



Webb Elementary
Campus Improvement Plan
2003 - 2004

H. P. Webb Elementary
Campus Improvement Plan 2003-2004

Goal 1: By May 2004, 90% or more of all students and sub-populations will pass all TAKS test taken and meet or exceed state AEIS standards.						
Objective 1: Student performance will be enhanced by special programs and teacher training						
Strategies	Person Responsible	Resources Required	Ending Date	Formative Assessment	Summative Assessment	Target Population
A. SCE funds are coordinated on the Schoolwide campus with 40% or more low income to serve at-risk students	Principal	SCE and Title I	August - July	Progress Reports for At-risk	TAKS reading scores, ITBS reading scores, TPRI scores, Report cards	At-Risk Students
B. Designate total SCE funds to reduce dropout rate and improve student performance	Superintendent	SCE \$35,950	August	DIP/CIP draft copy	DIP/CIT and TAKS	At-Risk Students
C. Designate Total Full time Equivalents (FTE's)	Business Manager	FTE 1.5	August	DIP/CIP Draft copy	DIP/CIP	At-Risk Students
D. All teachers will meet with their grade level and other content teachers for coordination of programs.	Principal	Funds: Title I Part A, grants	Each six weeks	Sign-in sheets, minutes of meetings	Workshops, sign-in sheets, minutes of meetings	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504

Goal 1: By May 2004, 90% or more of all students and sub-populations will pass all TAKS test taken and meet or exceed state AEIS standards.						
Objective 1: Student performance will be enhanced by special programs and teacher training						
Strategies	Person Responsible	Resources Required	Ending Date	Formative Assessment	Summative Assessment	Target Population
E. Every grade level will receive a copy of the current TEKS/TAKS objectives to review with their grade level and/or content teachers.	Principal	TEKS documents through electronic access	August	Copies of objectives	Sign-in sheets, minutes of meetings	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
F. Provide training in Curriculum. Mapping	Director of Special Programs	Title I Funds, Local	Jan and May	1-3 Six weeks due in Jan	4-6 weeks due in May	

Goal 1: By May 2004, 90% or more of all students and sub-populations will pass all TAKS tests taken and meet or exceed state AEIS standards.

Objective 2: Every student will read on grade level by 3rd grade.

Strategies	Person Responsible	Resources Required	Ending Date	Formative Assessment	Summative Assessment	Target Population
A. Continue a campus-wide reading time. (DEAR Time)	Principal	Books, other reading material Funds: SCE Title I Part A&C, grants	Weekly	Lesson Plans	Lesson Plans	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Expand the AR program *parent orientation *purchase books & test discs *develop teacher-made tests	Reading Teachers	AR books and tests Funds: SCE Title I Part A&C, Title Part D	Aug.	AR student reports	TAKS reading scores, ITBS reading scores, TPRI scores, Report cards	
C. Curriculum format will correspond with TAKS/TEKS reading objectives.	Director of Special Programs	TAKS/TEKS reading objectives Funds: Title I Part A, grants	Aug.	Lesson Plans, Curriculum	TAKS reading scores, ITBS reading scores, TPRI scores, Report cards	
D. Each student will complete two reading inventories per year.	Principal	STAR tests, TPRI, Classroom Reading Inventory Funds: Title I Part A&C, grants	Pretest - Sept. Post test -May	STAR tests, TPRI, ITBS, Classroom Reading Inventory	STAR tests, TPRI, ITBS, Classroom Reading Inventory	

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Objective 2: Every student will read on grade level by 3rd grade.

Strategies	Person Responsible	Resources Required	Ending Date	Formative Assessment	Summative Assessment	Target Population
E. Identify and address students with dyslexia and other reading problems.	Dyslexia Coordinator	Dyslexia Evaluation Process, Wilson Language System Funds: Local	Upon identification	See District dyslexia plan	See District dyslexia plan	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
F. Administer the reading portion of ITBS to all K - 2nd grades.	Counselor	ITBS Tests Funds: Local	Apr.	Reading Lesson Plans, Reading Report Card Grades	ITBS test scores	

Goal 1: By May 2004, 90% or more of all students and sub-populations will pass all TAKS test taken and meet or exceed state AEIS standards.

Objective 3: Students will have the opportunity to expand their vocabulary.

Strategies	Person Responsible	Resources Required	Ending Date	Formative Assessment	Summative Assessment	Target Population
A. Increase "modeling" for vocabulary through oral reading and interaction and language programs.	Principal	Lang. Program curriculum, PPE/PAC activities, UIL programs Funds: Title I Part A&C, grants	Daily	Language Arts Assessments	TAKS, ITBS, TPRI results, PPE/PAC surveys, UIL participation	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. GT students will expand vocabulary through collaborative problem solving projects.	GT Coordinator	Funds: GT Funds	Daily	Student Projects	TAKS, ITBS, TPRI results	
C. Students will have the opportunity to plan, create, and implement a project using technology applications.	Computer Teacher	Various technologies, Staff development on software applications Funds: Technology allotment, Title I Part A	Monthly	Student Projects	Student Projects	

Goal 1: By May 2004, 90% or more of all students and sub-populations will pass all TAKS test taken and meet or exceed state AEIS standards.						
Objective 4: Align the math curriculum with the TAKS/TEKS objectives.						
Strategies	Person Responsible	Resources Required	Ending Date	Formative Assessment	Summative Assessment	Target Population
A. Administer the math portion of ITBS to all K-2nd students.	At Risk coordinator	ITBS Test Funds: Local	Apr.	Math Lesson Plans, Math Report Card Grades	ITBS results	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Align math terminology with math TAKS/TEKS objectives.	Director of Special Programs	TAKS/TEKS objectives, Sharon Wells Funds: Title I Part A, local	Sept.	Teacher curriculum materials, meeting minutes	TAKS results	
C. Provide math tutorials for at-risk students.	Principal	Tutorial materials Funds: SCE & Title I	Daily	Progress Reports, Report Cards	TAKS, ITBS, TPRI results, Retention rate	
D. Continue to provide math acceleration during and/or after school.	OEYP Coordinator	Funds: OEYP grant, local	Oct.- May	Report cards, Progress reports	TAKS, ITBS, TPRI results, Retention rate	
E. Provide updated, appropriate TAKS materials.	Director of Special Programs	TAKS practice materials Funds: local, SCE	Daily	TAKS practice tests, Report cards	TAKS results	
F. Provide staff development for highly qualified professional staff (paraprofessionals included as appropriate) to enhance the math curriculum.	Director of Special Programs	Local or ESC staff development opportunities Funds: Local, Title 1 Part A, etc.	Semester	Sign-in sheets, training documents	Sign-in sheets, training documents	

Goal 1: By May 2004, 90% or more of all students and sub-populations will pass all TAKS tests taken and meet or exceed state AEIS standards.						
Objective 5: Align Language Arts curriculum with TAKS/TEKS objectives.						
Strategies	Person Responsible	Resources Required	Ending Date	Formative Assessment	Summative Assessment	Target Population
A. Each grade level will introduce a type of writing covered by TAKS.	Principal	Lang. Arts Programs, TAKS objectives Funds: local	Monthly	Writing samples	TAKS writing results	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Align language arts terminology with TAKS/TEKS objectives.	Director of Special Programs	TAKS/TEKS writing objectives Funds: Title I Part A, grants	Aug.	Lesson Plans	Lesson Plans	
C. Provide language arts tutorials for at-risk students.	Principal	Tutorial materials Funds: SCE	Daily	Progress Reports, Report Cards	TAKS, ITBS, TPRI scores, Retention rate	
D. Practice writing skills through integration of all curriculum areas.	Principal	Funds: local, Title I	Daily	Lesson Plans	TAKS writing results	
E. Continue to provide language arts acceleration during and/or after school.	OEYP Coordinator	Funds: OEYP grant, local,	Oct.-May	Report cards, Progress reports	TAKS, ITBS, TPRI scores, Retention rate	
F. Provide staff development for highly qualified professional staff (paraprofessionals included as appropriate) to enhance the language arts curriculum.	Director of Special Programs	Local or ESC staff development opportunities Funds: local, Title I	Semester	Sign-in sheets, training documents	Sign-in sheets, training documents	

Goal 2: Olton ISD will provide curriculum, programs, and tools to meet students' future needs.						
Objective 1: Provide the opportunity for each student to develop skills necessary for the world of work.						
Strategies	Person Responsible	Resources Required	Ending Date	Formative Assessment	Summative Assessment	Target Population
A. Integrate work skills into all areas of the curriculum.	Principal	Lesson Plans	Daily	Lesson Plans	Lesson Plans	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Develop activities and projects which strengthen "independent thinking" skills.	Principal	Supplementary Curriculum	Daily	Lesson Plans	Lesson Plans	
C. Provide Career Awareness Day to promote career awareness in PK-5th grade students.	At-risk coordinator/counselor	Career awareness materials, Business/Community Volunteers	Apr. or May	Survey of teachers, students, parents, and presenters	Survey of teachers, students, parents, and presenters	
D. Develop a student-made newsletter (The Webb Page).	Computer Teacher	Computer technology, paper, printer Funds: local	Monthly	Newsletter	Newsletter	

Goal 2: Olton ISD will provide curriculum, programs and tools to meet students' future needs.						
Objective 2: Provide early childhood education.						
Strategies	Person Responsible	Resources Required	Ending Date	Formative Assessment	Summative Assessment	Target Population
A. Offer Pre-Kindergarten classes to qualifying students.	Principal	Funds: Local	School year	Student enrollment list	Student enrollment list	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Offer full and/or half day Migrant 3 year olds Home Based program to qualifying students.	Dir. Of Special Programs	Funds: Migrant	Nov. - May	Student enrollment list, Lesson plans	Student enrollment list, Lesson plans	
C. Inform and counsel parents regarding the importance of early childhood education.	Counselor	Funds: Migrant	August -May	Sign-in sheets, Notes to parents	Parent survey	
D. Schedule a Parent Orientation night for Pre-K and K to discuss the expectations for the student.	Principal	Funds: Local, Migrant	Aug.	Sign-in sheets, Meeting handouts	Parent survey	
E. Provide speech therapy for qualifying 3-4 year olds.	Speech Therapist	Funds: Special Ed.	August -May	Progress reports	Evaluation documentation	

Goal 2: Olton ISD will provide curriculum, programs and tools to meet students' future needs.						
Objective 2: Provide early childhood education.						
Strategies	Person Responsible	Ending Date		Formative Assessment	Summative Assessment	Target Population
F. Provide a story time program at the Public Library for early childhood students.	Public Librarian	Public Library	Weekly	Program schedule	List of participating students	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
G. Utilize the Bracken Test to determine At-Risk students in PreK - K.	Counselor	Bracken Test Funds:	August -	Bracken Test	Bracken Test	
H. Provide a transition packet for Pre-school students making the transition into public school.	Assistant Superintendent	Transition Packets Funds:	May 2004 - Aug. 2004	List of participating students	List of participating students	

Goal 2: Olton ISD will provide the curriculum, programs, and tools to meet students' future needs.						
Objective 3: Provide opportunities for students to participate in Special Programs and meet state average on TAKS.						
Strategies	Person Responsible	Resources Required	Ending Date	Formative Assessment	Summative Assessment	Target Population
A. Provide a Practical Parenting Program.	At-risk coordinator	Funds: Local	Monthly	Participation of Parents	Participation of Parents	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Provide a Safe & Drug Free Schools Program including drug, violence, & suicide prevention, & conflict resolution.	At-risk coordinator/co unselor	Program materials, DARE Program Funds: Title IV	6 weeks	Participation in Red Ribbon Week Activities	Participation in Red Ribbon Week Activities	
C. Provide extended learning time for students at risk through Optional Extended Year Program.	OEYP Coordinator	Funds: OEYP	Feb. - May	Report Cards, TAKS	Retention Rate	
D. Provide a dyslexia program (including the use of programs such as Wilson Language System and/or Herman Method) to assist students who exhibit dyslexic tendencies.	Dyslexia Coordinator	Funds: Local	Upon ID	Report Cards	Report Cards, TAKS Scores, ITBS Scores	
E. Provide opportunities for student participation in career awareness.	At-risk coordinator/co unselor	Funds: Local	Monthly	Report Cards, Projects	Report Cards, Projects	

Goal 2: Olton ISD will provide the curriculum, programs, and tools to meet students' future needs.						
Objective 3: Provide opportunities for students to participate in Special Programs and meet the state average for TAKS.						
Strategies	Person Responsible	Resources Required	Ending Date	Formative Assessment	Summative Assessment	Target Population
F. Utilize programs to modify instruction for ESL students such as the Read Naturally small group instruction, taped stories, phonetic and language development, etc.	ESL Coordinator	Modification checklists, Program materials Funds: ESL	Daily	Report Cards	TAKS Scores, ITBS Scores, RPTE Results	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
G. Provide ESL certified teachers and staff development to strengthen the ESL curriculum.	ESL Coordinator	Staff development opportunities Funds: ESL	Aug. - May	Progress Reports, Report Cards	TAKS Scores, ITBS Scores, RTTE Results	
H. Utilize State Comp. Education to implement TAKS remediation.	Principal	Funds: SCE \$35,950 FTE 1.5	Daily	Report Cards	TAKS Scores, AEIS Indicators	
I. Boost reading levels of struggling readers by purchasing appropriate books, reduce class size in Kindergarten	Principal	Funds: Title VI, Title II, Part A, Local	Aug.	Report Cards, AR assessments	TAKS, AEIS	

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Objective 3: Provide opportunities for students to participate in Special Programs.						
Strategies	Person Responsible	Resources Required	Ending Date	Formative Assessment	Summative Assessment	Target Population
J. Utilize Title II Funds to provide staff development for math and science teachers.	Director of Special Programs	Funds: Title II	Sept. - May	Staff Development Documentation, Report Cards	Staff Development Documentation, TAKS Scores	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
K. Provide Migrant Services that directly effect learning.	Migrant Coordinator	Funds: Title I Part C	Daily	Migrant records	Migrant records	
L. Provide opportunities for GT students above the basic curriculum and include parents in the program.	GT Coordinator	Funds: GT	Weekly	List of students, Calendar of opportunities	GT Records, Administrators' eval., Student eval.	
M. Provide Title I Schoolwide Program and highly qualified teachers to campus.	Director of Special Programs	Funds: Title I Part A Local Title II	Semester	Progress Reports, Report Cards Personnel files	TAKS, ITBS, TPRI, AEIS	
N. Provide opportunities for teacher input on	Director of Special Programs	Alternative Assessments Funds: Local	Semester	Assessments	Assessments Results	

alternative assessments.						
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Goal 2: Olton ISD will provide curriculum, programs and tools to meet students' future needs.						
Objective 4: Provide opportunities for students within Special Education to achieve success in the classroom as evidenced by passing TAKS and/or passing SDAA on grade level						
Strategies	Person Responsible	Resources Required	Ending Date	Formative Assessment	Summative Assessment	Target Population
A. Implement a timeline for initial evaluation.	Director of Special Education	Funds: Special Ed.	August -	Staff development documentation, Special Ed. Teacher's documentation, diagnostician documentation	Students' permanent Spec. Ed. Records at HONDA, SDAA, TAKS	Identified Special Education students
B. Place students in a least restrictive environment including Life Skills Program, Resource Classes, Life Skills Summer School Program, Community Based Instruction, etc.	Director of Special Education	Funds: Special Ed.	Upon placement	ARD documentation, Progress Reports	ARD documentation, students' permanent records at HONDA, SDAA, TAKS	
C. Provide related services information to students, parents, and staff.	Director of Special Education	Funds: Special Ed.	Weekly	ARD documentation	ARD documentation, students' permanent records at HONDA, SDAA, TAKS	
D. Implement a timeline for re-evaluation.	Director of Special Education	Funds: Special Ed.	August -	ARD documentation	ARD documentation, students' permanent records at HONDA, SDAA, TAKS	

Goal 2: Olton ISD will provide curriculum, programs and tools to meet students' future needs.						
Objective 4: Provide opportunities for students within Special Education to achieve success in the classroom as evidenced by passing TAKS and/or passing SDAA on grade level						
E. Provide successful transitions by implementing ITP (Individual Transition Plan) in coordination with IEP (Individual Education Plan).	Director of Special Education	Funds: Special Ed.	Weekly	ARD documentation	ARD documentation, students' permanent records at HONDA, SDAA, TAKS	Identified Special Education students
F. Provide staff development concerning pre-referral process.	Director of Special Education	Funds: Special Ed.	Aug.	Staff development documentation	Staff development documentation	

Goal 3: Olton ISD will provide a climate of mutual respect among parents, business, community, & staff & students in all school activities.

Objective 1: Provide opportunities for parent involvement.

Strategies	Person Responsible	Resources Required	Ending Date	Formative Assessment	Summative Assessment	Target Population
A. Conduct an Open House at least once per year.	At risk coordinator	Local and Title I	Public School Week (March)	Sign-in sheets	Sign-in sheets	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Conduct beginning of school orientation meetings that provide information on programs and assessments.	At risk coordinator	Local and Title I	Aug./Sept.	Sign-in sheets	Sign-in sheets	
C. Encourage parent volunteers to help with various activities (Book Fair, Play Day, ABC Club, tutorials, etc.).	Principal	Notification of opportunities to volunteer	Monthly	Volunteer journal	Volunteer journal	
D. Provide opportunities for Parent/Teacher Conferences.	Principal	Notification of Conferences	After the 2nd and 4th six weeks grading period.	Sign-in sheets	Sign-in sheets	

Goal 3: Olton ISD will provide a climate of mutual respect among parents, business, community, & staff & students in all school activities.						
Objective 1: Provide opportunities for parent involvement.						
Strategies	Person Responsible	Resources Required	Ending Date	Formative Assessment	Summative Assessment	Target Population
E. Provide opportunities for parents to attend performances, product-oriented assemblies, etc.	Principal	Newsletters, event public announcements	Monthly	Event Sign-in sheets	Event Sign-in sheets	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
F. Provide opportunities for parental input on programs through the Campus Advisory Committee.	CAC Chairperson	Notification of Agenda and Minutes of meetings	Quarterly	Agenda and Minutes of CAC meetings	Agenda and Minutes of CAC meetings, Parent Surveys	
G. Provide opportunities for parents to help develop, evaluate, and sign the Title I Schoolwide Compacts.	Principal	Notification of meetings, Schoolwide Compact Funds: Title I	Aug.	Minutes of meetings, Signed Compacts	Minutes of meetings, Signed Compacts, Parent Survey	

Goal 3: Olton ISD will provide a climate of mutual respect among parents, business, community, & staff & students in all school activities.						
Objective 2: Provide opportunities for community & business involvement.						
Strategies	Person Responsible	Resources Required	Ending Date	Formative Assessment	Summative Assessment	Target Population
A. Encourage community, business, & parents to submit items for discussion in SBDM Team meetings.	CAC Chairperson	Newspaper	Quarterly	SBDM Minutes	SBDM Minutes	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Encourage attendance at school performances, activities, & assemblies.	Principal	Newspaper, Newsletters, Notes, Posters	6 weeks	Sign-in sheets	District Calendar of Events	
C. Encourage businesses to participate in Career Day.	At Risk Coordinator	Business participants, Newspaper	March	Career Day schedule	Career Day schedule	
D. Encourage businesses to donate goods & services for various activities.	Principal	Requests	As needed	Donation List	Donation List	
E. Provide a Reading Mentor Program involving 2nd - 5th grade students.	Principal	Public Library, Mentor volunteers	Weekly	List of participants	List of participants	

Goal 3: Olton ISD will provide a climate of mutual respect among parents, business, community, & staff & students in all school activities.

Objective 2: Provide opportunities for community & business involvement.

Strategies	Person Responsible	Resources Required	Ending Date	Formative Assessment	Summative Assessment	Target Population
F. Provide a Summer Reading Program for the children of the community.	Public Librarian	Public Library Funds:	June - July	List of participants	List of participants	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504

Goal 4: Olton ISD will provide opportunities for students to excel in areas of character, leadership, attitude, sportsmanship, & scholarship.						
Objective 1: Provide awards & rewards for participation in the areas of character, leadership, attitude, sportsmanship, & scholarship.						
Strategies	Person Responsible	Resources Required	Ending Date	Formative Assessment	Summative Assessment	Target Population
A. "Mustang Bucks will be given to reward academic improvement.	Principal	Mustang bucks, ABC concession stand and local	Monthly	List of students awarded	List of students awarded	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
B. Publicize "A & B" Honor Roll in newspaper, Channel 2, & newsletters.	Principal	Honor Roll Lists	6 weeks	List of students awarded	List of students awarded	
C. Give football & basketball game passes as rewards for exemplary behavior.	Principal	Passes	Sept. -Feb.	List of students awarded	List of students awarded	
D. Publicize awards, events, & activities in newspaper, Channel 2, & newsletter (The Webb Page).	Principal	Information to newspaper, Channel 2, & newsletter	6 weeks	Clippings	Clippings	
E. Reward acceptable behavior with red raffle tickets to win a bicycle each semester.	ABC Club President	Tickets, bicycles Funds: ABC Club, Business Contributions	Dec. & May	List of students awarded	List of students awarded	
F. Give rewards for AR points in 2nd - 5th grades (AR Wall).	ABC Club President	Prizes Funds: ABC Club	Monthly	List of students awarded	List of students awarded	

Goal 4: Olton ISD will provide opportunities for students to excel in areas of character, leadership, attitude, sportsmanship, & scholarship.						
Objective 1: Provide awards & rewards for participation in the areas of character, leadership, attitude, sportsmanship, & scholarship.						
Strategies	Person Responsible	Resources Required	Ending Date	Formative Assessment	Summative Assessment	Target Population
G. Recognize outstanding citizenship in each grade level by choosing & publicizing a Citizen of the Month.	Assigned Personnel	Newsletter, Newspaper, Channel 2	Sept. - Apr.	Clippings	List of students awarded	Male/Female, African American, Hispanic, White, LEP (ESL), Eco. Disadvantaged, GT, At-Risk, Migrant, Special Ed., Title I, 504
H. Continue character education in each grade level.	At Risk Coordinator	Title I	6 weeks	Lesson Plans	Fewer principal referrals than previous years	
I. Give awards in citizenship and outstanding academic performance.	Principal	Activity Fund	6 weeks	List of students	List of students	
J. Reward A & B Honor Roll students.	Principal	Activity Fund	6 weeks	List of students	List of students	
K. Provide drug/violence/ suicide prevention programs.	At Risk Coordinator	Program materials Local and SCE	Weekly	Lesson Plans	List of students	

Comprehensive Needs Assessment

Webb Elementary is an EE-5 campus with 391 students. The low income percentage is 75.46%.The campus is rated Academically Acceptable.

Students

Strengths

In reading, all groups scored above a 70% passing rate. The White group achieved a 94% and the low was 72% for the Economically Disadvantaged group. Slight gains were made by three groups from the previous year. In writing, all groups scored at 80% passing or above. Passing rate highs were as follows: 99% for Whites; 98% for All student group; 97%, for Hispanics; and 97% for Economically Disadvantaged.

Needs

Math lows were 66% and 67% for Hispanic and Economically Disadvantaged respectively. Two groups, All students and White, scored above 70%. All groups did make gains from the previous year. In science, three groups scored below 70%. Scores range from 42% to 55% passing. The White group achieved a 92% passing rate. All groups showed losses from the previous year.

Staff

Webb staff teaching in the core subject areas is 100% highly qualified according to federal No Child Left Behind (NCLB) requirements.

Parent Involvement

Strengths

Open House and Parent-Teachers Conferences are well attended! Parents attend school twice each year to get their child's report card and conference with teachers. Parents are in the ABC Club and the campus has excellent participation for parent volunteers!

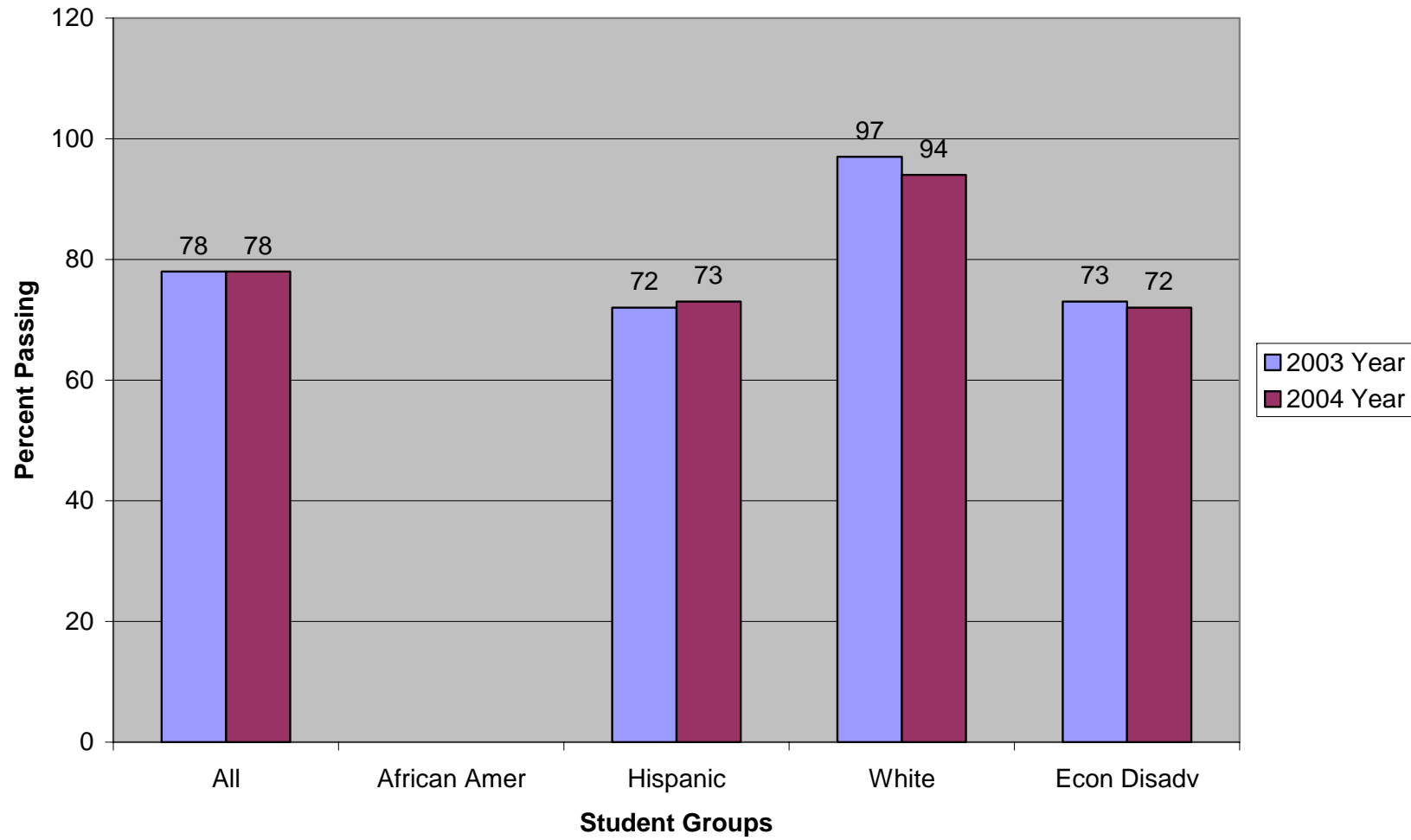
Needs

Communications between the home and school need improvement so that parents can assist their child with homework in positive ways. Additional communications sent in parents' home language is also a need.

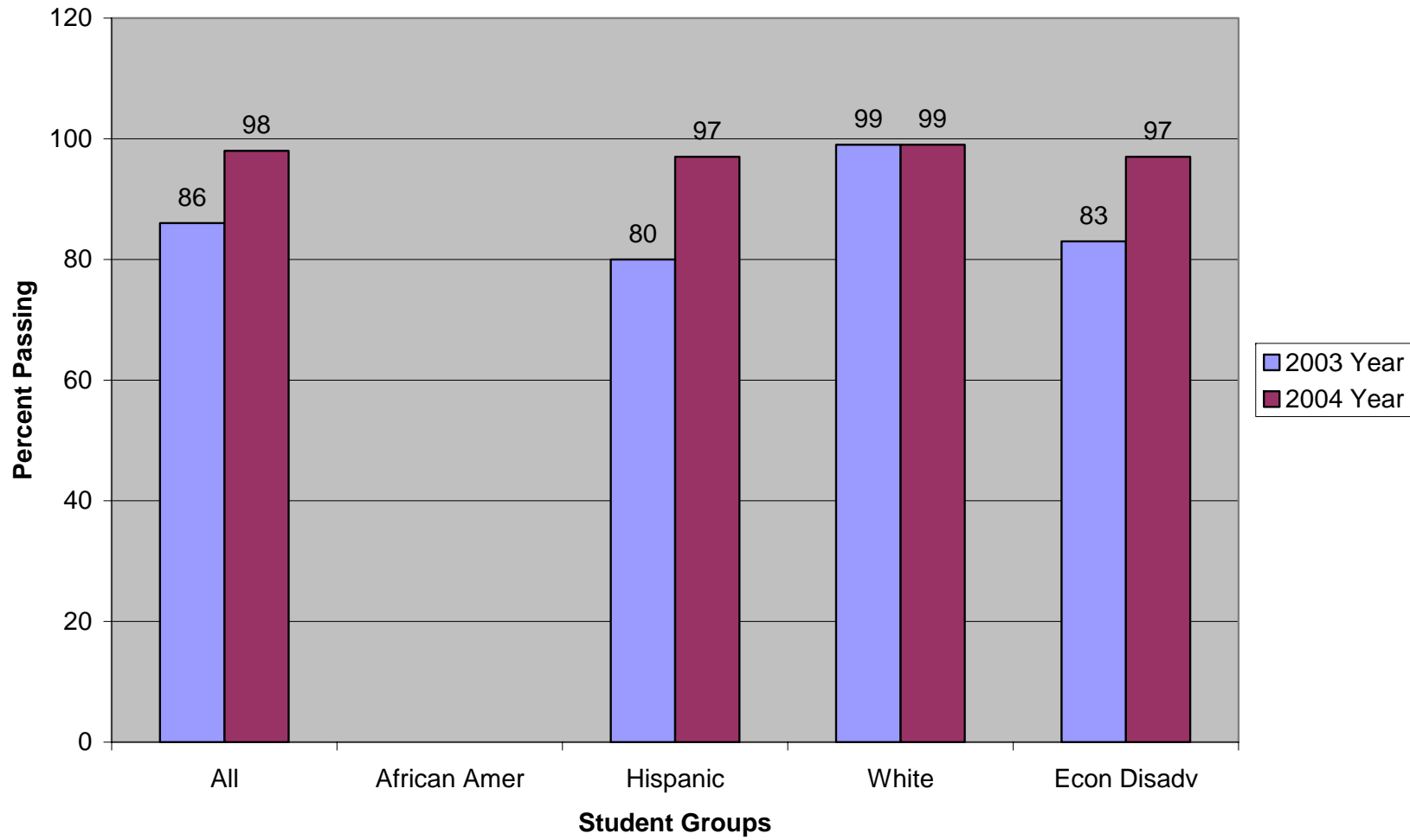
Facilities

Facilities are very well kept! The need is for continual upkeep. Technology updates are always a concern to make sure students have the computer and labs needed.

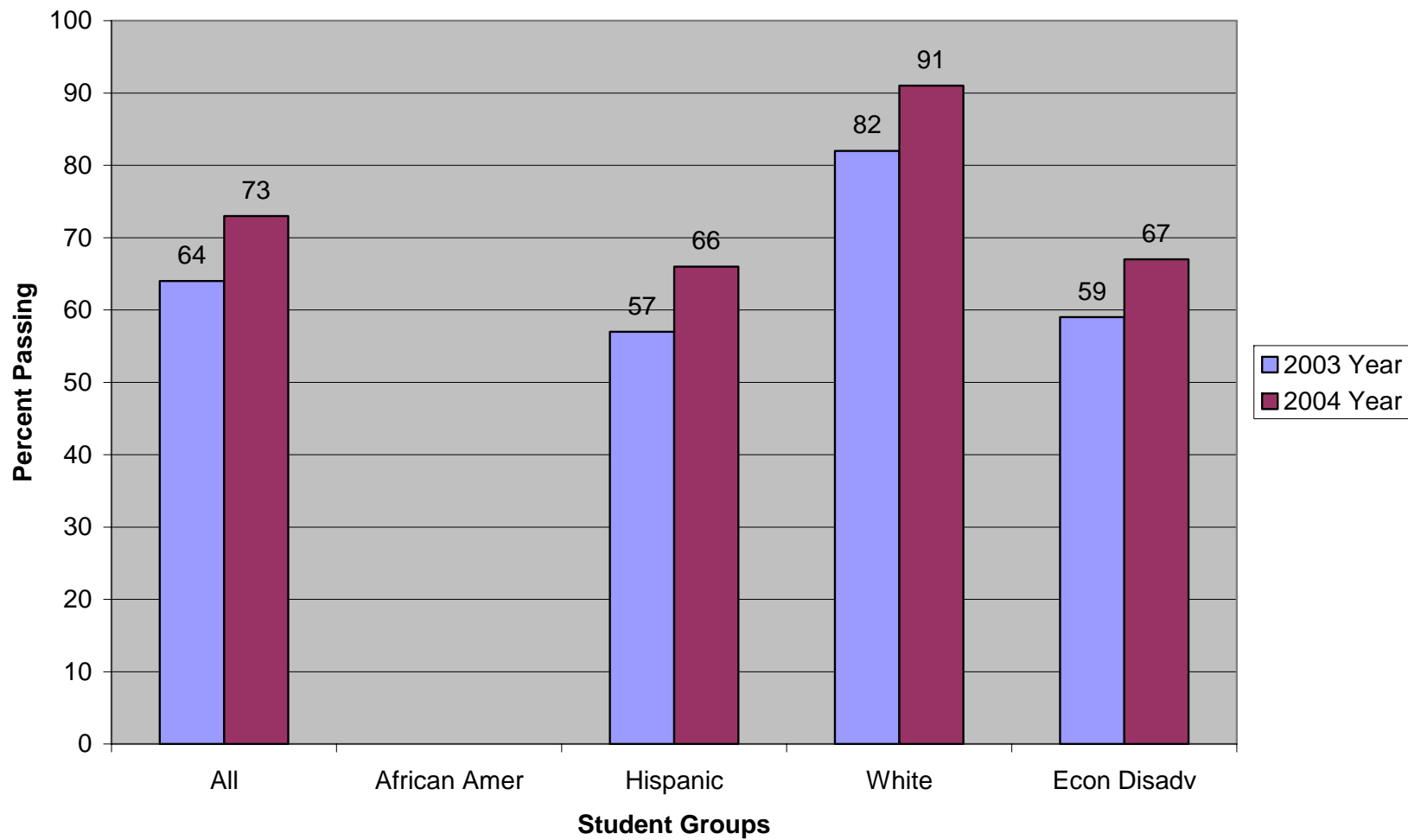
Webb Elementary TAKS Reading



Webb Elementary TAKS Writing



Webb Elementary TAKS Math



Webb Elementary TAKS Science

