



**Judson Independent  
School District**

***Park Village Elementary***

**Campus Improvement Plan  
2009-2010**



*CIP revised and approved by CSBC on May 13, 2009*

**Judson Independent School District**  
**Park Village Elementary**  
**Campus Improvement Plan**  
**2009-2010**

**Campus Site-Based Committee**

Marsha Bellinger, Principal  
Jesus Calderon, Assistant Principal  
Michelle LaRue, Academic Dean  
Audrey Freeman, RTI Specialist  
Rebecca Chaney, Teacher  
Leanne Hewitt, Teacher  
Deborah Schupp, Teacher  
Sharon Roddy, District Representative  
Loreen Edwards, Teacher  
Mary Esther Ball, Paraprofessional  
Jamie Trees, Non-teaching Professional  
Mrs. Maria Lerma, Parent  
Virginia Bueno, Parent  
Vacant, Community Member  
Flo Gonzalez, Business Partner

**NOTICE OF NONDISCRIMINATION**

*"Judson Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended."*

*"Es norma del Distrito Escolar Independiente de Judson de no discriminar por motivos de raza, religión, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requiere el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda."*

**Judson Independent School District**  
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**District Vision**

*To create schools that promote life-long learning that fosters mutual positive communication, welcomes and acknowledges all stakeholders, brings education beyond the classroom, encourages involvement, and empowers students, parents, staff, and the community to guide students toward achieving their maximum potential in a safe environment.*

**Campus Vision**

In partnership with the Community,  
Park Village Elementary empowers our students  
to become responsible citizens.

Our dynamic atmosphere touches the spirit of each child;  
promotes academic and personal excellence,  
and holds everyone accountable.

Our children will lead the way in the future;  
their journey begins with us.

**Judson Independent School District**  
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**District Mission**

*The mission of Judson Independent School District is to ensure that all students have access to a quality education, verified by objective measures, that enables them to become productive, competitive citizens globally, socially, economically, and educationally.*

**Campus Mission**

*The mission of Park Village Elementary is to ensure that all students are provided daily quality instruction embedded with TEKS, at a rigorous level so that every student will perform on grade level or above, master skills necessary to excel academically and interact socially with peers.*

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**No Child Left Behind Performance Goals**

Performance Goal 1:

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2:

All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3:

By 2006-2007, all students will be taught by highly qualified teachers.

Performance Goal 4:

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Goal 5:

All students will graduate from high school.

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**Board/District Goals**

Goal 1: **Academic Excellence**

To strive for 100% of our students meeting or exceeding state and national academic performance standards in a way that prepares them for college and workforce readiness.

***Indicators for Measurement:*** TAKS scores, PBMAS Data, AYP Data, Graduation Rates, Scholarship Awarded, College or Trade School Enrollment, National Merit Data, AP/IB Enrollment, PSAT/SAT/ACT Scores etc...will be used to measure progress.

Goal 2: **Communication**

To continuously increase an understanding of district programs, services, and planning among all JISD stakeholders in a way that is transparent, and fosters positive and engaging involvement in the educational process.

***Indicators for Measurement:*** Survey administered to set a base-line for measuring awareness, communication and understanding of district programs and services, then repeated annually (to all stakeholders). In addition, the numbers of parents and community members involved in clubs, programs, and planning both at the campus and district level will be compiled and tracked, annually. Number of complaints, grievances and exit reports will be analyzed to identify issues resulting from miscommunication. Finally, Web Site hits will be monitored.

Goal 3: **Budget**

To receive a “Superior Rating” from the Texas Education Agency in a way that is aligned to the priorities and goals from Master Planning.

***Indicators for Measurement:** State Rating, and the Number of Budget Amendments requested during the year will be considered. During the budgeting process, goals from Master Planning and the priorities set by the committee will guide expenditure discussions.*

Goal 4: **Master Planning**

To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21<sup>st</sup> Century workforce that are supported by effective and efficient operations through the implementation of a comprehensive, master planning process which is based on data and research, reviewed consistently, and articulated using a variety of media and methods.

***Indicators for Measurement:***

*Comprehensive student data will be collected to measure the goals from academic data to attendance data etc. Data identified through Master Planning by each department will be collected annually to evaluate for progress, effectiveness, and efficiency.*

Goal 5: **Collaboration**

To ensure collaboration, verified by objective measures, by incorporating strategies to increase the collective effectiveness of the district through the development and mobilization of both internal and external stakeholders.

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**Executive Summary**

Park Village Elementary School, under the leadership of Marsha Bellinger, will begin the second year of transition by embracing upon data driven reflective practices to change the culture of the school and increase the academic achievement of students in all content areas. An analysis of the Park Village Elementary AEIS Report, Released TAKS data, and TEA Accountability Table reveal that reading and math are the areas that need the greatest improvement. The economically disadvantaged, African Americans, and Hispanic students are in need of instructional strategies that will foster their success in the areas of reading and math. The 2009-2010 goals will focus on implementing school-wide instructional strategies to support the belief that consistency and continuity will support the needs of all learners. Our mobility rate continues to rise and the 2009-2010 year brings a significant increase in student enrollment due to the economy and employment opportunities. In addition, the attendance rate is 95.27% and we will seek to increase the overall attendance rate by more than 1.5% points. We currently service approximately 655 students.

**Goals**

1. Park Village Elementary students will increase their performance by a minimum of 10% in reading in each subpopulation by the end of the 2009-2010 school year.
2. African American and Hispanic students will show an 8% gain in math.
3. Student attendance rate will increase to district standard of 97%.

**Focus for Park Village Elementary School**

**Reflective Practice Model (RPM):** Ongoing professional development for all staff members focusing on specific campus needs, grade level needs and individual needs of teachers will be provided. Teachers will have the opportunity to participate in RPM whereby they will receive support from both colleagues and Campus Instructional Facilitators. Grade level specific training in the areas of reading, math and science will be provided through this model. The Curriculum Facilitators will model lessons for teachers new to the campus and teachers needing assistance.

**Support Staff:** Park Village will be acquiring an Academic Dean for the 2009-2010 school year, funded with Title I Stimulus funds. This position's responsibilities will embody a variety of tasks all designed to support administration's vision to ensure implementation of the JISD Scope and Sequence, TEKS, and campus wide instructional initiatives are implemented.

**Science:** All 4<sup>th</sup> and 5<sup>th</sup> grade students receive an extra 45 minutes of science instruction which includes hands-on science activities. Extensive vocabulary review and the use of journaling has been incorporated into Hands-On Science lessons within the newly remodeled science lab. All 5<sup>th</sup> grade students will participate in Science Rotation Groups two weeks prior to the Science TAKS. Students indentified through the RTI process will participate in afterschool Science Academy beginning in January.

**Math:** Extensive grade level planning, horizontally and vertically, thorough review of new district math curriculum for effective planning, instruction and assessment. Teams meet weekly to plan and align instruction. Math and Science language and common vocabulary will be used across the grade levels along with extensive use of journaling to increase academic performance.

**Reading:** Small group reading instruction focusing on guided reading and incorporation of TAKS strategies and effective reading strategies in grades K - 5<sup>th</sup> are provided. Special Education teachers are required to participate in all professional development and include guided reading in their instructional program. State Compensatory Education teachers and Instructional Facilitators will provide small group reading and math instruction focusing on student needs. Teachers will provide before school tutoring depending on the needs of the students. The Extended Day after school program will consist of teachers, and specialists pulling small groups of students based on academic needs.

**Professional Development:** All staff members will be expected to attend TEA and District mandated professional development in content areas. Other areas of professional development will consist of participating in leadership meetings, weekly grade level team meetings, vertical content committees, bi-weekly conferences with Administration, informal grade level team observations, and selected book studies.

**Behavior Management:** The Discipline Committee will revised and redefine the campus wide discipline-management plan. Teachers will have various behavior management trainings prior to the first day of instruction. This will include, but not be limited to, CHAMPS, and Harry Wong's First Day of School. Teachers will work closely with Administration and Special Education staff members to develop strategies to manage behavior issues.

**Student Attendance:** Absenteeism continues to be a problem at Park Village. Last year a program was implemented whereby students not in attendance at 8:00a.m. each day were called promptly to follow up with parents to discuss the importance of daily attendance. This year our attendance program will extend to Attendance Advocates making daily home visits before 9:00 to ensure students do not miss instruction time. Park Village will participate in the Judson ISD Neighborhood Walk in September 2009.

### **Needs Assessment**

Committees have been formed in the following areas: Campus Leadership, Vertical Math/Science Instruction, Data-Driven Decision Making, Parent/Community Involvement, School-Wide Discipline, and Instructional Technology. Baseline data was collected and analyzed from multiple sources, including parent/teacher/student surveys, observations and assessment data to include various aspects of the school. Ongoing assessments and evaluation of data is being reviewed regularly and adjustments are made based on the data. AEIS reports, TAKS data as well as other assessment data are closely reviewed. Action Plans to support teachers and grade levels will be developed based on longitudinal data and classroom walkthroughs.

### **GOALS**

- a. Increase all subgroups by 7%
- b. Increase African American Subpopulation Reading TAKS achievement by 10%.
- c. Vertical curriculum alignment in the areas of Math and Science
- d. Flexible grouping of students as needed based on instructional data

- e. Regular administrative walkthroughs for consistent monitoring of student progress by population and by grade level
- f. Adjustments of instructional programs as needed based on instructional data/assessments

### Data for Park Village Elementary

The following assessment data was also reviewed:

#### Reading-DRA/TAKS Scores

##### **Kindergarten**

Spring '07	62% below	38% on or above
Spring '08	25% below	75% on or above
Spring '09	12% below	88% on or above

##### **First Grade**

Spring '06	19% below	81% on or above
Spring '07	38% below	62% on or above
Spring '08	35% below	65% on or above
Spring '09	38% below	62% on or above

##### **Second Grade**

Spring 06	35% below	65% on or above
Spring '07	24% below	76% on or above
Spring '08	34% below	66% on or above
Spring '09	46% below	54% on or above

#### AEIS TAKS DATA %

##### **Third Grade**

	<b>2007</b>	<b>2008</b>	<u>approx. change</u>	<b>2009</b>	<u>approx. change</u>
Reading	90% Met Standard	87% Met Standard	-3% pts.	82% Met Standard	-5% pts.
Math	67% Met Standard	58% Met Standard	-8% pts.	57% Met Standard	-.10% pts.

##### **Fourth Grade**

Reading	66% Met Standard	73% Met Standard	+8% pts.	76% Met Standard	+3% pts.
Math	74% Met Standard	65% Met Standard	-8% pts.	66% Met Standard	+1% pts.
Writing	76% Met Standard	88% Met Standard	+12% pts.	84% Met Standard	-4% pts.

##### **Fifth Grade**

Reading	67% Met Standard	74% Met Standard	+7% pts.	85% Met Standard	+11% pts.
Math	60% Met Standard	78% Met Standard	+18% pts.	88% Met Standard	+10% pts.
Science	61% Met Standard	57% Met Standard	-3% pts.	81% Met Standard	+25% pts.

**Attendance**

Attendance Rates: '02—94.1 '03—95 '04---95 '05-----95.9 '06-----95.9 '07-----95.04 '08-----95.07 '09-----95.27%

**Student Mobility Rate** '07-----28.8% '08-----35% as compared to district average of 20.9%

**Learning Environment**

A Leadership Team will continue to build leadership capacity. A Leadership Retreat will be held in July to revise the Employee Handbook, develop leadership density and plan for upcoming school year. This team will meet on a continuous basis to plan and implement strategic goals to ensure overall campus success.

**Community Involvement**

There has been a significant increase in parental involvement during the 2008-2009 school year. A variety of programs facilitated helped provide parent training. Partnerships with the following assisted in that effort; Boy scouts, Girl scouts, East Village Neighborhood Association (EVNA) etc. A strong campus based mentor program, TAKS Warriors was established. To bridge early literacy, PVE established a weekly story time for Lil'T-birds. Parent involvement events were facilitated in the evenings to promote more participation. The Parent Teacher Organization (PTO) meets on a monthly basis to discuss the budget, fundraisers, calendaring, etc.

**Teacher/Staff Turnover**

In 2008, Park Village Elementary had a 15% turnover in staff. PVE is currently 100% Highly Qualified staff.

In 2009 Park Village will experience a significant turnover of staff due to increased accountability standards set in place by new administration.

**Technology**

Students' work and products will reflect the use of technology in all subject areas. We have upgraded our hardware and have developed a comprehensive technology plan with specific grade level product based assessments. We have two Smart Boards for high interest, motivational presentation and interactive use of technology to instruct math and science. Teachers will continue to become proficient in various technology programs required by the District and State.

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**Needs Assessment Summary**

Program/Area for Review	Data Source	Sp. Pop.	Program/Area Strength	Area of Concern	Strategies for Improvement/Sustainability
TAKS Science Student Scores	AEIS	All Subpops	<ul style="list-style-type: none"> <li>• 5<sup>th</sup> Grade – Huge gains of 12-25 percentage points were gained compared to 2007-2008</li> <li>• 5<sup>th</sup> grade – 81% of all students met standard</li> <li>• 72% African American students met standard compared to 43% in prior year;</li> <li>• 80% of Hispanic students met standard compared to 62% in 07-08</li> <li>• 100% of the White students met standard compared to 50% in 07-0</li> <li>• 78% of Economically Disadvantaged Students met standard compared to 52% in 07-08</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive intervention, pull-out programs were necessary to ensure student growth.</li> <li>• Students aren't prepared coming into the grade level</li> <li>• Teachers need more content areas development</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
TAKS Math Student Scores	AEIS	All Subpops	<ul style="list-style-type: none"> <li>• 5<sup>th</sup> Grade – Huge gains of 12-25 percentage points were gained compared to 2007-2008</li> <li>• Overall 3<sup>rd</sup> 5<sup>th</sup> grade – 70% of all students met standard</li> <li>• 62% African American students met standard compared to 64% in prior year;</li> <li>• 71% of Hispanic students met standard compared to 65% in 07-08</li> <li>• 86% of the White students met standard compared to 92% in 07-08</li> <li>• 68% of Economically Disadvantaged Students met standard compared to 63% in 07-08</li> </ul>	<ul style="list-style-type: none"> <li>• % passing in 3<sup>rd</sup> (66%), 4<sup>th</sup> (76%), and 5<sup>th</sup> (82%) is lower than the state.</li> <li>• African American students have the lowest % achieving commended performance than any other sub-pop.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide Teacher strategies on explicit instructional lessons and how to reach the student in poverty</li> <li>• Book Studies on teaching the disadvantaged students</li> </ul>

TAKS Reading/ Language Arts Student Scores	AEIS	All Subpops	<ul style="list-style-type: none"> <li>Grades 3-5 scores showed increases in all areas with the exception of African American Reading, where the data remained the same as 07-08</li> <li>Economically Disadvantaged above</li> <li>3<sup>rd</sup> Grade Reading - All subpops increased except African American</li> <li>5<sup>th</sup> Grade Reading – significantly higher than 2 years ago</li> <li>White students in all grade levels scoring at the state average.</li> <li>Oral Reading Fluency in grades 2-5 (Universal Screen data ) shows gains</li> </ul>	<ul style="list-style-type: none"> <li>4<sup>th</sup> Grade Writing decline from 88% to 84%</li> <li>4<sup>th</sup> Grade Reading dip in scores between 3<sup>rd</sup> and 5<sup>th</sup></li> </ul>	
Student Attendance	AEIS	All Subpops	<ul style="list-style-type: none"> <li>Student attendance shows slight increase as compared to 07-08 from 95.07 to 95.27 in 08-09</li> </ul>	<ul style="list-style-type: none"> <li>Currently PVE has a significant number of students with and excess of 35 absences despite filing with the court on truancy. Parents do not seem to be alarmed by the consequences or lack thereof</li> </ul>	Saturday detention and after school detention will be established for unexcused absences for next school year.

**Abbreviations**

Assessments: AEIS – TEA TAKS Assessment, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)  
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity  
 ED=Economically Disadvantaged

Campus Overall	Read/ELA 2008- 2009	Read/ELA 2007- 2008	Math 2008- 2009	Math 2007- 2008	Writing 2008- 2009	Writing 2007- 2008	Science 2008- 2009	Science 2007- 2008
PVE	82%	78%	71%	66%	84%	87%	81%	57%
African Am	67%	69%	65%	62%	79%	77%	72%	43%
Hispanic	86%	78%	71%	65%	86%	90%	80%	62%
White	94%	91%	87%	92%	80%	83%	100%	50%
Eco. Dis	80%	75%	69%	63%	87%	85%	77%	52%

<b>District Goal (NCLB)</b>	<b>Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.</b>							
<b>Campus Goal:</b>	<b>All students will meet or exceed the district performance standards in Reading/Language Arts.</b>							
<b>Objective:</b>	<b>At least 90% of all kinder, first, and second grade students and LEP denials will be on grade level or above as indicated on DRA</b> <b>At least 90% of all third, fourth, and fifth grade students and LEP denials and all accountability groups will pass the TAKS Reading</b> <b>At least 90% of special education students will meet ARD expectations</b> <b>At least 90% of all students will meet both campus and district assessments to ensure progress to high school graduation</b> <b>At least 100% of gifted and talented students will achieve commendable performance on the TAKS Reading</b>							
<b>Summative Evaluation:</b>	<b>The following documents will be reviewed regularly to monitor progress towards the objectives listed above: AEIS, Curriculum Based Assessments, DRA etc.</b>							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Infuse powerful learning components in reading lessons	Parent surveys from evaluations	All students	Classroom Teachers	Leadership Team Classroom Teachers	Weekly August 2009- May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Incorporate Guided Reading in all grades with flexible grouping support	DRA assessment data	All students	Instructional Specialist Classroom Teachers	Support Staff Inst. Specialist Support Specialist	Daily September 2009-May 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Integrate reading strategies and skills in all curriculum areas	AEIS	All students	Instructional Support Staff Classroom Teachers	3 SCE FTEs Title II Funds	Weekly August 2009- May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Provide opportunities for home/school connections via Open House, Family Nights, Guest Reader	Parent surveys from evaluations	All students	Committee Members Administrator	Campus Fund Title 1 Parent Involvement	Monthly August 2009- May 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Word Analysis assessments will be given to all students to determine phonemics and reading level	DRA/Dibels	All students	Classroom Teachers	Campus Fund Title 1 Parent Involvement	Sept. 2009	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

Provide increased explicit instruction for at-risk students to promote academic progress	TAKS/DRA/Dibels	All students	Classroom Teachers	Campus Fund Title 1 Parent Involvement				
Accelerated Reader Program will be implemented to improve students' word knowledge and reading comprehension.	AR Reports	All students	Classroom Teachers	Campus Fund Title 1 Parent Involvement				
Students will be assessed in DIBELS to determine range of students word knowledge	TAKS/DRA/Dibels	All students	Classroom Teachers	Campus Fund Title 1 Parent Involvement				
Campus/District benchmark assessments will determine flex groups; instruction will focus on specific objectives	CBA/TAKS	All students	Classroom Teachers	Campus Fund Title 1 Parent Involvement				

<b>District Goal (NCLB)</b>	Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.							
<b>Campus Goal</b>	All students will meet or exceed the district performance standards in Reading.							
<b>Objective</b>	<p>At least 90% of all kinder, first, and second grade students and LEP denials will be on grade level or above as indicated on DRA</p> <p>At least 90% of all third, fourth, and fifth grade students and LEP denials and all accountability groups will pass the TAKS Reading</p> <p>At least 90% of special education students will meet ARD expectations</p> <p>At least 90% of all students will meet both campus and district assessments to ensure progress to high school graduation</p> <p>At least 100% of gifted and talented students will achieve commendable performance on the TAKS Reading</p>							
<b>Summative Evaluation</b>	The following documents will be reviewed regularly to monitor progress towards the objectives listed above: AEIS, Campus Based Assessments, DRA etc.							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Provide Curriculum Alignment training	Parent surveys from evaluations	All students	Classroom Teachers Instructional Specialist	Campus Funds District Curriculum Support	July 2009	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Develop Grade Level TEKS/TAKS year long sequence	Teacher Surveys from evaluations	All students	Classroom Teachers Instructional Specialist	Campus Funds Support	August 2009	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Provide transitional early literacy development for pre-school ie KLRN, Lil'T-Birsd, Precious Minds	Parent surveys from evaluations AEIS	Preschool Children	Administration, Librarian, Leadership team	Campus Funds Title 1 Funds Parental Involvement	Weekly August 2009-2010			

<b>District Goal (NCLB)</b>	Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.							
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<b>Summative Evaluation</b>	The following documents will be reviewed regularly to monitor progress towards the objectives listed above: AEIS, Campus Based Assessments, DRA etc.							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Utilize Support Specialists for students below grade level to include TIER III students using the dist. materials	AEIS GIST Identified students	K-5 <sup>th</sup> Grade Students	Classroom Teachers Reading Recovery Teachers	Campus Funds/Voyager Program 1 FTE 54,971 1 FTE 56,000 1 TITLE 47,000	Weekly August 2009-2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Utilize Benchmark Program for below grade level second grade students Utilize Dyslexia Program for grades three through five students who qualify	At-Risk list of students DRA	2 <sup>nd</sup> -5 <sup>th</sup> Grade Students	Classroom Teachers Benchmark Aide Dyslexia Aides	Reading Liaison-1-.5FTE \$19,933 1-.5SCE \$19,933 Campus Funds/1-SCE 20,948	Daily August 2009- May 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Provide additional guided reading support for students below grade level in second through fifth grade to include LEP denials	AEIS DRA	2 <sup>nd</sup> -5 <sup>th</sup> grade students	Classroom Teachers Support Staff	Instructional Specialist Campus Funds	Weekly August 2009- May 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

<b>District Goal (NCLB)</b>	Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.							
<b>Campus Goal</b>	All students will meet or exceed the district performance standards in Reading							
<b>Objective</b>	<p>At least 90% of all kinder, first, and second grade students and LEP denials will be on grade level or above as indicated on DRA</p> <p>At least 90% of all third, fourth, and fifth grade students and LEP denials and all accountability groups will pass the TAKS Reading</p> <p>At least 90% of special education students will meet ARD expectations</p> <p>At least 90% of all students will meet both campus and district assessments to ensure progress to high school graduation</p> <p>At least 100% of gifted and talented students will achieve commendable performance on the TAKS Reading</p>							
<b>Summative Evaluation</b>	The following documents will be reviewed regularly to monitor progress towards the objectives listed above: AEIS, Campus Based Assessments, DRA etc.							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Provide the TLC-Bulldog Learning Center for special education	AEIS	All students	Classroom Teachers Special Education Teachers	Campus Funds/Materials Special Education Funds/Materials	Daily August 2009- May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Utilize Sleek software to develop individualized lessons & assessments to monitor progress in reading	AEIS FS	2 <sup>nd</sup> -5 <sup>th</sup> grade students	Classroom Teachers Instructional Specialist	Campus Funds Instructional Specialist	Weekly August 2009- May 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Grade levels will be paired up as thunderbird buddies for reading support	FS	All students	Classroom Teachers	Campus Funds/Materials	Bi-Weekly August 2009- May 2010	completed <input type="checkbox"/> on-going	completed <input type="checkbox"/> on-going	
Guest Reader Day	FS	All students	Classroom Teachers G.R. Committee	Campus Funds/Materials	April 2010			

<b>District Goal (NCLB)</b>	Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in mathematics.							
<b>Campus Goal</b>	All students will meet or exceed the district performance standards in Mathematics.							
<b>Objective</b>	<p>At least 90% of all kinder, first, and second grade students and LEP denials will be on grade level or above as indicated on CBAs</p> <p>At least 85% of all third, fourth, and fifth grade students and LEP denials and all accountability groups will pass the TAKS Math</p> <p>At least 80% of special education students will meet ARD expectations</p> <p>At least 85% of all students will meet both campus and district assessments to ensure progress to high school graduation</p> <p>At least 100% of gifted and talented students will achieve commendable performance on the TAKS Math</p>							
<b>Summative Evaluation</b>	The following documents will be reviewed regularly to monitor progress towards the objectives listed above: AEIS, Campus Based Assessments etc.							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	Sp. Pop.	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	Timeline	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Infuse powerful learning to the math instruction	AEIS FS	All students	Classroom Teachers	Campus Funds Curriculum Guides	Weekly August 2009- May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Develop an outline of the math block vertically	AEIS FS	All students	Classroom Teachers	Campus Funds Curriculum Guides	August 2009- May 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Provide flexible grouping based on assessment data for acceleration of instruction	AEIS CBA Data	All students	Classroom Teachers	Campus Funds Curriculum Guides	August 2009- May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

Integrate math skills and strategies in all curriculum areas	FS AEIS/CBA Data	All students	Classroom Teachers	Campus Funds Curriculum Guides	Weekly August 2009- May 2010	completed <input type="checkbox"/> on-going	completed <input type="checkbox"/> on-going	
Provide Curriculum Alignment training to the Math vertical team	AEIS FS	All students	Administrator	Instructional Specialist	July 2009 Fall 2010 & Spring 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
TAG and Special Ed teachers will meet regularly for collaboration	AEIS FS	GT Spec. Ed. students	Classroom Teachers TAG Teacher Special Ed Teachers	Instructional Specialists	Weekly August 2009- May 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Incorporate the Measure Works materials as a resource for measurement	AEIS	All students	Classroom Teachers	Instructional Specialist Measure Works Kits	Weekly August 2009- May 2010			
Provide opportunities for home/school connections via Open House, Family Nights,	AEIS	All students	Administrators	Campus Funds/Materials Title PI 1,000	September 11 October 9 November 13 February 12 March 18			
Provide an informational meeting on TAKS Night for parents	AEIS Parent surveys from evaluations FS	2 <sup>nd</sup> – 5 <sup>th</sup> grade students	Instructional Specialist Classroom Teachers	Campus Funds/Materials Title PI 500	December 5, 2009	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Utilize the Investigations and Exemplar Resources	AEIS FS	All students	Classroom Teachers	Instructional Specialist Curriculum Guide	Weekly August 2009- May 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Utilize a variety of resources for automaticity and knowledge of basic skills i.e. Mountain Math, ADD, etc.	AEIS FS	All students	Classroom Teachers	Instructional Specialist Curriculum Guides	Daily August 2009- May 2010			
Students will keep a daily math journal			Classroom Teachers	Title 1 Funds 12,000	Daily August 2008- May 2009			
Students in TAKS grades will become TAKS Warriors to assist students needing help	FS SS	All students		Campus Funds Instructional Specialist				

<b>NCLB Goal(s)</b>	Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in mathematics							
<b>Campus Goal</b>	All students will meet or exceed the district performance standards in Mathematics.							
<b>Objective</b>	<p>At least 90% of all kinder, first, and second grade students and LEP denials will be on grade level or above as indicated on CBAs</p> <p>At least 85% of all third, fourth, and fifth grade students and LEP denials and all accountability groups will pass the TAKS Math</p> <p>At least 80% of special education students will meet ARD expectations</p> <p>At least 85% of all students will meet both campus and district assessments to ensure progress to high school graduation</p> <p>At least 100% of gifted and talented students will achieve commendable performance on the TAKS Math</p>							
<b>Summative Evaluation</b>	The following documents will be reviewed regularly to monitor progress towards the objectives listed above: AEIS, Campus Based Assessments etc.							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Utilize the Incredible Tutor software	AEIS FS	All students	Classroom Teacher	Campus Funds Administrators	Daily August 2009- May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Provide the TLC-T-Bird Learning Center special ed students/Regular Ed.	AEIS FS	All students Special Ed. AR DNO/RTI	Classroom Teacher Special Education Staff	Special Ed. Funds/Materials Teacher/Campus Funds	Daily August 2009- May 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Campus/District benchmark math assessments will determine flex groups; instruction will focus on specific objectives								
The RTI process will be implemented for students who are not progressing as needed								

<b>District Goal (NCLB)</b>	Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in Writing.							
<b>Campus Goal</b>	All students will meet or exceed the district performance standards in Writing.							
<b>Objective</b>	<p>At least 90% of all kinder, first, and second, third and fifth grade students and LEP denials will be on grade level or above as indicated on CBAs</p> <p>At least 90% of all fourth grade students and LEP denials and all accountability groups will pass the TAKS Writing</p> <p>At least 90% of special education students will meet ARD expectations</p> <p>At least 90% of all students will meet both campus and district assessments to ensure progress to high school graduation</p> <p>At least 100% of gifted and talented students will achieve commendable performance on the TAKS Writing</p>							
<b>Summative Evaluation</b>	The following documents will be reviewed regularly to monitor progress towards the objectives listed above: AEIS, Campus Based Assessments, DRA etc.							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Infuse Powerful Learning in to the writing lessons	AEIS FS	All students	Classroom Teachers	Leadership Team	Weekly August 2009- May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Continue 6 Traits writing	AIES FS	All students	Classroom Teachers	Campus Funds Instructional Specialist	Weekly August 2009- May 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Maintain student portfolio to show progress								
Provide students real life opportunities for application of writing, i.e. contests, journals, morning message, etc.	FS	All students	Classroom Teachers	Campus Funds Instructional Specialist Campus	Weekly August 2009- May 2010			
Utilize the PVE Post Office to give students real life application	FS	All students	Classroom Teachers	Campus Funds Instructional Specialist	Weekly August 2009- May 2010			

<b>District Goal (NCLB)</b>	Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in Writing.							
<b>Campus Goal</b>	All students will meet or exceed the district performance standards in Writing.							
<b>Objective</b>	<p>At least 90% of all kinder, first, and second, third and fifth grade students and LEP denials will be on grade level or above as indicated on CBAs</p> <p>At least 90% of all fourth grade students and LEP denials and all accountability groups will pass the TAKS Writing</p> <p>At least 90% of special education students will meet ARD expectations</p> <p>At least 90% of all students will meet both campus and district assessments to ensure progress to high school graduation</p> <p>At least 100% of gifted and talented students will achieve commendable performance on the TAKS Writing</p>							
<b>Summative Evaluation</b>	The following documents will be reviewed regularly to monitor progress towards the objectives listed above: AEIS, Campus Based Assessments, etc.							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Provide teachers writing staff development for Write Right in Summer 09	AEIS	K-5 Grade students	Classroom Teachers Administrator	Campus Funds/Materials	June 09	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Provide the assistance of the TLC-The Learning Center to Special Ed/Regular Ed. students	AEIS	All students	Classroom Teachers Special Ed. Teachers	Campus Funds/Materials Special Ed. Funds/Materials Title 1 Funds	Daily August 2009- May 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Integrate writing skills and strategies into all areas of the curriculum using journals	AEIS	All students	Classroom Teachers	Classroom Teachers Instructional Specialist	Daily August 2009-May 2010			
Campus/District writing benchmark assessments will determine flex groups;	AEIS	All students	Classroom Teachers	Classroom Teachers/ Specialists	Every 6 week			

Teachers will meet with Administrators, Specialists regarding any student needing additional support	AEIS/Referrals/ At-Risk Reports	At Risk Students	Classroom Teachers/Administrator/ Support Staff	Campus Funds/Materials Special Ed. Funds/Materials Title 1 Funds	Weekly	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	
Teachers will attend PD training to gain knowledge in implementing strategies and assessing students to increase success rate	AEIS/Referrals/ At-Risk Reports	All Students	Classroom Teachers/Administrator/ Support Staff	Campus Funds/Materials Special Ed. Funds/Materials Title 1 Funds	Bi-Weekly	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	
Invite local authors to discuss their writing process and share ideas on how to improve writing skills	Teacher Surveys	All Students	Librarian/Classroom Teachers	Campus Funds/Materials Special Ed. Funds/Materials Title 1 Funds	Fall and Spring	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	
Grade level teams will meet on a weekly basis to discuss specific students and needs	AEIS/Referrals/ At-Risk Reports	All Students	Classroom Teachers/Administrator/ Support Staff	Campus Funds/Materials Special Ed. Funds/Materials Title 1 Funds	Weekly	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

Students will have the opportunity to increase keyboard computer skills; this will speed up the writing/editing process	STAR	All Students	Classroom Teachers/Administrator/Support Staff	Campus Funds/Materials Special Ed. Funds/Materials Title 1 Funds	Weekly	<input type="checkbox"/>	<input type="checkbox"/>	
Provide instructional resources for at-risk students to promote academic progress	AEIS/Referrals/At-Risk Reports	All Students	Classroom Teachers/Administrator/Support Staff	Campus Funds/Materials Special Ed. Funds/Materials Title 1 Funds	Daily	<input type="checkbox"/>		
The RTI process will be implemented for students who are not progressing as needed	AEIS/Referrals/At-Risk Reports	All Students	Classroom Teachers/Administrator/Support Staff	Campus Funds/Materials Special Ed. Funds/Materials Title 1 Funds	Daily	<input type="checkbox"/>		
Before school & After School tutoring will be available for students requiring additional support	AEIS/Referrals/At-Risk Reports	All Students	Classroom Teachers/Administrator/Support Staff	Campus Funds/Materials Special Ed. Funds/Materials Title 1 Funds	Daily	<input type="checkbox"/>		

<b>District Goal (NCLB)</b>	Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in Science.
<b>Campus Goal</b>	All students will meet or exceed the district performance standards in Science.
<b>Objective</b>	At least 85% of all 5 <sup>th</sup> grade students and LEP denials and all accountability groups will meet standards on the TAKS Science test. At least 85% of all students will meet both campus and district assessments ensure progress towards high school graduation. At least 100% of gifted and talented students will meet campus and district assessments and Commendable Performance on the TAKS Science test.
<b>Summative Evaluation</b>	The following documents will be reviewed regularly to monitor progress towards the objectives listed above: AEIS, Campus Based Assessments, DRA etc.

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Infuse Powerful Learning in to the Science lessons	AEIS	All students	Classroom Teachers Instructional Specialist	Leadership Team	Weekly August 2009- May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Provide a Science Day so students can exhibit science projects	AEIS FS	All students	Classroom Teachers Science Committee members	Campus Funds Instructional Specialist	January 24, 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Utilize FOSS kits, AIMS materials in weekly science instruction	AEIS	All students	Classroom Teachers	Campus Funds Title 1	Weekly August 2009- May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Provide science labs to be used weekly (40%) by all grade levels for science experiments	AEIS FS	All students	Classroom Teachers Administrators	Campus Funds Title s	Weekly August 2009- May 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Provide Curriculum Alignment Training to the Science Vertical team	AEIS FS	All students	Administrators	Instructional Specialist Leadership	July 2009 Fall 2010 Spring 2010			

<b>District Goal (NCLB)</b>	Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in Social Studies.							
<b>Campus Goal</b>	All students will meet or exceed the district performance standards in Social Studies.							
<b>Objective</b>	At least 90% of all students and LEP denials will meet both campus and district assessments ensure progress towards high school graduation. At least 100% of gifted and talented students will meet campus and district assessments							
<b>Summative Evaluation</b>	The following documents will be reviewed regularly to monitor progress towards the objectives listed above: AEIS, Campus Based Assessments, etc.							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Infuse Powerful Learning in to the social studies lessons	FS AEIS	All students	Classroom Teachers	Leadership Team	Weekly August 2009- May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Integrate Social Studies topics into the ELA block via the use of news articles/magazines, i.e. Time for Kids, Texas Weekly, etc.	AEIS FS	All students	Classroom Teachers	Campus Funds/Materials	Weekly August 2009- May 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Integrate DKC software to provide students opportunities to research and learn about their world	FS Technology Plan	All students	Classroom Teachers	Librarian Instructional Specialist	Weekly August 2009- May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Expand the Social Studies Alive program in the 3rd grade	FS	Second /Third grade students	2 <sup>nd</sup> & 3 <sup>rd</sup> grade teachers	Instructional Specialist	Weekly August 2009- May 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Campus wide field trips will be planned to offer the students opportunity to learn more about San Antonio/ area communities	Student Surveys	All students	Classroom Teachers	Campus Funds/Material	Weekly August 2009- May 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

<b>District Goal (NCLB)</b>	Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in Science.
<b>Campus Goal</b>	All students will meet or exceed the district performance standards in Science.
<b>Objective</b>	At least 85% of all 5 <sup>th</sup> grade students and LEP denials and all accountability groups will meet standards on the TAKS Science test. At least 85% of all students will meet both campus and district assessments ensure progress towards high school graduation. At least 100% of gifted and talented students will meet campus and district assessments and Commendable Performance on the TAKS Science test.
<b>Summative Evaluation</b>	The following documents will be reviewed regularly to monitor progress towards the objectives listed above: AEIS, Campus Based Assessments, DRA etc.

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Utilize Assess software to create individualize assessments to monitor student progress	FS AEIS	All students	Classroom Teachers Instructional Specialist	Campus Funds/Materials Title 1	August 2009- May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Utilize a variety of resources to provide daily review of basic science skills	FS AEIS	All students	Classroom Teachers Administrators	Campus Funds/Materials TITLE 1 Funds	Daily August 2009- May 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Provide a TEKS/TAKS sequence that aligns with the curriculum guide to ensure all TEKS covered	AEIS FS	All students	Classroom Teachers	Campus Funds/Materials Curriculum Guides TITLE 1 Funds	Weekly August 2009- May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Provide and use the Measure Works kits to support hands on opportunities in science experiments	AEIS	All students	Classroom Teachers	Campus Funds/Materials Instructional Specialists	Weekly August 2009- May 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

<b>District Goal (NCLB)</b>	Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in Science.							
<b>Campus Goal</b>	All students will meet or exceed the district performance standards in Science							
<b>Objective</b>	<p>At least 85% of all 5<sup>th</sup> grade students and LEP denials and all accountability groups will meet standards on the TAKS Science test.</p> <p>At least 85% of all students will meet both campus and district assessments ensure progress towards high school graduation.</p> <p>At least 100% of gifted and talented students will meet campus and district assessments and Commendable Performance on the TAKS Science test.</p>							
<b>Summative Evaluation</b>	The following documents will be reviewed regularly to monitor progress towards the objectives listed above: AEIS, Campus Based Assessments, DRA etc.							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Utilize TAG teacher to provide enrichment science lessons to students second thru fifth grade	AEIS FS	Second grade thru fifth grade students	Classroom Teachers TAG Teacher	Campus Funds/Materials	Weekly August 2009-May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Utilize the Smart Boards to provide high interest lessons and motivate students visually to understand both Science and other curriculum concepts	AEIS FS	All students	Classroom Teachers Instructional Specialist	Campus Funds/Materials	Weekly August 2009-May 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Provide instructional resources for at-risk students to promote academic progress	AEIS/Referrals/ At-Risk Reports	All Students	Classroom Teachers/Administrator/ Support Staff	Campus Funds/Materials Special Ed. Funds/Materials Title 1 Funds	Weekly August 2009-May 2010	completed <input type="checkbox"/> on-going	completed <input type="checkbox"/> on-going	

Benchmark assessments will determine student flex groups; instruction will be focused on specific TAKS objectives	STAR	All Students	Classroom Teachers/Administrator/ Support Staff	Campus Funds/Materials Special Ed. Funds/Materials Title 1 Funds	Weekly August 2009-May 2010	completed <input type="checkbox"/> on-going	completed <input type="checkbox"/> on-going	
Teachers will meet with Administrators, Specialists regarding any student needing additional science support	AEIS/Referrals/ At-Risk Reports	All Students	Classroom Teachers/Administrator/ Support Staff	Campus Funds/Materials Special Ed. Funds/Materials Title 1 Funds	Daily August 2009-May 2010	completed <input type="checkbox"/> on-going	completed <input type="checkbox"/> on-going	
Teachers will attend PD training to gain knowledge in content area regarding assisting all students	AEIS/Referrals/ At-Risk Reports	All Students	Classroom Teachers/Administrator/ Support Staff	Campus Funds/Materials Special Ed. Funds/Materials Title 1 Funds	Daily August 2009-May 2010	completed <input type="checkbox"/> on-going	completed <input type="checkbox"/> on-going	
Grade level teams will meet on a weekly basis to discuss specific students and needs	PD Logs	All Students	Classroom Teachers/Administrator/ Support Staff	Campus Funds/Materials Special Ed. Funds/Materials Title 1 Funds	Daily August 2009-May 2010	completed <input type="checkbox"/> on-going	completed <input type="checkbox"/> on-going	
The RTI process will be implemented for students who are not progressing as needed	AEIS/Referrals/ At-Risk Reports	All Students	Classroom Teachers/Administrator/ Support Staff	Campus Funds/Materials Special Ed. Funds/Materials Title 1 Funds	Daily August 2009-May 2010	completed <input type="checkbox"/> on-going	completed <input type="checkbox"/> on-going	

<p>Before school /After school instruction will be available for students requiring additional support</p>	<p>AEIS/Referrals/ At-Risk Reports</p>	<p>All Students</p>	<p>Classroom Teachers/Administrator/ Support Staff</p>	<p>Campus Funds/Materials Special Ed. Funds/Materials Title 1 Funds</p>	<p>Daily August 2009- May 2010</p>	<p>completed  <input type="checkbox"/> on-going</p>	<p>completed  <input type="checkbox"/> on-going</p>	
<p>Campus/District science benchmark assessments will determine flex groups; instruction will focus on specific objectives</p>	<p>AEIS/Referrals/ At-Risk Reports</p>	<p>All Students</p>	<p>Classroom Teachers/Administrator/ Support Staff</p>	<p>Campus Funds/Materials Special Ed. Funds/Materials Title 1 Funds</p>	<p>Daily August 2009- May 2010</p>	<p>completed  <input type="checkbox"/> on-going</p>	<p>completed  <input type="checkbox"/> on-going</p>	

<b>District Goal (NCLB)</b>	To annually increase awareness and understanding of district programs, services, and planning among all JISD stakeholders in a way that fosters involvement in the educational process. All students will graduate from high school.							
<b>Campus Goal</b>	Expand community involvement to facilitate communication between home and school.							
<b>Objective</b>	Park Village will provide a multitude of opportunities to increase parental involvement.							
<b>Summative Evaluation</b>	Calendar of events will indicate all of the opportunities for parents. Parent Surveys will indicate areas of need.							
<b>Strategy</b>	<b>Needs Assessment</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Continue the transitional early literacy development program for pre-school students with KLRN-Early On Program (parent training)	AEIS	Pre-school students	Librarian Administrator	Campus Funds/Materials KLRN Personnel	October 9 December 4 February 5 April 8	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Provide Mentor via the Mentor program to students in all grades & Volunteer Appreciation Luncheon	AEIS	All students	Administrator Committee Staff	Volunteer Mentor Coordinator Campus Funds/Materials	August 2009- May 2010 April 18	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Continue the transitional early literacy development program for pre-school children via the Little Thunderbirds Nest	AEIS	Pre-school students	Administrator Campus Staff	Campus Funds/Materials	Mondays August 2009- May 2010			
Provide three Family Nights/Days to inform parents on Reading, Math and Writing Instruction to include an informational TAKS Night	AEIS	All students	Administrator Classroom Teachers Family Night Committee members	Campus Funds/Materials Title 1 Funds 1,000	December 5 February 5 April 8			

<b>District Goal (NCLB)</b>	To annually increase awareness and understanding of district programs, services, and planning among all JISD stakeholders in a way that fosters involvement in the educational process. All students will graduate from high school.							
<b>Campus Goal</b>	Expand community involvement to facilitate communication between home and school.							
<b>Objective</b>	Park Village will provide a multitude of opportunities to increase parental involvement.							
<b>Summative Evaluation</b>	Calendar of events will indicate all of the opportunities for parents. Parent survey will indicate areas of need.							
<b>Strategy</b>	<b>Needs Assessment</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Provide a Multicultural Fair that honors our diversity	PS	All students	PTO/Administrator and Staff	PTO Funds Title 1	October 24, 2009	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Provide a bike rodeo to promote bike safety	PS	All students	PTO/Administrator and PE Staff	PTO Funds	Spring 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Provide the Boy Scout program to boys in first through fifth grade	PS	First and second grade boys	Administrator	San Antonio Boy Scouts of America Staff	Twice a month August 2009- May 2010			
Provide student performances at PTO	PS	All students	Music Teacher	Campus Funds/Materials	November 13 December 12 February 7 March 18			
Provide monthly newsletters from school, nine week newsletters from the classroom	PS	All students	Classroom Teachers Administrator	Campus/Federal Funds/Materials	August 2009- May 2010			

<b>Strategy</b>	<b>Needs Assessment</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Meet the Teacher Night will give parents the opportunity to meet child's teacher and ask any questions regarding curriculum	PS/FS	All students	Classroom Teachers Administrator	Campus/Federal Funds/Materials	August 09			
Fall Parent Picnic will invite parents to visit with staff and each other	PS/FS	All students	Classroom Teachers Administrator	Campus/Federal Funds/Materials	September 09			
Campus wide Career Day will allow parents to share their occupation with students	PS/FS	All students	Counselor	Campus/Federal Funds/Materials	February 2010			
Provide Parent Portal Training for parents information on how to monitor child's progress	PS/FS	All students	Librarian/CIT	Campus/Federal Funds/Materials	Fall 09/ Spring 2010			
Provide Volunteer Training for parents interested in assisting in the classroom/ on field trips	PS/FS	All students	Social Worker	Campus/Federal Funds/Materials	Monthly August 2009- May 2010			

<b>District Goal (NCLB)</b>	To annually increase awareness and understanding of district programs, services, and planning among all JISD stakeholders in a way that fosters involvement in the educational process. All students will graduate from high school.							
<b>Campus Goal:</b>	Expand community involvement to facilitate communication between home and school.							
<b>Objective:</b>	Park Village will provide a multitude of opportunities to increase parental involvement.							
<b>Summative Evaluation</b>	Calendar of events will indicate all of the opportunities for parents. Parent survey will indicate areas of need.							
<b>Strategy</b>	<b>Needs Assessment</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Maintain weekly communication with PTO	PS	All students	Administrator/PTO President	Administrator & PTO President	Weekly August 2009- May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Provide Helpful Hints newsletter to parents	PD	All students	Classroom Teachers Assistant Principal/Administrator	Campus Funds/Materials Title 1 Funds	Monthly August 2009- May 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Teachers/Administrators will respond to parent calls within a 24 hour time limit	District/Campus Policy	All students	Classroom Teachers Administrator	Campus Funds/Materials Title 1 Funds	Daily August 2009- May 2010			
Teachers/Administrators will visit students' homes whenever the need arises regarding academic, behavior, attendance concerns	District/Campus Policy	All students	Classroom Teachers Administrator	Campus Funds/Materials Title 1 Funds	August 2009- May 2010			
Campus Counselors/Curriculum Specialists will maintain open communication with parents to ensure their child's success	District/Campus Policy	All students	Classroom Teachers Administrator	Campus Funds/Materials Title 1 Funds	August 2009- May 2010			

<b>District Goal (NCLB)</b>	To annually increase awareness and understanding of district programs, services, and planning among all JISD stakeholders in a way that fosters involvement in the educational process. All students will graduate from high school.							
<b>Campus Goal:</b>	Expand community involvement to facilitate communication between home and school.							
<b>Objective:</b>	Park Village will provide a multitude of opportunities to increase parental involvement.							
<b>Summative Evaluation:</b>	Calendar of events will indicate all of the opportunities for parents. Parent survey will indicate areas of need.							
<b>Strategy</b>	<b>Needs Assessment</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Distribute Title 1 parent compact to all parents	AEIS	All students	Administrator Classroom Teachers	Campus Funds/Materials	November 15, 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Provide school performance report card	AEIS	All students	Administrator	Campus Funds/Materials	November 30, 2009	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Provide parent/teacher conferences several times a year and as needed	FS Parent surveys from evaluations	All students	Classroom and Specials Teachers	Campus Funds/Materials	August 2009- May 2010			
Provide parents with all required registration paperwork including the migrant survey	AEIS	All students	Office Staff and Classroom Teachers	Campus Funds/Materials	September 2010			

<b>District Goal (NCLB)</b>	To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarships and attendance to institutes of higher learning. All students will graduate from high school.							
<b>Campus Goal:</b>	All students will achieve and maintain a high standard of attendance.							
<b>Objective:</b>	The student population will achieve and maintain an attendance rate of 96.5% or better.							
<b>Summative Evaluation:</b>	Student attendance percentage will be monitored and announced daily. An attendance committee will review students' attendance and make recommendations for promotion or retention.							
<b>Strategy</b>	<b>Needs Assessment</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Administrators will monitor attendance and determine needs for students absent each morning. i.e bus problems, need for ride, etc.	AEIS/PEINS	All students	Administrators Teachers, Counselor, Social Worker	Campus Funds/Materials	Daily August 2009- May 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	
Implement school-wide incentives for daily attendance for each classroom	AEIS/PEINS	All students	Administrator Classroom Teachers	Campus Funds/Materials	Daily August 2009- May 2010	<input type="checkbox"/> Completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	
Provide incentives to students who maintain perfect attendance on a nine-week, semester, and school year basis	AEIS/PEINS	All students	Administrator Classroom Teachers	Campus Funds/Materials PTO Funds	Daily August 2009- May 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	

Daily contact with parents of students who are absent	AEIS/PEINS	All students	Administrators PEIMS Clerk	Campus Funds/Materials	Daily August 2009- May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Home visits will be made with students who have unusual or high absences	AEIS/PEINS	All students	Administrators Social Worker	Campus Funds/Materials	Daily August 2009- May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Absences will be monitored and reported to district for further action when number is high	AEIS/PEINS	All students	PEIMS Clerk Social Worker	Campus Funds/Materials	Daily August 2009- May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

<b>District Goal (NCLB)</b>	<b>Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</b>							
<b>Campus Goal:</b>	<b>Provide a safe learning environment for all students.</b>							
<b>Objective:</b>	<b>Park Village will provide direct instruction and incentives to help students make safe and non-violent choices in school situations.</b>							
<b>Summative Evaluation:</b>	<b>Number of discipline referrals will be reduced and student/staff/parent surveys will show community feels safe.</b>							
<b>Strategy</b>	<b>Needs Assessment</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Provide instruction in the Character Counts Program in all classrooms Counselors will provide small group/individual counseling for students needing additional support	AEIS DR TS Reports	All students	Classroom Teachers Counselor/Social Worker	Campus Funds/Materials Title 1 Funds	Weekly August 2009- May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Continue the school-wide Character Counts Self Managers program	AEIS TS Reports	All students	Classroom Teachers Counselor/Social Worker	Campus Funds/Materials Title 1 Funds	Weekly August 2009- May 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Utilize the HEART Rules School-Wide/Implement new School-Wide Discipline Management Plan	AEIS TS	All students	Administration Classroom Teachers	Campus Funds/Materials Title 1 Funds	Daily August 2009- May 2010			
Provide Red Ribbon Week activities	AEIS DR	All students	Classroom Teachers Counselor	Campus Funds/Materials	October 27- 31. 2009			
Implement an emergency response procedure and maintain an emergency response team	AEIS	All students	Crisis Response Committee Administrator	Campus Funds/Materials	August 2009- May 2010			
Enforce campus wide dress code policy	PEIMS	All student	Administrator/Teachers	Campus Funds/Materials	Daily August 2009-May 2010			

<b>District Goal (NCLB)</b>	<b>Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</b>							
<b>Campus Goal:</b>	<b>Provide a safe learning environment for all students.</b>							
<b>Objective:</b>	<b>Park Village will provide direct instruction and incentives to help students make safe and non-violent choices in school situations.</b>							
<b>Summative Evaluation:</b>	<b>Number of discipline referrals will be reduced and student/staff/parent surveys will show community feels safe.</b>							
<b>Strategy</b>	<b>Needs Assessment</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Provide Mentors to students with need	AEIS Taking Stock Reports DR	AR	Administrator	Volunteer Mentors Campus Funds/Materials	August 2009- May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Utilize the GIST/RTI process for academic and behavioral support of students	AEIS Taking Stock Reports DR	AR	Counselor Classroom Teachers	Campus Funds/Materials	August 2009- May 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Provide classroom guidance for all students	AEIS TS Report DR	All students	Social Worker Counselor Classroom Teachers	Campus Funds/Materials	August 2009- May 2010			
Provide social group therapy to students	AEIS TS Report DR	AR	Social Worker Classroom Teachers	Campus Funds/Materials	August 2009- May 2010			
Provide instruction, presentations and incentives to reduce bullying incidences	SS FS DR	All Students	Social Worker Classroom Teachers	Discipline Committee Title IV Safe/Drug Free Funds-1,000	September 09- May 2010			

<b>District Goal (NCLB)</b>	By 2006-2007, all students will be taught by highly qualified teachers.							
<b>Campus Goal:</b>	Hire, attract and retain highly qualified teachers and paraprofessional staff.							
<b>Objective:</b>	Park Village will implement a strong program to attract and retain highly qualified staff.							
<b>Summative Evaluation:</b>	Park Village will continue to retain highly qualified staff and maintain a low teacher turn over rate.							
<b>Strategy</b>	<b>Needs Assessment</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Provide a mentor program for all new teachers	AEIS FS	New staff	Administrator Mentor Coordinator	Campus Funds/Materials	August 2009- May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Continue a hiring process that includes committees and addresses the NCLB rules to maintain 100% Highly Qualified staff both professional and paraprofessional	AEIS FS	All staff	Administrator Staff	Campus Funds/Materials	August 2009- May 2009	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Build leadership capacity and acknowledge staff strengths	AEIS TS Report FS	All staff	Administrator Leadership Team	Leadership Team	August 2009- May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Staff is involved in the scheduling, developing, and analyzing data that drive instructional decisions.	AEIS TS Report FS	All staff	Administrator Staff	Campus Funds/Materials	August 2009- May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

Attend teacher job fairs and recruiting events	AEIS TS Report FS	All staff	Administrator Instructional Facilitators	Campus Funds/Materials	August 2009- May 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	
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