



**Judson Independent
School District**

Crestview Elementary
Campus Improvement Plan
2009-2010



CIP revised and approved by CSBC on May 20, 2009

Judson Independent School District
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2009-2010

Campus Site-Based Committee

Name	Representation	Term Limitation
Nancy Gerhard	Principal/Chair	
Yvonne Ibarbo	Teacher	2 YEAR
Tina Baldwin	Parent	
Michelle Walters	Community	
Arturo Cardoza	Parent	
Bill Ercoline	Community	
Debbie Willhite	Community	
Jesse Barela	Business	

Name	Representation	Term Limitation
Nathan Sherman	Business	
Sandy Sherman	Non-Teaching Professional	
Ginger Burgan	Paraprofessional	
Suzi Hopkins	Paraprofessional	
Debbie McNeill	District Level	
Rebecca Sprouse	Teacher	1 YEAR
Erin Santiago	Teacher	2 YEAR
Marsha Burrows	Teacher	1 YEAR

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

Crestview Elementary School endeavors, through the shared commitment of parents, teachers, and the school community, to provide a secure, positive learning environment that strives for academic excellence, while encouraging all students to achieve their individual potential – both in the classroom and the community.

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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

In keeping with our vision and the Judson Independent School District's mission to create schools that will effectively and efficiently educate students for the 21st Century, Crestview has established the following mission:

- *To provide students with a well-balanced, challenging curriculum with appropriate learning experiences based on Texas Essential Knowledge and Skills*
- *To foster success in at-risk students by maintaining high expectations, accelerating academic growth, and adapting teaching strategies to individual learning styles.*
- *To increase communication efforts and collaboration opportunities with parents and the school community*
- *To investigate strategies for expanding direct parent involvement in to their child's education*
- *To maintain a well-defined discipline plan that ensures a safe and healthy learning environment*
- *To continue strengthening curricula in special population areas (i.e. gifted and talented, ESL, bilingual, and special education) in order to more effectively meet the needs of all parts of our student population*
- *To recognize and celebrate the diversity of our students, while acknowledging our similarities and common goals of academic excellence.*

This vision and mission are supported by Crestview's Campus Improvement Plan, which has been developed through a collaborative effort by the Crestview learning community and endorsed by the Crestview Site-Based Decision-Making Committee.

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No Child Left Behind Performance Goals

Performance Goal 1:

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

Performance Goal 2:

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

Performance Goal 3:

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

Performance Goal 4:

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

Performance Goal 5:

All students will graduate from high school.

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Board/District Goals

Goal 1: **Academic Excellence**

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

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

Goal 2: **Communication**

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

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

Goal 3: **Budget**

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

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

Goal 4: **Master Planning**

To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 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.

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Campus Goals

Goal: To improve student achievement and performance

- Objective: To increase student achievement on state reading assessments to 100%
- Objective: To increase student performance on state mathematics assessments to 100%
- Objective: To increase the number of 3s and 4s on the TAKS writing essay from 54 to 56
- Objective: To increase student passing rate on the state science assessment to 100%
- Objective: To increase student achievement in social studies

Goal: To improve student attendance; to motivate students to be in school every day

- Objective: To increase student attendance to 97%

Goal: To prepare students and staff for challenges in a global, competitive world through the use of technology; to create an environment where students have the opportunity and the necessary knowledge to effectively use technology in the curriculum areas

- Objective: To increase student use of technologies to acquire information and to communicate information in a variety of formats

Goal: To increase parental and community involvement in the school; to increase the number of opportunities for parent and community to be included in the school

- Objective: To make the school an accessible and focal point of the community

Goal: To foster a positive climate for campus staff

- Objective: To employ highly qualified teachers and paraprofessionals in all areas; to increase teacher retention at the campus level; to improve the school climate
- Objective: To increase classroom space available by adding shelves and cabinets in the classrooms
- Objective: To increase time for teacher collaboration for planning activities, solving problems, and sharing strategies

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Executive Summary

Crestview had exemplary reading, writing, mathematics, and science scores on the 2009 TAKS tests. Results of spring surveys of parents, staff, and students indicate more collaboration is needed among staff at Crestview and more anti-bullying education needs to be implemented. Ten percent improvement in how children treat each other at school was noted from spring 2008 to spring 2009.

Goals

- To increase the student passing rate on state assessments to 100% in all subgroups
- To foster a positive environment and decrease bullying
- To increase parent involvement in the school

Focus for Crestview

Science Camp--Crestview fifth grade students will attend a 3-day, 2-night science adventure at Camp Honey Creek. Students will study native grasses and plants, plant adaptations, stream ecology, land forms, constructive and destructive forces, wildlife, and the night sky. Also, the entire Crestview staff visited Camp Honey Creek for staff development in science and teambuilding in August.

Science Day Camps--Crestview students in grades 1-5 will enjoy science day camps at various parks, including Live Oak Park, Frederick Park, and the Seguin Outdoor Learning Center.

Morning Show--Crestview students will continue to produce a morning show under the direction of the school counselor and TAG teacher. Material related to all school subjects, including character education, will be addressed during the broadcasts.

Academic Intervention Plan--Crestview will offer after-school tutoring in the spring for at-risk students in grades 1-5 using ARI/AMI funds, RtI funds, and Title funds. Staff members will receive additional RtI training to find new ways to help students who are struggling academically and behaviorally.

Parent Liaison--The Crestview parent liaison will lead efforts to increase the participation of families in the school.

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Parent Involvement Policy

Crestview Elementary School will involve parents in the joint development of the Title I plan and the process of school review and improvement.

An adequate number of parents will work collaboratively with Crestview Elementary School in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program (PTO advisory meetings, SBDM meetings, LPAC meetings)

The school will convene meetings to which all parents of participating students are invited to inform the parent of the school's participation in the Title I program and of the parents' right to be involved (Family Literacy Night, Parent-Teacher Conferences, Meet the Teacher Night, Math Night, Sports Day, Bicycle Rodeo, Autism Parent Support Meetings, Character Counts! Assemblies, Title 3 Parent Meeting, TAG)

Parents will be provided timely information about available programs (newsletters, flyers, calendars, marquee, PTO meetings, phone calls both personal and automated, rallies, conferences).

Parents will be provided with the school performance profiles and assistance with interpreting their child's individual assessment results (parent-teacher conferences, PTO meetings, letters home, and conferences).

Parents will be provided a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet (PTO meetings, parent-teacher conferences, and school open house).

Parents will be provided with opportunities for regular meetings to formulate suggestions, share experiences with other parents, and to participate in decisions relating to the education of their children (campus/district meetings, LPAC meetings).

Parents will receive a timely response to their suggestions and inquiries.

The school will coordinate, provide technical assistance, and other support necessary to assist parents in actively participating in the planning and implementing of a parent involvement program (PTO Advisory Committee, PTO meetings, SBDM meetings).

Parent involvement will be coordinated and integrated with the parent involvement strategies of other programs.

Parents will jointly conduct an evaluation of the content and effectiveness of the parental involvement policy and revise as necessary. The school shall jointly develop with, and distribute to parents a written parental involvement policy that describes the requirements in an understandable and uniform format, including expectations for field trips and class parties.

The school district shall submit to the Texas Education Agency, along with the parent involvement plan, any comments of dissatisfaction with the parent involvement program.

The school will host parent meetings at varying times to address issues of concerns of the children/families of Crestview Elementary School.

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Ten Components for the Title I School-Wide Instructional Program

- I. A comprehensive needs assessment was conducted to determine the strengths and needs of students, staff, parents, community, and facilities before deciding how to use the local, state, and federal resources available. Based on the assessment, the attached goals were devised for overall campus improvement and growth. (pages 8,14)

- II. To accomplish these goals and objectives, the staff will use Title I, Part A funds as well as other federal, state, and local funds to improve the instructional programs implemented school-wide. These programs include, but are not limited to, the following: (pages 15,16,17,18,19,20,24,25,28,29)
 - Guided Reading
 - Reading Discovery
 - Investigations
 - Dyslexia Services
 - Accelerated Reader
 - Literacy Groups
 - Standards-Based Science (outdoor education)
 - Character Education
 - Extended Day Tutoring
 - Bilingual Instructional Support
 - Special Education Inclusion and Instructional Support
 - Compensatory Mathematics Support
 - Title I Reading
 - TAG
 - Read Naturally

- III. Highly qualified teachers will carry out the various programs included in the instructional plan. Only certified teachers are hired to teach in the grade(s) to which they are specialized. In emergency situations, the school will consider teachers who have alternative certification. (pages 36 - 38)

- IV. The school will provide access to high-quality, ongoing professional development throughout the school year for all staff including teachers, administrators, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties and needs. Professional development will be conducted both at the district, school, the Region XX Service Center, as well as applicable conferences and workshops. Local funds, district funds and Title I funds will be utilized to finance professional development activities. (pages 16,30,36,37,40)
- V. In order to attract highly qualified teachers, various incentives are offered. Teachers are allowed to bring their children to school within the district if they reside in another district at no cost to the employee. In addition, summer professional development is offered at no charge with the added bonus of compensatory time. The district also helps to fund a portion of its employees' health benefits and offers an incentive plan for merit pay for TAKS scores and attendance. (pages 38)
- VI. Title I, Part A funds, state compensatory funds, and local resources will be used to encourage parental involvement. The following strategies and programs are designed to increase and improve such relations: (pages 17,25,28,32,33,34,35,37)
- Parent /School Compact
 - Open House
 - Parent/Teacher Conferences
 - Family Reading and Science Nights
 - Grade Level Programs – Monthly PTO meetings
 - Parent Volunteer Program
 - Grade Level Field Trips
 - Field Day
 - Texas Public School Week
 - Awards Assemblies
 - Fall Carnival
 - Bicycle Rodeo
 - Science Day in the Park
 - Alert Now Calls
 - PK Parent Meeting to transition students to kindergarten
 - Bilingual Family Night
 - Reading Restaurant
 - Grade Level Programs
- VII. Bilingual preschool students attend Crestview during the school year. Parents in the community that have children entering kindergarten the following year are also invited to attend. They are involved in various activities in several kindergarten classrooms as well as receiving information about the upcoming school year. (page 34)
- VIII. Teachers will be included in decisions regarding the use of academic assessments in order to provide information on and to improve the performance of individual students and the overall instructional program. Teachers will use data obtained from TAKS, DRA 2, EDL 2, CBAs, universal screens, and classroom assessments to implement new instructional strategies, modify and/or

discontinue existing strategies to better address student needs. The following are opportunities that are available for such input: (pages 17,30,33,34,35,36,37,40)

- Weekly Grade Level Meetings
- Weekly Faculty Meetings
- Site-Based Meetings
- Campus Rtl Meetings
- LPAC Meetings
- Special Education Meetings (ARDs and Contact Meetings)
- Discovery and Title
- Technology Committee
- Discipline Committee
- Surveys

IX. Students experiencing difficulty in mastering the TEKS will be provided effective, timely, additional assistance. All teachers closely monitor student performance. Students not mastering the objectives will be provided additional assistance through one, or a combination of, the following services: (pages 15,16,17,18,20,21,22,23)

- Individual Tutoring
- Small Group Instruction
- Literacy Groups
- Extended Day
- Extended Year Program
- Mentoring Program
- *Esperanza* Groups
- Compensatory Mathematics and Reading
- Title I Reading
- Special Education Services
- Writing Conferences

X. Crestview receives funding from federal, state, and local sources. Coordination and integration of these sources make it possible to successfully implement the programs and provide the services in the educational reform strategy outlined above.(pages 15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,32,33,34,35,36,37,38,39,40)

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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
Hands-On Science	TAKS Surveys	All teachers	TAKS (2008) scores exemplary TAKS (2009) scores exemplary Science 96% <u>High</u> levels of commended performance (all subjects)	More hands-on science instruction needed	Weekly faculty meetings – with hands-on science activity emphasis School tour of resources
Bullying	Surveys	All students	91% Students feel safe at school 92% Teachers listen to ideas 94% Best work expected	72% Students at my school are friendly (student survey) 66% Students show respect for each other (parent survey)	✓ Guest speakers ✓ Greater vigilance during non-structured activities ✓ Character Counts! ✓ Counseling
❖ Rigorous & relevant class activities ❖ Classroom management	Walk-throughs Select teachers	Teachers	Dedicated & willing staff	Walk-throughs indicate lower level activities & classroom management concerns in some cases More administrator/teacher collaboration More active discipline committee Stress level of staff	✓ Staff development ✓ Individual conferences ✓ <u>Weekly</u> staff meetings ✓ Monthly meetings of discipline committee
Physical ❖ Cabinets & shelves ❖ Cafeteria tables	Surveys Walk-throughs	Campus	Work with what is available	 ❖ Crowded classrooms ❖ Cafeteria tables coming apart	Consider fundraiser for tables

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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 LEP students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics Performance Goal 5: All students will graduate from high school							
District Goal	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.							
Campus Goal	To improve achievement and performance							
Objective	To increase student achievement on state reading assessments to 100%							
Summative Evaluation	TAKS scores; DRA 2 scores; EDL 2 scores; student retention rates							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Continue Reading Discovery to help struggling readers	AEIS	AR	Reading Discovery specialist	Reading Discovery SCE funds, 1.0 FTEs @ \$55,591.99	Daily - August 2009 - June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Literacy assessments/DRA 2/EDL 2, teacher assessments
Continue dyslexia and Benchmarks reading programs	AEIS	AR	Dyslexia proctors	SCE, 2.0 FTEs @ \$44,783.78	Daily - 3-year program	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Dyslexia screening and evaluation

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Offer extended day support to at-risk students in grades 1-5	AEIS	AR	Principal	SSI funds \$ _____, bilingual funds \$ _____, RTI funds \$ _____	Weekly -January 2010 – April 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Teacher and literacy assessments: DRA, TAKS, 9-week grades, TELPAS
Continue implementation of guided reading, and balanced literacy and integrate science and social studies instruction	AEIS	AR	Classroom teachers	Campus budget, District Rdg, Sci, and SS Specialists	Daily - August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Literacy assessments, teacher assessments, 9-week grades
Coordinate bilingual services with general education instruction and planning; Purchase books for guided reading bookroom, and math/science materials for bilingual classrooms	AEIS	LEP	7 Bilingual teachers, bilingual assistants	Title III funds \$ _____, district funds	Daily - August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Literacy assessments, teacher evaluations, TAKS
Continue identification and enrichment of gifted and talented students	AEIS	GT	Teachers, counselor, TAG teacher	District and campus funds personnel	Daily - August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Teacher assessments and referrals, parent referrals, TAG roster
Provide staff development: working with at-risk students, data analysis, curriculum alignment, motivating the unmotivated, science, technology, RTI, school tour of resources	AEIS, FS	All students	Campus ILT teachers	Campus funds	Monthly Faculty Meetings and PD Days August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Campus sign-in sheets, teacher & paraprofessional evaluations, running records, DRA2, EDL results, TELPAS
Continue inclusion model for special education students	AEIS	SE	Campus teachers, special education staff	Campus teachers, special education staff	August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	CBAs and TAKS of SE students

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Continue implementation of district RtI framework	AEIS	All	Campus staff and assessment personnel	Campus staff and assessment personnel	August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	CBAs and TAKS
Coordinate parent information and education meetings (Family Literacy/Book Fair, Science Night, Second Grade Reading Restaurant), Bilingual Family Night	AEIS	All	Administrators, teachers, Title reading teacher	Activity funds, Title I PI funds <u>\$595.00</u>	4 Times / Year October 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Parent evaluation forms and sign-in sheets
Continue to identify and support special education students in the LRE through Learning Lab, resource, and life skills classes	AEIS	SE	Staff	Campus special education teachers	Daily - August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Number of students who meet ARD expectations
Continue implementation of <i>Esperanza</i> program for students in grades 1 and 2 who are struggling with reading	AEIS	LEP	RtI inclusion aide	Title Stimulus .5 FTE @ <u>\$10477.33</u>	Daily - September 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	End of year DRA 2/EDL 2 results, TELPAS, Woodcock Munoz
Continue emphasis on participation in JISD's Battle of the Books and reading/voting on Bluebonnet books	AEIS	All	Librarian	Campus funds, 5 th grade teachers, librarian	Spring 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Number of students participating
Continue implementation of Accelerated Reader incentives and certificates	AEIS	AR	Librarian	Campus funds	Daily - September 2009	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Increased participation in AR; increase benchmark, TAKS, DRA scores

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Offer support of reading specialists to help students struggling with reading, grades K-5	AEIS	AR	Title I specialist	Title I funds 1 FTE @ <u>\$59,500</u> SCE funds 1.0 @ <u>\$55,591.99</u>	Daily - August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	DRA 2/EDL 2/ results, TAKS results
Purchase reading materials to assist students struggling with reading	AEIS	AR	Title I reading teacher, SCE teacher	Campus funds	August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	DRA 2/EDL 2/ results
Continue implementation of Region 4 curriculum frameworks and CBAs	AEIS	All	Campus instructional leaders, district curriculum staff, campus faculty	District funds	August 2009-June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	TAKS scores
Invite Semmes librarian to be guest reader and share information about the Summer Incentive Program	AEIS	3 rd grade	3 rd grade teachers	Semmes librarian	May 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Documentation of visit
Continue schoolwide Title I to supplement reading and language arts program			Title I teacher	Campus book room; leveled readers; Title I reading teacher and Title funds	Daily - August 2009 - June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	TAKS results, DRA 2, IRI, EDL 2, 9-week grades, teacher assessments, TELPAS

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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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 LEP students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics Performance Goal 5: All students will graduate from high school							
District Goal	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.							
Campus Goal	To improve achievement and performance							
Objective	To increase student achievement on state mathematics assessments to 100%							
Summative Evaluation	TAKS scores; CBAs; student retention rates							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Continue math strategies as appropriate in all grade levels; Mountain Math, Math Investigations, Exemplars, Moose Math, Drops in the Bucket, Ms. Fritzie, and integration of math/science	AEIS	All	Classroom teachers	Campus budget, math frameworks district math specialist, Saxon math	Daily - August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	TAKS, CBAs
Continue implementation of Region 4 curriculum frameworks and CBAs	AEIS	All	Classroom teachers	Campus budget, district funds	Daily - August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	TAKS and JISD 9-week grades, teacher assessments, CBAs

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Continue math support for at-risk students in grades 4 and 5 during school day	AEIS	AR	SCE math teacher	SCE funds, 1.0 FTE @ \$_____	Daily - August 2009 June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Teacher assessments and evaluations
Continue TAKS math tutoring/ extended day	AEIS	AR	Principal, classroom teachers	District funds, SSI funds \$_____ Title III funds \$_____ RtI funds \$_____	Weekly - November 2009 – April 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Teacher assessments and evaluations, CBAs, TAKS
Provide math facts during morning show	AEIS	All	Teachers, counselor	V-Brick, computers	Weekly September 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	TAKS math scores, math CBAs
Continue identification and enrichment of gifted and talented students	AEIS	GT	Teachers, counselor, TAG teacher	Campus funds District funds \$_____	Daily/Yearly - August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Teacher and parent referrals, state and national assessment data, 9-week grades, teacher observations
Purchase math materials to assist students struggling with math	AEIS	All	SCE teacher	Campus funds	August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Classroom testing results/TAKS
Purchase math software to install on classroom docking stations to help students struggling with math	AEIS	All	ILT teachers	Campus funds	October 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Software, CBAs, TAKS scores

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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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 LEP students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics Performance Goal 5: All students will graduate from high school							
District Goal	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.							
Campus Goal	To improve achievement and performance							
Objective	To increase number of student scoring 3s and 4s on grade 4 TAKS writing essay from 54 to 56							
Summative Evaluation	TAKS writing scores							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Continue implementation of Region 4 frameworks	AEIS	All	Classroom teachers	District funds District specialists, campus instructional specialists	Daily - August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	TAKS, CBAs
Offer extended day for language arts for targeted 4 th grade students	AEIS	AR	Classroom teachers	SSI funds \$_____	Weekly - January 2010 – April 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Teacher assessments, 9-week grades, TAKS, CBAs
Continue daily language review	AEIS	All	Classroom teachers	DOL books and supplementary materials	Daily - August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	9 week grades, teacher assessments and evaluations

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Implement school-wide vocabulary word of the week for K-3 and 4-5 during morning announcements	AEIS	All	Principal, Counselor	Counselor, website- www.evanmorre.com	Weekly - October 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	TAKS essay scores, students' writing samples
Continue individual writing conferences with fourth grade students and principal	AEIS	All	Principal	Principal, 4 th grade students and teachers	November 2009 – January 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	TAKS essay scores, students' writing samples
Invite book authors to visit with students	AEIS	All	Librarian	Librarian, local budget	When available	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	TAKS essay scores, students' writing samples

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
Crestview Elementary
Campus Improvement Plan
2009-2010

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 LEP students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics Performance Goal 3: All students will graduate from high school							
District Goal	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.							
Campus Goal	To improve achievement and performance							
Objective	To increase student passing rate on the state science assessment to 100%							
Summative Evaluation	TAKS scores, CBAs							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Continue implementation of Region 4 science frameworks	AEIS	All	Classroom teachers	District funds, district science specialist	Daily - August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Teacher assessment, TAKS, 9-week grades, CBAs
Continue implementation Daily Science Review and vocabulary in grades 4-5	AEIS	All	Science teachers	Campus budget	Daily - August 2009 - June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Lesson plans, administrative observations
Offer after-school Science Club for 5 th grade students	AEIS	All	TAG teacher, classroom teacher	Campus funds	Twice monthly - October 2009 – April 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Sign-in sheets; TAKS results

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Provide interesting/amazing science facts during morning show	AEIS	All	Counselor	TAG teacher, 5 th grade bilingual teacher	Weekly - October 2009 – April 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Morning announcement agendas
Offer outdoor science education activities at Live Oak Park grades K-5	AEIS	All	Grade level science representatives	District science specialist	September 2009	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Science grades and TAKS scores
Offer science camp for students in grade 5	AEIS	All 5 th grade students	Principal	Campus budget, grant monies	October 2009	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Science grades and TAKS scores
Offer science contest for 5 th grade students	AEIS	All 5 th grade students	Title I teacher	Title I teacher, fifth grade teachers	April 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Science grades, TAKS scores
Continue implementation of science journals grades K - 5	AEIS	All students grades K - 5	Classroom teachers	Classroom teachers	September 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Science CBAs, science grades. TAKS scores
Seek guest speakers and experts in math/science for presentations to students and field trips with science focus (Lucas Miller)	AEIS	All	Classroom teachers	Campus Budget & Grant money	September 2009 – May 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	CBAs, TAKS, nine week grades

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Continue Family Science Night		All	Classroom teachers	Campus budget	1 per year	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Parents evaluation forms and sign-in sheets
Offer Science day camps for students in grades 1-5		All	SCE teachers	Title Stimulus money \$11,300; SCE 1.0 FTE @ \$71,239.20	October 2009	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	CBAs; TAKS

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Crestview Elementary
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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 LEP students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics Performance Goal 5: All students will graduate from high school							
District Goal	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.							
Campus Goal	To improve student achievement and performance							
Objective	To increase student achievement in social studies							
Summative Evaluation	Social studies grades; social studies CBA scores							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Continue implementation of Region 4 social studies frameworks and CBAs	AEIS	All	Classroom teachers	District funds District social studies specialist	Daily - August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Lesson plans, administrative observation, 9-week grades, CBAs
Integrate social studies, technology, and language arts/writing instruction	AEIS	All	Classroom teachers	District funds District social studies specialist	Daily - August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Student presentations, lesson plans, student writing projects
Seek guest speakers for social studies presentations	AEIS	All	Classroom teachers, support staff	Campus funds	November 2009; February 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Social studies CBAs

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Celebrate "This Day in History" on morning show	AEIS	All	Classroom teachers, counselor	Campus funds	Weekly – September 2009 – June 2009	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Social studies CBA scores
Continue cultural celebrations such a cinco de mayo, fiesta, Chinese New Year, diez y seis de septiembre, Veterans Day, and Black History Month	AEIS	All	Crestview staff	Campus funds	Monthly September 2009 – May 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Evidence of events, lesson plans

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Judson Independent School District
Crestview Elementary
Campus Improvement Plan
2009-2010

NCLB Goal(s)	Performance Goal 4: All students will be educated in environments that safe, drug-free, and conducive to learning							
District Goal	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; 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.							
Campus Goal	To improve student attendance; To motivate students to be in school every day							
Objective	To increase student attendance to 97%							
Summative Evaluation	Attendance rates							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Continue Red Ribbon Week culminating with an assembly for students in 3-5	AEIS	All	Counselor, Music teacher	Campus funds, Live Oak PD funds	October 2009	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Number discipline referrals
Continue Fall Carnival, Field Day, Bike Rodeo, Red Ribbon Week, School Dance, Safety Patrols , Student Council, Chess Club, Science Club, Choir, and Drumline	AEIS	All	Administration, PTO, Counselor, Physical Ed teacher and Live Oak PD, TAG teacher, 5th grade teacher	PTO funds, campus funds, Live Oak PD	October 2009. November 2009, April 2010, May 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Number discipline referrals
Send letters, call parents, file in truancy court, visit homes as needed, utilize Alert Now system	Attendance reports AEIS	All	District office personnel, Principal, Assistant Principal, classroom teachers	Pentamation system; district training officer	August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Attendance, copies of letters and court results

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Provide attendance incentives: certificates, bulletin boards, assemblies, class rewards and incentives, dog tags, PTO provided incentives, lunch with teacher	Attendance Reports AEIS	All	Classroom teachers, school secretary	Campus activity funds \$_____	Every 9 weeks	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	9 weeks attendance report
Continue classroom guidance and Character Counts! Curriculum	AEIS	All	Counselor	Campus budget	Daily - August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Student comments, attendance rates
Continue Crestview Morning Show	AEIS	All	Campus Techsperts	Counselor/Technology Committee; Teachers	Fall, 2009	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Equipment installed
Provide guest speakers to motivate students, prevent bullying, and prevent violence at school	AEIS	All	Counselor, Principal	Title IV funds <u>\$1,000</u>	November, December 2009	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Attendance, presentations
Continue selection of "student of the week" on the morning show	SS, PS	All	All staff members	Campus funds	Weekly – September 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Attendance, discipline referrals survey results
Provide an incentive bulletin board where students with good character, attendance, & grades are recognized	AEIS, SS	All	Teachers, counselor	Counselor	Quarterly. October, January, March, May	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Bulletin Board
Initiate student "Chatter" Club after school	AEIS	All	Teacher, students	Campus, stimulus funds	Bi-yearly - December 2009 – May2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Chatter copies

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Judson Independent School District
Crestview Elementary
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2009-2010

NCLB Goal(s)	Performance Goal 4: All students will be educated in environments that safe, drug-free, and conducive to learning							
District Goal	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; 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.							
Campus Goal	To prepare students and staff for challenges in a global, competitive words through use of technology; To create an environment where students have the opportunity and the necessary knowledge to effectively use technology in the curriculum areas							
Objective	To increase student use of technologies to acquire information and to communicate information in a variety of formats							
Summative Evaluation	Administrative observations; lesson plans; student products							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Encourage PowerPoint and Inspiration technology projects for students in grades 4-5	AEIS	All	Classroom teachers district technology specialist	Campus funds, computer lab	September 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Completed projects/ presentations
Provide staff development on technology TEKS grade level expectations, use of digital and video cameras, software (including Power Point), procedures to check out items	AEIS	All	Campus teachers	Staff development days and faculty meetings	PD Days August 2009-June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Teacher lesson plans, evaluations and sign-in sheets
Implement technology plan for CRE for 2009-2010	FS	All	Campus CIT, district technology department and teachers	District money, CRE technology committee	August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Equipment in classrooms, sign-in sheets, student products

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Update Crestview website including Spanish translations as needed	PS	All	CRE technology committee, campus CIT	Technology committee	August 2009 – June 2010 10	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Equipment in classrooms, sign-in sheets, student products
Require science and social studies projects that incorporate technology and research	AEIS	Grades 3-5	Campus CIT, teachers	Computer lab, library	Oct 2009 – May 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Student projects

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Judson Independent School District
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NCLB Goal(s)	Performance Goal 4: All students will be educated in environments that safe, drug-free, and conducive to learning							
District Goal	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; 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; 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.							
Campus Goal	To increase parental and community involvement in the school; to increase the number of opportunities for parent and community to be included in the school							
Objective	To make the school an accessible and focal point of the community							
Summative Evaluation	Sign-in sheets; AEIS report; retention rates							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Schedule PTO meetings with programs	AEIS	All	PTO president, music teacher, campus admin.; teachers	PTO funds	Every other month	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	PTO meeting fliers, PTO membership rates
Publish "Crestview Chatter"	AEIS	All	PTO board, team leaders, counselor, Reading Discovery teacher	Campus funds	October, December, March, and May	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Newsletter copies
Update Crestview and JISD web pages	AEIS	All	Campus webmaster	Technology allotment	Weekly	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Utilization records

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Distribute monthly school calendar	AEIS	All	Secretary	Campus funds	Monthly	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Calendar copies
Continue implementation of RtI process, LRE placement, staff development on CAP	AEIS	All	Classroom teachers	District SE staff	August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	GIST log, GIST files, SE qualification rate, increased inclusive placements
Continue use of district telephone communication system (Alert Now)	AEIS	All	Campus administration, school secretary	District technology	July 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Calls, improved communication and attendance at school functions
Continue "Muffins for Moms" for mothers of 1 st grade students	AEIS	All	First grade teachers	Campus funds	May 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Sign-in sheets
Continue "Picnic with Pops" for fathers of 1 st grade students	AEIS	All	First Grade teachers	Teachers	May 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Sign-in sheets
Continue morning program with muffins for parents of students in kindergarten	PS	All	Kindergarten teachers	Campus and district SE report	November 2009	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Sign-in sheets
Review initial and re-evaluation timelines to ensure compliance with IDEA	PEIMS report	SE	Campus SE contact	Campus and district SE report	August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	SE paperwork

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Continue community events: blood drives, dances, open house, Texas Public Schools' Week, mandatory parent conference during first nine weeks	AEIS	All	Administration, teachers	Campus funds	August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Participation rates, SIMS, sign-in sheets
Convene annual parent meeting for Title I participation and information	AEIS	All	Administrators, teachers	Staff	2 nd 9 weeks	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Sign-in sheets, teacher assessment
Convene campus SBDM to determine campus initiatives and to make high quality student assessment decisions	AEIS	All	Principal	District coordinator, campus staff, SBDM members	4 Times/Year - August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Sign-in sheets, school performance report card, CIP
Schedule kindergarten transition day for PK students and parents	AEIS	All	Administrators, and bilingual PK/K teachers	Campus kinder teachers	Spring, 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Attendance numbers
Continue school/parent compact	AEIS	All	Teachers/parents/administrators	Campus staff	May 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Sign-in sheets
Continue and expand mentoring program for at- risk students	AEIS	AR	Principal, counselor, classroom teachers, mentor coordinator, community mentors	Campus funds	October 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Teacher assessment; 9- week grades; mentor roster
Continue discipline committee to study school- wide behavior	AEIS	All	Campus administrators	Campus teachers	June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Reduction in discipline referrals

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Provide parent volunteer appreciation breakfast	AEIS	All	Campus Staff	Campus Staff, campus funds	May 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Parent involvement hours
Continue annual student, parent, and staff surveys	AEIS	All	Principal	Campus funds	March 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Survey results

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Judson Independent School District
Crestview Elementary
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2009-2010

NCLB Goal(s)	Performance Goal 3: All students will be taught by highly qualified teachers.							
District Goal	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; 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; 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.							
Campus Goal	To foster a positive climate for campus staff							
Objective	To employ highly qualified teachers and paraprofessionals in all areas; To increase teacher retention at the campus level; To improve the school climate							
Summative Evaluation	100% of staff members are highly qualified							
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 open door policy with campus administration	FS	All	Principal, assistant principal	Campus staff	Ongoing	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Teacher comments grade level meeting minutes
Continue weekly grade level meetings	FS	All	Team leaders, principal	Campus funds	Thursdays - August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Grade level meeting documentation forms
Continue vertical team meetings	FS	All	Principal, ILT teachers	Campus funds	Monthly, September 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Meeting agendas and sign-ins

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Continue scheduling hospitality events	FS	All	Hospitality committee	Campus personnel	Monthly	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Covered dish luncheons and socials
Continue annual faculty survey to inform staff develop decision-making	FS	All	Principal	Campus copying funds	By May 1, 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Survey results
Schedule parent meetings for target populations	FS	All	TAG, Title I, dyslexia, comp ed math teacher	Campus funds	October 2009 – May 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Sign-ins and logs
Continue mentoring of new teachers	FS	All	Principal, teacher mentors	District funds	August 2009 – May 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Survey results, new teacher retention
Continue monthly potluck luncheons for staff	FS	All	Hospitality committee	Personal funds	Monthly - September 2009 – May 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Teacher retention statistics
Continue to ensure that 100% of campus teachers are highly qualified to instruct the subject area/grade level assigned and that 100% of paraprofessionals have credentials required by Title I	TEA's HQ TFDA () Inexp. Teachers; 100% HQ)	All Staff	Principal, Human Resources	Curriculum Department HR staff, Adult and Community Ed Dept.	August 2009, March 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	TEA HQ TFDA Report
Provide team-building retreat for all staff members in August	FS	All	Administrators, SCE teacher	Campus funds	August 2009	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Number of Teachers returning 2009-2010

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Provide district Incentive pay plan for outstanding academic performance and attendance	FS	All	District office	District funds	July 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	TAKS scores and 2008-2009 attendance
Continue Golden Apple awards	FS	All	Staff	Morning Show	Daily, August 2009 - May 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Awards announcements

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
Crestview Elementary
Campus Improvement Plan
2009-2010

NCLB Goal(s)	Performance Goal 3: All students will be taught by highly qualified teachers							
District Goal	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; To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21 st 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.							
Campus Goal	To foster a positive climate for campus staff							
Objective	To increase classroom space available by adding shelves and cabinets in the classroom							
Summative Evaluation	Completion of maintenance requests							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Build cabinets and shelves in Crestview classrooms per teacher specifications	FS	All	District maintenance	District funds Campus funds	Spring 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	New shelves and cabinets installed in classrooms
Continue "Teacher of the Week" selection	FS	All	Counselor	Campus funds	Weekly, August 2009 – May 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Survey results

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
Crestview Elementary
Campus Improvement Plan
2009-2010

NCLB Goal(s)	Performance Goal 3: All students will be taught by highly qualified teachers							
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Campus Goal	To foster a positive climate for campus staff							
Objective	To increase time for teacher collaboration for planning activities, solving problems, and sharing strategies							
Summative Evaluation	Master schedule with increased planning time for teachers							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Increase horizontal and vertical planning time for early dismissal days and staff development days	FS	All	Campus Administrators, teachers	SBDM, teachers	July 2009 – May 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Staff development plans
Implement weekly faculty meetings	FS	All	Principal, campus staff	Campus funds	Weekly August 2009 – May 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Sign-in sheets, meeting agendas

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