize student success.
- MISD will prepare technologically advanced students.
- MISD will provide facilities that support exemplary learning environments.
- MISD will fully develop positive partnerships with Midland's community and business organizations.
- MISD will exercise fiscal responsibility.

Approved by Board: August 9, 2011

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Goal 1. Emerson will support high academic standards

- Objective 1.** A minimum of 90% of 3rd - 6th grade students in each sub-population group will meet or exceed the passing standards on the STAAR assessment in all applicable content areas with a minimum of 50% of all students demonstrating performance at a commended level.
- Objective 2.** Provide a school environment that promotes high expectations; a positive attitude toward education; and recognizes student accomplishments for 100% of its students.
- Objective 3.** Challenge the unique educational needs of 100% of students and provide opportunities to enrich their academic strengths.
- Objective 4.** Promote regular attendance to avoid missing daily instruction and prevent the possibility of students becoming "At-Risk," thus increasing our Average Daily Attendance rate to 97%.
- Objective 5.** 100% of Bilingual Denial or ESL students will demonstrate a minimum increase of one level of growth in all areas of the TELPAS exam.
- Objective 6.** Improve student fitness, health and wellness in K-6 through the implementation of the Coordinated Approach to Child Health (CATCH) program in Physical Education, resulting in a 20% increase in Fitnessgram scores.

Goal 2. Emerson will uniformly use effective instructional strategies.

- Objective 1.** 100% of Pre-K and Head Start students will be provided with a quality early childhood program which uses research-based instructional strategies and developmentally appropriate practices.
- Objective 2.** 100% of K-2 students will receive early intervention in order to build a strong foundation in reading and other core subject areas; experience success in the prime of their school careers; and establish a love of reading and learning.
- Objective 3.** 100% of Emerson students will receive research-based instruction in the core content areas, using the district provided scope and sequence as well as other supplemental resources.
- Objective 4.** Analyze achievement data by sub-population groups, with a focus on our Economically Disadvantaged and Hispanic population, to identify students working below grade level and provide 100% of these students research based intervention and individualized instruction

Goal 3. Emerson will recruit, develop, and support highly motivated staff members who maximize student success.

- Objective 1.** 100% of Emerson's staff will meet the NCLB criteria of Highly Qualified and participate in all required staff development to increase their knowledge base.
- Objective 2.** Opportunities will be provided for 100% of the teaching staff to participate in professional development that will assist in effectively implementing the district curriculum; and provide professional growth to help increase student learning and impact student achievement.

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Objective 3. Emerson will promote a collaborative working environment for all stakeholders and recognize the dedication and accomplishments of staff throughout the year.

Goal 4. Emerson will prepare technologically advanced students.

Objective 1. The amount of technology based instruction, equipment and software will increase by 30% to help meet the needs of the education community.

Goal 5. Emerson will provide facilities that support exemplary learning environments.

Objective 1. Emerson will maintain school facilities that are safe, orderly, drug free and conducive to meeting the educational needs of 100% of its students.

Goal 6. Emerson will fully develop positive partnerships with Midland's community and business organizations.

Objective 1. Emerson will increase the number of planned activities and participation with parents, and community by a minimum of 25%.

Objective 2. Emerson will make efforts to communicate with all stakeholders and provide opportunities for 100% of Emerson students to experience the many landmarks and activities the community of Midland has to offer.

Objective 3. Utilize opportunities to increase involvement of Business Partners by 25% in order to create an environment that promotes the importance of collaboration necessary for student success.

Goal 7. Emerson will exercise fiscal responsibility.

Objective 1. All budget accounts for the 2011-2012 school year will be reviewed, discussed and reconciled with 100% accuracy throughout the school year.

Objective 2. 100% of Special Education, Title I, and State Compensatory funds will be allocated and used according to state and federal guidelines.

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Goal 1. Emerson will support high academic standards

Objective 1. A minimum of 90% of 3rd - 6th grade students in each sub-population group will meet or exceed the passing standards on the STAAR assessment in all applicable content areas with a minimum of 50% of all students demonstrating performance at a commended level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Analyze and disaggregate data to address students' individual strengths and weaknesses in order to drive instruction. (Title I SW: 1,2,3,4,5,9) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), Core Subject Teachers, Instructional Specialist, Principal, Teacher(s)</p>	<p>Every 6-weeks</p>	<p>(F)Title I, (L)SchoolNet Data, (L)Staff Development, (O)Accelerated Math Documents, (O)Classroom Teachers, (O)Designated Funds, (O)District Staff, (O)DMAC data, (O)Principal, (O)Special Education Teachers, (O)STAR Math Reports, (O)STAR Reading Reports, (O)Teacher Recommendation, (S)Local Funds, (S)State Compensatory</p>	<p>State and District Assessment Results; SchoolNet; Fountas & Pinnell Reading Diagnostic Results; STAR Reading & Math Data; SRI, SPI Results; Assessment Wall;Data Notebooks; PDAS; Classroom Observation Data</p>
<p>2. Conduct grade level team meetings on a regular basis for instructional monitoring to analyze data and monitor student progress. Vertical team planning will be conducted at least twice a semester. (Title I SW: 1,3,4,5,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), Core Subject Teachers, Counselor(s), Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Every 3-6 weeks</p>	<p>(F)Bilingual Education , (F)English as a Second Language, (F)Title I, (L)Activity Funds, (L)C-Scope Resource Bank, (L)SchoolNet Data, (O)Accelerated Math Documents, (O)Classroom Teachers, (O)District Staff, (O)Principal, (O)Special Education Teachers, (O)STAR Math Reports, (O)STAR Reading Reports, (O)Supplemental Materials, (O)Teacher Recommendation, (S)Local Funds, (S)State Compensatory</p>	<p>Data Notebooks; Assessment Results; Meeting Minutes</p>

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Goal 1. Emerson will support high academic standards

Objective 2. Provide a school environment that promotes high expectations; a positive attitude toward education; and recognizes student accomplishments for 100% of its students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide instruction and activities on a monthly basis, including, Character Education, that promote positive attitude toward learning and decision making. (Title I SW: 1,2,4,6,9,10) (Target Group: All) (NCLB: 3,4,5)	Assistant Principal(s), Campus counselors, CEIC members, Dept. of Student Development, Instructional Focus Group, Parent Volunteers, Principal, Special Ed Teachers, Teacher(s)	Monthly	(F)Title I, (F)Title IV Safe and Drug Free, (L)Activity Funds, (L)Staff Development, (O)Classroom Teachers, (O)Designated Funds, (O)Principal, (O)Special Education Teachers, (S)Local Funds	Lesson Plans; Counselor Reports; Parent/Student Surveys; Discipline Referral Reports
5. Recognize accomplishments of students through school newsletters; webpage; local and school media, and morning announcements. An end of year Awards Assembly will also be held to celebrate and recognize academic accomplishments, leadership, and perseverance, for students in Pre-K - 6th gr. (Title I SW: 1,6,9) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus counselors, CEIC members, Parent Volunteers, Principal, Special Ed Teachers, Teacher(s)	August 2011- May 2012	(F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Principal, (S)Local Funds	Parent/Student/Teacher Survey; Verbal/Written feedback; Team meetings
6. Emerson, in conjunction with the PTA, will hold a "Reading Rodeo" to acknowledge success in Reading and allow students to be rewarded for the books they read throughout the year. A well-known children's author will be on hand to address the students as part of the Reading Rodeo festivities. (Title I SW: 1,6,10) (Target Group: All) (NCLB: 1,2,4,5)	Assistant Principal(s), Campus counselors, CEIC members, Parent Volunteers, Principal, Teacher(s)	May 2012	(F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Local Budget Data, (O)Principal, (O)STAR Reading Reports, (S)Local Funds	Accelerated Reader Data; Reading Logs; PTA/Reading Rodeo Committee Minutes; Parent Surveys

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Goal 1. Emerson will support high academic standards

Objective 3. Challenge the unique educational needs of 100% of students and provide opportunities to enrich their academic strengths.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. K-1 students identified in the Gifted/Talented Talent Pool will receive extended services through Project Think. (Target Group: GT) (NCLB: 1,3,4,5)	Assistant Principal(s), Principal, Teacher(s)	August 2011-May 2012	(O)Classroom Teachers, (O)Designated Funds, (O)District Staff, (O)Principal, (O)Teacher Recommendation, (S)Local Funds	Assessment Data; Portfolios
2. After-school enrichment activities such as UIL Math, Mathcounts, UIL Art & Music Memory; and participation the CAF Junior Aviation Cadet Academy will be made available for students meeting eligible criteria. (Title I SW: 1,3,4,6,10) (Target Group: All) (NCLB: 1,3,4,5)	Assistant Principal(s), Campus counselors, Core Subject Teachers, Instructional Specialist, Parent Volunteers, Principal, Teacher(s)	August 2011-May 2012	(F)Title I, (L)Activity Funds, (L)SchoolNet Data, (O)Accelerated Math Documents, (O)Classroom Teachers, (O)Designated Funds, (O)Principal, (O)STAR Math Reports, (O)Teacher Recommendation, (S)Local Funds	UIL Meet Results; Student/Parent Surveys
3. Opportunities will be provided for students to participate in various contests/activities that promote curriculum enrichment during the school day including, but not limited to, Spelling Bee, Science Fair, Art and Writing contests.	Assistant Principal(s), Campus counselors, Core Subject Teachers, Librarian(s), Parent Volunteers, Principal, Teacher(s)	August 2011-May 2012	(L)Activity Funds, (L)Librarian, (O)Classroom Teachers, (O)Principal, (S)Local Funds	STAAR Commended Levels; District Assessments

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Goal 1. Emerson will support high academic standards

Objective 4. Promote regular attendance to avoid missing daily instruction and prevent the possibility of students becoming "At-Risk," thus increasing our Average Daily Attendance rate to 97%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The State Compulsory Attendance Law will be implemented throughout the school year. Parents will be informed of the law via written notice at the beginning of the year; information provided on the web page; Parent Link phone calls, and written notices when in violation. Severe cases will be turned over to Truancy Court. (Title I SW: 1,6,9) (Target Group: All) (NCLB: 1,2,4,5)</p>	<p>Assistant Principal(s), Campus counselors, CEIC members, Parent Volunteers, Principal, Teacher(s)</p>	<p>August 2011-May 2012</p>	<p>(F)Title I, (O)Classroom Teachers, (O)Designated Funds, (O)Principal, (S)Local Funds</p>	<p>Attendance Reports; Parent Link Reports; Written Notices; Court Affidavits; ADA; AYP reports</p>
<p>2. An Attendance Reward program will be developed by the Attendance committee, with assistance from our Partners in Education. Three-week incentives will be provided to students and/or parents in an effort to encourage regular school attendance. (Title I SW: 1,6,9) (Target Group: All) (NCLB: 1,2,4,5)</p>	<p>Campus counselors, CEIC members, Parent Volunteers, Principal, Teacher(s)</p>	<p>August 2011-May 2012</p>	<p>(F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Designated Funds, (O)Principal, (S)Local Funds</p>	<p>Attendance Reports; Written Notices; Court Affidavits; ADA; AYP reports</p>

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Goal 1. Emerson will support high academic standards

Objective 5. 100% of Bilingual Denial or ESL students will demonstrate a minimum increase of one level of growth in all areas of the TELPAS exam.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will identify LEP students who are "Parent Denials" or ESL served and ensure they are developing their social and academic language as specified on state standards (Title I SW: 1,3,4,6,9,10) (Target Group: LEP) (NCLB: 1,2,5)	Assistant Principal(s), Principal, Teacher(s)	Every 6-weeks	(F)Bilingual Education , (F)English as a Second Language, (F)Title I, (L)SchoolNet Data, (O)Classroom Teachers, (O)Designated Funds, (O)Principal, (S)Local Funds, (S)State Compensatory	TELPAS Reports; Woodcock-Munoz Assessment; State/District Assessments; LPACs; Teacher Observations/Data Notebooks
2. Teachers with ELL "Parent Denial" or ESL students will receive appropriate TELPAS training and understand the importance of the need for students to perform at the highest levels on this assessment. (Title I SW: 1,3,4,5,9,10) (Target Group: LEP)	Assistant Principal(s), Principal, Teacher(s)	August 2011 - May 2012	(F)Bilingual Education , (F)Title I, (L)SchoolNet Data, (O)Classroom Teachers, (O)Designated Funds, (O)Principal	TELPAS Reports; Teacher Certificates

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Goal 1. Emerson will support high academic standards

Objective 6. Improve student fitness, health and wellness in K-6 through the implementation of the Coordinated Approach to Child Health (CATCH) program in Physical Education, resulting in a 20% increase in Fitnessgram scores.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that the Physical Education state curriculum as outlined in the Texas Essential Knowledge and Skills (TEKS) is being implemented along with moderate to vigorous physical activity as recommended by PE Curriculum Guides. (Target Group: All) (NCLB: 3,4)	Assistant Principal(s), Principal, Teacher(s)	August 2011-May 2012	(O)Designated Funds, (S)Local Funds	Formative - Fitnessgrams; Physical Ed assessments; PE teacher observations/evaluation
2. In a coordinated effort between classroom, cafeteria services, and physical education, the Coordinated Approach to Child Health (CATCH) Program will be implemented, with a focus on four components: health education, physical education, nutrition, and family involvement. (Title I SW: 1,6,9) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus counselors, CEIC members, Dir. of Child Nutrition Services, Health Services Supervisor, Parent Volunteers, Principal, Special Ed Teachers, Teacher(s)	August 2011-May 2012	(F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Designated Funds, (O)Principal, (S)Local Funds	Physical Education/Health Education assessments; Parent/Student Surveys; Food Svcs. reports.
3. The Campus School Health Advisory Committee (CSHAC) will plan at least two evening activities that will impact student health and learning and encourage family involvement. (Title I SW: 1,6,9) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus counselors, CEIC members, Dir. of Child Nutrition Services, Health Services Supervisor, Principal	August 2011-May 2012	(F)Title I, (L)Activity Funds, (S)Local Funds	Physical/Health Education Assessments; Parent Surveys

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Goal 2. Emerson will uniformly use effective instructional strategies.

Objective 1. 100% of Pre-K and Head Start students will be provided with a quality early childhood program which uses research-based instructional strategies and developmentally appropriate practices.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will engage in activities that enrich language and literacy skills, reinforce appropriate math and science concepts and provide social growth activities based on the Pre-Kindergarten/Head Start Guidelines. (Title I SW: 1,3,4,5,6,7,8) (Target Group: All, PRE K) (NCLB: 1,4,5)	Assistant Principal(s), Campus counselors, Family Service Worker, Librarian(s), Principal, Teacher(s)	August 2011-May 2012	(F)Head Start, (F)IDEA Special Education, (F)Title I, (L)Librarian, (O)Classroom Teachers, (O)Principal, (S)Early State PreKinder	Assessment Data; Portfolios; Classroom Observations
2. Learning centers, exploration and large group instruction will be provided to create learning experiences appropriate to the four year old learner. (Title I SW: 1,2,3,4,5,6,7,9,10) (Target Group: All, ECD, PRE K) (NCLB: 1,3,4,5)	Assistant Principal(s), Campus counselors, Family Service Worker, Librarian(s), Principal, Teacher(s)	Every 6-week period	(F)Head Start, (F)Title I, (O)Classroom Teachers, (O)Designated Funds, (O)Principal, (O)Special Education Teachers, (S)Early State PreKinder, (S)Local Funds	Assessment Data; Portfolios; Classroom Observations

EMERSON ELEMENTARY

Goal 2. Emerson will uniformly use effective instructional strategies.

Objective 2. 100% of K-2 students will receive early intervention in order to build a strong foundation in reading and other core subject areas; experience success in the prime of their school careers; and establish a love of reading and learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Classroom teachers will promote a fun learning environment that includes a balanced literacy program; and hands-on, student centered, activities in mathematics and science as outlined in the district Scope & Sequence and K-2 Literacy Framework. (Title I SW: 1,2,3,5,8,9,10) (Target Group: All) (NCLB: 1,2,3,5)</p>	<p>Academic coaches, Assistant Principal(s), Director of K-12 Literacy, Director of Math & Science, Instructional Specialist, Librarian(s), Principal, Teacher(s)</p>	<p>August 2011-May 2012</p>	<p>(F)Bilingual Education , (F)Head Start</p>	<p>Benchmarks; Unit Assessments; STAR Early Literacy results; Fountas & Pinnell Reading Assessment; LLI Data; Teacher Observations; Student Portfolios; Reading Assessment Wall</p>
<p>2. Through the use of the Fountas & Pinnell Reading Assessment and STAR Early Literacy results, teachers will identify those students in need of additional reading intervention. These students will be provided instruction using research based materials in a small group setting where they will be working at their appropriate reading level, experience success, and work toward closing reading gaps. (Title I SW: 1,2,3,5,8,9,10) (Target Group: All, AtRisk) (NCLB: 1,2,3,5)</p>	<p>Assistant Principal(s), Director of K-12 Literacy, Instructional Specialist, Principal, Teacher(s)</p>	<p>Every 6- week period</p>	<p>(F)IDEA Special Education, (F)Title I, (L)Activity Funds, (L)Librarian, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)District Trainers, (O)Principal, (O)Special Education Teachers, (O)STAR Reading Reports, (O)Supplemental Materials, (S)Local Funds, (S)State Compensatory</p>	<p>STAR Early Literacy Results; Fountas & Pinnell Reading Assessment; Fountas & Pinnell LLI Data; Running Records; Anecdotal Notes; Assessment Wall Data; District Benchmarks; Teacher Observations/Data Classroom Observations</p>

EMERSON ELEMENTARY

Goal 2. Emerson will uniformly use effective instructional strategies.

Objective 3. 100% of Emerson students will receive research-based instruction in the core content areas, using the district provided scope and sequence as well as other supplemental resources.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Emerson will provide effective literacy instruction and an environment in which every child will become literate, life-long learners through research-based instructional approaches that meet the needs of our students. Teachers will implement the adopted district scope and sequence and K-2 framework; provide a balanced literacy approach to reading; and implement the Accelerated Reading program which will continuously monitor comprehension, track the time students spend reading, and differentiate reading practice. (Title I SW: 1,2,3,5,8,9,10) (Target Group: All) (NCLB: 1,2,3,5)</p>	<p>Academic coaches, Assistant Principal(s), Core Subject Teachers, Director of K-12 Literacy, Instructional Specialist, Librarian(s), Teacher(s), Teaching & Learning Department</p>	<p>August 2011-May 2012</p>	<p>(F)English as a Second Language, (F)Title I, (L)Activity Funds, (L)C-Scope Resource Bank, (L)Librarian, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)Principal, (O)STAR Reading Reports, (O)Supplemental Materials, (S)Local Funds, (S)State Compensatory</p>	<p>STAAR data; District Benchmarks; Unit Assessments; STAR Reading Assessment; Fountas & Pinnell Reading Assessment; Running Records; Anecdotal Notes; Classroom Observations</p>
<p>2. K-5 Math teachers will implement the district's Scope and Sequence as outlined in Project Share in order to build students' mathematical knowledge from the basics to higher-order thinking and critical problem solving. Mathworks, a curriculum that encourages mathematical exploration and discovery, will be implemented in the 6th grade. Accelerated Math, a program that helps to differentiate instruction by creating math assignments tailored to each student's current level will be used for students in 2nd-6th as a supplemental resource (Target Group: All)</p>	<p>Academic coaches, Assistant Principal(s), Core Subject Teachers, Director of Math & Science, Principal, Teacher(s)</p>	<p>August 2011-May 2012</p>	<p>(F)Title I, (L)Activity Funds, (L)C-Scope Resource Bank, (L)SchoolNet Data, (O)Accelerated Math Documents, (O)Classroom Teachers, (O)STAR Math Reports, (O)Supplemental Materials, (S)Local Funds, (S)State Compensatory</p>	<p>STAAR data; District Benchmarks; Unit Assessments; STAR Math Assessment; Classroom Observations</p>
<p>3. K-6 Science teachers will utilize C-Scope Curriculum which includes hands-on, student-centered activities that cover the Texas Essential Knowledge and Skills, with a heavy emphasis on vocabulary. (Target Group: All)</p>	<p>Academic coaches, Assistant Principal(s), Director of Math & Science, Principal, Teacher(s)</p>	<p>August 2011-May 2012</p>	<p>(F)Bilingual Education , (F)Title I, (L)Activity Funds, (L)C-Scope Resource Bank, (L)Staff Development, (O)Classroom Teachers, (O)District Staff, (O)Principal, (S)Local Funds, (S)State Compensatory</p>	<p>STAAR data; District Benchmarks; Unit Assessments; Classroom Observations</p>

EMERSON ELEMENTARY

Goal 2. Emerson will uniformly use effective instructional strategies.

Objective 3. 100% of Emerson students will receive research-based instruction in the core content areas, using the district provided scope and sequence as well as other supplemental resources.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>4. Writing will be incorporated across the curriculum in grades K-6. The Writing Process will be carried out every 6-weeks as outlined in the district's Scope and Sequence. (Target Group: All)</p>	<p>Academic coaches, Assistant Principal(s), Core Subject Teachers, Director of English Language Arts, Principal, Teacher(s)</p>	<p>August 2011-May 2012</p>	<p>(F)English as a Second Language, (F)Title I, (L)Activity Funds, (L)C-Scope Resource Bank, (L)SchoolNet Data, (O)Classroom Teachers, (O)Principal, (O)Supplemental Materials, (S)Local Funds, (S)State Compensatory</p>	<p>STAAR data; District Benchmarks; Unit Assessments; Classroom Observations</p>
<p>5. Administrator walk-through observations will be conducted in the classrooms to evaluate implementation of research based best practices. A hand held device will be used by the Principals to document observations, create reports and look for trends via the SchoolNet program.</p> <p>(Title I SW: 1,3,4,5,9) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), Core Subject Teachers, Principal, Teacher(s)</p>	<p>September 2011-May 2012</p>	<p>(F)Title I, (L)C-Scope Resource Bank, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)District Trainers, (O)Principal, (O)Special Education Teachers</p>	<p>Observation data and reports</p>

EMERSON ELEMENTARY

Goal 2. Emerson will uniformly use effective instructional strategies.

Objective 4. Analyze achievement data by sub-population groups, with a focus on our Economically Disadvantaged and Hispanic population, to identify students working below grade level and provide 100% of these students research based intervention and individualized instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Through the use of SchoolNet, STAR, SAM, and other data sources, reports will be generated and analyzed to determine the strengths and weaknesses of student subgroups, with a focus on our Economically Disadvantaged, Hispanic and African American students, in order to implement appropriate research based interventions programs. Programs may include, but not limited to System 44; READ 180; Fountas & Pinnell LLI System; Accelerated Reader, Accelerated Math/NEOs; Imagine Learning; Bookflix; FASTTMath. (Title I SW: 1,2,3,5,8,9,10) (Target Group: All, H, ECD, LEP, SPED, AtRisk) (NCLB: 1,2,3,5)</p>	<p>Academic coaches, Assistant Principal(s), Director of Bilingual/ESL, Director of English Language Arts, Director of K-12 Literacy, Director of Math & Science, Principal, Teacher(s)</p>	<p>Every 3-6 weeks period</p>	<p>(F)English as a Second Language, (F)Title I, (L)Activity Funds, (L)SchoolNet Data, (O)Accelerated Math Documents, (O)Classroom Teachers, (O)Principal, (O)STAR Math Reports, (O)STAR Reading Reports, (O)Supplemental Materials, (S)Local Funds, (S)State Compensatory, (S)Student Success Initiative</p>	<p>Assessment Data, Reports showing trends; Classroom Observations</p>
<p>2. Individual Plans for accelerated instruction will be developed for students who are at risk of failing to ensure additional targeted instruction is provided during the school day or after school. Students will receive individualized and diagnostic instruction using research based programs to ensure student success (Title I SW: 1,2,3,5,8,9,10) (Target Group: All, H, AA, ECD, LEP, SPED, AtRisk) (NCLB: 1,2,3,5)</p>	<p>Academic coaches, Assistant Principal(s), Campus counselors, Core Subject Teachers, Principal, Special Ed Teachers</p>	<p>Every 6-12 weeks</p>	<p>(F)Title I, (L)Activity Funds, (L)C-Scope Resource Bank, (L)SchoolNet Data, (O)Classroom Teachers, (O)Principal, (O)Supplemental Materials, (S)Local Funds, (S)State Compensatory, (S)Student Success Initiative</p>	<p>Assessment Data; AIPs; STAAR Results; Classroom Observations</p>
<p>3. A systematic Tier process for referral will be used for prescreening students who continue to make little or no progress (Title I SW: 1,2,3,5,8,9,10) (Target Group: All, SPED, AtRisk) (NCLB: 1,2,3,5)</p>	<p>Academic coaches, Assistant Principal(s), Campus counselors, Director of Special Education, Principal, Special Ed Teachers</p>	<p>August 2011-May 2012</p>	<p>(F)IDEA Special Education, (F)Title I, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (S)Local Funds</p>	<p>STAT Folders; Assessment Data; Report/Graphs; STAAR Results</p>

EMERSON ELEMENTARY

Goal 3. Emerson will recruit, develop, and support highly motivated staff members who maximize student success.

Objective 1. 100% of Emerson's staff will meet the NCLB criteria of Highly Qualified and participate in all required staff development to increase their knowledge base.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A campus interview team will be established and trained to effectively interview applicants and consider them for positions based upon certification, experiences and references. (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Instructional Specialist, Personnel Director, Principal, Teacher(s)	August 2011-May 2012	(O)Classroom Teachers, (O)Principal, (S)Local Funds	PDAS; Classroom observation data; conferences;
2. New hires will attend mandatory staff development opportunities provided by the district; work closely with assigned mentor; observe veteran teachers with a record of success; and be provided feedback by administration of classroom walkthrough observations. (Title I SW: 1,3,4,5,9) (Target Group: All) (NCLB: 1,2,3,4,5)	Academic coaches, Assistant Principal(s), Instructional Specialist, Principal, Teacher(s)	August 2011-May 2012	(O)Classroom Teachers, (O)ESC 18 Trainers, (O)Principal, (S)Local Funds	Professional Development records; Walkthrough observation reports; PDAS; Mentor reports

EMERSON ELEMENTARY

Goal 3. Emerson will recruit, develop, and support highly motivated staff members who maximize student success.

Objective 2. Opportunities will be provided for 100% of the teaching staff to participate in professional development that will assist in effectively implementing the district curriculum; and provide professional growth to help increase student learning and impact student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff will participate in ongoing professional development on district curriculum/initiatives and best practices that meet the needs of our campus and students via training sessions, book studies, webinars, or during faculty meetings. (Title I SW: 1,2,3,4,5,9) (Target Group: All) (NCLB: 1,2,3,4,5)	Academic coaches, Assistant Principal(s), Instructional Specialist, Principal, Special Ed Teachers, Teacher(s), Teaching & Learning Department	August 2011-May 2012	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (L)Activity Funds, (L)Staff Development, (O)Classroom Teachers, (O)Designated Funds, (O)ESC 18 Trainers, (O)Principal, (O)Special Education Teachers, (S)Local Funds, (S)State Compensatory	Professional Development records; Classroom observation reports (IFVs); PDAS;

EMERSON ELEMENTARY

Goal 3. Emerson will recruit, develop, and support highly motivated staff members who maximize student success.

Objective 3. Emerson will promote a collaborative working environment for all stakeholders and recognize the dedication and accomplishments of staff throughout the year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In conjunction with PTA, Emerson staff will be acknowledged for their hard work and dedication through various incentives and activities, such as teacher luncheons. In addition, a safe and positive work environment will be provided that allows staff to have an open line of communication with administration (Target Group: All) (NCLB: 1,3,4)	Assistant Principal(s), Parent Volunteers, Principal, Teacher(s)	August 2011-May 2012	(L)Activity Funds, (O)Classroom Teachers, (O)Principal	Staff feedback; faculty meetings; teacher/administrator conferences; retention of staff data.

EMERSON ELEMENTARY

Goal 4. Emerson will prepare technologically advanced students.

Objective 1. The amount of technology based instruction, equipment and software will increase by 30% to help meet the needs of the education community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. In preparing our students to be 21st century learners, computer stations will be maintained in the computer lab and classrooms to allow effective implementation of computer based programs designed for students. Efforts will also be made to provide various forms of technology in the classrooms such as document cameras, projectors, SmartBoards, MobiViews, and/or eInstruction Response (Clickers). This equipment will be utilized to enhance lessons and teachers will be trained to actively employ technology across the curriculum (Title I SW: 1,2,4,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Assistant Principal(s), CEIC members, Instructional Technology Dept., Parent Volunteers, Principal, Teacher(s)</p>	<p>August 2011-May 2012</p>	<p>(F)Title I, (L)Staff Development, (O)Classroom Teachers, (O)Principal, (S)Local Funds</p>	<p>STAR Chart Survey; State Assessments; District benchmarks; Teacher Technology Proficiency test; teacher observations; PDAS;</p>
<p>2. Update technology in the Library to provide students with computer stations for checking out library books and researching. Additionally, technology needed, such as an Elmo document camera, LCD Projector and a wide screen will be provided in the library to enhance presentations provided for parents and teachers. (Title I SW: 1,4,6,9) (Target Group: All) (NCLB: 3,4)</p>	<p>Assistant Principal(s), Campus counselors, CEIC members, Parent Volunteers, Teacher(s)</p>	<p>August 2011-May 2012</p>	<p>(F)Title I, (L)Staff Development, (O)Classroom Teachers, (O)Local Districts, (O)Principal, (S)Local Funds, (S)State Compensatory</p>	<p>Parent Survey; Teacher Evaluation Forms</p>
<p>3. Learning tools such as Listening Centers, Leapsters, Leap Pads, Interactive Books and other educational electronic tools will be utilized for classroom Literacy Stations (Title I SW: 1,3,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Principal, Teacher(s)</p>	<p>August 2011-May 2012</p>	<p>(F)Title I, (O)Principal, (S)Local Funds, (S)State Compensatory</p>	<p>Reading Assessments; District Assessments; Running Records; Anecdotal Notes;</p>

EMERSON ELEMENTARY

Goal 5. Emerson will provide facilities that support exemplary learning environments.

Objective 1. Emerson will maintain school facilities that are safe, orderly, drug free and conducive to meeting the educational needs of 100% of its students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the district and campus Crisis Management Plan and implement disaster drills as required by district and state. (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus counselors, Counselor(s), Principal, Special Ed Teachers, Teacher(s)	August 2011-May 2012	(F)Title IV Safe and Drug Free, (O)Classroom Teachers, (O)Principal, (S)Local Funds	PIEMS Reports; Drills; Surveys;
2. Provide a Drug Education Program and collaborate with PTA in planning of Red Ribbon Week (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Campus counselors, Counselor(s), Health Services Supervisor, Parent Volunteers, Principal, Special Ed Teachers, Teacher(s)	August 2011-May 2012	(F)Title IV Safe and Drug Free, (L)Activity Funds, (O)Classroom Teachers, (O)Designated Funds, (O)Principal, (S)Local Funds	Counselor Report; Parent/Student Surveys; Lesson Plans
3. Establish a Texas Behavior Support Initiative (TBSI) Core Team to address appropriate behavioral interventions (Target Group: SPED) (NCLB: 4,5)	Assistant Principal(s), Campus counselors, Counselor(s), Director of Special Education, Principal, Special Ed Teachers, Teacher(s)	August 2011-May 2012	(F)IDEA Special Education, (O)Designated Funds, (O)Principal, (O)Special Education Teachers, (S)Local Funds	PIEMS Reports; Discipline Data; Certifications

EMERSON ELEMENTARY

Goal 6. Emerson will fully develop positive partnerships with Midland's community and business organizations.

Objective 1. Emerson will increase the number of planned activities and participation with parents, and community by a minimum of 25%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Encourage increased participation by the school community in the PTA and Emerson Volunteer program through membership drives, classroom incentives, and friendly reminders. (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Parent Volunteers, Principal, Teacher(s)	August 2011-May 2012	(F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Designated Funds, (O)Principal, (S)Local Funds	PTA Reports; Volunteer Sign-in sheets/hours; PTA Board Meeting Minutes; Parent Involvement Notebook
2. Collaborate with PTA to provide additional activities that will promote parent and community involvement in student learning and achievement. Activities include Math/Science Night; Family Reading Night; Parent Information Meetings; and Parent Conferences. (Title I SW: 1,6) (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Campus counselors, Instructional Specialist, Parent Volunteers, Principal, Teacher(s)	August 2011 - May 2012	(F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Designated Funds, (O)Principal, (S)Local Funds	Sign-in sheets; Parent/Community feedback; PTA Board Meeting minutes; Parental Involvement Notebook
3. Work in conjunction with PTA to continue the support of the following activities that encourage parent, staff and community participation: Monthly PTA meetings with student performances; Spirit Nights at Chick-fil-A; Papa Johns Pizza Delivery fundraiser; Scholastic Book Fairs; Chili Supper with Silent Auction; Reading Rodeo; End of Year Awards Ceremony. (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Campus counselors, Instructional Specialist, Parent Volunteers, Principal, Teacher(s)	August 2011-May 2012	(L)Activity Funds, (O)Classroom Teachers, (O)Designated Funds, (O)Principal	Sign-in sheets; Parent/Community feedback; PTA Board Meeting minutes; Parental Involvement Notebook

EMERSON ELEMENTARY

Goal 6. Emerson will fully develop positive partnerships with Midland's community and business organizations.

Objective 2. Emerson will make efforts to communicate with all stakeholders and provide opportunities for 100% of Emerson students to experience the many landmarks and activities the community of Midland has to offer.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide an up to date campus webpage with easy access to teacher webpages and information such as educational links, upcoming school events and announcements. (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Instructional Specialist, Principal, Teacher(s)	August 2011-May 2012	(O)Classroom Teachers, (O)Designated Funds, (O)Principal	Parent/Community feedback; Communication Logs; Weekly monitoring & updates of webpages
2. Publish a monthly School Newsletters via the school web page containing information about the campus and upcoming events. (Title I SW: 1,2,6,9) (Target Group: All) (NCLB: 4)	Parent Liaison, Principal	September 2011-May 2012	(F)Title I, (O)Classroom Teachers, (O)Principal	Parent Survey/Feedback
3. Plan Field Trips for students in Pre-K - 6th grade to visit various facets of the community such as the Bush Childhood Home, Scharborough Lineberry Home, Museum of the Southwest, CAF Museum, etc. (Title I SW: 1,5,6,10) (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Librarian(s), Parent Volunteers, Principal	August 2011-September 2012	(F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Principal, (S)Local Funds	Parent/Community Surveys; Student Responses

EMERSON ELEMENTARY

Goal 6. Emerson will fully develop positive partnerships with Midland's community and business organizations.

Objective 3. Utilize opportunities to increase involvement of Business Partners by 25% in order to create an environment that promotes the importance of collaboration necessary for student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Emerson PTA member (Susan Palmer), will serve as the school's Business Partner Liaison to assist in communicating the needs of the campus and students with community members and encourage more participation in school activities. (Title I SW: 6) (Target Group: All) (NCLB: 4)	Campus counselors, Parent Liaison, Parent Volunteers, Principal	August 2011-May 2012	(F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Principal, (S)Local Funds	Sign-in Sheets; Parent/Community feedback;
2. Opportunities will be provided to encourage members of the community and Business Partners to get involved in student activities. Activities may include mentoring/tutoring students; serving as judges during Science Fair, Spelling Bee and Geography Bee; or volunteering at the Chili Supper and Reading Rodeo. (Target Group: All) (NCLB: 4)	CEIC members, Parent Volunteers, Principal	August 2010-May 2011	(L)Activity Funds, (O)Principal, (S)Local Funds	Parent Surveys/Feedback; Sign-in sheets
3. Utilize the Partners in Education Website and DonorsChoose.org to allow teachers to request individual project needs and ask outside donors from the community to assist in fulfilling the request. (Target Group: All) (NCLB: 3,4,5)	Family & Community Partnership Coordinator, Parent Volunteers, Principal	August 2011-May 2012	(O)Designated Funds, (O)Principal, (O)Teacher Recommendation, (S)Local Funds	Teacher Surveys; Partners in Ed meetings;

EMERSON ELEMENTARY

Goal 7. Emerson will exercise fiscal responsibility.

Objective 1. All budget accounts for the 2011-2012 school year will be reviewed, discussed and reconciled with 100% accuracy throughout the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CEIC will meet a minimum of six times a year to review budget and ensure that resources are aligned to address student needs and impact student achievement. (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), CEIC members, Principal	every 6 weeks period	(O)Classroom Teachers, (O)Designated Funds, (O)Principal	CEIC minutes; Review of budget accounts; Audit reports
2. Campus administration will reconcile various budget accounts on a regular basis. (Title I SW: 1,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Principal	Monthly	(F)Title I, (L)Activity Funds, (O)Local Budget Data, (O)Principal, (S)Local Funds, (S)State Compensatory	Budget account balances; ITTCS;

EMERSON ELEMENTARY

Goal 7. Emerson will exercise fiscal responsibility.

Objective 2. 100% of Special Education, Title I, and State Compensatory funds will be allocated and used according to state and federal guidelines.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. State Compensatory & Title I funds will be aligned with the Campus Improvement Plan and monies will directly benefit the students of Emerson Elementary. (Title I SW: 1,9,10) (Target Group: All) (NCLB: 4)	CEIC members, Director of Finance, Parent Liaison, Principal	August 2011 - May 2012	(F)IDEA Special Education, (F)Title I, (O)Principal, (S)State Compensatory	Budget account reviews; ITCCS