

DECKER ELEMENTARY SCHOOL
CAMPUS IMPROVEMENT PLAN
2006-2007

Decker Elementary School will provide equal opportunity to all by teaching and modeling respect while providing a challenging and motivating curriculum in order to achieve success for all students.

Goal 1:

Decker Elementary students will read and write fluently in a variety of modes and purposes at grade level. All students will read on grade level by 2nd grade. Students will master addition and subtraction by 2nd grade, multiplication by 3rd grade and division by 4th grade. Decker Elementary students will improve performance on TAKS in 3rd-5th grades. The students will participate in higher level science problem solving beginning in kindergarten. Decker will strive to be a “Recognized” campus.

Correlates with:

Hot Topics			
3) Productive Learning Environment			
District Goals			
1) Title One Campuses	6) State Compensatory Education		
State Goals			
1) Performance – English	2) Performance – Mathematics	3) Performance – Science	
State Objectives			
2) Student Potential	4) Curriculum	6) Student Performance	8) Instructional Techniques
National Goals			
1) Ready to Learn	3) Student Achievement and Citizenship	5) Mathematics and Science	6) Adult Literacy and Lifelong Learning
Title I			
1) Needs Assessment	2) Reform Strategies	7) Assessment	8) Mastery Assistance for Students
Effective School Correlates			
2) Climate of High Expectations Success	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	

Indicators, Performance Data and Performance Objectives

Indicator: TAKS Reading

Grade: 3	Current Performance		Desired Performance		Desired Performance	
	ACCOUNTABILITY DATA		LONG TERM STATE OBJECTIVES		ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year
All Students	89%	2004	≥ 100%	2009-10	≥ 95%	2005
African American	87%	2004	≥ 100%	2009-10	≥ 95%	2005
Economically Disadvantaged	75%	2004	≥ 100%	2009-10	≥ 85%	2005
Hispanic	85%	2004	≥ 100%	2009-10	≥ 90%	2005
White	100%	2004	≥ 100%	2009-10	≥ 100%	2005

Indicator: TAKS Reading

Grade: 4	Current Performance		Desired Performance		Desired Performance	
	ACCOUNTABILITY DATA		LONG TERM STATE OBJECTIVES		ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year
All Students	64%	2004	≥ 90%	2009-10	≥ 80%	2005
African American	50%	2004	≥ 90%	2009-10	≥ 80%	2005
Economically Disadvantaged	61%	2004	≥ 90%	2009-10	≥ 80%	2005
Hispanic	64%	2004	≥ 90%	2009-10	≥ 80%	2005
White	75%	2004	≥ 90%	2009-10	≥ 80%	2005

Indicator: TAKS Reading

Grade: 5	Current Performance		Desired Performance		Desired Performance	
	ACCOUNTABILITY DATA		LONG TERM STATE OBJECTIVES		ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year
All Students	70%	2004	≥ 90%	2009-10	≥ 80%	2005
African American	64%	2004	≥ 90%	2009-10	≥ 80%	2005
Economically Disadvantaged	70%	2004	≥ 90%	2009-10	≥ 80%	2005
Hispanic	83%	2004	≥ 95%	2009-10	≥ 85.4%	2005
White	45%	2004	≥ 90%	2009-10	≥ 80%	2005

Indicator: TAKS Math

Grade: 3	Current Performance		Desired Performance		Desired Performance	
	ACCOUNTABILITY DATA		LONG TERM STATE OBJECTIVES		ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year
All Students	63%	2004	≥ 90%	2009-10	≥ 80%	2005
African American	57%	2004	≥ 90%	2009-10	≥ 80%	2005
Economically Disadvantaged	50%	2004	≥ 90%	2009-10	≥ 80%	2005
Hispanic	50%	2004	≥ 90%	2009-10	≥ 80%	2005
White	83%	2004	≥ 95%	2009-10	≥ 90%	2005

Indicator: TAKS Math

Grade: 4	Current Performance		Desired Performance		Desired Performance	
	ACCOUNTABILITY DATA		LONG TERM STATE OBJECTIVES		ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year
All Students	75%	2004	≥ 90%	2009-10	≥ 85%	2005
African American	50%	2004	≥ 90%	2009-10	≥ 80%	2005
Economically Disadvantaged	72%	2004	≥ 90%	2009-10	≥ 85%	2005
Hispanic	76%	2004	≥ 90%	2009-10	≥ 85%	2005
White	89%	2004	≥ 100%	2009-10	≥ 95%	2005

Indicator: TAKS Math

Grade: 5	Current Performance		Desired Performance		Desired Performance	
	ACCOUNTABILITY DATA		LONG TERM STATE OBJECTIVES		ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year
All Students	74%	2004	≥ 90%	2009-10	≥ 80%	2005
African American	91%	2004	≥ 90%	2009-10	≥ 95%	2005
Economically Disadvantaged	68%	2004	≥ 90%	2009-10	≥ 80%	2005
Hispanic	68%	2004	≥ 90%	2009-10	≥ 80%	2005
White	73%	2004	≥ 90%	2009-10	≥ 80%	2005

Indicator: TAKS Writing

Grade: 4	Current Performance		Desired Performance		Desired Performance	
	ACCOUNTABILITY DATA		LONG TERM STATE OBJECTIVES		ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year
All Students	63%	2004	≥ 90%	2009-10	≥ 80%	2005
African American	17%	2004	≥ 90%	2009-10	≥ 80%	2005
Economically Disadvantaged	63%	2004	≥ 90%	2009-10	≥ 80%	2005
Hispanic	70%	2004	≥ 90%	2009-10	≥ 80%	2005
White	71%	2004	≥ 90%	2009-10	≥ 80%	2005

Indicator: TAKS Science

Grade: 5	Current Performance		Desired Performance		Desired Performance	
	ACCOUNTABILITY DATA		LONG TERM STATE OBJECTIVES		ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year
All Students	45%	2004	≥ 90%	2009-10	≥ 80%	2005
African American	31%	2004	≥ 90%	2009-10	≥ 80%	2005
Economically Disadvantaged	40%	2004	≥ 90%	2009-10	≥ 80%	2005
Hispanic	54%	2004	≥ 90%	2009-10	≥ 80%	2005
White	42%	2004	≥ 90%	2009-10	≥ 80%	2005

Indicator: SDAA Reading

Grade: 4	Current Performance		Desired Performance		Desired Performance	
	ACCOUNTABILITY DATA		LONG TERM STATE OBJECTIVES		ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year
All Students	100%	2004	≥ 100%	2009-10	≥ 100%	2005

Indicator: SDAA Reading

Grade: 5	Current Performance		Desired Performance		Desired Performance	
	ACCOUNTABILITY DATA		LONG TERM STATE OBJECTIVES		ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year
All Students	100%	2004	≥ 100%	2009-10	≥ 100%	2005

Indicator: SCAA Math

Grade: 4	Current Performance		Desired Performance		Desired Performance	
	ACCOUNTABILITY DATA		LONG TERM STATE OBJECTIVES		ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year
All Students	100%	2004	≥ 100%	2009-10	≥ 100%	2005

Indicator: SDAA Math

Grade: 5	Current Performance		Desired Performance		Desired Performance	
	ACCOUNTABILITY DATA		LONG TERM STATE OBJECTIVES		ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year
All Students	80%	2004	≥ 80%	2009-10	≥ 80%	2005

Indicator: SDAA Writing

Grade: 4	Current Performance		Desired Performance		Desired Performance	
	ACCOUNTABILITY DATA		LONG TERM STATE OBJECTIVES		ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year
All Students	TBD%	2004	≥ TBD%	2009-10	≥ TBD%	2005

Indicator: TAKS Reading (Spanish)

Grade: 3	Current Performance		Desired Performance		Desired Performance	
	ACCOUNTABILITY DATA		LONG TERM STATE OBJECTIVES		ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year
All Students	79%	2004	≥ 90%	2009-10	≥ 85%	2005
Economically Disadvantaged	79%	2004	≥ 90%	2009-10	≥ 85%	2005
Hispanic	79%	2004	≥ 90%	2009-10	≥ 85%	2005

Indicator: TAKS Reading (Spanish)

Grade: 4	Current Performance		Desired Performance		Desired Performance	
	ACCOUNTABILITY DATA		LONG TERM STATE OBJECTIVES		ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year
All Students	39%	2004	≥ 90%	2009-10	≥ 80%	2005
Economically Disadvantaged	39%	2004	≥ 90%	2009-10	≥ 80%	2005
Hispanic	39%	2004	≥ 90%	2009-10	≥ 80%	2005

Indicator: TAKS Reading (Spanish)

Grade: 5	Current Performance		Desired Performance		Desired Performance	
	ACCOUNTABILITY DATA		LONG TERM STATE OBJECTIVES		ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year
All Students	50%	2004	≥ 90%	2009-10	≥ 80%	2005
Economically Disadvantaged	50%	2004	≥ 90%	2009-10	≥ 80%	2005
Hispanic	50%	2004	≥ 90%	2009-10	≥ 80%	2005

Indicator: TAKS Math (Spanish)

Grade: 3	Current Performance		Desired Performance		Desired Performance	
	ACCOUNTABILITY DATA		LONG TERM STATE OBJECTIVES		ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year
All Students	40%	2004	≥ 90%	2009-10	≥ 80%	2005
Economically Disadvantaged	40%	2004	≥ 90%	2009-10	≥ 80%	2005
Hispanic	40%	2004	≥ 90%	2009-10	≥ 80%	2005

Indicator: TAKS Math (Spanish)

Grade: 4	Current Performance		Desired Performance		Desired Performance	
	ACCOUNTABILITY DATA		LONG TERM STATE OBJECTIVES		ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year
All Students	50%	2004	≥ 90%	2009-10	≥ 80%	2005
Economically Disadvantaged	50%	2004	≥ 90%	2009-10	≥ 80%	2005
Hispanic	50%	2004	≥ 90%	2009-10	≥ 80%	2005

Indicator: TAKS Math (Spanish)

Grade: 5	Current Performance		Desired Performance		Desired Performance	
	ACCOUNTABILITY DATA		LONG TERM STATE OBJECTIVES		ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year
All Students	18%	2004	≥ 90%	2009-10	≥ 80%	2005
Economically Disadvantaged	18%	2004	≥ 90%	2009-10	≥ 80%	2005
Hispanic	18%	2004	≥ 90%	2009-10	≥ 80%	2005

Indicator: TAKS Math (Spanish)

Grade: 4	Current Performance		Desired Performance		Desired Performance	
	ACCOUNTABILITY DATA		LONG TERM STATE OBJECTIVES		ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year
All Students	71%	2004	≥ 90%	2009-10	≥ 80%	2005
Economically Disadvantaged	71%	2004	≥ 90%	2009-10	≥ 80%	2005
Hispanic	71%	2004	≥ 90%	2009-10	≥ 80%	2005

