



**Judson Independent
School District**

***Coronado Village
Elementary***

**Campus Improvement Plan
2009-2010**



CIP revised and approved by CSBC on June 2, 2009

Judson Independent School District

Coronado Village Elementary

Campus Improvement Plan

2009-2010

Campus Site-Based Committee

Representation		
Parents	Steven Lares slares2001@yahoo.com	Carla Zuniga Gattica C_raquel3@yahoo.com
District	Steve Young Chief Technology Officer syoung@judsonisd.org	
Business/Community	Randell Holhaus Architect, Kell-Munoz holhaus@kellmunoz.com	Gary Horton, UPS gwhorton@ups.com
Business/Community	Kelvin Boone Manager, HEB boone.kelvin@heb.com	N/A
Administration	Melinda Salinas Principal, Coronado Village msalinass@judsonisd.org	Maria Elena Ruiz AP, Coronado Village rurbanowiez@judsonisd.org
Staff	Jennifer Gaitan 1 year Second Grade Teacher asetzer@judsonisd.org	Re-election 2009
	Re-election	Re-election
Paraprofessional	Re-election	N/A
Non-Teaching Professional	Jo Hebert Nurse jhebert@judsonisd.org	N/A

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
Coronado Village Elementary
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

We believe the most promising strategy for achieving the mission of Coronado Village 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.

Judson Independent School District
Coronado Village Elementary
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

CVE's mission is to develop problem-solvers and critical thinkers evaluated through assessment data and observation. Highly qualified professionals will scaffold students through small group instruction resulting in success, now and in the future, for all students.

P – Problem-solvers & critical thinkers

A - Assessment data & observation

S – Scaffold students through small group instruction

S – Success for all students, now & in the future

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

No Child Left Behind Performance Goals

Performance Goal 1:

Percent of students meeting standards for the Mathematics tests will increase from a campus average of 88% (2009) to a campus average of 100% (2010).

Performance Goal 2:

Percent of students meeting standards for the Reading tests will increase from a campus average of 92% (2009) to a campus average of 100% (2010).

Performance Goal 3:

Percent of students meeting standards for the fourth grade writing test will increase from a campus average of 82% (2009) to a campus average of 100% (2010).

Performance Goal 4:

Percent of students meeting standards for the fifth grade Science test will increase from a campus average of 86% (2009) to a campus average of 100% (2010).

Performance Goal 5:

All students will be academically prepared for post high school education

Judson Independent School District
Coronado Village Elementary
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 21st 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
Coronado Village Elementary
Campus Improvement Plan
2009-2010
Executive Summary /Campus Goals

Goals:

1. Percent of students meeting standards for the Mathematics tests will increase from 88% (2009) to 100% (2010).
2. Percent of students meeting standards for the Reading tests will increase from 92% (2009) to 100 (2010).
3. Percent of students meeting standards for the fourth grade writing test will increase from 82% (2009) to 100% (2010).
4. Percent of students meeting standards for the fifth grade Science test will increase from 86% (2009) to 100% (2010).

Focus for Coronado Village Elementary

- **C.O.O.L. Nights (Community Of Ongoing Learners)**

Bi-Monthly parent nights focusing on all content areas and family social/ emotional needs will be held . Our goal is to allow groups of parents, educators, community members and leaders to come together and share expertise and work toward achieving solutions and reaching Recognized status.

- **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. RTI rosters are submitted each month to insure all at-risk students are receiving early intervention strategies.

- **Co-Teaching Inclusion Model for PreK-5th grade**

Co-teachers support special education students as well as regular education students in need of assistance. The purpose is to increase student achievement and provide grade-level TEKS instruction.

- **Parent Volunteer Commitment**

To date 99 Coronado Village parents have participated in the district-wide volunteer program. Volunteers are utilized as mentors and homework support.

- **Community Involvement**

Partnerships include UPS, First Mark Credit Union, HEB/H.E.Buddy, Kell-Munoz Architects are all representatives on our Campus Site Based Team. Coronado Village also maintains partnership with the UTSA science department and the National Science Foundation for fifth graders.

CORONADO VILLAGE ELEMENTARY

MISSION STATEMENT

CVE's mission is to develop problem-solvers and critical thinkers evaluated through assessment data and observation. Highly qualified professionals will scaffold students through small group instruction resulting in success, now and in the future, for all students.

P – Problem-solvers & critical thinkers

A - Assessment data & observation

S – Scaffold students through small group instruction

S – Success for all students, now & in the future

VISION STATEMENT

We believe the most promising strategy for achieving the mission of Coronado Village 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.

Judson Independent School District
Coronado Village Elementary
Campus Improvement Plan
2009-2010
Parent Involvement Policy

Community is indispensable to effective learning.
The Best of Educational Leadership 2009-2010

Parents, because we believe the above statement is true, we are continuing parent classes at Coronado Village this fall. The project is titled **C.O.O.L.** Classes (**C**ommunity **O**f **O**ngoing **L**earners) - "The coolest way to help kids succeed!" Our goal is to allow groups of parents, educators, community resources and leaders to come together and share expertise and find answers for our concerns. Through collaborative planning and training, we can better equip ourselves to meet the growing academic, personal, social, and physical needs of our children.

The first **C.O.O.L.** Class night is Thursday, *to be determined*. The topics are related to ways to use the district's Gradespeed program to monitor your child's grades on line from home. Toro Tips for Raising Better Readers will also be offered. Chose from either Primary (grades K-2) or Intermediate (grades 3-5). In addition, we will have the "Parenting 911," a series of workshops to help parents deal with. There will b many opportunities to attend the district required Volunteer Training Class. While you are attending sessions your children will be enjoying Literacy Night in the cafeteria. ***You won't want to miss the community provided door prizes either!*** Coffee/tea and dessert like snacks will also be offered.

Attached you will find two copies of the classes being offered on October 16. Please mark the classes you will be attending on **both** copies. The top half is for you to keep for your information, but **please detach the bottom half and return it to your classroom teacher no later than October 10!**

If you have any questions, please feel free to contact one of the **C.O.O.L.** Project coordinators listed below.

Thank you,

Erin Long (elong@judsonisd.org)
Sheri Schneider (sschneider@judsonisd.org)
Coronado Village Elementary (210) 945-5110
FAX 659-0579

Tentative Sample/ Draft

Please mark your choices on **both** copies below. Bring the top portion with you on the C.O.O.L. class night (Date TBA)!

6:00 –6:30	6:35 – 7:05	7:05-7:15		6:00 –6:30	6:35 – 7:05	7:05-7:15
Toro Tips for Raising Better Readers K-2	Toro Tips for Raising Better Readers K-2	Parents pick students up from the cafeteria.		Toro Tips for Raising Better Readers K-2	Toro Tips for Raising Better Readers K-2	Parents pick students up from the cafeteria.
Toro Tips for Raising Better Readers 3-5	Toro Tips for Raising Better Readers 3-5	Parents pick students up from the cafeteria.		Toro Tips for Raising Better Readers 3-5	Toro Tips for Raising Better Readers 3-5	Parents pick students up from the cafeteria.
Using Gradespeed	Using Gradespeed	Parents pick students up from the cafeteria.		Using Gradespeed	Using Gradespeed	Parents pick students up from the cafeteria.
Gang Awareness	Gang Awareness	Parents pick students up from the cafeteria		Gang Awareness	Gang Awareness	Parents pick students up from the cafeteria.
Parenting 911- (This is a one hour class.)		Parents pick students up from the cafeteria.		Parenting 911- (This is a one hour class.)		Parents pick students up from the cafeteria.

Parent's name _____

Child's name _____ Teacher _____

Also include the children /ages that will attend Literacy Night while you attend your **C.O.O.L.** classes: _____

How can we contact you? (Choose one: home phone, cell phone, email, work phone)

Judson Independent School District
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2009-2010

Community Involvement Policy

"Community is indispensable to effective learning."----The Best of Educational Leadership

September 11, 2009

Dear Community Member,

We are writing on behalf of Coronado Village Elementary to invite you to be a part of the exciting community project at our school at 213 Amistad (behind Sonic) in the Coronado subdivision off of Pat Booker Road.

In an effort help bridge the achievement gap in the educational well being of our children, we are beginning the third year of our Biannual Parent Conference initiative: **C.O.O.L. Classes (Community Of On-going Learners)- "The coolest way to help kids succeed!"** The session topics for parents will range from how to help their child in academic areas such as reading, writing and math, to how to help your family become physically fit and how to find community resources when your family is in need. The events will take place twice throughout the school year from 6:30 – 7:45 in the evening. The first one will be Thursday, October 16. Parents will be served coffee/tea and dessert, as well as provided with free babysitting (children will get cookies too)!

Research shows the best way to bridge the achievement gap and meet the growing academic, personal, social and physical needs of our children is to improve school and community relationships.

There is a way for you to help us in this effort, if you choose to do so. We are looking for donations of door prizes- discount coupons, gift cards, new children's books, etc. We would also like to provide each parent that attends a gift bag with pens, local business card/brochures, sticky notes, mints, etc. Any donation at all would be greatly appreciated!

Parent and community involvement is the key to success for our children and the productivity of our community. Please consider this opportunity and decide to make a difference in your local community. You can reach us by phone, mail, or email. We'd be happy to answer any questions you may have.

Thank you,

Maria Elena Ruiz
Assistant Principal
Coronado Village Elementary
213 Amistad
Universal City, TX 78148

Ph. (210) 945-5110
Email elong@judsonisd.org

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

Ten Components for the Title I School-Wide Instructional Program

- 1. Comprehensive Needs Assessment**
 - **Parent Survey Conducted in the Spring**
 - **Student Survey Conducted in the Spring**
 - **Teacher Survey Conducted in the Fall**
- 2. School Wide Reform Strategies**
 - **Evidenced throughout the CIP**
- 3. Instruction by Highly Qualified Teachers**
 - **100% of teachers and paraprofessionals have met NCLB requirements**
- 4. High quality and ongoing professional development for teachers, principals, and paraprofessionals.**
 - **All staff and parents involved in professional development**
 - **Ongoing book studies to include – *Failure Is Not an Option***
- 5. Strategies to attract high-quality, highly qualified teachers to high-need schools.**
 - **HR teacher recruitment and collaborative interviews**
- 6. Strategies to increase parent involvement**
 - **C.O.O.L. Nights**
 - **Active PTP membership**
 - **Volunteers welcome and encouraged**

- 7. Plans for assisting preschool children in the transition from early childhood programs.**
 - **Tiny Toros program – neighborhood day cares and stay-at-home moms bring their children to school bi-weekly to participate in library time, music, and art.**
- 8. Measures to include teachers in the decisions regarding the use of academic assessments.**
 - **Evident throughout CIP**
- 9. Effective, timely additional assistance for students who experience difficulty reaching mastery standards.**
 - **Compensatory Education and Title I instructional support**
 - **RTI time implemented during the day**
 - **After school tutoring**
 - **TORO and TOMO time 7:00 – 7:30**
- 10. Coordination of Programs**
 - **State Compensatory Education, Title I, Title IV, and Local funds utilized for instructional support, student support, and professional development.**

Judson Independent School District
Coronado Village 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
Overall Campus Academic Achievement	May 2009	All Students	Improvement each year as indicated on TAKS and other assessments.	Developing Cross curricular TEKS aligned thematic units. Gaps among subpopulation performance.	Professional development regarding best practices and TEKS based thematic units to create connections between academics and real life.
Math	May 2009	All Students	Improvement each year as indicated on TAKS and other assessments	Third grade Math TAKS scores African American TAKS scores	Developing curriculum for non-mathematics classes for reinforcements Small group pull out, co-teach models with math reinforcement. (Dwan Joseph-Comp Ed)
Reading	May 2009	All Students	Improvement each year as indicated on TAKS and other assessments	Increasing the reading ability of those students who are below reading level or requiring Tier III support	Small group pull out, co-teach models with reading specialist. (1 FTE Sheri Schneider) (Title I-Janet Jackson)

Writing	May 2009	All Students	Improvement each year as indicated on TAKS and other assessments	Slight drop in average writing scores	Evaluate student writing samples from the 2008-09 Writing test
Highly Qualified Staff	May 2009	All Faculty and staff for all students	Conduct needs assessments and use formative and summative data to determine appropriate professional development	N/A	Monitor the qualifications' and certifications of all faculty and staff

Student Survey Administered May 2009

Question	K	1 st	2 nd	3 rd	4 th	5 th
I feel comfortable asking questions when I do not understand something or need help.	89%	93%	90%	87%	89%	85%
The homework I am given is clearly related to what I have learned in class.	94%	93%	94%	93%	93%	97%
If I am struggling with my assignments, I know where/who to go to for help.	98%	100%	90%	87%	94%	83%
My classmates and I are treated fairly.	78%	93%	83%	69%	87%	45%
I feel safe at school.	85%	100%	94%	78%	92%	70%
The assignments I am given are challenging.	89%	88%	63%	69%	39%	28%
The assignments I am given are interesting.	94%	95%	60%	82%	72%	45%
I clearly understand the rules and expectations of my school and class.	93%	98%	96%	98%	96%	95%
I feel welcome and valued at the school.	83%	98%	94%	76%	97%	70%

Students' responses indicate a percentage of students responding "yes" to the question. Percentages were measured by grade level.

Coronado Village Elementary – Needs Assessment

In 2008-2009, Coronado Village had an AEIS rating of "Recognized" TAKS results. In order to move the campus to "Exemplary" during the 2009-2010 school year, the staff has thoughtfully prepared a Campus Improvement Plan (CIP).

The following new strategies will be implemented:

Overall Campus Academic Achievement –

New Book Study:

- **Failure Is Not an Option: Six Principles That Guide Student Achievement in High-Performing Schools by Alan M.**

Blankstein This book will be used to help guide the Coronado Village Elementary learning community toward “Exemplary” status.

Continued Book Studies:

- **Teaching with Love and Logic, by Fay and Funk** Fall 2007

This book study will help facilitate maximizing instruction time and focus less on classroom disruptions.

- **In addition, teachers will utilize the Arithmetic Developed Daily resource.**

Judson Independent School District
Coronado Village Elementary
Campus Improvement Plan
2009-2010
CLIMATE

NCLB Goal(s)	<u>PG 5:</u> All Students will graduate from high school
District Goal	<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
Campus Goal	To provide a school environment where students, parents, faculty, staff, and community members work collaboratively in building a positive and safe environment at Coronado Village.
Objective	To provide a support network for students, parents, faculty, staff, and community members connected with Coronado Village.
Summative Evaluation	90% positive feedback on Spring 2010 parent/faculty survey regarding school climate.

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
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 & Social Worker's Day, Secretary's Day; Organizes faculty Christmas party and Secret Santa	Faculty feedback		Vertically aligned committee	Grade Level/ Yearly Dues: \$25.00 Professional, \$10.00 Paraprofessional	Aug.-May 2009-2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Faculty feedback
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

<p>Parent/Teacher Partnership (P.T.P.) Collects dues; Maintains bank records; Coordinates parent/teacher activities such as: Fall Festival, Teacher Recognition Week; Coordinates fundraisers; Distributes profits; Organizes P.T.P. Board election</p>			<p>Parents, Faculty, Staff, Community</p>	<p>P.T.P. Members/ Faculty Representative/ Dues/Fundraisers</p>	<p>Aug-May 2009-2010</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p>Parent and Faculty Survey</p>
<p>Parent Center (On-site location for parent volunteers)</p>			<p>PTP – Parent volunteer organizer</p>	<p>Work space provided near teacher's lounge Volunteer luncheon and thank you gifts \$400 – local / activity</p>	<p>Aug.-May 2009-2010</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p>Parent and faculty feedback Faculty/Volunteer Feedback</p>

SBDM Committee			Principal	End of year recognition Reception \$50-local	Aug.-May 2009-2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Sign-in sheet, Agenda, feedback
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
School wide expectation plan			Students Faculty and staff	Notes home Posters Faculty packets of plan outline	Aug.-May 2009-2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Student, faculty and staff feedback
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Awards Nights		Parents/Stude nts Faculty	Counselor/PTP	Certificates/Awa rds (ribbons And trophies) \$500-local/PTP	End of each Nine Weeks	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Participation
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Inservice Luncheon		Faculty/Staff	Administration PTP	Lunch for all \$250-local	Aug. 2009	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Teacher feedback
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

Community of Ongoing Learners (C.O.O.L.) Night	Parent feedback	Faculty, Community Members, Parents	Faculty, Administration, P.T.P.	\$75 for refreshments per event	Sept. and Nov. 2009, Jan. and April 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Attendance
Library Events – Tales for Tiny Toros, Book Fair, Author Birthday Club		Faculty, Students, and Parents	Librarian	Notes Home, Volunteers	Author Birthday Club – end of each month; Book Fair – Nov. 2009 and April 2010; Tales for Tiny Toros – Fridays	<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	

Assemblies and School-Wide Events (Talent Show, Veteran's Day Assembly, special presenters)	Student, parent, and faculty feedback		Administration, P.T.P., 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
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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
Coronado Village Elementary
Campus Improvement Plan
2009-2010
PARENT INVOLVEMENT

NCLB Goal(s)	<u>PG 5:</u> All Students will graduate from high school							
District Goal	<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							
Campus Goal	To provide a school environment where students, parents, faculty, staff, and community members work collaboratively in building a positive and safe environment at Coronado Village.							
Objective	To provide a support network for students, parents, faculty, staff, and community members connected with Coronado Village.							
Summative Evaluation	90% positive feedback on Spring 2008 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
Parent/Teacher Partnership (P.T.P.) Collects dues; Maintains bank records; Coordinates parent/teacher	Parent Survey, Student Survey, and Faculty Survey/		Parents, Faculty, Staff, Community	P.T.P. 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.P. Family Night, Teacher Recognition Week; Coordinates fundraisers; Distributes profits; Organizes P.T.P. Board election								
Parent Center (On-site location for parent volunteers)			PTP – Parent volunteer organizer	Work space provided near teacher’s lounge Volunteer appreciation event- cookies and punch reception	Aug.-May 2009-2010 Mon.-Fri. Times vary depending on parent volunteers	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Parent Faculty, volunteer Feedback
SBDM Committee			Principal	End of year recognition Reception \$50-local	Aug.-May 2009-2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	
School wide expectation plan			Students Faculty and staff	Meeting refreshments \$100 (local) Notes home Posters Faculty packets of plan outline	Aug.-May 2009-2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Student Faculty and Staff Feedback

C.O.O.L. Nights Community of Ongoing Learner Parent Education Nights			Specials Committee	Snacks/Raffle prizes/Class handouts/Faculty or Staff taught community classes Notes home as reminders \$800 for above items (\$380-title)	Tentative: October 4 Nov. 29 Jan. 31 March 27 09-10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	End of Night evaluations
Awards Nights		Parents/ Students	Counselor/PTP	Certificates/Awards (ribbons And trophies) \$500-local/PTP	Nov. 5 Jan. 30 April 9 June 4 (Daytime) 09-10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Lists of Students who received certificate at events Documents signed and returned
Parent Compact/ Parent Involvement Policy	State Requirements	Parents/ Faculty/ Students	Title Coordinator	Faculty and Admin. Meeting-Copy of documents per family	Tentative: 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 Coordinator/ Administrator	NCLB Handout/Powerpoint/ Administrator Presentor/ Title coordinator	Tentative: Nov. 05, 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	Parent Vol. Coordinator and Administration	Powerpoint/Training Manual Background check software Snacks/childcare providers	Tentative Sept. 12, 2009 Sept. 19, 2009 Sept. 28, 2009 Oct. 4, 2009 Oct. 10, 2009 Oct. 15, 2009	<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

Judson Independent School District
Coronado Village Elementary
Campus Improvement Plan
2009-2010
ATTENDANCE

NCLB Goal(s)	Performance Goal 5: All students will graduate from high school.							
District Goal	<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.							
Campus Goal	To ensure a variety of opportunities for students to learn through the increase of daily attendance							
Objective	To increase attendance from 96.5% to 98% by having more affective community communication.							
Summative Evaluation	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.							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Letters to Parents in student handbook. Reinforced at all orientation meetings.	PEIMS Teacher observation	All Students	Office Personnel	Campus Budget \$50 (Pending P.T.P.)	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

Daily announcements concerning classes with perfect attendance.	Teacher records and/or PEIMS reports	All Students	Teacher/Office	PEIMS Clerk and counselor	Aug. 09 - May 10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Snapshot Date Oct.26, 2009 Student feedback and faculty observations
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.P.)	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	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

Campus/Classroom Wellness Training	Nurse referral slips	All staff and students	Campus Nurse	Lesson resources and materials	Aug.09 – May 10	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Attendance rate Student Observations
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Bulletin Board in lobby/front hall with the student's names who had perfect attendance	Teachers Administration	All students	Teacher Administration	Butcher paper, typing paper, border, time, student list, teacher	End of each 9 week period	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Attendance rate
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Perfect Attendance Signs	Increase student attendance	Students	Classroom Teacher and Students	Door Signs and Administrative Awards	Aug.09– May 10	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Attendance rate
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
9 – Week Awards Night	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"/> completed	Attendance rate
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

Send Migrant Survey	AEIS	All families	Administration And Staff	Migrant survey form School Secretary	Sept. 15, 2009	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Returned forms
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

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
Coronado Village Elementary
Campus Improvement Plan
2009-2010
ELA

NCLB Goal(s)	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
District Goal	<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 st 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
Campus Goal	Consistently align curriculum, instruction and assessment through effective and differentiated literacy practices that focus on decoding, comprehension and fluency strategies.
Objective	K-2 students will read on grade level by the end of the school year. At least 95% of the May 2010 students will pass the 2010 TAKS Reading test.
Summative Evaluation	In May 2010, 90% of Kinder, 90% of 1 st , and 90 % of 2 nd grade students will be on grade level per DRA testing. 100% of 3 rd 100% of 4 th , and 100% of 5 th grade students will pass TAKS Reading by May 2010.

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Guided Reading Bookroom updated with additional materials for guided reading and shared reading instruction.	Clear focus for K-5 guided reading lesson based on CIP-ELA observations	All students	Reading Specialists	Nonfiction texts Big books Intervention supplies Class sets of novels for intermediate grades	Aug – May 09-10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Steady increase in text reading levels.
TORO Time (Turn On Reading Only)/ ToREADadors Implementation of Guided Reading groups or Shared Reading for all at risk readers.	3 rd , 4 th , 5 th , Grade TAKS Scores will Improve performance to 95%	At risk students	Classroom Teachers and Other Available Teachers	Continued training in guided reading, including modeled lessons, provided by Early Literacy Specialists and Instructional Specialist. Campus Book Room Professional Development	Aug – May 09-10 Daily	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Sustained silent reading (master schedule reflecting TORO Time) Steadily increase text reading levels.

Integrate Social St. /Reading lessons of various periods	Increase amount of non-fiction reading practice	All students	Classroom Teachers	Pearson/Scholastic Book Sets Bookroom books and library resources	Aug.-May 09-10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Core Knowledge projects and reading TAKS results
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.	Improvement of DRA scores by increasing comprehension in independent level text.	All students	Classroom Teachers/Specialists	Principal & Assistant Principal monitor implementation. Sets of leveled guided reading books in various genres in campus bookroom.	Aug – May 09-10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Comprehension scores equal to a 3 or 4 on DRA based on teacher observations, conferences and running records. Student Reading Logs
Use Running Record /Benchmark Information to drive instruction.	Analyze student strengths and weaknesses K-5 using consistently taken running records/Benchmark data.	All students	Classroom Teachers/Specialist	Early Literacy Specialists to train and assist teachers in taking and analyzing a running record.	Aug – May 09-10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Running Records Improvement in self-monitoring, cross-checking and fluency.

<p>Reading Workshop Model, including mini-lessons, independent reading time and one-on-one conferences, implemented in 2nd – 5th</p>	<p>CBA scores, DRA II K-5, TAKS release results 3-5</p>	<p>All students</p>	<p>Classroom Teachers</p>	<p>Instructional Lead Teachers, Early Literacy Specialists, District ELA curriculum support personnel provide support and professional development for teachers and model lesson.</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, Improvement in student DRA scores.</p>
<p>Specialist Support Literacy Night to promote family involvement in reading and writing. (C.O.O.L. Night)</p>	<p>Family involvement</p>	<p>All students</p>	<p>CIP-ELA Committee/All Faculty</p>	<p>Refreshments, Reading Incentive Materials PTP</p>	<p>October 2009</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p>Parent response and evaluations. Sign in sheets to record attendance</p>
<p>Literacy Intervention Groups</p>	<p>DRA scores and informal assessments</p>	<p>At risk K-4</p>	<p>Early Literacy Specialists/other available staff</p>	<p>2 FTE Early Literacy Specialists salaries SCE Monies</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>DRA Formal and Informal Assessments</p>

Dyslexia Services	DRA scores and diagnostic reports	Identified 1 st - 5 th students	Dyslexia Proctors and Dyslexia Therapist	1 ½ FTE Dyslexia Proctors salaries SCE Monies ½ FTE Dyslexia Therapist	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/GIST documentation	Identified K-5 students	Special Education Teachers	3 FTE Special Education teacher salaries Special Education 2 FTE Special Education Para salaries Special Education	Aug – May 09-10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	TAKS Benchmarks, and District level assessments test results
TAKS Night	CBAs, benchmark data and release TAKS results	3 rd – 5 th students	Third, Fourth, and Fifth Grade Teachers Principal and Assistant Principal	Reading materials \$900 local, \$1000 federal General supplies \$1900 local, \$4000 federal	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 or AMI (Extended Day)	CBAs, benchmark data and release TAKS results	3 rd – 5 th At risk students	AKI or AMI Coordinator	AKI/AMI Monies Supplemented Pay for Saturday training \$_____	November 2009 – April 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	3 rd -5 th TAKS
Talented and Gifted Program	Teacher/parent recommendation	Identified K-5 Students	T.A.G Specialist	1 FTE T.A.G. Specialist Salary	Aug.-June 09-10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Parent Survey
Pre-K students who qualify for ESL are served on campus by Pre-K ESL teacher K-5 students who qualify for bilingual or ESL are served at Crestview	Home language survey	ESL Bilingual	Pre-K ESL teacher Crestview Bilingual teachers	Coronado Pre kinder program Crestview-bilingual/ESL program \$2,000 –	Aug.-June 09-10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	TAKS results for Bilingual students Pre-K checklist

RTI – Response to Intervention	proactive early intervention for at-risk students	All students	All staff	Master schedule incorporating RTI	Sept. 09 - May' 10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	DRA and TAKS results, teacher feedback.
Improve reading fluency to grade appropriate levels	DIBELS/DRA 2 nd -5 th	All students	Classroom teachers 2-5	Early Literacy Specialists, guided reading books, Rite Flight Fluency program	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
TIER Interventions	Universal screens, DRA, benchmark, TAKS release results, TAKS results	All students	Classroom teachers , Literacy teachers	District adopted resources, campus resources, classroom teachers and specialists	Aug 09- May 10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Formal and informal assessments, DIBELS, DRAs and CBAs
Follow district pacing calendar	To improve performance of TAKS objectives AEPs	K-5 th grade	Classroom teachers	Teachers, district web site	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

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Judson Independent School District
Coronado Village Elementary
Campus Improvement Plan
2009-2010
MATHEMATICS

NCLB Goal(s)	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.							
District Goal	<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 st 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							
Campus Goal	TO UTILIZE BEST PRACTICE TO IMPROVE MATHEMATICAL REASONING.							
Objective	At least 100% of the May 2009 to May 2010 cohort students will pass TAKS.							
Summative Evaluation	100% of 3 rd , 100 of 4 th , and 100% of 5 th grade students will pass TAKS Math by May 2010.							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Use Macmillan McGraw- Hill math series materials and resources	To improve performance of TAKS objectives. AEIS	All students	Classroom teachers, and SCE Specialist	Funds for math materials; consumable and non consumable; storage containers \$700 local	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 Benchmark Test	Analyze student progress	All students	SCE Math Specialist & Classroom Teachers	Teachers & campus specialist	Every six weeks 09-10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Benchmark Results
TURN ON MATH ONLY (Guided Math) *TOMO Time	To improve performance on TAKS Objectives	All students	SCE Math Specialist & Classroom Teachers	Teachers and Campus Specialist Campus Math Lab Principal & Assistant Principal monitor implementation.	Aug.- May 09-10 Two days a week	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Master Schedule Reflecting TOMO Time
Talented and Gifted Program	CBA and Universal Screen Data	Identified K-5 Students	T.A.G Specialist	1 FTE T.A.G. Specialist 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 co-teaching experiences	To improve performance on TAKS Objectives To support teacher instruction and lesson development	All students	SCE Math Specialist & Classroom Teachers	Teacher Peer observation, 1 FTE SCE Math Specialist will provide math instruction during peer observation	Oct. – Apr 09-10 Upon Request	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Teacher Feedback
Provide opportunities for peer modeled lessons	To improve performance on TAKS Objectives	All students	SCE Math Specialist	TEACHERS Peer observation, 1 FTE SCE Math Specialist will provide math instruction during peer observation	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 th Grades	Classroom teachers, and SCE Specialist	Teachers and Campus Specialist, Campus ILT	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 th At Risk Students	SCE Math Specialist	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	SCE Math Specialist & Classroom Teachers	Teachers & 1 FTE SCE Math Specialist	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	SCE Math Specialist & Classroom Teachers	Teachers & 1 FTE SCE Math Specialist	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 rd - 5 th	SCE Math Specialist & Classroom Teachers, & Administrators	Classroom teacher 1 FTE SCE Math Specialist & Administration TAKS Resources (Math Lab)	BEGIN March 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Release TAKS results
Invitational groups (Small group chosen weekly based on immediate needs)	Improve student success on Universal Screen and CBAs	4 th Grade	SCE Math Specialist	1 FTE SCE Math Specialist	October – 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 rd – 5 th students	Third, Fourth, and Fifth Grade Teachers Principal and Assistant Principal	ARI/AMI Monies	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 or AMI (Extended Day)	3 rd , 4 th , and 5 th grade Release TAKS Scores	3 rd – 5 th At risk students	AKI or AMI Coordinator	Supplemented Pay for Saturday training \$_____	January 2010 – April 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	3 rd -5 th TAKS
Family Math Night (C.O.O.L Night)	Parent Support and Involvement	PreK – 5 th	CIP-Math Committee Classroom Teachers / SCE Math Specialist / Administration	Materials- Title I, Campus, and PTP Funds	Fall 09 – Spring 10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Parent evaluation
St. Jude Children' Hospital Math A Thon	To maintain skill over Spring Break	Kinder – 5 th	Math specialist /Teachers / Administration / Students / Parents	St. Jude's Math A Thon Books / CD Provided by St. Jude Children's Hospital	Feb. – March 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Student Participation

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Judson Independent School District
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2009-2010

DRUG AWARENESS AND VIOLENCE EDUCATION

NCLB Goal(s)	Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning							
District Goal	<p>Communication: 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>Master Planning: To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21st 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>							
Campus Goal	To provide an educational environment where all students can be challenged to develop to their fullest potential and achieve academic success.							
Objective	To provide a venue for violence prevention through education and intervention utilizing identified support networks.							
Summative Evaluation	Reduction of office discipline referrals by at least 10% (PEIMS report)							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						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	TS	All / Focus At -Risk students	Counselor and Social Worker	Counselor/Counseling Materials/\$250 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	TS, PS, DR	Students In At-risk situations	Social Worker	Social Worker/ Prevention Materials/\$100 local	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	DR	All	Assistant Principal Counselor And committee	Pupil Services/ Emergency Kits/ \$100 local ????	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
Sch. Wide Expect.	DR	All	Administration	Cost of paper/small notes	Aug.-May 2009-2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Positive notes or calls to parents

Character Counts Program	DR	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.)	DR	Trained Personnel	Assistant Principal	Special Education Training	Aug.-May 2009-2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Certificates
Drug Prevention Red Ribbon Week	DR	ALL	Counselor	Universal City Lion's Club Donation of ribbons	October 2009	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Classroom discussion / teacher observation
ISS- In-school Suspension	DR	AR	Administrators	ISS Assistants SCE Monies	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	FS	ALL	Counselor	Presentes \$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
C.O.O.L Night	Parent Communication	All	Committee	Title /Local/ Donations / Teachers	<i>Every other Month</i> August – May 2009-2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Parent Feedback/Participation
Peer Mediation	Teacher Observation	All	Mediation team	Bexar Co. Resolution dispute	August – May 2009-2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Log in
Faculty / Student Safety Survey	F.S. / S.S.	All	A.P.	Paper copies / A.P. created	May 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Results of survey

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Judson Independent School District
Coronado Village Elementary
Campus Improvement Plan
2009-2010
SCIENCE

NCLB Goal(s)	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.							
District Goal	<p>Academic Excellence: 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>Master Planning: To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21st 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>							
Campus Goal	To increase the scientific knowledge and skills to include concepts and vocabulary in each grade level.							
Objective	To increase TAKS scores to 100%.							
Summative Evaluation	100% of the students will pass Science TAKS in April 2008.							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Maintain and update adequate material in science lab	Current Science TAKS data	All	CIP-Science Committee & Administration	\$500 consumables	Oct 09- May 10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Inventory sheet

Integrate JISD Scope and Sequence	Lesson Plans Walkthroughs	All	Classroom Teachers	Teacher resources (Aims, Foss kits, CORE units.) JISD Scope and Sequence	August 09-May 10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Lesson plans checked by administration
Grade Level planning	Sign up Sheet	All	Grade level chairs Classroom teachers	Classroom Teachers	August 09-May 10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Meeting Minutes
Increase usage of science lab or science lab Microscope Curriculum materials to at least 30% per science teacher	Maintain and Increase science lab activity update adequate material in Science lab/ Science TAKS Score Improvement	All	CIP-Science Committee Science teachers Coach-training teachers	Non-fiction text, internet, encyclopedia, science lab and included Electric microscope Teachers Computers Programs materials	September 09-May 10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Calendar Sign-in Check out for Log out Sheet and teacher survey materials
Family Science Night (COOL Night)	Family Support and Involvement	All	CIP-Science Committee	Materials and refreshments Title 1, Campus, and PTP	Sept 09-May 10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Parent Evaluation

Science Academy	Review of TEKS tested	All	5 th Grade Teachers	Teacher Resources (Aims, Foss, Core...)	Spring 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Parent/student survey Student Feedback
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
TAKS Science Focus	5 th Grade	All	5 th Grade Teachers, and Instructional Specialist	<u>Measure Up</u> Student Books \$2000 (Local)	April 10	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Student Success measured by TAKS Science Scores
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Young Scientist club	Voluntary	5 th Grade Students	1 teacher per grade level	Dental grant \$500 Teacher resources Science lab Pending SAWS grant \$ 2,000 -pond	Sept 09- May 10	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Parent/student survey Student Feedback
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Hooked On Science	TAKS data	All	Vertical Science Committee	Pending \$5,000 JEF grant	Sept 09- May 10	<input type="checkbox"/> completed	<input type="checkbox"/> completed	TAKS scores
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

Maintaining science lab	Survey	All	Coach	Survey	Sept 09-May 10	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Survey results
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
TAG	Parents survey	All Identify k-5 students	GT specialist	F.T.E staff	Sept 09-May 10	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Survey results
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

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
Coronado Village Elementary
Campus Improvement Plan
2009-2010
TECHNOLOGY

NCLB Goal(s)	By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
District Goal	<p><u>Budget:</u> 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><u>Master Planning:</u> To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21st 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>
District Tech/Campus Goal:	District Strategy 1: Ensure that all students and staff pursue mastery of clearly defined technology skills for use in foundations, information acquisition, problem solving, and communication.
Objective	Campus Strategy 1: 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 TA TEKS.
Summative Evaluation	Artifact Binder

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						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	Faculty	Administration	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	Headphones	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
Create and implement Word Wall to increase knowledge of computer literacy vocabulary	District Technology Plan	Classroom Teachers and Stuentns	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	Classroom Teachers And 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	January 2010 (midyear) April 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

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
Coronado Village Elementary
Campus Improvement Plan
2009-2010
SOCIAL STUDIES

NCLB Goal(s)	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 th grade by the State.
District Goal	<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 st 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
Campus Goal	To develop skills and strategies that enables students to communicate effectively on current and historical events that have impacted our society.
Objective	To teach the Curriculum guide TEKS for Social Studies enriched with CORE curriculum to provide solid foundation for middle school.
Summative Evaluation	To continue to positively impact 8 th grade Social Studies TAKS scores (90% mastery in May 09-10)

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Utilize current district scope & sequence with content rich activities (CORE)	District/campus initiative	All	All Teachers	Core Units in Book Room Map & Globes	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
Implement Core Knowledge Curriculum	Campus initiatives	All	All Teachers	E.D. Hirsch Books Day to Day planners Teacher Handbooks Teacher Resource Texts	Aug.-May 09-10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	CORE Unit Assessments, student products, and observations.
Align CORE curriculum w/ revised district scope & sequence	Campus initiatives	All	Social Studies Committee	Classroom Teachers	Aug.-May 09-10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Aligned document

Integrated Fine Arts/ Social St. lessons of various periods	Campus initiatives	All	Art, Music, Classroom Teachers	Classroom teachers, Art & Music	Aug.-May 09-10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Visual arts/Performing arts and Social Studies work products
Culminating Unit Events	Campus initiatives	All	Grade level representatives	Grade level representatives, parents, PTP	Aug.-May 09-10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Unit Products
Field Trips related to TEKS (in and out of school)	Campus initiatives	All	Grade Level Representatives	Grade level representatives to submit proposed budget and PTP	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
Geography Bee	Campus initiatives	All 4 th - 5 th grade students interested in participating	TAG Teacher 4 th -5 th Grade Teachers	PTP Funds TAG Teacher	Fall 09	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Results of Competition

Talented and Gifted Program	Campus initiatives	Identified K-5 Students	T.A.G Specialist	1 FTE T.A.G. Specialist Salary	Aug - May 09-10	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Parent Survey
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Annual Core Conference	Campus initiatives	Teachers	Teachers	-75\$Local for food expenses -Registration/Air Fare/Hotel are paid by Foundation-Teacher Award, PTP/ Campus budget	2009-10	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Teachers feedback and in-service
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

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Judson Independent School District
Coronado Village Elementary
Campus Improvement Plan
2009-2010
WRITING

NCLB Goal(s)	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.
District Goal	<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 st 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
Campus Goal	Provide an educational environment where all students can be challenged to develop their fullest potential and achieve academic success.
Objective	<ol style="list-style-type: none"> 1. To improve TAKS writing scores for fourth grade by 10 percentage points. 2. To improve the number of students who receive commended performance by 10 percentage points.
Summative Evaluation	<ol style="list-style-type: none"> 1. To improve TAKS writing scores for fourth grade from 80.5% to 90%. 2. To improve the number of students who receive commended performance from 9% to 19%.

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Interactive Writing Word wall Usage	Weak application of spelling strategies and use of conventions	All	Pre-K – 2 Classroom teachers	Campus budget-materials All teachers Writing Materials	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	Weak application of spelling strategies and use of conventions	All	All classroom teachers	Writing Committee	Aug - May 09-10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Log/observation Walk throughs
C.U.P. S.- Lesson Model: Capitalization, Usage Punctuation, Spelling	Increase Obj. —— performance	All	All classroom teachers (reg /sp ed) 2 nd -5 th	District ELA/Campus Experts Model Lessons	Aug – May 09-10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	JISD /Teacher Rubric/Checklist (convention component)

Writing Camp (4 th) Camp for At risk writers (TAKS 1s & 2s) 3 Saturdays	Need to close achievement gap	At risk	4 th grade team teachers and support personnel	Supplemental pay instructional supplies student snacks/materials	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 Prompt-CBA	Faculty lack of communication- Vertical expectations Skills and scoring	All	JISD and Writing Committee	Prompt	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	Need professional development	Identified K-5 Students	T.A.G Specialist	1 FTE T.A.G. Specialist	Aug - May 09-10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Parent Survey
Campus Wide Mail System	Authentic writing opportunities	ALL	Classroom Teachers	HEB Grant Post office Materials	Sept. – May 09-10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Student Feedback

Celebrate Young Authors	Central Celebration Site in Library	ALL	Classroom Teacher And Librarian	Bulletin Board Published Student Work	Aug - May 09-10	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Student Feedback
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Elaborate with detail about a moment	-Writing is too broad and gets off topic -Lack of Writer's Workshop on Campus	2 nd - 5 th	Classroom Teachers	Excerpts of Barry Lane's work on Snapshots and Thought shots for teacher professional study (small group after school)	Aug-May 09-10	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Teacher Feedback Student Writing Samples
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

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Judson Independent School District
Coronado Village Elementary
Campus Improvement Plan
2009-2010
HIGHLY QUALIFIED STAFF

NCLB Goal(s)	Performance Goal 3: By 2006-2007, all students will be taught by highly qualified teachers.							
District Goal	<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.							
Campus Goal	To hire and maintain the most qualified people for available positions 100% of the time.							
Objective	All staff will meet NCBL and District requirements for employment							
Summative Evaluation	District personnel reports will reflect that 100% of CVE staff meet NCBL and district requirements for employment, and staff will be provided support for continued professional growth to maintain highest qualifications of staff.							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Ensure that campus teachers are highly qualified to instruct the subject area/grade level assigned.	NCLB Requirements	Teachers	Principal	Title I and Title II Money	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>District Hiring Policies</p>	<p>All Staff</p>	<p>Principal</p>	<p>Human Resources Office Title I and Title II Money 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
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