



**Judson Independent  
School District**

***Candlewood Elementary  
School***

**Campus Improvement Plan  
2009-2010**

*CIP revised and approved by CSBC on April 1, 2009 and April 13, 2009*

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

**Campus Site-Based Committee**

CSBDM Members 2009 – 2010

Caroline Davidson – Teaching Campus-Based Professional  
Stephanne Lofton – Teaching Campus-Based Professional  
Jennifer Barnes – Teaching Campus-Based Professional  
Catherine Bramble – Teaching Campus-Based Professional  
Vacancy – Non-Teaching Campus-based Professional  
Freda Knight – Paraprofessional Employee  
Vacancy – Business Representative  
Vacancy – Business Representative  
Vacancy – Parent Representative  
Vacancy – Parent Representative  
Vacancy – Community Resident Representative  
Vacancy – Community Resident Representative  
Vacancy – District Level Professional Representative\*\*\*

**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**  
**Candlewood Elementary School**  
**Campus Improvement Plan**  
**2009-2010**

**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**

*As caring members of the Candlewood community, we ensure that each child achieves academic and social excellence by developing and supporting the whole child while creating a family atmosphere that encourages respect for all.*

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

**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**

Teaching and Learning

*As educators, we will provide a learner-centered environment in which children engage at high cognitive levels and are supported by hands-on experiences within a meaningful and relevant context.*

Math

*We believe children need a strong foundation and understanding of mathematical skills and concepts so they can communicate and apply a variety of strategies when solving complex problems in the real world efficiently and effectively.*

Reading

*We believe children need to be motivated and challenged to become independent, proficient readers who make connections by utilizing research-based skills and strategies through a variety of genres and materials that are learner-centered and include modeling, shared, guided and independent practice.*

Writing

*We believe children will produce authentic, meaningful, and well-composed pieces of writing, individually and at their own pace through a recursive process that is integrated throughout the curriculum.*

Science

*We believe children need opportunities to explore the universe and develop thinking, problem solving skills and attitudes of curiosity, healthy skepticism, and openness to modifying explanations through active participation in the scientific process.*

Technology

*We believe that the members of our learning community need to become technologically literate so that we can communicate effectively and efficiently in a global society.*

Family Involvement

*We believe children need to the support of a caring community made up of educators, school faculty members, family members, friends, and community members who work together to ensure our children achieve academic and social excellence.*

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

**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.

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

**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.

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

**Executive Summary**

Based on TAKS data for the past two year, Candlewood Elementary needs to improve math and science performance among all subgroups identified by AEIS indicators. (ex. African American, Hispanic, White, and Economically Disadvantaged) Student performance during the Spring 2008 TAKS tests shows a drop in every content area for every gradelevel for most subgroups. Some of these drops are significant. During the spring of 2009, significant improvements were made in every subgroups for all tests taken among all gradelevels. However, the improvements were not enough to earn a state Recognized rating for the 2009-2010 school year. Primarily, Candlewood’s efforts will be devoted to math and science for the coming school year. Given the same gains during the spring 2010, the campus should move from “Academically Acceptable” to”Recognized”.

**Goals**

1. To achieve a campus-wide TEA rating of “Recognized” by attaining a minimum of 80% on student achievement in all content areas within all subgroups on the 2010 TAKS test.
2. Increase parent and community support toward the goal of becoming a Recognized campus. Foster an environment where student success is the only option for all stakeholders including parents and the community.
3. Maintain campus fidelity to the JISD Curriculum Framework and the JISD Response to Intervention plan when addressing the needs of struggling learners.
4. Improve student behavior and character development which will indirectly add to positive campus culture and teacher retention.

**Focus for Candlewood Elementary School**

- **Math and Science Instructional Facilitator** – Continue efforts toward vertical alignment in these areas from the primary to TAKS gradelevels. Uniformity must exist on strategies and tools campus-wide.
- **Extended Day Tutoring Program** - Students in need of reteach opportunities will be able to attend the Extended Day Tutoring Program twice per week for an hour afterschool beginning the week of October 20 thru the end of April with a highly qualified teacher.

**Judson Independent School District**  
**Candlewood Elementary**  
**Campus Improvement Plan**  
**2009-2010**  
**Needs Assessment Summary**

Program/Area for Review	Data Source	Sp. Pop.	Program/Area Strength	Area of Concern	Strategies for Improvement/Sustainability
Math Instruction – Campus-Wide	TAKS Scores / Math CBA Scores	All Students (K-5 <sup>th</sup> )	Teacher willingness to try new research-based approaches.  Teacher desire to improve and create a campus-wide strategy in buiding mathematical concepts and problem solving.	Student preparedness for TAKS gradelevels in the area of math.  Teacher knowledge of mathematical concepts and the confidence and tools to teach them.  Campus uniformity in implementing a common problem solving strategy.	Providing primary teachers with the training and tools to introduce students to TAKS formatted questions on the content specific to their gradelevel.  Teacher professional development in mathematics.  Design and implement a common problem solving strategy.
Science Instruction – Campus-Wide	TAKS Scores / Math CBA Scores	All Students (K-5 <sup>th</sup> )	Teacher use of science journals in the 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades.  Implementation of the campus science lab and weekly rotation of all 1 <sup>st</sup> – 5 <sup>th</sup> grade classes.  Focus on field based experience (field trips) focused on science for TAKS gradelevels.  Fidelity to the Curriculum Framework.	Vertical alignment of science instruction in primary gradelevels.  Resources for the primary gradelevels for age appropriate science experiments.  Access to science based guided reading literature.	Provide primary teachers with training and tools on how to enhance the science centers in their classroom.  Allow teachers to observe quality examples of science centers within the classroom.  Provide more instructional tools to enhance science school-wide.
Student Discipline	Office Referrals	All students (K-5 <sup>th</sup> )	Student behavior has increase significantly during the 08-09 school year.	Student behavior exhibiting disrespect toward themselves, their peers, and teachers.  Student behavior that exhibits violence toward adults and flight characteristics.	Campus commitment in teaching coping skills and accepting self-responsibility for your actions. Small group and classroom instruction on character development.
Teacher Retention	Staff Rosters	All Teachers	Team collegiality and willingness to work together.  Teacher attitude to improve professionally.	Teacher support from parents / community.  Student respect toward teachers in terms of behavior and willingness to learn.	Improve student discipline and provide small groups lesson on respecting the teacher.  Coordinating positive teacher/parent events focused on collaboration.

**Judson Independent School District**  
**Candlewood Elementary School**  
**Campus Improvement Plan - Reading**  
**2009-2010**

<b>NCLB Goal(s)</b>	By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts including Limited English Proficient students. All students will graduate from high school.							
<b>District Goal</b>	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.							
<b>Campus Goal</b>	By May of 2010, in the area of reading: <b>Grade 3</b> students scoring: Commended Performance will increase from 20% to 30%; Met Standard from 81% to 90%; AA from 66% to 80%; H from 82% to 90%; W from 91% to 95%; ED from 76% to 85%. <b>Grade 4</b> students scoring: Commended Performance will increase from 10% to 18% ; Met Standard from 67% to 75%; AA from 67% to 75%; H from 67% to 75%; W from 60% to 80%; ED from 63% to 75%. <b>Grade 5</b> students scoring: Commended Performance will increase from 10% to 25%; Met Standard from 86% to 95%; AA from 70% to 80%; H from 84% to 95%; W from 92% to 95%; ED from 85% to 90%.							
<b>Objective</b>	To reach a campus accountability rating of Recognized for the 2009-2010 school year based on TAKS results in the area of reading/language arts.							
<b>Summative Evaluation</b>	TAKS Scores in Grades 3, 4, and 5 Reading							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources</b> Human Material Fiscal	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						Nov. 2009	Mar. 2010	Evidence of Completion

Implement RTI policies / procedures and incorporate new interventions.	CBA data, grades, TAKS	All students	Teachers, Team Leaders, Support Staff, Principal, Asst. Principal, Counselor, GIST members	n/a	6 weeks	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	
Implement individualized learning rings for sight words and vocabulary using journal glossaries and strategies outlined by staff.	CBA data, TAKS, grades	All students	Teachers	n/a	weekly	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	
Integrate fluency instruction in reading (K-5)	Running Records & Fluency Probes as needed	All students	Teachers, Reading support staff	n/a	Bi-weekly	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

**ONGOING CAMPUS PLAN FOR READING**

- Implement effective literacy practices that are based on the Ohio State University Early Literacy Learning Initiative and the practices outlined in Guiding Readers and Writers (Grades 3-6) by Fountas & Pinnel.
- Implement independent reading plans.
- Implement the following Intervention Programs:
  - Reading Readiness Grades K-1
  - Rite Flite Tier II Intervention
  - Scottish Rite Dyslexia Program      Second, Third, Fourth & Fifth Grades      1 SCE FTE
  - Fountas and Pinnell Phonics
  - Learning Intervention Manual
  - Region IV Intervention/Acceleration Curriculum
  - ARI & SSI funds to provide additional learning time for children at risk of failing TAKS.
  - Extended Day Tutoring Program from October 2008 – April 2009
- Reading Activities: Family Academic Night Spring Event
- Implement EXPLORE as a test-taking strategy. (K-5<sup>th</sup> Grade)
- Use reading word walls with pictures for student and teacher reference. AND Reading / Language Arts student journals.

**Judson Independent School District**  
**Candlewood Elementary School**  
**Campus Improvement Plan - Math**  
**2009-2010**

<b>NCLB Goal(s)</b>	By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in mathematics including Limited English Proficient students. All students will graduate from high school.							
<b>District Goal</b>	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.							
<b>Campus Goal</b>	By May of 2010, in the area of math: <b>Grade 3</b> students scoring: Commended Performance will increase from 16% to 25%; Met Standard from 69% to 80%; AA from 63% to 75%; H from 67% to 80%; W from 82% to 90%; ED from 65% to 80%. <b>Grade 4</b> students scoring: Commended Performance will increase from 16% to 25% ; Met Standard from 77% to 85%; AA from 82% to 90%; H from 75% to 85%; ED from 75% to 95%. <b>Grade 5</b> students scoring: Met Standard from 83% to 95%.							
<b>Objective</b>	To reach a campus accountability rating of Recognized for the 2009-2010 school year based on TAKS results in the area of mathematics.							
<b>Summative Evaluation</b>	TAKS scores in Grades 3, 4, and 5 Math							
<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>
Implement RTI policies / procedures and incorporate new interventions.	CBA data, grades, TAKS	All students	Teachers, Team Leaders, Support Staff, Principal, Asst. Principal, Counselor, GIST members	n/a	6 weeks	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

Implement individualized learning rings for math vocabulary using journal glossaries and strategies outlined by staff.	CBA data, TAKS, grades	All students	Teachers	n/a	weekly	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Implement district scope and sequence	CBA, grades, TAKS	All students	Teachers, Principal, Asst. Principal	n/a	Daily, 6 weeks	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Implement structured guided math groups on a daily basis.	CBA, grades, TAKS	All students in need of intervention – Tier students	Teacher, Support Math Teachers	n/a	Daily, 6 weeks	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Develop a protocol and lesson plan format for guided math groups.	CBA, grades, lesson plans	Students in need of intervention – Tier students	Teachers, Support Math Teachers	n/a	Weekly, 6 weeks	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

Develop an inventory of math materials on campus.	Inventory sheets	n/a	Teachers, Support Math Teachers, Principal, Asst. Principal, Parent Volunteers	n/a	Annually	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

**ONGOING CAMPUS PLAN FOR MATH**

- Use games/activities to practice Basic skills daily.
- MacMillian/McGraw-Hill Intervention and Remediation Materials
- Region IV Intervention Materials
- Voyager Math Intervention Materials
- Use UPSCheck Problem Solving strategies with word problems.
- Utilize and maintain math word walls to build vocabulary.
- Use Study Island Web-Based Math Program for K-5<sup>th</sup> grades.

**Judson Independent School District**  
**Candlewood Elementary School**  
**Campus Improvement Plan - Science**  
**2009-2010**

<b>NCLB Goal(s)</b>	By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in science including Limited English Proficient students. All students will graduate from high school.							
<b>District Goal</b>	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.							
<b>Campus Goal</b>	By May of 2010, in the area of Science, <b>Grade 5</b> students scoring: Commended Performance will increase from 24% to 25%; Met Standard from 69% to 80%; AA from 52% to 75%; H from 69% to 80%; W from 100% to 100%; ED from 64% to 75%.							
<b>Objective</b>	To reach a campus accountability rating of Recognized for the 2009-2010 school year based on TAKS results in the area of science.							
<b>Summative Evaluation</b>	TAKS scores in Grade 5 in Science							
<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>
Implement district scope and sequence.	CBA, grades, TAKS	All students	Teachers, Principal, Asst. Principal	n/a	Daily, 6 weeks	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

Create vertically aligned science vocabulary posters (pictures, word, definition) for cafeteria word wall.	CBA, grades, TAKS	All students	Teachers, Principal, Asst. Principal	n/a	August /May	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

**ONGOING CAMPUS PLAN FOR SCIENCE**

- Continue to inventory and add to supplies in Science Lab.
- Teach common language of Scientific Process.
- Utilize 1 SCE (approx. \$52,000) for Science Support in the Lab.
- Provide interventions through targeted small groups.
- Interactive science journals with teacher feedback.
- Interactive science centers on the 5E Model in K-5<sup>th</sup> classrooms.

**Judson Independent School District**  
**Candlewood Elementary School**  
**Campus Improvement Plan - Writing**  
**2009-2010**

<b>NCLB Goal(s)</b>	By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in writing including Limited English Proficient students. All students will graduate from high school.							
<b>District Goal</b>	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.							
<b>Campus Goal</b>	By May of 2010, in the area of writing,  <b>Grade 4</b> students scoring: Commended Performance will increase from 8% to 18%; Met Standard from 83% to 93%; AA from 81% to 90%; H from 80% to 90%; W from 60% to 75%; ED from 81% to 90%.							
<b>Objective</b>	To reach a campus accountability rating of Recognized for the 2009-2010 school year based on TAKS results in the area of writing.							
<b>Summative Evaluation</b>	TAKS scores in Grade 4 in Writing							
<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>
Implement the TAKS Writing Rubric in grades 2 <sup>nd</sup> – 5 <sup>th</sup> and the Lucy Cawkins Writing Rubric in grades K-1 <sup>st</sup> .	CBA, grades, Writing samples, TAKS	All students	Teachers, Principal, Asst. Principal	n/a	6 weeks, weekly	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

Provide models of writing when giving assignments.	CBA, grades, writing samples, TAKS	All students	Teachers	n/a	Weekly	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Provide teachers with staff development on implementing writing rubrics and Writer's Workshop in the classroom.	CBA, grades, writing samples, TAKS	All Classroom Teachers	Principal, Asst. Principal, Teachers, Presenter	n/a	August 2009	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

**ONGOING CAMPUS PLAN FOR WRITING**

- Implement the four components of a balanced writing program (shared and modeled writing; Interactive Writing (PK-1); Guided Writing; Writer's Workshop; Independent Writing)
- Writer's Workshop will contain four basic components: Mini-lesson, Status of class, writing/conferring, sharing/debriefing.
- Common language for sharing is TAG (Tell what you like; Ask questions; Give suggestions).
- Organize instruction around the 6+ 1 traits of effective writing
- **Collaboratively score writing samples at the end of each nine weeks and complete a class reflection sheet and a team reflection sheet.**
- Implement daily opportunities for writing in journals and/or across the curriculum. Include Science journals. Display expectations.
- Implement word wall activities regularly to encourage student use of the word wall for writing.
- **Outline portfolio requirements for each nine weeks for third grade. Each fourth grade teacher will receive a crate with hanging files for student access to portfolios.**

**Judson Independent School District**  
**Candlewood Elementary School**  
**Campus Improvement Plan – Social Studies**  
**2009-2010**

<b>NCLB Goal(s)</b>	By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in social studies including Limited English Proficient students. All students will graduate from high school.							
<b>District Goal</b>	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.							
<b>Campus Goal</b>	By May 2010, in the area of social studies, 75% of students will perform satisfactorily on the Curriculum Based Assessments every six weeks.							
<b>Objective</b>	To reach a campus accountability rating of Recognized for the 2009-2010 school year based on TAKS results.							
<b>Summative Evaluation</b>	CBA scores in Social Studies in grades k – 5.							
<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>
Implement the district scope and sequence in the area of social studies.	CBA, grades	All students	Teachers, Principal, Asst. Principal	n/a	Daily, 6 Weeks	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

**ONGOING CAMPUS PLAN FOR SOCIAL STUDIES**

- Recognize and celebrate various holidays to build cultural awareness as prescribed by the TEKS.
- In order to promote career awareness, schedule two speakers per year to introduce their career choice as it aligns with the content curriculum.

**JISD Candlewood Elementary School**  
**Campus Technology Plan**



**District Goal #1:** Ensure that all students and instructional staff pursue mastery of clearly defined technology skills for use in foundations, information acquisition, problem solving and communication as found in the Technology Application TEKS.

**Campus Strategy:** Each student will complete all the designated activities in the computer literacy curriculum at their grade level for the purpose of increasing their technology proficiency as stated in the TA TEKS.

	Action Steps	Time Line	Resources	Person(s) Responsible	Evidence of Attainment
1	Assemble a group of TechSperts and Technology Committee to provide technology leadership and support on the campus for this tech plan	August 2009	TechSperts (one teacher per grade level), CIT, Admin, Parent, Spec. Ed, Specials, Librarian	Principal	Submission of names to Instructional Technology
2	Create and implement Word Wall to increase knowledge of computer literacy vocabulary	August 2009	Vocabulary words, Cardstock, pictures, adhesive	Teacher CIT	Word Walls visible in lab Observations by CIT, indicated in Lab Usage Log
3	Ensure that all teachers are trained in delivering computer literacy curriculum using Best Practices <ul style="list-style-type: none"> <li>• Introduce the lesson</li> <li>• Monitor student work</li> <li>• Re-teach as needed</li> <li>• Review</li> </ul>	August 2009	Computer Lab, Lab Utilization Plans, Class Lists, Logins, <i>TechKnowledge, Kid Keys, Type to Learn</i>	CIT TechSperts	Sign-in sheets
4	Create a computer lab schedule for all classes to attend the computer literacy lab at least 1 time per week for 45 minutes.	August 2009	Lab Schedule Form Rotation Schedules	CIT TechSperts	Completed schedule distributed and posted

<b>5</b>	Deliver the curriculum following the Lab Utilization Plans to meet district TechKnowledge benchmarks	August 31, 2009- May 2010	Computer Lab, Lab Utilization Plans	CIT TechSperts Teachers	TechKnowledge Unit Scores Report printed at the end of each grading period; TK Admin Report
<b>6</b>	Provide teacher support through modeling and co-teaching	August 31, 2009- May, 2010	Computer Lab, Lab Utilization Plans	CIT	Lab Usage Logs
<b>7</b>	Document daily lab activities	August 31, 2009- May, 2010	Computer Lab Usage Log	Teachers	Computer Lab Usage Log
<b>8</b>	Monitor and adjust student progression through the TechKnowledge curriculum at the end of each grading period	Oct. 23, 2009 Jan. 15, 2010 March 26, 2010 May 28, 2010	Student Unit Score Reports Lab Utilization Plans, Computer Lab Usage Logs, Computer Lab Schedule	CIT TechSperts Teachers	TechKnowledge Reflection Form completed and turned in by grade level.
<b>9</b>	Meet with Instructional Technology to perform a formative evaluation	January 2010	Campus Technology Plan Artifacts Binder	Principal, Tech Committee CIT IT	Minutes from meetings that reflects analysis and adjustments suggested by IT
<b>10</b>	Meet with Instructional Technology to perform a summative evaluation	March 2010	Campus Technology Plan Artifact Binders	Principal, Tech Committee CIT IT	Lab Schedules, Meeting minutes, Student Progress Reports, Computer Lab Usage Logs,

**JISD Candlewood Elementary School**  
**Campus Technology Plan**



**District Goal #2:** Incorporate technology into teaching and learning in all curriculum areas to enable students to effectively build content knowledge.

**Campus Strategy:** Kindergarten, First, Second and Third grade students will build content knowledge by creating and presenting multimedia projects.

	Action Steps	Time Line	Resources	Person(s) Responsible	Evidence of Attainment
1	Obtain 13 new LCD projectors and utilize 1 existing projectors to equip all kinder and first grade classrooms	August 2009-October 2009	District Technology Department	District Technology Department	Delivery Letter
2	Train K-3 <sup>rd</sup> grade teachers: <ul style="list-style-type: none"> <li>projector use</li> <li>effective student multimedia presentations</li> <li>rubrics to assess student products</li> </ul>	September 2009	Projector, Remote Control, Jumpstart card, Computer lab, Training materials, Student samples of Effective Multimedia Presentations	CIT	Sign--in sheet
3	Train K-3 <sup>rd</sup> grade students to create multimedia presentations	October 2009	Projector, Computer, Multimedia Samples (various applications)	Teacher	Lesson Plans
4	Groups of K-3 <sup>rd</sup> graders will create multimedia presentations	October 2009-May 2010	Curriculum, Computer, network drive, CIT assistance, training resources	K-3rd grade students	Student created multimedia presentations
5	Groups of K-3 <sup>rd</sup> graders will present at least 1 multimedia presentation using the projector	October 2009-May 2010	Student-created Multimedia Presentation files,	K-3rd grade teachers	Lesson Plans

			Projector, Computer		
6	K-3 <sup>rd</sup> grade teachers will meet with their grade level teams to share, evaluate, and/or reflect on the lesson and the student projects	October 2009-May 2010	Multimedia Presentations, Lesson Plans, Reflection Template	K-3rd grade teachers	At least 1 completed Reflection
7	Meet with Instructional Technology Team to evaluate technology progression	Jan.-Feb. 2010 Mar.-Apr.	Meeting locale and sign in sheet, Artifact Binder	Principal, IT Specialist, Tech Committee, and	Artifact Binder

**Estimated Cost of Strategy:** \$ 7,735 for projectors

**Judson Independent School District**  
**Candlewood Elementary School**  
**Campus Improvement Plan – Student Behavior**  
**2009-2010**

<b>NCLB Goal(s)</b>	All students will be educated in learning environments that are safe, drug-free, and conducive to learning.							
<b>District Goal</b>	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.							
<b>Campus Goal</b>	Candlewood Elementary will become a safe, secure and supportive school that emphasizes six character traits, high expectations, accountability, and ownership through the implementation of a comprehensive, consistent, and proactive discipline management plan so that...							
<b>Objective</b>	The number of referrals is reduced by 10% for the 2009-2010 school year. Student attendance will increase to 97.5%.							
<b>Summative Evaluation</b>	Office Referral data and Yearly Attendance Rate							
<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>
Emphasize the RTI process in addressing the needs of our top triangle children (6%), targeted support children (14%), and our schoolwide children (80%)	RTI Documentation, Discipline Referrals, EAEP Documents	All students, Tier II, and Tier III	Teachers, Principal, Asst. Principal, Counselor	n/a	Daily	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

Provide classroom lessons on schoolwide expectations as needed.	Lesson Plans, Discipline Referrals	All students	Teachers, Principal, Asst. Principal, Counselor	n/a	Daily	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Facilitate small group sessions to address social skills.	Tier documents, Counselor service roster	Tier II and III students	Teachers, Counselor	n/a	Daily	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Provide classroom guidance lessons on bully prevention and character building.	Counselor service roster, Lesson Plans	All students	Teachers, Counselor	n/a	Monthly	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

**ONGOING CAMPUS PLAN FOR STUDENT BEHAVIOR**

- Red Ribbon Week
- Schoolwide Expectations
- Common Area Expectations
- Character Counts
- Individualized Behavior Plans
- JISD Student Code of Conduct
- Graduation Ceremonies in Kinder & 5th
- Monthly Safety Drills
- Crisis Prevention Intervention Training
- VALERO Go Kids Challenge

Team Behavior Plans  
Crisis Plan

**Judson Independent School District**  
**Candlewood Elementary School**  
**Campus Improvement Plan – Highly Qualified Staff**  
**2009-2010**

<b>NCLB Goal(s)</b>	2006-2007, all students will be taught by highly qualified teachers.							
<b>District Goal</b>	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.							
<b>Campus Goal</b>	We will work to create a caring, supportive environment in which children, faculty, and staff feel a sense of belonging and assume ownership through a shared decision-making process so that students can be successful.							
<b>Objective</b>	We can recruit and maintain a highly qualified faculty and reduce the voluntary teacher turnover rate so that less than 80% of our staff has less than 3 years experience.							
<b>Summative Evaluation</b>	Staff roster comparisons from August 2009 to August 2010. Teacher turnover rate.							
<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>
Engage teams in weekly team meetings to discuss the curriculum framework, CBA assessment results, and best interventions for struggling learners.	Staff Rosters	n/a	Team Leaders, Principal	n/a	Weekly	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

Provide time for teachers to observe one another, ask questions and promote reflection for guided and small group instruction.	Schedules / Classroom Coverage	n/a	Teachers, Principal	n/a	Semi-Annually	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	
--	--------------------------------	-----	---------------------	-----	---------------	---	---	--

**ONGOING CAMPUS PLAN FOR HIGHLY QUALIFIED**

- Employee Recognition
- New Teacher Mentor / Professional Development Sessions
- Appreciation Events (Christmas Luncheon, Custodial Appreciation, Teacher and Staff Appreciation Week, Nurse/Health Aide Appreciation)

**Judson Independent School District**  
**Candlewood Elementary School**  
**Campus Improvement Plan – Family / Community Involvement**  
**2009-2010**

<b>NCLB Goal(s)</b>	All students will be educated in learning environments that are safe, drug-free, and conducive to learning.							
<b>District Goal</b>	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.							
<b>Campus Goal</b>	We will develop positive school-family relationships, strengthen our home to school partnerships and collect baseline data so that...							
<b>Objective</b>	Each teacher rates 80% of his/her family relationships as positive on an SBDM-developed survey and the number of children represented at family events is documented.							
<b>Summative Evaluation</b>	Parent Survey, Faculty Survey, Volunteer Sign-In Sheets							
<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>
Involve parents in Discipline plan through mandatory meetings/conferences designed to inform.	Meeting Notes	All students w/ excessive discipline referrals	Assistant Principal, Principal, Teachers, ISS Staff	n/a	Daily	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

Hold a Goal Night during the fall semester to discuss accountability and historical data.	Sign-In Sheets, Agenda	All students	Teachers, Principal, Assistant Principal	Parent Involvement funds	Fall 2009	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Share information that we are a Title I school through PTO meetings, Title I Compact, and monthly communication to inform stakeholders.	Sign-In Sheets, Agenda	All students	Principal, Assistant Principal	n/a	Spring 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

**ONGOING CAMPUS PLAN FOR FAMILY/COMMUNITY INVOLVEMENT:**

- Monthly Communication (Message from the Principal) to Parents
- ALERT NOW phone calls to communicate events, reminders, and announcements
- Parent Center for volunteers to support teachers
- Volunteer Appreciation Luncheon
- Petting Zoo for community—school transition
- Progress Reports to every child at 5 weeks
- Monthly or Weekly Classroom Newsletters
- Classroom Welcome Letters
- Parent Contact Logs
- Master Calendar to include monthly family events
  - Meet the Teacher Night
  - Open House/ Hispanic Heritage

Take home folders for Friday communication

Nine Week Awards Assemblies

District Volunteer Training/Clearance—monthly trainings.

**Judson Independent School District**  
**Candlewood Elementary School**  
**Campus Improvement Plan – Special Populations**  
**2009-2010**

<b>NCLB Goal(s)</b>	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.							
<b>District Goal</b>	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.							
<b>Campus Goal</b>	By May of 2010, all children labeled special education, dyslexia, at-risk, and/or ELL, will gain a minimum of one year's growth from the previous year as measured by campus, district and state assessments. All TAG kids will score Commended Performance on their assessments.							
<b>Objective</b>	To reach a campus accountability rating of Recognized for the 2009-2010 school year in all subgroups and special populations.							
<b>Summative Evaluation</b>	TAKS, TAKS-A, and TAKS-M Scores in Grade 3, 4 and 5 Reading, Math, Science, and Writing.							
<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>
Implement RTI policies and procedures and incorporate new interventions.	RTI Paperwork	All students	GIST Team, Principal, Assistant Principal	n/a	bi-weekly	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

Ensure that all new students/parents are given a Home Language Survey Form at registration to complete; if the HLSF indicates a language other than English, students will be tested within 4 weeks of enrollment with the Woodcock-Munoz assessment.	Home Language Survey Form, PRC's, Woodcock-Munoz assessments	ESL / Bilingual / All students	Secretary, Bilingual Coordinator, LPAC, Principal, Bilingual Teachers	n/a	Daily when registering	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	
Monitor all parent denials for the Bilingual/ESL programs.	LPAC meeting notes, denial letters	ESL / Bilingual Denial Students	Bilingual Coordinator, Bilingual Teachers, LPAC Committee, Principal	n/a	Annually	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	
Implement an inclusion model that includes identified gen ed best practices with accommodations and modifications.	IEP's, Lesson Plans, Grades, TAKS accommodation, ARF's	Spec. Ed. Students	Special Ed Teachers, Classroom Teachers, Principal, Assistant Principal	n/a	Annually, weekly	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	
Research and implement research-based interventions for special education students.	Lesson Plans, IEP, ARD paperwork	Spec. Ed. Students	Special Ed Teachers, Classroom Teachers, Principal, Asst. Principal	Local funds and special ed. Funds	Annually, weekly	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

Improve communication through special ed teachers providing gen ed teachers with weekly updates. Gen ed teachers held accountable for implementing accommodations/modifications.	Lesson Plans, Team Meeting notes, IEP's, ARD paperwork	Spec. Ed Students	Special Ed. Teachers, Classroom Teachers, Principal, Asst. Principal	n/a	Daily	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Implement High Scope curriculum in PreK inclusion model.	Lesson Plans, IEP's ARD Paperwork	Special Ed. Students, PK students	PK Teachers, Principal, Asst. Principal	n/a	Weekly	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
Support bilingual students with the appropriate instruction and materials needed to be successful and proficient in English.	Lesson Plans	Bilingual student	Bilingual Teachers, LPAC Coordinator, Principal, Asst. Principal	Bilingual and Stimulus Funds	Weekly, Daily	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	