

Midlothian Independent School District
J.A. Vitovsky Elementary School
2009-2010 Campus Improvement Plan

Accountability Rating: Exemplary



Mission Statement

At J.A. Vitovsky Elementary, we believe that everyone is a learner and can learn; therefore, our mission is to lead students “down the road to success” by providing a safe and caring learning environment where our students are a priority in all decisions and where EVERYONE is held to the highest of expectations.

JAV Learner’s Creed:

At JAV: Today, I will believe in myself

I will try

I will think

I will listen

I will learn

Today, I will believe in myself

and I WILL ACHIEVE!

Vision

To be a leading learning organization in the county, state, and the nation.

Gold Performance Acknowledgements:

CI:Mathematics

Commended Reading/ELA

Commended Mathematics

Commended Science

Comprehensive Needs Assessment

Student Performance

Student Performance Summary

J.A. Vitovsky is committed to creating an engaging learning environment where all students can succeed. The TAKS passing rate increased in all content areas and across all grade levels without the use of the Texas Projection Measure or exemptions. All student groups and subgroups performed above 90% in all areas. The campus will continue to focus on all of the content areas particularly focusing on targeted subgroups as J.A. Vitovsky has 14 accountability subgroups due to our diverse population. An additional focus will be on increasing the percent of students who receive commended on the state assessment.

Student Performance Strengths

J.A. Vitovsky has numerous strengths (without the use of TPM or exceptions)

- 96% of all students met the standard in reading (2% increase from 2008)
- >99% of African American students met the standard in reading (5% increase from 2008)
- 94% of Hispanic students met the standard in reading (3% increase from 2008)
- 93% of Economically Disadvantaged students met the standard in reading (1% increase from 2008)

- 96% of all students met the standard in writing (4% increase from 2008)
- 94% of Hispanic students met the standard in writing (5% increase from 2008)
- 93% of Economically Disadvantaged students met the standard in writing (9% increase from 2008)

- 97% of all students met the standard in math (7% increase from 2008)
- >99% of African American students met the standard in math (16% increase from 2008)
- 95% of Hispanic students met the standard in math (7% increase from 2008)
- 96% Economically Disadvantaged students met the standard in math (8% increase from 2008)

- 97% of all students met the standard in science (18% increase from 2008)
- 94% of Hispanic students met the standard in science (21% increase from 2008)
- >99% of Economically Disadvantaged students met the standard in science (30% increase from 2008)

Student Performance Needs

Overall, the percentages for our students meeting the standard on TAKS were consistently in the mid-to-upper 90% range for all student subgroups and the averaged scaled scores increased as well. However, while our percent of students achieving in the commended performance range has increased in various areas - overall, this continues to be an area of need.

TAKS Areas of Focus

- 66% of students in Grade 3 met the standard for Commended Performance in Reading (a 32% increase from 2008)
- 33% of students in Grade 3 Spanish met the standard for Commended Performance in Reading (a 26% increase from 2008)
- 20% of students in Grade 4 met the standard for Commended Performance in Reading (a 4% decrease from 2008)
- 32% of students in Grade 5 met the standard for Commended Performance in Reading (a 15% increase from 2008)
- 19% of students in Grade 4 met the standard for Commended Performance in Writing (a 14% decrease from 2008)
- 53% of students in Grade 3 met the standard for Commended Performance in Math (a 32% increase from 2008)
- 39% of students in Grade 4 met the standard for Commended Performance in Math (a 6% increase from 2008)
- 59% of students in Grade 5 met the standard for Commended Performance in Math (a 31% increase from 2008)
- 47% of students in Grade 5 met the standard for Commended Performance in Science (a 18% increase from 2008)

Programs

Programs Summary

J.A. Vitovsky is proud of the many programs available to the students and staff. Program development strongly reflects our district's Core Principals, as well as, our own campus mission and vision.

- Students are a priority in all decisions.
- Good communication and collaboration builds trust.
- Ethics play a part in every decision.
- Everyone is a learner and can learn.
- A safe caring learning environment is critical to success.
- Students deserve a highly qualified and well-trained staff.
- Engaging lessons focused on the Texas Essential Knowledge and Skills are essential for student success.
- High expectations for everyone create a quality school district.

Programs Strengths

The following are identified as a few of the program strengths of the campus:

- Title I Reading (STARS) and Title I Math (COMETS) Programs
- Community Mentoring Program and Staff Mentoring Program (R.O.A.D.)
- Thinking Maps Integration
- Touch Math
- Wacky WOW Wednesday Teacher Collaboration Days
- Science lab
- Bilingual & ESL programs
- Innovative Instructional Arrangement: 2nd to 3rd grade looping classes (currently 4 sections)
- Community/Neighborhood Parent Meeting Nights
- Parent Involvement Opportunities (ie., Family Literacy Night: "Voices of Vitovsky", Family Math Night, Multicultural Night, PRIDE Movie Night, Field Day, volunteer program, etc.)
- Extracurricular Opportunities for students: Art Society, Chess Club, Mission Musician Club, Student Council, Tech Team, Safety Patrol, Destination Imagination, and Math Pentathlon

Programs Needs

Program Needs include:

- Increase the level of technology integration across all grade levels
- Explore additional avenues to foster more parental involvement
- Responding to the special needs of the growing bilingual population (ie., bilingual RtI and bilingual special education)
- Continued focus on identifying and implementing innovative instructional strategies that address the unique needs of our campus (ie., ELL, bilingual, low socio-economic, and at-risk students)

Comprehensive Needs Assessment Data Documentation

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

- Review of district goals
- Review of campus goals
- Disaggregation longitudinal AEIS data
- Disaggregation current-year AEIS data
- Disaggregation AYP data
- Professional learning communities discussions
- Campus and/or district planning and decision making committee meeting discussions
- Results of benchmark assessments
- Number of students assigned to special programs and their academic achievement
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Community and/or parent surveys and/or feedback
- Staff surveys and/or feedback
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- State and/or federal planning requirements
- Campus leadership and/or department meetings
- Campus faculty meeting discussions
- Student failure and/or retention rates
- Student Success Initiative (SSI) results
- Prior year(s) campus and/or district improvement plans
- Staff development evaluations, surveys, and/or needs assessment(s)
- Disaggregated Texas Assessment of Knowledge and Skills (TAKS) results
- Disaggregated Reading Proficiency Tests in English (RPTE) results
- Disaggregated Texas Primary Reading Inventory (TPRI) or Tejas LEE results
- Disaggregated TELPAS results
- Texas STaR Chart

Goals

Goal 1: J.A. Vitovsky students will have increased academic success through opportunities provided by the district and campus.

Performance Objective 1: J.A. Vitovsky Elementary will earn an Exemplary rating as defined by state guidelines and will meet PBMAS and AYP requirements as determined by NCLB. Additionally, J.A. Vitovsky will increase the participation and achievement of students in commended performance.

Summative Evaluation: Spring, 2010 TAKS Results AEIS Report INOVA Individual Analysis AYP Annual Report PBMAS Annual Report


Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Staff will analyze the 2009 TAKS results and develop strategies to ensure continuous growth for all student groups in reading, writing, math, science, and social studies.	Principal	Local Budget: Margaret Kilgo Training/Materials; INOVA Data Analysis Materials	Discussion/Distribution of Analysis Information				
Students will take MOCK TAKS & Benchmarks to assess progress. The results of benchmarks for students in special programs will be evaluated each time to ensure that appropriate accommodations are being utilized. Objectives with less than 80% will be spiraled back into classroom instruction.	Principal	Local Budget: TAKS Released Tests	MOCK Results; Benchmark Results; Lesson Plans				
INOVA results will be utilized to provide accelerated instruction in the areas of math and reading. A focus will be placed on providing challenging instruction for all students but particularly to those students in the "green" levels.	Principal	Local Budget: \$1,800.00	Lesson plan integration; Benchmark results; MOCK TAKS results				
The campus WOW design team (3-D) will meet on a regular basis to give input and to plan activities designed to move the campus toward a higher level of implementation of the WOW design qualities throughout the campus.	Principal	Local Budget: Staff Development WOW activities	3-D meeting minutes distributed to campus; 3-D Training Agendas				
The bilingual program will be expanded to include all grade levels (PreK-5th) to specifically target the needs of ELL students including migrant students.	Principal	Title III: Bilingual Stipends Local Budget: Bilingual Instructional Materials	Program roster; Bilingual staff employment				
PRI/TPRI, Tejas Lee, and running record results will be utilized to drive instruction in the area of reading and to provide early intervention according to the SSI guidelines.	Principal	Local Budget: Substitute teachers to cover for testing; Testing materials	Completion of testing/Class summary sheets				

Identified students will be tutored in small group instruction to provide more intensive intervention in accordance with the Student Success Initiative (RISE, LEAP, ARI/AMI Tutor).	Principal	Local Budget: ARI/AMI - \$7,500; LEAP - \$5,000; SCE - (\$89,105)	Roster of tutoring groups; Individualized intervention/tutoring plans; Roster of RISE students				
Title I Reading (STARS) & Title I Math (COMETS) Programs will be serve identified students in grade K-5.	Principal	Title I: Salary & benefits for 2 instructional aides and 3 teachers	Roster of identified students; Benchmark results				
Math, science, and reading/language arts committees will meet every 6 weeks in order to review and analyze current instructional strategies and materials with regard to their effectiveness and alignment with TEKS and TAKS information. Cross-grade level collaboration with regard to instructional strategies and materials will be addressed and shared campus-wide.	Principal	N/A	Sign-in sheets; Committee minutes distributed to campus; Integration of strategies, activities, etc. into daily plans				
Teachers will continue to implement the district's math curriculum/vertical alignment and focus on: *Review of vocabulary *Synonyms of math terms *Comprehension and rephrasing *Physically acting out/modeling word problems	Principal	N/A	Integration in lesson planning				
Utilize the following comprehension strategies consistently campus-wide: *Read and circle the title *Can you make a prediction? *Read the entire selection. *Read the entire selection again. *Read the entire question (and possible choices if applicable). *Bag & Tag the selection.	Principal	N/A	Lesson Plans; Observations				
Guided reading will be facilitated on a regular basis adhering to the following guidelines: *Lowest group - Daily *Middle groups - Minimum of 4 days per week *Highest group - Minimum of 2-3 days per week	Principal	N/A	Lesson plans; Observations				
The START Reading Comprehension Framework will continue to be implemented campus-wide. Implementation will be monitored and follow-up training will be provided as needed.	Principal	N/A	Lesson plans; Observations				
Shared reading opportunities will be consistently provided across all grade levels. Shared reading materials will be evaluated to determine the need for additional materials.	Principal	Local Budget: Additional big books and shared reading materials	Lesson plans; Observations				
"Read-Alouds" will be incorporated into instruction as follows: Grades K-3: 5 times per week Grades 4-5: 3 times per week	Principal	N/A	Lesson plans; Observations				
Thinking Maps will continue to be implemented and expanded to include the writing component "Write From the Beginning". The writing component training will be provided in January, 2010.	Principal	Local Budget: Writing Training Manuals	Lesson Plans; Observations; Map Products				
The principal and asst. principal will collect and read a minimum of one writing sample per student. Positive comments will be given and selected essays will be read over the announcements.	Principal Assistant Principal	N/A	Morning Announcements; Returned essays with comments				

The campus will focus on and emphasize all writing traits: Ideas, Organization, Word Choice, Voice, Sentence Fluency, and Conventions. Teachers will use the writing traits rubrics for evaluation purposes. Teachers will utilize the campus writing alignment document that emphasizes the 6-Traits of writing and provides continuity and consistency across the campus.	Principal	Local Budget: Distribution of campus writing alignment document	Lesson plans; Observations				
All students will have opportunities to write daily beginning in PreKindergarten (ie., journals, draft books, shared writing, interactive writing, etc.) including an optional summer journal and letter writing. Teachers will conference with their students on a consistent basis about their journal entries & classroom writing activities.	Principal	Local Budget: Journals and Draft Books; Envelopes/paper for letters	Lesson plans; Observations; Student journals & draft books; Student letters				
A science lab will be utilized by all grade levels. All grade levels will implement weekly or biweekly hands-on lab activities. Each grade level will set aside a percentage of their budget to use toward the continual improvement of the lab.	Principal	Local Budget: Lab supplies	Lesson plans; Observations; Science Lab Sign-In Sheet				
Small group science tutoring will be offered before school 2 days per week for 5th grade students. Wacky WOW Wednesday Specials Time will be used for science tutoring in small groups in 5th grade.	Principal	N/A	Record of student attendance Benchmark science scores				
Science vocabulary picture cards will continue to be utilized in all grades K-5.	Principal	N/A	Lesson plans; Observations; Word Walls				
Each week a new "Science Word of the Week" will be introduced and will be the focus for that week. The "Science Words of the Week" will be visible throughout the campus and will be spiraled into instruction throughout the year.	Principal	N/A	Weekly announcements; student products; lesson plans; classroom observations; words displayed throughout the classrooms and campus				

Performance Objective 2: J.A. Vitovsky will establish learning environments appropriate for the implementation of 21st Century learning skills.

Summative Evaluation: Campus STaR Chart Results 2009-2010

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Each homeroom class will have a weekly scheduled time for computer lab.	Principal	N/A	Completed computer lab schedule				
Students will produce two major technology projects as prescribed by the district instructional technology plan.	Principal	Local Budget: Software needed to complete projects	Student technology products				
Students will have access and the opportunity to work with a variety of technology and media equipment. An additional desktop lab will be established by the start of the school year.	Principal	Local Budget: Desktop lab; ARRA Funds: Presentation stations, iPods, headsets, mimeo boards, digital cameras, video cameras, flip cameras, and a scanner.	Purchase and installation of new technology equipment; Classroom observations; Lesson plans				
Each grade level/team will determine and establish a system for ensuring that technology integration is taking place on a weekly basis outside of the regular computer lab time.	Principal	N/A	Completion and implementation of grade level system				
Teachers will be encouraged to develop and utilize a teacher webpage.	Principal	N/A	Completed/posted teacher webpage				
On-going collaboration will take place between the LMS, the district instructional technology specialist, and teachers in developing technology enriched lessons.	Principal	N/A	Lesson plans (regular weekly and technology plans); Record of meetings				
Study Island will be utilized by grades 3-5 to further help students to achieve at higher levels of learning.	Principal	Local Budget: \$2,600.00	Weekly Study Island Progress Reports				
							

Goal 2: J.A. Vitovsky will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 1: J.A. Vitovsky will promote and encourage healthy behaviors in a positive and safe environment, which will positively impact discipline.

Summative Evaluation: End-of-Year Discipline Report; Incident Reports

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
A comprehensive guidance and counseling program will be facilitated in grades PreK-5th to include a drug-free curriculum, violence prevention, sexual harassment, career awareness, peer pressure, and bullying.	Counselor	TIV- for ROPES & Character Ed.; TIV - REACH Services; Local Budget	Guidance calendar; Red Ribbon Activities; Student participation rosters for ROPES & Kids Connection				
Multiculturalism will be taught and celebrated utilizing various strategies and activities: Multicultural Program (Dec.); Spanish "Words of the Week"; All students will learn beginning conversational Spanish by participating in the locally developed Spanish curriculum.	Principal	Local Budget - for supplies and materials	Multicultural program participation; Lesson Plans; Completion of Elementary Spanish Curriculum				
Staff will follow MISD & Vitovsky Crisis Response Plans. A Campus Safety Team and a Campus Crisis Response Team will be formed in order to develop, review, and respond effectively to any campus and/or district crisis.	Principal and Assistant Principal	N/A	Completed plan; Record of crisis drill practices; List of Campus Safety & Crisis team members w/roles				
A comprehensive discipline plan, which involves early intervention and parent contact at the classroom level, will continue to be implemented for the 2009-10 year.	Principal and Counselor	N/A	Parent phone logs; Report cards; Progress Reports				
A campus-wide coordinated health program (CATCH) will continue to be implemented. A campus coordinated health plan will be developed and implemented. Health will be taught on a weekly basis in all grade levels utilizing materials and activities from the CATCH curriculum. Activities: Walk for Diabetes, Walk Away Drugs, GO SLOW & WHOA program, Catch Corner and Nurse Tidbits in 6 weeks newsletter, campus weightloss programs, and Jump Rope for Heart.	Principal, Assistant Principal, P.E. Teacher, and Nurse	N/A	PE/Health lesson plans; Log of activities; Lunch menus; Completed plan				
Students will be offered a wide variety of extra-curricular activities in order to motivate and encourage students to excel in the areas of grades, behavior, and leadership. (ie., Student Council, Art Society, Mission Musicians, Student Library Helpers, Safety Patrol, Tech Helpers, City-Wide Choir, Chess Club etc.)	Principal	N/A	Student rosters; Programs; Log of activities				

Performance Objective 2: J.A. Vitovsky student attendance for PreK - 5th grade will meet or exceed 97.0% for all students and subgroups of students. Teacher and staff attendance will meet or exceed 97.0% excluding staff development absences.

Summative Evaluation: AEIS; PEIMS End-of-Year Attendance Report; AESOP

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
A tardy and absentee policy will be followed. Parents/guardians will be notified regarding excessive tardies and/or absences, and the Truancy Law will be enforced.	Principal	Local Budget: Postage	6 week attendance reports and truancy reports filed				
The attendance committee will create and implement activities to promote attendance. *Six Weeks Incentives: Perfect Attendance Bracelets *End-of-semester Perfect Attendance Incentives *End-of-Year Perfect- Attendance Incentives *Campus/Community recognition *Recognition of grade levels in the cafeteria on Regatta Race Track	Principal	Campus Activity Fund	Weekly classroom attendance reports; Six week attendance reports; End-of-the-year attendance reports				
A notification will be sent and an attendance hearing will be held for students who have accumulated excessive absences. Parents will be called daily regarding absences.	Assistant Principal	Local Budget: Postage	Attendance Hearing Minutes				
Teachers and staff will strictly follow MISD's discretionary leave procedure with regard to the 48 hour written request.	Principal	N/A	Copies of written requests				
Teacher incentives will be developed by the attendance committee for teachers and staff with perfect attendance.	Principal	Campus Activity Fund	Completion of incentive plan and implementation				

Performance Objective 3: J.A. Vitovsky will ensure students are provided with opportunities to learn more about higher education and career exploration.

Summative Evaluation: End-of-Year Log of activities; End-of-Year Mentor Evaluations

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Career exploration information and activities will be presented to students during classroom guidance lessons.	Counselor	N/A	Classroom guidance lesson plans; Observations				
The 5th grade students will participate in a two-day Dream Academy in order to gain more knowledge and to have discussions with adult mentors about potential future career opportunities.	Counselor; Principal	Local Budget: materials for activities; T-shirts for students; final day "Eagle" pins	Students completion of career projects; Roster of students who participate & complete the 2-day academy				
College Days will take place a minimum of once per 6 weeks grading period. The staff and students will be encouraged to wear their favorite college shirt. Staff will be encouraged to decorate their doors and classrooms with college items as well.	Principal	N/A	Student and staff participation				
The high school counselors will facilitate a "mini orientation" with our 5th graders emphasizing the importance of a continuing education and its impact on their future employment and highlighting some the successes of our MHS graduates.	Principal	N/A	Student participation in the orientation				
A variety of guest speakers will come to speak with our students about their careers (ie., judges, political figures, sports figures, etc.).	Principal	N/A	Guest speaker participation				
Our kindergarten students will participate in a community helpers unit in which they will learn about the various occupations throughout our community. They will also participate in a community helpers parade.	Principal	N/A	Student participation				
The adult mentors involved in both the R.O.A.D. and the community mentoring program will encourage their mentees in the areas of higher education and career exploration.	Principal; Parent-school Liaison	N/A	Log of adult mentor visits; Mentor evaluations				
The 5th grade students will take a "On the Road to Success" trip to Austin, Texas in order to increase their awareness of potential future college and career choices. Students will visit the University of Texas at Austin and speak with current UT students. They will also visit our state capitol and meet with some of our legislative representatives. Their trip will end with a visit to the state cemetery where they will hear about the accomplishments of many of our famous Texans.	Principal	Local Budget; grants; donations	Students attendance on trip				

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

Goal 3: J.A. Vitovsky Elementary will recruit, develop, and retain a highly qualified staff.


Performance Objective 1: J.A. Vitovsky will provide salary, benefits, incentives and working conditions conducive to recruiting and retaining a Highly Qualified staff.

Summative Evaluation: Staff Roster of Highly Qualified Personnel as per NCLB law

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
J.A. Vitovsky will work with the MISD Human Resources department in advertising for and in the recruiting of highly qualified staff.	Principal	Local Budget	Job postings on district webpage, Region ESC, TABE, and TASA; MISD Job fair applications; and applications/resumes from regional job fairs				
Provide monetary incentives to recruit and retain Highly Qualified teachers in acute shortage areas such as bilingual and ESL.	Deputy Supt. for Administration	Title III; Local Budget	Salary Report				
J.A. Vitovsky staff will have the opportunity to use the MISD Child Care Center for their preschool-age children.	Assistant Supt. for Learning	Self-funded	Staff children enrolled in the MISD Child Care Center				

Performance Objective 2: J.A. Vitovsky will provide comprehensive, research-based professional development.


Summative Evaluation: Completion of professional development opportunities/certificates of completion

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Write From The Beginning Training will be provided to all staff (component of Thinking Maps).	Principal	Local Budget: Training Workbooks - \$1,920	Sign-In Sheets Completion of Training				
Selected teachers will be trained in the First Steps Math Program in order to better assess and serve students who are struggling in the area of math.	Principal	District/Local Budget	Completion of training				
Teachers will be encouraged to receive ESL certification and attend professional development for second language learners.	Principal	TIII- \$500.00 for co-op training	Increase in staff with ESL certification; Workshop certificates for continued co-op training				
Selected staff will attend the Margaret Kilgo Data Driven Decisions Workshop in order to gain a better understanding of the TAKS assessment and to help in the analysis of our students' strengths and weaknesses.	Principal	Local Budget: \$1,800 - Workshop registration; Substitute pay	Distribution of training materials; Lesson plan integration based on workshop outcomes				
A variety of technology staff development opportunities will continue to be offered (ie., Cyber Friday Nights, after school, on-line, Grab-a-Tech, summer training, etc.). A minimum of 24 hours of staff development in technology will be required.	Principal	Local Budget: Materials for locally offered workshops	Staff completion of the required 24 hours				
Eduphoria will be utilized to register and record all professional development. Teacher and staff appraisals will be facilitated on Eduphoria as well.	Principal	Local Budget: Eduphoria - \$895.00	Eduphoria reports; Teacher Observations				
Staff development in the WOW Framework will continue and teachers will continue to integrate the 10 design qualities into their daily lessons and have opportunities to plan collaboratively using this model (Wacky WOW Wednesdays).	Principal	Local Budget: Release time to attend WOW Teacher Leader and Foundations Trainings; Title II: CSLR Workshop Fees	Observations; Lesson Plans; Staff Development Sign-In Sheets; WWW Agenda Collaboration				
Staff will be trained in the ELPS (English Language Proficiency Standards) in order to more effectively implement the new ELA TEKS and instruction geared toward second language learners.	Principal ESL Teachers	N/A	Completion of training by all staff				
							

Goal 4: J.A. Vitovsky Elementary will provide timely, open communication and positive parental and community partnership opportunities in our schools.


Performance Objective 1: J.A. Vitovsky will raise community awareness of our campus mission and vision.

Summative Evaluation: Level of participation on campus webpage; community and parent feedback on end-of-year survey

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
J.A. Vitovsky's mission and vision will be visible throughout the campus in the hallways and classrooms.	Principal	Local budget	Campus posters/visuals of mission/vision statements				
The mission and vision of the campus will be visible on the campus webpage and in the campus newsletters.	Principal	Local budget	Mission/vision posted on webpage and in campus newsletter each six weeks				
							

Performance Objective 2: J.A. Vitovsky will provide opportunities for stakeholders to meaningfully participate in school and/or district planning.


Summative Evaluation: Level of participation/sign-in sheets for attendance at DEIC, Campus CIP, and SHAC/CATCH committee meetings

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
J.A. Vitovsky will provide at least two parent representatives to serve on the district School & Health Advisory Committee (SHAC). Additionally, at least one of these representatives will serve on the campus CATCH committee.	Principal	N/A	Parent participation on committees				
J.A. Vitovsky will establish a Campus Improvement Committee consisting of staff members, district representatives, parents, community members, and business members to assist in planning for the 2009-2010 school year.	Principal	N/A	Agenda/minutes of committee meetings; CIP attendance sign-in sheet				
J.A. Vitovsky will elect 2 teachers and 1 other professional to serve on the District Education Improvement Committee (DEIC).	Principal	N/A	Election of DEIC members; attendance at DEIC committee meetings				
Instructional focus committees will be established in the the core areas. These committees will meet each 6 weeks to discuss upcoming objectives and curricular alignment across the campus. These committees will be chaired by classroom teachers.	Principal	N/A	Committee Sign-in Sheets; Distribution of meeting minutes to staff				
							

Performance Objective 3: J.A. Vitovsky will increase community and parental involvement in the school and the school's involvement in the community.

Summative Evaluation: Recorded community service hours; Record of volunteer and mentor logs; End-of-Year Survey of Mentors, Mentees, Teachers, and Parents to evaluate the effectiveness of mentor programs; End-of-Year Discipline Reports

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Title I teachers will share effective reading/math strategies with parents and staff campus-wide. Additionally, the School-Parent Compact and Parent Involvement Policy will be distributed to all parents.	Principal	Local Budget: Materials for Voices of Vitovsky Family Literacy Night; Materials for Family Math Night; Copy & distribution of School-Parent Compact & Parental; Involvement Policy	Sign-In Sheets at Family Literacy/Math Nights; Inclusion of School-Parent Compact & Parental Involvement Policy in the campus newsletter				
An adult mentoring program utilizing community members will continue to be implemented by the school liaison to target at-risk students. Additionally, the R.O.A.D. mentoring program will continue to be implemented.	School Liaison	MEF Grant awarded in May 2009	Mentor rosters; Mentor logs; 6 weeks grades of mentees; Teacher/student feedback				
The "Lunch Buddies" program will continue to be implemented.	School Liaison	N/A	Record of Lunch Buddy visits.				
Begin to plan, develop, and implement a parent resource room.	Principal and School Liaison	MEF Grant awarded in May of 2009 and One Community - One Child Parent Involvement Grant awarded in October 2009	Purchasing of supplies and equipment; Monitoring implementation progress; Record of visits/contact with other districts; Parent resource room schedule				
Plan, organize and schedule Outreach/Neighborhood Meetings in the communities of children residing in J.A. Vitovsky's zone.	Principal	Activity Fund	Record of parent attendance at meetings; Scheduled dates in Fall and Spring of meetings; Gathering of resources				
J.A. Vitovsky's Student Council gives back to the community through a required 10 hours of community service, the adoption of Church Street with the "Keep Midlothian Beautiful" campaign, the collections of donations for MANNA House, and the placing of flags at the cemetery on Veteran's Day.	Counselor	N/A	Record of community service hours documented by individual Student Council member				
The campus will join a web-based mentoring network in order to better serve our mentors and student mentees. (www.mentoring.org)	School Liaison	N/A	Record of web page activity				
Provide Powerschool web-based parental access to student grades and attendance records.	Principal	Local Budget	Powerschool Reports				

The parent volunteer program (PRIDE) will continue to work collaboratively with the campus in planning activities to foster parental and family involvement.	Principal	Parent fund; Campus activity fund	Sign-in log of parent/school involvement activities				
Explore additional ways for the campus to engage in community-based activities (ie., book drive, canned food drive, etc.).	School-community liaison; Principal	N/A	Log of community-based activities				
							

State Compensatory

Budget for J.A. Vitovsky Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119-00-107-024000	6119 Salary Professional	\$21,155.00
266-11-6119-00-107-024000	6119 Salary Professional	\$57,612.00
199-11-6129-00-107-024000	6129 Paraprofessional	\$10,287.00
	6100 Subtotal:	\$89,054.00

Title I

Schoolwide Program Plan

J.A. Vitovsky Elementary uses Title I and SCE monies to support one or more components of Title 1. SCE (\$89,105) and Title 1 monies are used for personnel that work directly with struggling/at-risk learners.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

J.A. Vitovsky completes a comprehensive needs assessment utilizing various data resources targeting the specific Title I components.

2: Schoolwide Reform Strategies

J.A. Vitovsky is actively implementing several program and strategies to meet the needs of struggling and at-risk students such as: COMETS (Title 1-Math); STARS (Title 1 Reading); Bilingual program grades PreK-5; English as a Second Language (ESL) in grades PreK-5; RISE (1st Grade Reading Intervention); English as a Second Language (PreK-5); Read Naturally; MTA/MTS (Dyslexia programs K-5); Esperanza (Bilingual Dyslexia program); Study Island; LEAP (after school tutoring program); and ARI/AMI Tutoring (Reading & Math Tutoring during school hours).

3: Instruction by highly qualified professional teachers

At J.A. Vitovsky, all teachers and paraprofessionals have obtained state certification and have met the conditions for highly qualified as defined in the NCLB law.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

All staff at J.A. Vitovsky are afforded the opportunity to participate in a variety of professional development activities throughout the school year. Specific areas of focus for the 2009-2010 year are: Kilgo Data-Driven Decisions in working with the TEKS/TAKS Objectives in Math, Reading, and Science; Thinking Maps - Write From the Beginning; Singapore Math; Daily 5; START Comprehension Framework; ELPS Training; Working on the Work - Teacher Leader and Foundations; and on-going Balanced Literacy training.

5: Strategies to increase parental involvement

J.A. Vitovsky has included numerous strategies to address and to increase parental involvement such as: the development and implementation of a parent resource room; neighborhood parent meetings; grade level parent meetings; a parent volunteer program (PRIDE); a school-community parent liaison on staff; and parent members on the campus improvement committee (CIP), the coordinated school health program committee (CATCH), and the district school health advisory committee (SHAC).

6: Strategies to attract highly qualified teachers

J.A. Vitovsky actively recruits highly qualified teachers through various avenues which include: MISD Job Fair; advertising via the MISD district webpage; seeking out and contacting job fair participants at other regional job fairs such as the University of Texas at Arlington; and advertising on Region X, Region XI, and TASA websites. Additionally, a \$500.00 supplement is paid for teaching positions in English as a Second Language (ESL) and a \$5,000 stipend is paid for bilingual teaching staff.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

J.A. Vitovsky works closely with some of the area daycare facilities in helping our future students to transition to the elementary level. Additionally, our head start and PreKindergarten programs work directly with our kindergarten teaching staff to ensure that our students have a smooth transition to the elementary program.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

J.A. Vitovsky teachers are actively involved in all levels of decision-making with regard to the utilization of assessments driving the instructional program. We have instructional focus committees in each of the core areas that meet every 6 weeks to discuss upcoming objectives, alignment, and assessments. Teachers work collaboratively with the special program teachers to ensure that alignment of instruction occurs across all grade levels and content areas.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

J.A. Vitovsky provides a variety of programs to assist students who are experiencing difficulty such as: COMETS (Title 1-Math); STARS (Title 1 Reading); Bilingual program grades PreK-5; English as a Second Language (ESL) Grades PreK-5; RISE (1st Grade Reading Intervention); Read Naturally; MTA/MTS (Dyslexia programs K-5); Esperanza (Bilingual Dyslexia program); Study Island; LEAP (after school tutoring program); and ARI/AMI Tutoring (Reading & Math Tutoring during school hours).

10: Coordination and integration of federal, state and local services and programs

J.A. Vitovsky works closely with the MISD special programs director to ensure that we effectively coordinate and utilize all resources from the federal, state, and local levels.

Plan Notes

On Thursday, October 29, 2009 - the J.A. Vitovsky Campus Improvement Committee will have their second meeting this year to review, discuss, and approve the Campus Improvement Plan for the 2009-2010 school year.

2009-2010 Campus Improvement Committee

Committee Role	Name	Position	Signature
Administrator	Cherie Wagoner	Principal	
Administrator	Nathan Daves	Assistant Principal	
Business Representative	Dawn Brown	All-Pro Floors	
Business Representative	Dennis Smith	Texas Farm Bureau Insurance	
Classroom Teacher	Christina Homs	Bilingual First Grade	
Classroom Teacher	Veronica Rocha	Bilingual 2nd Grade	
Classroom Teacher	Olimpia McAllister	Bilingual 3rd Grade	
Classroom Teacher	Paula Duskocil	Special Education/MTA	
Classroom Teacher	Judy Jaisle	4th Grade	
Classroom Teacher	Amy Ballard	Art	
Classroom Teacher	Kelly Vent	Bilingual Kindergarten	
Classroom Teacher	Cindy Payne	5th Grade	
Classroom Teacher	Lori Huff	ESL/MTA	
Community Representative	Sherry Vitovsky	Community Representative	
Community Representative	Ed Vitovsky	Community Representative	
District-level Professional	Melissa Wolfe	Exec. Director of Specialized Learning	
District-level Professional	Robin Bullock	Deputy Superintendent	
Non-classroom Professional	Mary Curry	Counselor	
Paraprofessional	Letitia Smith	PEIMS	
Parent	Chris Whitt	Parent	

Parent	Michelle Thompson	Parent	
Parent	Rachel Martinez	Parent	
Parent	Gudelia Martinez	Parent	
Parent	Vicki Giles	Parent	
Parent	Jennifer Kinsey	Parent	
Parent	Matt Cooper	Parent	

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Goal 2: J.A. Vitovsky will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride. 13

Goal 3: J.A. Vitovsky Elementary will recruit, develop, and retain a highly qualified staff. 16

Goal 4: J.A. Vitovsky Elementary will provide timely, open communication and positive parental and community partnership opportunities in our schools. 18

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