



**Judson Independent  
School District**

***Converse Elementary***  
**Campus Improvement Plan**  
**2009-2010**



**Judson Independent School District**  
**Converse Elementary**  
**Campus Improvement Plan**  
**2009-2010**  
**Campus Site-Based Committee**

<b>Representation</b>		
<b>Parents</b>	Jeanette Garcia	Avron Trabue
<b>District</b>	Sharon Fuery	Clarence Alberts
<b>Business/Community</b>	Mary Beth Mumaw	Michael Fox
<b>Administration</b>	Ted Haynes	Ginger Jose
<b>Staff</b>	Karen Krueger	Debra King
	June Tilton	Gloria Graves
	Carissa Livingston	Kim Lowe
	Tiffany Camacho	Angela Mitchell
	Isabel Canez	
<b>Paraprofessional</b>	Jenny Rangel	
<b>Non-Teaching Professional</b>		

**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.”*

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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**

*We believe the most promising strategy for achieving the mission of Converse is to continue to grow as a professional learning community to ensure student success on local, state, and national achievement assessments. We will embrace community and parent involvement to create an expectation of life-long learning.*

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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**

Our Mission is to be an educational enterprise where the primary purpose is learning. In addition, having a school community that **values quality, equity, and high student achievement, grounded in the belief that all children can learn.** This can be accomplished through the following.

- To have high and positive expectations for all students.
- To have a school culture of inclusion that emphasizes the commonality of humanity.
- To recognize that cognitive, social/emotional, and physical growth emerges and is taught at different times, rates of speed, and through a variety of avenues, places and people.
- To acknowledge that the responsibility for our students is shared by the entire faculty and staff.
- To create rich varied experiences in curricular learning, that would project our belief that all students are gifted and talented.
- To empower all students to succeed in a changing world.

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**No Child Left Behind Performance Goals**

Performance Goal 1:

Percent of students meeting standards for the Mathematics tests will increase from 84% (2009) to 90% (2010).

Performance Goal 2:

Percent of students meeting standards for the Reading tests will increase from 95% (2009) to 98% (2010).

Performance Goal 3:

Percent of students meeting standards for the fourth grade writing test will increase from 97% (2009) to 100% (2010).

Performance Goal 4:

Percent of students meeting standards for the fifth grade Science test will increase from 93% (2009) to 98% (2010).

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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**Campus Goals**

Converse Elementary faculty and staff in collaboration with the “Campus Site-Based Decision-Making Committee” have established goals and objectives for the 2009-2010 school years. The goals and objectives will include all grade levels.

Teachers will use informal assessments throughout the year to drive their instruction goals. Formal assessments will be given three times a year to ensure that instructional needs are being met.

**Kindergarten:** Increase DRA II overall text reading level from 95.05% to 100%

**1<sup>st</sup> Grade:** Increase DRA II overall text reading level from 61.91% to 90%

**2<sup>nd</sup> Grade:** Increase DRA II overall text reading level from 64.95% to 90%

**3<sup>rd</sup> Grade:** TAKS Math overall from 80% to 90%  
TAKS Reading African American from 91% to 95%

**4<sup>th</sup> Grade:** TAKS Reading overall from 92% to 95%  
TAKS Math overall from 82% to 90%

**5<sup>th</sup> Grade:** TAKS Math overall from 90% to 95%

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**Executive Summary**

Currently, Converse Elementary has an AEIS rating of “Exemplary” campus. In order to maintain the campus AEIS rating of “Exemplary” this year, data reflects the greatest need in the areas of math and reading (specifically for the African American and Economically Disadvantaged subpopulations).

**Goals:**

1. Percent of students meeting standards for the Mathematics tests will increase from 84% (2009) to 90% (2010).
2. Percent of students meeting standards for the Reading tests will increase from 95% (2009) to 98% (2010).
3. Percent of students meeting standards for the fourth grade writing test will increase from 97% (2009) to 100% (2010).
4. Percent of students meeting standards for the fifth grade Science test will increase from 93% (2009) to 96% (2010).

**Focus for Converse Elementary**

- **Math, Science & Literacy Nights**  
Parent/ student content nights focusing on math, science, and reading. Our goal is to allow groups of parents, educators, community members and leaders to come together and share expertise and work toward achieving academic success for all students.
- **RTI implementation for grades PreK-5 grade**  
Teachers meet with students who are in need of intervention strategies beyond classroom. Teachers collect student data to determine level of intervention needed. Case Managers and Administrators will monitor RTI interventions to insure all at-risk students are receiving intervention strategies.
- **Implimentation of Science Labs**  
Teachers will utilize scicne labs at least once a week. The purpose is to provide grade level TEKS instruction and increase student achievement.
- **Community Involvement**  
Increase community involvement by networking with community leaders to increase student achievement.

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**Parent Involvement Policy**

After examining a number of successful parent involvement programs. We believe that the following are essential for success: (1) determine what parents' needs and their interests, (2) develop a set of clear and measurable goals that reflect community and family input, (3) use more than one means of outreach, (4) be sure that all communication is personal, goal oriented, and respectful of home language and culture, (5) Mobilize parents as volunteers, (6) provide an array of volunteer options, (7) provide needed staff development so that teachers know how to work effectively with parents, (8) Pay attention to the diverse needs of parents when scheduling events and activities, (9) and regularly evaluate the effectiveness of parent involvement efforts. We will continue the following activities to improve our parent involvement.

- Campus Site-Based Committee
- Open House/Parent Orientation Night
- P.T.A. Meetings
- TAKS Parent Night
- Primary Picnic Read-In Night
- Math & Science Family Night
- Intermediate Literacy Night
- Donuts for Dads
- Muffins for Moms
- Book Fair
- Science Fair

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**Ten Components for the Title I School-Wide Instructional Program**

**The School-Wide Instructional Program must:**

1. Be based on a comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the state content and student performance standards. **Page 13**
2. Engage in school-wide reform strategies that:
  - a. Provide opportunities for all children to meet the proficient and distinguished levels of student performance;
  - b. Are based on effective means of improving children's achievement that strengthen the core academic program;
  - c. Use effective instructional strategies that are based on scientific research that increase the amount of quality of learning time (such as extended school year, before and after school and summer programs); help provide an enriched and accelerated curriculum; and meet the educational needs of historically underserved populations;
  - d. Address the needs of all children in the school, but particularly the needs of subgroup populations and determine how these needs are met. Programs may include counseling; pupil services; mentoring; college and career awareness and preparation; and integration of vocational and technical education programs.
3. Provide instruction by highly qualified professional staff. **Page 52**
4. Provide for high quality and on-going professional development for teachers and paraprofessionals, parents, principals, and other staff to enable all children in the school-wide program to meet the state's student performance standards. **Pages 31,42,44,53**
5. Include strategies to attract high-quality highly qualified teachers to high-need schools. **Pages 53 & 54**
6. Include strategies to increase parent involvement such as family literacy services. **Pages 20,21,28,29 &35**
7. Use strategies for assisting children in transition from early childhood programs to public elementary schools. **Pages 21 & 27**
8. Include teachers in decisions regarding the use of assessments to provide information on and to improve the achievement of individual students. **Pages 20,32,34, & 43**

9. Ensure that students who experience difficulty mastering any of state standards will be provided with effective, timely additional assistance. Pages 30,34,39, & 43
10. Coordinate and integrate Federal, State, and local services.

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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
Overall Campus Academic Achievement		All Students	Improvement each year as indicated on TAKS and other assessments.		
<b>Math</b>	TAKS CBAs Universal Screen	All Students	K-2: Number Operations & Patterns 3 <sup>rd</sup> grade: Probability & Geometry 4 <sup>th</sup> grade: Problem solving & Number Operations 5 <sup>th</sup> grade: Geometry & Number Operations	K-2: Measurement & Problem Solving 3 <sup>rd</sup> grade: Problem Solving & Measurement 4 <sup>th</sup> grade: Problem Solving & Measurement 5 <sup>th</sup> grade: Patterns & Algebraic Reasoning	
<b>ELA</b>	TAKS DRA II	All Students	K-2: Pre Reading Strategies 3 <sup>rd</sup> grade: Applying Critical thinking & Using Strategies to analyze 4 <sup>th</sup> grade: Applying Critical thinking 5 <sup>th</sup> grade: Applying Critical thinking	K-5 Students reading below grade level K-2: Fluency & Critical thinking 3 <sup>rd</sup> grade: Applying knowledge of literary elements & Basic understanding 4 <sup>th</sup> grade: Using strategies to understand & Applying knowledge of literacy elements 5 <sup>th</sup> grade: Fluency & Inferring	
<b>Writing</b>	CBAs TAKS Informal Assessments	All Students	K-2 Generating ideas for personal narrative 3 <sup>rd</sup> grade: Basic punctuation/capitalization 4 <sup>th</sup> grade: Proof reading 5 <sup>th</sup> grade: Correct & effective sentence Structure	K-2 Writing complete sentences 3 <sup>rd</sup> grade: Generating Ideas 4 <sup>th</sup> grade: Correct & effective sentence structure 5 <sup>th</sup> grade: Successfully expression in sequential paragraph	

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**CLIMATE**

<b>NCLB Goal(s)</b>	<b>PG 5:</b> All Students will graduate from high school							
<b>District Goal</b>	<b>Communication:</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							
<b>Campus Goal</b>	To provide a school environment where students, parents, faculty, staff, and community members work collaboratively in building a positive and safe environment at Converse.							
<b>Objective</b>	To provide a support network for students, parents, faculty, staff, and community members connected with Converse.							
<b>Summative Evaluation</b>	90% positive feedback on Spring 2010 parent/faculty survey regarding school climate.							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion

<p>Hospitality Committee: Collects dues; Maintains bank records; Identifies faculty/staff benevolence needs; Recognizes special calendar events such as: Boss' Day, Nurse's Day, Counselor's &amp; Social Worker's Day, Secretary's Day; Organizes faculty Christmas party and Secret Santa</p>	<p>Faculty feedback</p>		<p>Vertically aligned committee</p>	<p>Grade Level/ Yearly Dues: \$15.00 Professional, \$15.00 Paraprofessional</p>	<p>Aug.-May 2009-2010</p>	<p><input type="checkbox"/> completed</p> <p><input type="checkbox"/> on-going</p>	<p><input type="checkbox"/> completed</p> <p><input type="checkbox"/> on-going</p>	<p>Faculty feedback</p>
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Parent/ Teacher Association (P.T.A.) Collects dues; Maintains bank records; Coordinates parent/teacher activities such as: Fall Festival, Teacher Recognition Week; Coordinates fundraisers; Distributes profits; Organizes P.T.A. Board election			Parents, Faculty, Staff, Community	P.T.A. Members/ Faculty Representative/ Dues/ \$5.00 Fundraisers	Aug-May 2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Parent and Faculty Survey
SBDM Committee			Principal		Aug.-May 2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Sign-in sheet, Agenda, feedback Meeting Minutes

Awards Assemblies		Parents/Students Faculty	Counselor/ Administration	Certificates/ Awards (ribbons And trophies) \$500-local/PTA	End of each Nine Weeks	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Participation
Inservice Luncheon		Faculty/Staff	Administration	Lunch for all \$400-local	Aug. 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Teacher feedback
Library Events –Book Fair		Faculty, Students, and Parents	Librarian	Notes Home, Volunteers	Book Fair – Nov. 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Attendance and participation
Student Council (Assemblies, Teacher Appreciation)			Faculty Sponsors, Student Council Members		Aug. – May 2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

Black/ Hispanic Heritage Luncheon		Faculty /Staff	Administration/ PTA	Administration PTA PTA funds \$_____	Sept. 09 Feb. 09	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Teachers Feedback
Assemblies and School- Wide Events (Talent Show, special presenters)	Student, parent, and faculty feedback		Administration, P.T.A., Specials Teachers, Student Council	Notes Home	Aug. – May 2009- 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Faculty, student, and parent feedback

Needs Assessment: AEIS, 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

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**PARENT INVOLVEMENT**

<b>NCLB Goal(s)</b>	<b>PG 5:</b> All Students will graduate from high school							
<b>District Goal</b>	<b>Communication:</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							
<b>Campus Goal</b>	To provide a school environment where students, parents, faculty, staff, and community members work collaboratively in building a positive and safe environment at Converse.							
<b>Objective</b>	To provide a support network for students, parents, faculty, staff, and community members connected with Converse.							
<b>Summative Evaluation</b>	90% positive feedback on Spring 2010 parent/faculty survey regarding school climate.							
<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>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Parent/Teacher Association (P.T.A.) Collects dues; Maintains bank records; Coordinates parent/teacher	Parent Survey		Parents, Faculty, Staff, Community	P.T.A. Members/ Faculty Representative/ Dues/Fundraisers	Aug-May 2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Parent and Faculty Survey

activities such as: Fall Festival, P.T.A. Family Night, Teacher Recognition Week; Coordinates fundraisers; Distributes profits; Organizes P.T.A. Board election								
SBDM Committee			Principal		Aug.-May 2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Sign-in Sheets Agenda Meeting Minutes Feedback
Family Nights (Literacy, Math and Science)		All Students Parents	Math/Science Committee ELA Committee  Teachers  Administration	Snacks/Raffle prizes/Class handouts/Faculty or Staff taught community classes Notes home as reminders \$600 Title I funds	Nov. 09  Spring 10	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	End of Night evaluations
Parent Compact/ Parent Involvement Policy	State Requirements	Parents/ Faculty/ Students	Title I Teacher	Faculty and Admin. Meeting-Copy of documents per family	Oct. 1, 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

NCLB Information Mandatory Meeting	State Requirements	Parents/ Faculty/ Students	Title I Teacher/ Administrator	NCLB Handout/PowerPoint/ Administrator / Title teacher	Nov. 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	
Volunteer Training	District Requirement	Parent/ Volunteers	Counselor Administration	PowerPoint/Training Manual Background check software	2009 Sept. 12 Sept. 21 Sept. 24 Sept. 30	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Sign in sheets Volunteer cards

Needs Assessment: AEIS, 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

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**ATTENDANCE**

<b>NCLB Goal(s)</b>	Performance Goal 5: All students will graduate from high school.							
<b>District Goal</b>	<u>Academic Excellence:</u> To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.							
<b>Campus Goal</b>	To ensure a variety of opportunities for students to learn through the increase of daily attendance							
<b>Objective</b>	To increase attendance from 96.5% to 98% by having more affective community communication.							
<b>Summative Evaluation</b>	Attendance will increase to 98% based on PEIMS and will result in a variety of opportunities for the students to learn. Thus they will be more likely to graduate from high school.							
<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>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Letters to Parents in student handbook. Reinforced at all orientation meetings.	PEIMS Teacher observation	All Students	Office Personnel		Oct. 09 - May 10	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	2009-2010 Attendance Rate

9 Week certificates/prizes for individual perfect attendance.	Teacher records and/or PEIMS reports	All Students	Teacher/Office Counselor	Certificates Campus Budget \$500 (Pending P.T.A.)	Oct. 09-May 10	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Parent and student feedback
Parental notification concerning absences.	PEIMS reports	All Students	Administration	PEIMS Clerk and Classroom Teachers	Aug. 09-May 10	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Parent notes compared with PEIMS, teacher follow up for missing notes
Truancy Court concerning delinquency.	PEIMS reports	All Students	Administration	District Truant Officer, Social Worker Administration	Aug. 09-May 10	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Monitoring # of cases going to court
9 Week Awards	Increase student attendance	Students Parents	Families, Counselor, And Staff	Certificates and Awards	End of each 9 - Week Period	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Attendance rate

Send Migrant Survey	AEIS	All families	Administration And Staff	Migrant survey form School Secretary	Sept. 21, 2009	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Returned forms
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

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**ELA**

<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 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							
<b>District Goal</b>	<p><b>Academic Excellence:</b> To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.</p> <p><b>Master Planning:</b> To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21<sup>st</sup> Century work force that are supported by effective and efficient operations through the implementation of a comprehensive, master planning process which is based on data and trends, reviewed consistently, and articulated using a variety of med</p>							
<b>Campus Goal</b>	Consistently align curriculum, instruction and assessment through effective and differentiated literacy practices that focus on decoding, comprehension and fluency strategies.							
<b>Objective</b>	K-2 students will read on grade level by the end of the school year. In May 2009, 95% of Kinder, 62% of 1 <sup>st</sup> , and 65% of 2 <sup>nd</sup> grade students were on level per DRA testing. At least 98% of the May 2010 students will pass the 2010 TAKS Reading test.							
<b>Summative Evaluation</b>	In May 2010, 90% of Kinder, 90% of 1 <sup>st</sup> , and 90 % of 2 <sup>nd</sup> grade students will be on grade level per DRA testing. 95 % of 3 <sup>rd</sup> , 95% of 4 <sup>th</sup> , and 95% of 5 <sup>th</sup> grade students will pass TAKS Reading by May 2010.							
<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

<p>Setup, maintain &amp; purchase appropriate guided reading texts for the literacy bookroom. Demonstration using literacy bookroom materials will be done for classroom teachers.</p>	<p>Clear focus for K-5 guided reading lesson based on CIP-ELA observations &amp; DRA II Assessment data</p>	<p>All Students</p>	<p>Literacy bookroom facilitator &amp; assistant</p>	<p>Appropriate Guided Reading Books Big Books Campus Instructional Specialists \$3000</p>	<p>Aug.2009 Dec. 2009 May 2010</p>	<p><input type="checkbox"/> completed  <input type="checkbox"/> on-going</p>	<p><input type="checkbox"/> completed  <input type="checkbox"/> on-going</p>	<p>Steady increase in text reading levels.</p>
<p>Guided Reading Bookroom updated with additional materials for guided reading and shared reading instruction.</p>	<p>Clear focus for K-5 guided reading lesson based on CIP-ELA observations</p>	<p>All students</p>	<p>Instructional Specialists</p>	<p>Big books Readers Theaters Leveled text Local \$1500</p>	<p>Aug – May 09-10</p>	<p><input type="checkbox"/> completed  <input type="checkbox"/> on-going</p>	<p><input type="checkbox"/> completed  <input type="checkbox"/> on-going</p>	<p>Steady increase in text reading levels.</p>
<p>Integrate Social Studies /Reading lessons of various periods</p>	<p>Increase amount of non-fiction reading practice</p>	<p>All students</p>	<p>Classroom Teachers</p>	<p>Bookroom books library resources</p>	<p>Aug.-May 09-10</p>	<p><input type="checkbox"/> completed  <input type="checkbox"/> on-going</p>	<p><input type="checkbox"/> completed  <input type="checkbox"/> on-going</p>	<p>reading TAKS results</p>

<p>Improve student comprehension of text using the DRA rubric. *Guided Reading texts used regularly with students for classroom instruction and sent home for practice and reinforcement as necessary.</p>	<p>Improvement of DRA scores by increasing comprehension in independent level text.</p>	<p>All students</p>	<p>Classroom Teachers/ Instructional Specialists</p>	<p>Principal &amp; Assistant Principal monitor implementation. Sets of leveled guided reading books in various genres in campus bookroom.</p>	<p>Aug – May 09-10</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p>Comprehension scores equal to a 3 or 4 on DRA based on teacher observations, conferences and running records. Student Reading Logs</p>
<p>Use Running Record to drive Instruction.</p>	<p>Analyze student strengths and weaknesses K-5 using running records</p>	<p>All students</p>	<p>Classroom Teachers/ Instructional Specialists</p>	<p>Instructional Specialists train and assist teachers in taking and analyzing a running record.</p>	<p>Aug – May 09-10</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p>Running Records  Improvement in self-monitoring, cross-checking and fluency.</p>
<p>Reading Workshop Model, including mini-lessons, independent reading time and one-on-one conferences,</p>	<p>CBA scores, DRA II 3-5, TAKS release results 3-5</p>	<p>grades 3-5</p>	<p>Classroom Teachers</p>	<p>Instructional Specialists, District ELA curriculum support personnel provide support and professional development for teachers and</p>	<p>Aug – May 09-10</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p>Teacher Lesson Plans,  Teacher Assessments from student conferences,</p>

implemented in 3 <sup>rd</sup> – 5 <sup>th</sup>				model lesson.				
Literacy Night to promote family involvement in reading and writing.	Family Involvement	Students in grades 2-5	ELA Committee/ All Faculty Instructional Specialist	Reading Incentive Materials Title I funds \$400	Oct. 09	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Parent response and evaluations.  Sign in sheets to record attendance
Primary Picnic	Family Involvement	Students in Pre Kinder/Kinder & 1 <sup>st</sup> grade	ELA Committee/ All Faculty Instructional Specialists	Reading Incentives Materials Snacks Title I funds \$1000	Spring 09	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Parent response and evaluations  Sign in Sheets to record attendance
Literacy Intervention Groups	DRA scores and informal assessments TAKS Release Data	At Risk K-5	Instructional Specialists/other available staff	Instructional Specialists salaries State Compensatory funds Title I salary Title I funds	Aug – May 09-10	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	DRA Formal and Informal Assessments TAKS

Dyslexia Services	diagnostic reports	Identified 1 <sup>st</sup> – 5 <sup>th</sup> students	Dyslexia Proctors and Dyslexia Therapist	2 Dyslexia Proctors salaries 1 Dyslexia Therapist State Compensatory Funds	Aug – May 09-10	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Dyslexia interim assessments every 30 days DRA Formal and Informal Assessments
Special Education Services	Diagnostic reports/RTI documentation	Identified K-5 students	Special Education Teachers	2 Special Education teacher 2 Special Education Paras Special Education salaries	Aug – May 09-10	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	TAKS and District level assessments test results
TAKS Night	release TAKS results	3 <sup>rd</sup> – 5 <sup>th</sup> students	Third, Fourth, and Fifth Grade Teachers Instructional Specialists Administration	TAKS Data packets	January 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Parent evaluation forms Sign In Sheets to monitor attendance
ARI (Extended Day)	CBAs, students' grades and release TAKS results	3 <sup>rd</sup> – 5 <sup>th</sup> At risk students	SSI Coordinator	ARI Monies Title I Funds  Supplemented Pay for Teachers \$5000.00	November 2009 – April 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	3 <sup>rd</sup> -5 <sup>th</sup> TAKS

Talented and Gifted Program	Teacher/parent recommendation	Identified K-5 Students	T.A.G Specialist	1 T.A.G. Specialist Salary	Aug.-June 09-10	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Parent Survey
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
PreK students who qualify for ESL are served on campus by PreK teacher  K-5 students who qualify for ESL are served at Elof and Bilingual students are serviced at Spring Meadows	Home language survey	ESL Bilingual	Spring Meadows Bilingual teachers & Elof ESL teachers	Spring Meadows Bilingual Program and Elof ESL program	Aug.-June 09-10	<input type="checkbox"/> completed	<input type="checkbox"/> completed	TAKS results for Bilingual students
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
TIER I RTI Small Groups	District Universal Math Screen, and CBA scores	Kinder – 5 <sup>th</sup> At Risk Students	Classroom Teachers	Classroom Teachers District adopted resources	AUG. – MAY 09-10	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Formal and Informal Evaluations, Universal Screen Results
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

TIER II RTI Small Groups	Universal Screen, and CBA scores	At risk K-5 students	Instructional Specialists & Classroom Teachers	Teachers & Instructional Specialists	AUG. – MAY 09-10	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Formal and Informal Evaluations, Universal Screen Results, & CBA's
TIER III RTI Small Group	Results of Formal and Informal Evaluations, Universal Screen, and CBA scores	At risk K-5 students	Instructional Specialists & Classroom Teachers	Teachers & Instructional Specialists	AUG. – MAY 09-10	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Formal and Informal Evaluations, Universal Screen Results, & CBA's
Improve reading fluency to grade appropriate levels	DIBELS 3-5 DRA 2 <sup>nd</sup> -5 <sup>th</sup>	All students	Classroom teachers 2-5	Rite Flight Fluency program Readers Theater	Sept. 09- May 10	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	DIBELS/DRA scores
Follow district pacing calendar	To improve performance of TAKS objectives	K-5 <sup>th</sup> grade	Classroom teachers	District on-line curriculum Teachers/ Instructional specialists	Aug 09- May 10	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	CBAs, DRAs, TAKS results

Daily Five Professional Development	To Improve Primary Reading Instruction	1 <sup>st</sup> Grade	1 <sup>st</sup> Grade Teachers	1 <sup>st</sup> Grade Teachers Daily Five Book Local Funds \$2000	Sept. 09	completed <input type="checkbox"/> on-going	completed <input type="checkbox"/> on-going	Certification of completion
Content Word Walls	Improve students reading	K-5	All Teachers & Instructional Specialists	All Teachers & Instructional Specialists	Aug. 09- May 09	completed <input type="checkbox"/> on-going	completed <input type="checkbox"/> on-going	Formal and Informal evaluations & DRA

Needs Assessment: AEIS, 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

**Judson Independent School District**  
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**2009-2010**  
**MATHEMATICS**

<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 reading, language arts, and mathematics.					
<b>District Goal</b>	<p><u>Academic Excellence:</u> To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.</p> <p><u>Master Planning:</u> To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21<sup>st</sup> Century work force that are supported by effective and efficient operations through the implementation of a comprehensive, master planning process which is based on data and trends, reviewed consistently, and articulated using a variety of media</p>					
<b>Campus Goal</b>	TO UTILIZE BEST PRACTICE TO IMPROVE MATHEMATICAL REASONING.					
<b>Objective</b>	At least 90% of the May 2009 to May 2010 cohort students will pass TAKS.					
<b>Summative Evaluation</b>	90% of 3 <sup>rd</sup> , 90% of 4 <sup>th</sup> , and 95% of 5 <sup>th</sup> grade students will pass TAKS Math by May 2010.					
<b>Strategy</b>	<b>Needs Assessment</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>

	<b>Data Source</b>			<b>Material Fiscal</b>		<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Setup, maintain, & purchase materials for the math lab. Demonstrations using math lab materials will be done for classroom teachers	To improve student success in the core content area of math.	All Students	Math Lab Facilitator	Math manipulatives, storage containers & supplemental instructional materials. Instructional Specialist \$2500	Aug. 2009 Dec. 2009 May 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Universal Screen Results, CBAs, & TAKS Results
Use Macmillan McGraw- Hill math series materials and resources	To improve performance of TAKS objectives. AEIS	All students	Classroom teachers, and Instructional Specialists	Funds for math materials; consumable and non consumable; storage containers \$800 Title I Funds	Aug.- May 09-10	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Assessment Results
To assess student progress through district CBAs	Analyze student progress	All students	Instructional Specialist & Classroom Teachers	Teachers & Instructional Specialist	Every six weeks 09-10	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	CBA Results

Talented and Gifted Program	CBA and Universal Screen Data	Identified K-5 Students	T.A.G Teacher	T.A.G. Teacher Salary	Aug - May 09-10 Weekly	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Parent Survey
Provide opportunities for peer modeled lessons	To improve performance on TAKS Objectives	All students	Instructional Specialist	Instructional Specialists will model lessons for Teachers	Aug.- May 09-10 Upon Request	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Teacher Feedback
Follow district pacing calendar	To improve performance of TAKS objectives. AEIS	Kinder – 5 <sup>th</sup> Grades	Classroom teachers, and Instructional Specialist	Teachers and Campus Specialist,	Aug. – May 09-10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Universal Screen Results, CBAs, & TAKS Results
TIER I RTI Small Groups	District Universal Math Screen, and CBA scores	Kinder – 5 <sup>th</sup> At Risk Students	Classroom Teachers	Classroom Teachers District adopted resources	AUG. – MAY 09-10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Formal and Informal Evaluations, Universal Screen Results

TIER II RTI Small Groups	Universal Screen, and CBA scores	At risk K-5 students	Instructional Specialists & Classroom Teachers	Teachers & Instructional Specialists	AUG. – MAY 09-10	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Formal and Informal Evaluations, Universal Screen Results, & CBA's
TIER III RTI Small Group	Results of Formal and Informal Evaluations, Universal Screen, and CBA scores	At risk K-5 students	Instructional Specialists & Classroom Teachers	Teachers & Instructional Specialists	AUG. – MAY 09-10	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Formal and Informal Evaluations, Universal Screen, CBAs and TAKS Results
Form TAKS focus groups to provide support for given objectives	To improve performance on TAKS Objectives	3 <sup>rd</sup> - 5 <sup>th</sup>	Instructional Specialists & Classroom Teachers, & Administrators	Classroom teacher Instructional Specialists & Administration TAKS Resources (Math Lab)	January 10	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Release TAKS results
Intervention groups (Small group chosen on an as needed basis)	Improve student success	2-5 Grade	Instructional Specialist	Instructional Specialists	Sept.– May 09-10 Weekly	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Informal Report Student Performance

TAKS Night	Release TAKS Data	3 <sup>rd</sup> – 5 <sup>th</sup> students	Third, Fourth, and Fifth Grade Teachers Principal and Assistant Principal	Title I Funds	January 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Parent evaluation forms Sign In Sheets to monitor attendance
AMI (Extended Day)	3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade Release TAKS Scores/ Student Grades/ Teacher Assessment	3 <sup>rd</sup> – 5 <sup>th</sup> At risk students	AMI Coordinator/ Teachers/ Administration	Title I & SSI Funds for Supplemental Pay for Teachers	January 2010 – April 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	3 <sup>rd</sup> -5 <sup>th</sup> TAKS
Family Math Night	Parent Support and Involvement	PreK – 5 <sup>th</sup>	Math Committee Classroom Teachers / Instructional Specialists / Administration	Materials Title I Funds PTA \$____ pending	Feb. 2009	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Parent evaluation
St. Jude Children' Hospital Math A Thon	To maintain Math skills over Spring Break	Kinder – 5 <sup>th</sup>	Instructional Specialists / Teachers / Administration / Students / Parents	St. Jude's Math A Thon Books / CD Provided by St. Jude Children's Hospital	Spring	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Student Participation
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

Content Word Walls	Improve students understanding of content vocabulary	K-5	All Teachers & Instructional Specialists	All Teachers & Instructional Specialists	Aug. 09- May 2010	completed <input type="checkbox"/> on-going	completed <input type="checkbox"/> on-going	Formal and Informal evaluations & Content Journals
Content Journals	Improve Students understanding of content & content vocabulary	K-5	All Teachers & Instructional Specialists	All Teachers & Instructional Specialists Journals	Aug. 09- May 2010	completed <input type="checkbox"/> on-going	completed <input type="checkbox"/> on-going	Formal and Informal evaluations & Content Journals

Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)

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**Judson Independent School District**

**Converse Elementary**

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**DRUG AWARENESS AND VIOLENCE EDUCATION**

<b>NCLB Goal(s)</b>	Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning					
<b>District Goal</b>	<p><b>Communication:</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.</p> <p><b>Master Planning:</b> To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21<sup>st</sup> Century work force that are supported by effective and efficient operations through the implementation of a comprehensive, master planning process which is based on data and trends, reviewed consistently, and articulated using a variety of media</p>					
<b>Campus Goal</b>	To provide an educational environment where all students can be challenged to develop to their fullest potential and achieve academic success.					
<b>Objective</b>	To provide a venue for violence prevention through education and intervention utilizing identified support networks.					
<b>Summative Evaluation</b>	Reduction of office discipline referrals by at least 10% (PEIMS report)					
<b>Strategy</b>	<b>Needs Assessment</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>

	Data Source			Material Fiscal		Nov. 2009	Mar. 2010	Evidence of Completion
Campus Safety Audit	Work Orders/ Unsafe Areas	All	All employees	JISD Police & Crisis Team	Aug.-May 2009- 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Check List In-House Audit
Counseling and Social Worker Classroom Visits And pull-out groups	Teacher Survey	All / Focus At -Risk students	Counselor and Social Worker	Counselor/ Counseling Materials/\$600 local	Aug.-May 2009- 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Counselor's and Social Worker's Calendar
Student Groups	Teacher Survey Parent Survey District Requirements	Students In At-risk situations	Social Worker	Social Worker/ Prevention Materials/	Aug.-May 2009- 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Social Worker's Calendar
Crisis Management Plan	District Requirements	All	Assistant Principal Counselor	Pupil Services/ Emergency Packets	Aug.-May 2009- 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Demonstrations Observations Teacher feedback

Character Counts Program	District Requirements	All	Counselor	Counselor/ Character Counts Materials	Aug.-May 2009- 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Overall reduction in office referrals
Crisis Prevention/ Intervention Training (C.P.I.)	District Requirement	Trained Personnel	Assistant Principal	Special Education Training	Aug.-May 2009- 2010	<input type="checkbox"/> complete  <input type="checkbox"/> on-going	<input type="checkbox"/> complete  <input type="checkbox"/> on-going	Certificates
Drug Prevention Red Ribbon Week	District Requirement	ALL	Counselor	PTA Counselor PTA funds	October 2009	<input type="checkbox"/> complete  <input type="checkbox"/> on-going	<input type="checkbox"/> complete  <input type="checkbox"/> on-going	Classroom discussion / teacher observation
ISS- In-school Suspension	District Requirement	AT Risk	Administrator	ISS Assistants	Aug. - May 2009- 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	ISS DATA

Motivational/ Guest Speaker	Faculty Survey	ALL	Counselor	Presenters Title IV \$1,000	August – May 2009- 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Faculty/Student/ Parent Feedback
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Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)

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**SCIENCE**

<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 reading, language arts, and mathematics.						
<b>District Goal</b>	<p><b>Academic Excellence:</b> To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.</p> <p><b>Master Planning:</b> To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21<sup>st</sup> Century work force that are supported by effective and efficient operations through the implementation of a comprehensive, master planning process which is based on data and trends, reviewed consistently, and articulated using a variety of media</p>						
<b>Campus Goal</b>	To increase the scientific knowledge and skills to include concepts and vocabulary in each grade level.						
<b>Objective</b>	To increase TAKS scores from 93% to 96%.						
<b>Summative Evaluation</b>	96% of the students will pass Science TAKS in April 2010.						
<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

Maintain and update adequate material in science lab	Current Science TEKS	All	CIP-Science Committee & Administration	Instructional Specialist \$3388 Local	Oct 09- May 10	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Inventory sheet
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Integrate JISD Scope and Sequence	CBAs, TAKS release	All	Classroom Teachers Instructional Specialists	Teacher resources (Aims, Foss kits) JISD Scope and Sequence	August 09- May 10	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Lesson plans checked by administration
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Utilization of science labs	Release Science TAKS/ TEKS	All Students	Science Committee teachers Instructional Specialist	Science lab Teachers Instructional Specialist	September 09- May 10	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Calendar Sign-in Check out for Log out Sheet and teacher survey materials
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Family Science Night	Family Support and Involvement	5 <sup>th</sup> Grade	Science Committee	Materials and refreshments Title 1, Campus, and PTA	Feb. 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Parent Evaluation
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

Science Fair	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade Science Teachers Instructional Specialists Parents	5 <sup>th</sup> Grade Teachers Instructional Specialists Administration	Nov. 2009	completed <input type="checkbox"/> on-going	completed <input type="checkbox"/> on-going	Parent Evaluation
Science Academy	Review of TEKS tested	All	5 <sup>th</sup> Grade Teachers	Teacher Resources (Aims, Foss)	Spring 2010	completed <input type="checkbox"/> on-going	completed <input type="checkbox"/> on-going	Parent/student survey Student Feedback
TAKS Science Focus	5 <sup>th</sup> Grade	All	5 <sup>th</sup> Grade Teachers, and Instructional Specialist	<u>Measure Up</u> Student Books	Jan. – April 2010	completed <input type="checkbox"/> on-going	completed <input type="checkbox"/> on-going	Student Success measured by TAKS Science Scores
Talented and Gifted Program	CBA and Universal Screen Data	Identified K-5 Students	T.A.G Teacher	T.A.G. Teacher Salary	Aug - May 09-10 Weekly	completed <input type="checkbox"/> on-going	completed <input type="checkbox"/> on-going	Survey results

Science COHort Training	To Improve science instruction	All Classroom Teachers	Instructional Specialist Classroom Teachers	Region XX Training Instructional Specialists Teachers	Sept. 09	completed <input type="checkbox"/> on-going	completed <input type="checkbox"/> on-going	Teacher Feedback
Content Word Walls	Improve students understanding of content Vocabulary	K-5	All Teachers & Instructional Specialists	All Teachers & Instructional Specialists	Aug. 09- May 09	completed <input type="checkbox"/> on-going	completed <input type="checkbox"/> on-going	Formal and Informal evaluations & Journals
Content Journals	Improve Students understanding of content & content vocabulary	K-5	All Teachers & Instructional Specialists	All Teachers & Instructional Specialists Journals	Aug. 09- May 2010	completed <input type="checkbox"/> on-going	completed <input type="checkbox"/> on-going	Formal and Informal evaluations & Content Journals

Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)

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**TECHNOLOGY**

<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 and mathematics.							
<b>District Goal</b>	<p><b>Budget:</b> To receive a "Superior Rating" rating from the Texas Education Agency in a way that is aligned to the priorities and goals from Master Planning.</p> <p><b>Master Planning:</b> To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21<sup>st</sup> Century work force that are supported by effective and efficient operations through the implementation of a comprehensive, master planning process which is based on data and trends, reviewed consistently, and articulated using a variety of media</p>							
<b>District Tech/Campus Goal:</b>	<b>District Strategy 1:</b> Ensure that all students and staff pursue mastery of clearly defined technology skills for use in foundations, information acquisition, problem solving, and communication.							
<b>Objective</b>	<b>Campus Strategy 1:</b> Ensure that all students 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 TEKS.							
<b>Summative Evaluation</b>	Artifact Binder							
<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

Assemble a group of TechSperts and Technology Committee to provide technology leadership and support on the campus for this tech plan	District Campus Technology Plan	Technology Committee	Administration Technology Committee	TechSperts (one teacher per grade level), CIT, Admin, Parent, Spec. Ed, Specials, Librarian	August 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Submission of names to Instructional Technology
Ensure that each lab is functional, equipped with headphones and maintained	District Campus Technology Plan		TechSperts CIT	Headphones, Technical support for installation of hardware with on-site testing	August 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Lab is functional with headphones in place
Professional Staff Meet District Proficiencies on PowerPoint, Outlook, & Word	District Technology Plan	Professional Staff	CIT IT	CIT, IT PowerPoint Outlook Quick Reference Cards Professional Staff	August 09- Nov. 09	completed  <input type="checkbox"/> on-going	completed  <input type="checkbox"/> on-going	Sign In Sheets Graded Practice Evaluations
Create and implement Word Wall to increase knowledge of computer literacy vocabulary	District Technology Plan	All Students	Teacher CIT	Vocabulary words, Cardstock, pictures, adhesive	August 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Word Walls visible in lab Observations by CIT, indicated in Lab Usage Log

Maintain a computer lab schedule for all classes to increase technology proficiency levels	Lab Usage Log	Classroom Teachers	Teachers, Administration	TechSperts, IT	August 2009-June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Computer Lab Schedule Lab Usage Log
Monitor and adjust student progression through the TechKnowledge curriculum at the end of each grading period	District Technology Plan	All Students	CIT TechSperts Teachers	Student Unit Score Reports Lab Utilization Plans, Computer Lab Usage Logs, Computer Lab Schedule	Oct. 23, 2009 Jan. 15, 2010 March 26, 2010 May 28, 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	TechKnowledge Reflection Form completed and turned in by grade level
Meet with Instructional Technology to perform mid-year and summative evaluation	District Technology Plan	Campus Technology	Principal, Tech Committee, IT Instructional Technology Dept	Artifact Binder Campus Technology Plan	January 2010 (midyear) March 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Artifacts Binder to include: Demonstration notes, presentation samples, lesson plans, sign in sheets, evaluations, usage reports, and RPM
K-5 <sup>th</sup> grade will build content knowledge by creating and presenting multimedia projects in various content areas.	District Technology Plan	All Students	District Technology Department CIT Classroom Teachers	District Technology Dept. CIT Projector Computer lab Training materials Multimedia Presentations	Aug. 09- Oct. 09	completed <input type="checkbox"/> on-going	completed <input type="checkbox"/> on-going	Sign-in Sheet Agenda Training documented on lesson plans Student created slides Rubrics Artifact Binder

Special Eduaction, PPCD, Pre-K, Librarian, Art and Music teachers wiill build student content knowledge by using a projector to deliver instruction in various content areas.	District Technology Plan	PPCD & Pre-K Teachers Special Ed. Teachers, Specialists	District Technology Department CIT PPCD & Pre-K Teachers Special Ed. Teachers Specialists	District Technology Dept. CIT Teachers Projector Curriculum Computer Training Resources Reflection Template Artifact Binder	Aug. 09- Oct. 09	completed  <input type="checkbox"/> on-going	completed  <input type="checkbox"/> on-going	Delivery Letter Sign in sheet Agenda Multimedia Presentations Lesson Plans Reflections Artifact Binder
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Needs Assessment: AEIS, 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

Judson Independent School District

**Converse Elementary**

**Campus Improvement Plan**

**2009-2010**

**SOCIAL STUDIES**

<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 reading, language arts, mathematics, and social studies pending the decision to test in 5 <sup>th</sup> grade by the State.							
<b>District Goal</b>	<p><b>Academic Excellence:</b> To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.</p> <p><b>Master Planning:</b> To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21<sup>st</sup> Century work force that are supported by effective and efficient operations through the implementation of a comprehensive, master planning process which is based on data and trends, reviewed consistently, and articulated using a variety of media</p>							
<b>Campus Goal</b>	To develop skills and strategies that enables students to communicate effectively on current and historical events that have impacted our society.							
<b>Objective</b>	To teach the Curriculum guide TEKS for Social Studies, and the 8 strands of social studies.							
<b>Summative Evaluation</b>	To continue to positively impact 8 <sup>th</sup> grade Social Studies TAKS scores (90% mastery in May 09-10)							
<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

Utilize current district scope & sequence with content rich activities (CORE)	CBAs, TEKS	All	All Teachers	Social Studies Curriculum/ Social Studies Trade books	Aug.-May 09-10	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Student Products Lesson Plans Observations Grades
Field Trips related to TEKS	TEKS	All	Teachers	Teachers PTA Local Budget	Aug.-May 09-10	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Teacher Developed Assessment
Talented and Gifted Program	CBA and Universal Screen Data	Identified K-5 Students	T.A.G Teacher	T.A.G. Teacher Salary	Aug - May 09-10 Weekly	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Parent Survey
Content Word Walls	Improve students understanding of content vocabulary	K-5	All Teachers & Instructional Specialists	All Teachers & Instructional Specialists	Aug. 09- May 09	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Formal and Informal evaluations & Content Journals

Content Journals	Improve Students understanding of content & content vocabulary	K-5	All Teachers & Instructional Specialists	All Teachers & Instructional Specialists Journals	Aug. 09- May 2010	completed <input type="checkbox"/> on-going	completed <input type="checkbox"/> on-going	Formal and Informal evaluations & Content Journals
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**Judson Independent School District**  
**Converse Elementary**  
**Campus Improvement Plan**  
**2009-2010**  
**WRITING**

<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 reading, language arts, and mathematics.							
<b>District Goal</b>	<u>Academic Excellence:</u> To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning. <u>Master Planning:</u> To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21 <sup>st</sup> Century work force that are supported by effective and efficient operations through the implementation of a comprehensive, master planning process which is based on data and trends, reviewed consistently, and articulated using a variety of media							
<b>Campus Goal</b>	Provide an educational environment where all students can be challenged to develop their fullest potential and achieve academic success.							
<b>Objective</b>	1. To improve TAKS writing scores for fourth grade by 3 percentage points.							
<b>Summative Evaluation</b>	1. To improve TAKS writing scores for fourth grade from 97% to 100%.							
<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

Interactive Writing Word wall Usage	Written Assignments (Journals, Tests, CBAs)	All	Pre-K – 2 Classroom teachers	Title I Funds	Aug - May 09-10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Teacher assessment
Independent Writing Shared Writing Guided Writing	Written Assignments (Journals, Tests, CBA's)	All	All classroom teachers	Teachers, Instructional Specialist Professional Development Books Title I Funds	Aug - May <b>09-10</b>	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Log/observation Walk throughs
Writing Camp (4 <sup>th</sup> ) Camp for At risk writers 3 Saturdays	Need to close achievement gap	At risk	4 <sup>th</sup> grade team teachers and Instructional Specialists	Supplemental pay instructional supplies student snacks/materials Title I funds	3 Saturdays prior to TAKS writing test	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Teacher Assessment/TAKS result
Writing CBA Research Paper	ELAR TEKS District On-Line Curriculum	All	Teachers Librarian	Teachers Librarian Library Computer Labs	See District Calendar	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	District Rubric

Talented and Gifted Program	CBA and Universal Screen Data	Identified K-5 Students	T.A.G Teacher	T.A.G. Teacher Salary	Aug - May 09-10 Weekly	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Parent Survey
Campus Wide Mail System	TEKS	ALL	Classroom Teachers Instructional Specialists Administration	Classroom Teachers Instructional Specialists Office Materials Title I funds \$ 450.00	Sept. – May 09-10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Student Feedback
Content Journals	Improve Students understanding of content & content vocabulary	K-5	All Teachers & Instructional Specialists	All Teachers & Instructional Specialists Journals	Aug. 09- May 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Formal and Informal evaluations & Content Journals

Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)

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**Judson Independent School District**  
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**2009-2010**  
**HIGHLY QUALIFIED STAFF**

<b>NCLB Goal(s)</b>	Performance Goal 3: By 2006-2007, all students will be taught by highly qualified teachers.							
<b>District Goal</b>	<u>Communication:</u> 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. <u>Academic Excellence:</u> To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.							
<b>Campus Goal</b>	To hire and maintain the most qualified people for available positions 100% of the time.							
<b>Objective</b>	All staff will meet NCBL and District requirements for employment							
<b>Summative Evaluation</b>	District personnel reports will reflect that 100% of CE staff meets NCBL and district requirements for employment, and staff will be provided support for continued professional growth to maintain highest qualifications of staff.							
<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>
Ensure that campus teachers are highly qualified to instruct the subject area/grade level assigned.	NCLB Requirements	Teachers	Principal	Title I and Title II Funds	Aug. 09- May 10	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Review teacher credentials prior to time of hiring. Complete attestation report for the personnel office.

<p>Ensure that all paraprofessionals have the credentials required by Title I regulations.</p>	<p>State Certification Requirements</p>	<p>Para-Professionals</p>	<p>Human Resources Office Teacher</p>	<p>Curriculum Department</p>	<p>Aug. 09- May 10</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p>Review paraprofessional's credentials at the time of hiring. Review credentials of the paraprofessionals who were hired prior to January 8 2002 at the end of the school yr. Teachers will report better understanding of meeting diverse student needs and TAKS scores for sub-populations will increase from state average.</p>
<p>Ensure that teachers are supported to grow professionally to meet the unique needs of our student population</p> <p>Provide Teachers with ongoing Professional Development based on Student Needs</p>	<p>District Hiring Policies</p>	<p>All Staff</p>	<p>Principal</p>	<p>Human Resources Office Title I and Title II Funds Curriculum Department</p>	<p>Oct. 09 - March 10</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p>Teacher recruits, Interview Roster, Positions filled.</p>

Participate in the JISD Job Fair	Transfer list, Teacher indication of return	Teachers	Human Resources, Administration and Instructional Support Specialists	Human Resources Office, Adult and Community Ed. Department JISD Job Fair, June __, 2010	June __1, 2009	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Teacher recruits, Interview Roster, Positions filled
Professional Development	To insure Highly qualified for Faculty & Staff	Faculty & Staff	Administration Teachers Para Professionals Instructional Specialists	Administration Teachers Para Professionals Professional Development as needed Funds Local	Aug. 09- May 10			Certificates of Completion

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