



**A.E. Butler Intermediate School  
2008 – 2009  
Campus Improvement Plan**

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**A.E. Butler Intermediate School  
Mission Statement**

The mission of A.E. Butler Intermediate School is to ensure that every student receives an effective and appropriate education that prepares him/her to adapt to and compete in an ever-changing, complex, technological, worldwide society.

A.E. Butler Intermediate School  
Campus Improvement Plan  
2008 – 2009

**Campus Goal 1:** All student groups at A. E. Butler Intermediate will meet or exceed the state standard on TAKS tests by 2008-2009.

**Objectives:**

Writing:

Economically disadvantaged 4<sup>th</sup> grade students will improve from 75% passing in 2008 to 85% in 2009.  
Hispanic 4<sup>th</sup> grade students will improve from 81% passing in 2008 to 90% in 2009.  
White 4<sup>th</sup> grade students will improve from 80% passing in 2008 to 90% in 2009.  
All 4<sup>th</sup> grade students will improve from 80% passing in 2008 to 90% in 2009.  
Commended performance will improve from 8% in 2008 to 20% in 2009.  
Special Education students will improve from 40% in 2008 to 60% in 2009.

Math:

Economically disadvantaged 4<sup>th</sup> grade students will improve from 74% passing in 2008 to 84% in 2009.  
Economically disadvantaged 5<sup>th</sup> grade students will improve from 77% passing in 2008 to 87% in 2009.

Hispanic 4<sup>th</sup> grade students will improve from 62% passing in 2008 to 80% in 2009.  
Hispanic 5<sup>th</sup> grade students will improve from 76% passing in 2008 to 86% in 2009.  
White 4<sup>th</sup> grade students will improve from 73% passing in 2008 to 85% in 2009.  
White 5<sup>th</sup> grade students will improve from 81% passing in 2008 to 91% in 2009.  
All 4<sup>th</sup> grade Special Education students will improve from 38% in 2008 to 60% in 2009.  
All 5<sup>th</sup> grade Special Education students will improve from 40% in 2008 to 60% in 2009.  
All 4<sup>th</sup> grade students will improve from 72% passing in 2008 to 82% in 2009.  
All 5<sup>th</sup> grade students will improve from 78% passing in 2008 to 88% in 2009.  
Commended 4<sup>th</sup> grade students will improve from 16% in 2008 to 25% in 2009.  
Commended 5<sup>th</sup> grade students will improve from 22% in 2008 to 30% in 2009.

Reading:

Economically disadvantaged 4<sup>th</sup> grade students will improve from 75% passing in 2008 to 85% in 2009.  
Economically disadvantaged 5<sup>th</sup> grade students will improve from 85% passing in 2008 to 93% in 2009.  
Hispanic 4<sup>th</sup> grade students will improve from 70% passing in 2008 to 80% in 2009.  
Hispanic 5<sup>th</sup> grade students will improve from 78% passing in 2008 to 90% in 2009.  
White 4<sup>th</sup> grade students will improve from 75% passing in 2008 to 85% in 2009.  
White 5<sup>th</sup> grade students will improve from 87% passing in 2008 to 95% in 2009.  
Special Education 4<sup>th</sup> grade students will improve from 43% passing in 2008 to 60% in 2009.  
Special Education 5<sup>th</sup> grade students will improve from 50% passing in 2008 to 65% in 2009.  
All 4<sup>th</sup> grade students will improve from 75% passing in 2008 to 85% in 2009.  
All 5<sup>th</sup> grade students will improve from 84% passing in 2008 to 95% in 2009.  
Commended 4<sup>th</sup> grade students will improve from 16% in 2008 to 25% in 2009.  
Commended 5<sup>th</sup> grade students will improve from 15% in 2008 to 25% in 2009.

Science:

Economically disadvantaged 5<sup>th</sup> grade students will improve from 72% passing in 2008 to 85% in 2009.

Hispanic 5<sup>th</sup> grade students will improve from 50% passing in 2008 to 70% in 2009.

White 5<sup>th</sup> grade students will improve from 76% passing in 2008 to 85% in 2009.

Special Education students will improve from 48% in 2008 to 60% in 2009.

All 5<sup>th</sup> grade students will improve from 70% passing in 2008 to 85% in 2009.

Commended students will improve from 17% in 2008 to 30% in 2009.

**STRATEGIES FOR GOAL #1:**

<b>STRATEGIES</b>	<b>PERSON RESPONSIBLE</b>	<b>RESOURCES</b>	<b>TIMELINES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Special Education paraprofessionals and teachers will provide inclusion services which will close the gap.	Principals Teachers Paraprofessionals	Sp. Ed. Funds Local Funds Title 1	Daily schedules	Progress Reports Report cards TAKS testing IEP goals met	TAKS Promotion rates
Computer lab used to provide additional support to all students in reading, writing, math, and science	Campus Administrators Teachers Lab Instructor	SCE Funds (24) HeartBeeps	Weekly	Reading, writing, science, math diagnostic reports	TAKS Promotion rates
Provide extended day and extended year services as well as acceleration during school	Principal Teachers Curriculum Director	Local Funds Title I Funds (211) SCE (24) OEYP Funds	Weekly	Teacher-made tests Benchmarks	TAKS Attendance Records Promotion Rates
Benchmark testing in math, reading, writing, science, disaggregating results and adjusting instruction	Principal Teachers Curriculum Director	Region X - ICAT Local Funds AIMSWEB	Semester	Benchmarks TEKS Progress Reports Report Cards	TAKS scores Promotion Rates

<b>STRATEGIES</b>	<b>PERSON RESPONSIBLE</b>	<b>RESOURCES</b>	<b>TIMELINES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Disaggregate and disseminate individual student TAKS data to teachers for needs assessment	Principal Curriculum Director Teachers	Region X Local Funds	Fall 2008	Benchmarks	TAKS scores Promotion Rates
Implement vertical teaming and alignment of curriculum including scope and sequence.	Principal Teachers Curriculum Director	Local Funds	Fall 2008 Spring 2009	Vertical team meetings Lesson Plans	TAKS scores Promotion rates
Use TAKS writing prompt practice to improve TAKS composition skills	Teachers	Local Funds	October, February, March	Holistic scoring	TAKS
Use daily practice on TAKS skills, including supplemental writing, reading, math, and materials	Principal Teacher	Local funds Title I	Daily	Lesson Plans Benchmark Tests	TAKS
Integration of technology with math and reading	Principal Librarian Teachers	Title I, Title II, Title III	Monthly, As needed	6-weeks reports AM tests AR tests	TAKS scores STAR reports

<b>STRATEGIES</b>	<b>PERSON RESPONSIBLE</b>	<b>RESOURCES</b>	<b>TIMELINES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Continue alignment for language arts TEKS and TAKS objectives	Principal Curriculum Director	Title I Funds TEKS	6 Weeks	Benchmarks Lesson Plans	TAKS
Continue and extend ESL, Dyslexia, GT, Special Ed services	Principals Teachers Curriculum Director	Local funds SpEd funds Title I,II,III funds	August - June	Proficiency tests Progress Reports Report Cards IEP Progress	TAKS Exited students Promotion rates
Daily Practice in TAKS objectives, spiral reviews, and daily bell ringers supporting student expectations	Principals Teachers Curriculum Director	Local Funds Title I	August - June	Lesson Plans Walk-throughs Benchmarks	Promotion Rates TAKS
Daily TAKS tutoring for all students	Campus Administrators Teachers Paraprofessionals	Local Funds Title I	September - June	Weekly quizzes Report Cards Benchmark tests	TAKS scores Promotion Rates

<b>STRATEGIES</b>	<b>PERSON RESPONSIBLE</b>	<b>RESOURCES</b>	<b>TIMELINES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Focus on TEKS and SE's by writing SE's on board and discussing key concepts	Principal Teachers Curriculum Director	Local funds	Daily	Walkthrough Benchmarks	Promotion Rates TAKS
Implement flexible waiver schedule for students to finish school early if they pass TAKS	Principal Teachers	Local funds	2008-09 school year	Benchmarks Report Cards	TAKS
Implement On-course lesson planning system	Principal Teachers Curriculum Director	Local Funds Sp. Ed. Funds Title II Part D	2008-09 school year	Lesson Plans	TAKS scores
Use AIMSWEB to monitor struggling students and recommend RTI.	Principal Teachers	Title I Sp. Ed. Local Funds	September, January, May Benchmarks	Benchmark scores	Comparative Analysis
Integrate and reinforce math, reading, and science vocabulary	Principal Grade leaders Curriculum Director Teachers	Local funds Comprehensive Vocabulary list	Weekly	Weekly tests Lesson plans Mastery of objectives	TAKS Promotion rates
Use supplemental materials such as Kamico, Region 4, TEKsing towards TAKS, HeartBeeps, and Sharon Wells	Principals Teachers Curriculum Director	Local Funds Title I	Every 6 weeks	Progress reports Report Cards	TAKS

Implement Sharon Wells math curriculum and calendar math including training supplies and manipulatives.	Principal Teachers Curriculum Director	Title I Funds	2008 – 2009 School Year	Report Cards Benchmarks Lesson plans	TAKS Promotion Rates
Provide supplemental reading instruction to at-risk readers	Principal Curriculum Director Teachers	Voyager Learning Rewards Reading Reading Plus	Fall 2008 Spring 2009	On-going Progress Monitoring	TAKS reading scores
Increase reading incentives	Campus Administrators Teachers	Local Funds	Fall 2008 Spring 2009	Report Cards	TAKS Reading Scores

**Campus Goals 2:** The school will provide a safe and orderly environment that is conducive to learning.

**Objectives:** A. E. Butler Intermediate School will decrease the number of discipline referrals for misconduct and violence in the 2008-2009 school year through staff training, school programs, and other available resources.

**STRATEGIES FOR GOAL #2**

<b>STRATEGIES</b>	<b>PERSON RESPONSIBLE</b>	<b>RESOURCES</b>	<b>TIMELINES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
District Police Department	Police Chief Officer assigned to campus	Police Chief and support staff	As needed	Daily, weekly, six weeks reports	Annual reports
Promote Drug – Free schools	Campus Administrators Counselor Campus Coordinator	Title IV Funds (204) School personnel Public Relations Officer	Annually	Completion of drug awareness programs	Annual Drug – Free Schools Report
Positive Behavior Support Initiative – Year 3	Principal PBSI Committee	Title II TPTR (255) Title IV (204)	Daily, On-going	Teachers daily report	Annual Discipline Report
Campus Discipline Plan	Campus Administrators Teachers	Campus Administrators	Annual	Teacher documentation submitted to office daily, weekly, and every six weeks	Annual Discipline Report
High School PALS mentoring program for student support	PALS Sponsor Counselor	Local Funds	Weekly	Student participation Student referrals	Program evaluation Annual discipline report
Video monitoring system	Campus Administration	Local Funds	As needed	Daily monitoring of visitors to the building	Prevention of unauthorized visitors entering

**Campus Goal 3:** The school will encourage and improve parental involvement and communication between the school and community.

**Objectives:** A. E. Butler Intermediate School will encourage and improve parental involvement through scheduled meetings, events, and verbal and written communication.

### STRATEGIES FOR GOAL #3

<b>STRATEGIES</b>	<b>PERSON RESPONSIBLE</b>	<b>RESOURCES</b>	<b>TIMELINES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Scheduled parent – teacher conferences	Teachers Principals	Parents	Six weeks	Teacher documentation	Completed parent surveys
Send classroom information home weekly	Teachers	Student class work	Weekly	Information sent home Parent signature sheet	Completed parent surveys
Campus Newsletter, calendar, signs and banners	Campus Administration	Local funds	Six Weeks	Informed parents	Improved parent participation in school events
Provide 3 weeks progress reports for grades below 70 and ongoing grade averages	Teachers	K-12 Planet	Weekly Every 3 weeks	Evidence of generated reports Parent response	Academic improvement Report Cards
Increase parent meetings/trainings	Principal Teachers	Local Funds Title I Parent Literacy Funds	Semester	Sign-in Sheets	Increased participation

<b>STRATEGIES</b>	<b>PERSON RESPONSIBLE</b>	<b>RESOURCES</b>	<b>TIMELINES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Site-Based Meetings to provide an opportunity for input in the areas of budgeting, curriculum, and professional development	Principal Committee	Local Funds	Each 6 weeks	Meeting minutes Parent participation Community participation Teacher participation	On-going monitoring and adjustment
Teacher Websites	Principal Teachers	Local Funds	Each 6 weeks	Evidence of websites visited	Program evaluation Increased parental involvement
Parent Teacher Organization	Principal PTO Members	Local Funds	Quarterly	Increased membership	Improved communication between school and the community

**Campus Goal 4:** The student attendance rate will improve from 96% in 2008 to 97% by the year 2009.

**Objectives:** Student attendance rate will improve from 96% in 2008 to 97% in the year 2009 through awards, incentives, parental involvement, QISD Police, and the attendance committee.

STRATEGIES FOR GOAL #4:

<b>STRATEGIES</b>	<b>PERSON RESPONSIBLE</b>	<b>RESOURCES</b>	<b>TIMELINES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Provide perfect attendance awards for students	Principal	Local funds	Each 6 weeks	6 weeks Attendance Reports	Annual Attendance Reports
Recognize students for perfect attendance at school assembly	Principals Teachers	Local Funds	Each 6 weeks	6 weeks Attendance Reports	Annual Attendance Reports
Call parents of absentees, write to parents of perfect attendance students	Principal Paraprofessionals PEIMS Clerk	Local Funds	6 weeks	Calling Log	Annual Attendance Reports
Attendance Committee assess attendance	Principals Attendance Committee	Attendance Committee District Attendance Officer	Semester	Attendance Reports	Annual Attendance Reports
Notify district Attendance Officer to follow up on excessive absences	Principal Attendance Committee District Attendance Officer	Local Funds	Each 6 weeks	4 weeks Attendance Reports	Annual Attendance Reports



**Campus Goal #5:** The district and campus will provide a work environment that attracts and retains high quality and highly qualified teachers.

**Objectives:** A. E. Butler Intermediate School will attract and retain high quality and highly qualified teachers and staff through the many benefits, programs, and training provided by the campus and district.

**STRATEGIES FOR GOAL #5:**

<b>STRATEGIES</b>	<b>PERSON RESPONSIBLE</b>	<b>RESOURCES</b>	<b>TIMELINES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Provide GT training for teachers.	Principal Curriculum Director	Region X ESC Curriculum Director GT – (21)	Fall and Spring	Evidence of completed training	Program Evaluation
Provide on-going professional development in the areas of math, reading, writing, social studies, science, special education, student discipline, and technology	Principal Curriculum Director Special Education Director Assistant Superintendent	Region X ESC QISD Special Education Department (23) Campus Administrators Title II TPTR (255) Title I (211)	Fall and Spring	Evidence of completed action plan Sign-in sheets Certificate of Completions	Program Evaluation Teacher Evaluations Promotion Rates TAKS
Team teaching implemented to utilize teachers specialty certification training	Principal Teachers	Local Funds	August - June	Program Evaluation PDAS	Program Evaluation PDAS
Provide campus-wide discipline management plan	Principal Teachers	Local Funds Region X	Annually	Teacher Documentation Office Referrals	Annual Discipline Report

<b>STRATEGIES</b>	<b>PERSON RESPONSIBLE</b>	<b>RESOURCES</b>	<b>TIMELINES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Provide campus discipline management plan training to teachers	Teachers	Campus Administrators Teachers QISD student code of conduct handbook	August In-Service	Teacher documentation	Annual Discipline Report
Provide District Benefits including health insurance, bi-monthly pay, wellness program, increased teacher pay scale, mentoring program, and teacher retention program	School Board Superintendent Curriculum Director Principal Teachers	State Funds Local Funds	Annually	Evidence of completed action plan Incoming applications Teacher enrollment in available programs Monthly attendance reports	Program Evaluation Teacher retention Annual staff attendance reports
District and Campus provide technology in the classroom through the use of student and teacher computers in the classroom	Principal Technology Department	State Funds Local Funds Title II Tech (262)	Annually	Evidence of completed action Teacher Survey	Program Evaluation

**A E Butler Intermediate School Needs Assessment Summary  
2008 – 2009**

**Data Reviewed**

- AEIS Report
- TAKS Reports
- Benchmark Results
- Campus Improvement Plan
- QISD District Improvement Plan
- Student Attendance Records
- PEIMS Reports
- PTO
- Teacher Survey
- Faculty Meetings
- QISD Technology Plan

**General Conclusions**

- Continue to raise TAKS scores
- Continue to maintain our high attendance rates
- Continue to emphasize a safe and drug-free school
- Continue emphasis on parental involvement
- Continue providing highly qualified teachers for all students
- Continue working to improve school climate
- Continue to consistently and appropriately use classroom technology
- Continue to improve curriculum alignment and staff development opportunities

## 10 Components of School-wide Title

*NCLB Section 1114 (b) (1) requires a Title I school-wide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:*

1. **A comprehensive needs assessment of the entire school** which is based on the academic achievement of students in relation to the state academic content and performance standards.
2. **School-wide reform strategies that –**
  - a) Provide opportunities for **all** students to meet the state’s proficient and advanced levels of academic achievement
  - b) Utilize methods and instruction that are scientifically research based.
    - Improve the core academic programs in the school.
    - Intensify the quality and quantity of instruction time by providing an extended school year, before-and-after-school programs, and summer school programs.
    - Include strategies that meet the educational needs of historically underserved populations.
  - c) Address the needs of all children in the school, especially those of low achieving children and students who are considered at-risk of not meeting the state’s academic content standards.
  - d) Address how the school will determine if these need have been met.
  - e) Are consistent with, and are designed to implement, the state and local improvement plans, if any approved under Title II of Goals 2000.
3. **Instruction by highly qualified professional staff.**
4. **High-quality and continuing professional development for principals, teachers, and paraprofessionals**, and, when appropriate, pupil services personnel, parents, principals, and other staff to enable all children in the school-wide program to meet the state’s academic student performance standards.
5. **Strategies to increase parental involvement, such as family literacy services;** and awareness of continuing increases in student expectations and state academic performance standards.

- 6. Assist in the identification of students' younger siblings who are in need of transition programs, such as Head Start and Even Start, to local elementary school programs.**
- 7. Methods to include teachers in the decisions regarding the use of assessments to provide and improve the achievement of individual students and the overall instructional program.**
- 8. Effective, opportune assistance for students who experience difficulty meeting any of the state standards.**
- 9. Strategies that attract highly-qualified, high-quality teachers.**
- 10. Coordination and integration of federal, state, and local services and programs, including programs supported under NCLB.**

