



**Judson Independent
School District**

Galen R. Elolf Elementary

2009-2010

**Galen R. Elolf Elementary
“Thunderbolts”**

CIP Revised and approved by CSBC on May 18, 2009

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Judson Independent School District

Galen R. Eloff Elementary

**Campus Improvement Plan
2009-2010**

Campus Site-Based Committee Campus Site-Based Decision Making Committee Members

**Melissa Arnell, Principal and Chairperson
Betty Briones, Teacher Representative
Kay Richardson., Teacher Representative
Ronda Richardson, Teacher Representative
Erica Toney, Teacher Representative
Stacey Adams, Parent Representative
San Juanita Gonzalez, Parent Representative
Leslie Marroquin, Parent Representative
Elizabeth Castillo, Community Member Representative
Milton Ploch, Community Member Representative
Sharon Roddy, Non-Teaching Representative
Regina Rancour, Non-Teaching Representative
Kelly Scharff, Non-Teaching Representative
Wilma Childs, Para-professional Representative
Sarah Dauphinais, District Level Representative
Deana Garza, Business Member Representative,
Ron Mitchell, Business Member Representative**

NOTICE OF NONDISCRIMINATION

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

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

Judson Independent School District
Galen R. Eloff 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

Galen R. Eloff Elementary will become a community of student and professional learners in partnership with parents and community members working collaboratively to empower learners with technological skills, critical thinking skills, problem solving skills and skills through best teaching practices in literacy and other areas that will be applied across the curriculum to develop creative and competent learners striving to achieve an Exemplary Campus at Eloff Elementary.

Judson Independent School District
Galen R. Eloff 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

The mission of Galen R. Eloff Elementary School is:

to provide a safe, positive learning community for our diverse student population, parents, community members, and staff aimed at meeting the progressive needs of all learners in the learning community

In a way that:

- **values and respects individual differences**
- **uses innovative instructional strategies to improve student achievement and academic performance**
- **challenges learners to use problem-solving skills, critical thinking skills, and technological skills**
- **encourages teachers, parents, community members, etc. to commit to successful practices for enhancing the educational process**

So that:

- Our learning community becomes intrinsically motivated problem solvers who continue to be life long learners and productive citizens in a rapidly changing world
- Judson Independent School District**

Galen R. Eloff Elementary School
Campus Improvement Plan
2009-2010

No Child Left Behind Performance Goals

Performance Goal 1:

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

Performance Goal 2:

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

Performance Goal 3:

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

Performance Goal 4:

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

Performance Goal 5:

All students will graduate from high school.

Judson Independent School District
Galen R. Eloff Elementary School
Campus Improvement Plan
2009-2010

Board/District Goals

Goal 1: **Academic Excellence**

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

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

Goal 2: **Communication**

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

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

Goal 3: **Budget**

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

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

Goal 4: **Master Planning**

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

Galen R. Eloff Elementary

Campus Improvement Plan

2009-2010

Executive Summary

Galen R. Eloff Elementary School Executive Summary

2009 ~ 2010

A summary of successful campus initiatives that have impacted our campus the most lends itself to several areas of success as well as areas needing improvement. An analysis of the Eloff Elementary AEIS Report, Released TAKS data, and TEA Accountability Table reveal that math is the area that need the greatest improvement. We will continue working on Science to improve student performance. The economically disadvantaged, African Americans, and Hispanic students are in need of instructional strategies that will foster their success in the areas of math and science during the 2009-2010 school year. We are focusing on Differentiated Instructional Strategies to meet the needs of all learners. Our mobility rate has increased along with our student enrollment. We currently service 862s.

Goals

1. Eloff Elementary students will increase their performance by a minimum of 10% in math and science by the end of the 2008-2009 school year.
2. Economically disadvantaged students, African American students, and Hispanic students will demonstrate a 10% gain in 5th grade Science.
3. African American students and Hispanic students will show a 10% gain in math.

Focus for Galen R. Eloff Elementary School

- **Reflective Practice Model:** Ongoing professional development for all staff members focusing on specific campus needs, grade level needs and individual needs of teachers. All teachers have participated in Marilyn Burns Math Solutions, Exemplars, Investigations, Differentiated Instruction and grade level specific training in the area of math through this model. The Curriculum Specialist and Master teachers have modeled lessons for teachers new to the campus and teachers needing assistance.
- **Hands-on Science:** All 4th and 5th grade students receive an extra 45 minutes of science instruction which includes hands-on science activities. **Extensive vocabulary review has been incorporated into the Hands-On Science period. All 5th grade students will participate in Science Academy Rotation Groups two weeks prior to the Science TAKS. Identified students will participate in a Science Academy in April.**

- **Reading and Math Extended Day along with Reading and Math Tutoring:** Small group reading instruction focusing on guided reading and incorporation of TAKS strategies and effective reading strategies in grades K - 5th are provided. **Small group math instruction focusing on student needs is provided. Identified students receive an extra 90 minutes of small group reading and/or math instruction each week after school via the Reading and Math Extended Day. Identified students participate in the Math and Reading Voyager Program and morning tutoring program.**

Judson Independent School District
Galen R. Eloff 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
Balance Literacy Model and Guided Reading/Fluency and comprehension strategies	DRA Scores, Gluency Probes, TAKS	Economically Disadvantaged, African Americans, Hispanic, Special Ed Students, LEP students	85% of kinder students were on grade level at the end of the year 90% of 3rd – 5th grade students met standards on the Reading TAKS	80% of students in 1st grade were on grade level at the end of the school year 81% of 2nd grade students were on grade level at the end of the year 66% of LEP students in grades 3-5 students met standards on the Reading TAKS 74% of 4th grade Economically Disadvantaged students met standards on the reading TAKS 75% of 4th grade Hispanic students met standards on the Reading TAKS	Implementation of effective literacy practices, Daily Guided Reading, Ongoing fluency probes; Readers Theatres to improve fluency; Daily tutoring in reading in grades 3-5 Campus Wide Reading strategies; ongoing reading assessments in TAKSs format for 3rd through 5th grade students; Reading Intervention Support for identified students
Math Grades K-5	Universal Screens, CBA Data, TAKS Data	Economically Disadvantaged, African American, Hispanic Students	90% of all kinder students met district standards on 6 weeks CBAs 92% of 5th grade students met Standards on the 5th grade Math TAKS	66% of LEP students met standards on all TAKS Test 74% of 4th grade Economically Disadvantaged students met standards	Vertical Alignment of Math Curriculum, Differentiated instruction for LEP and Economically Disadvantaged students, Guided Math Groups, Integration of Math across the Curriculum; provide Math tutoring support through daily interventions; Utilize vocabulary development process to teach math vocabulary when introducing new concepts
Science K-5	CBA Data, TAKS	African American Students, Economically Disadvantaged	CBA scores of students increased by 10% from the 1st 6 weeks to the 4th 6 weeks CBAs, 90% of 5th grade students met standards on the 5th grade Science TAKS	75% of Economically Disadvantaged students met standards on the 5th Science TAKS CAMPUS SCIENCE CBAS CONTINUE TO BE LOWER THAN DISTRICT STANDARD	Vertical Science Alignment k-5, Hands on Science for grades K-5, Science Camp for students in grades 5; Weekly labs and journal documentation

<p>Increase Parental Involvement</p>	<p>Parent Survey</p>	<p>All Parents</p>	<p>90% of all parents surveyed reported a desire to attend at least 2 major school activities, i.e, TAKS Night, PTO, Family Math, PATHS</p>	<p>50% of parents surveyed reported they had not attended any school activities or been involved in any school functions</p>	<p>Increase parental involvement by offering incentives for parents and students, i.e, provide childcare so parents can attend,</p>
<p>Writing K-5</p>	<p>6 Traits Assessment, Writing TAKS</p>	<p>All Students</p>	<p>86% of 4th grade students met standards on the 4th Grade TAKS assessment</p>	<p>9 Weeks 6 Traits Assessment indicate 78% of students in grades K-5 are met standards; 66% of LEP students met standards on 4th Grade TAKS</p>	<p>Increase student achievement in writing via Vertical alignment, restructure writing camp, increased journal writing, increase teacher training in writing for all teachers</p>

Galen R. Eloff Elementary
Campus Parent Involvement Plan
2009-2010

Campus: Galen R. Eloff Elementary

Principal: Melissa Arnell

Please bullet your campus parent initiatives for this school year under the appropriate category- include any dates that are already set.

Parenting

- Annual Conference for Parents and Students
- Conferences with social worker or counselor
- Parenting conferences and training

Communicating

- Alert Now
- Teacher Website
- PTO Newsletter
- Weekly newsletter by teachers
- Campus marquee
- Parent conferences
- Campus and teacher websites

Volunteering

- Volunteer Training – every Tuesday, 7:45 am
- Mentoring – ongoing
- AR Testing – daily
- Saturday Camps
- Character Count Rallies
- Campus Fundraiser

Learning at Home

- Take Home Literacy Bag
- In-home training for sp. ed. parents and students

Decision Making

- Site-Base Decision Team Meeting
- PTO

- Conferences

Collaborating with the Community

- Fall Festival – October 2009
- Site-Base Decision Making Committee

Galen R. Eloff Elementary School
Parent Involvement Policy

The Eloff 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 Eloff Elementary School in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I Program.

Annually the school will convene a meeting to which all parents of participating students are invited to inform the parents of the school's participation in the Title I Program and of the parents' right to be involved.

Parents will be provided timely information about available programs through our campus website and classroom weekly newsletters.

Parents will be provided with the school performance profiles and assistance with interpreting their child's individual assessment results.

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 proficient levels students are expected to meet.

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.

Parents will receive a timely response to their suggestions.

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.

Parent Involvement will be coordinated and integrated with the parent involvement strategies of other programs such as the Head Start Program, Parents as Teachers Program, and PTO 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.

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.

Each month the school will host parent meetings at varying times to address issues of concern to the children/families of Eloff Elementary School.

**Judson Independent School District
Galen R. Eloff Elementary School
Campus Improvement Plan
2009-2010
Migrant Survey Distribution
Campus Improvement Plan Approval Date
Highly Qualified Plan Update
Non-Discrimination Policy**

Migrant Survey Distribution

The Migrant Survey for the 2009-2010 school year will be distributed to all students on August 24, 2009. The Migrant Survey is distributed to all new students on the date of registration.

CIP Approval

The Galen R. Eloff Elementary School's Campus Improvement Plan for the 2009-2010 school year was approved by the Campus Site Base Decision Making Team on May 18, 2009.

Highly Qualified Plan

The Highly Qualified Plan for Masters Elementary was updated on May 18, 2009.

Notice of Non-discrimination

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Galen R. Eloff Elementary School
Goals and Objectives
2009-2010

Board/District Goal #1: Academic Excellence

To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarships and attendance to institutes of higher learning.

Campus Goal #1:

100% of students and all accountability groups will meet district and State Standards and assessments by 2013 - 2014.

- 1.1 100% of all kindergarten, 1st and 2nd grade students will be on or above grade level as measured by the Developmental Reading Assessment (DRA) and Campus approved Fluency Assessments in May of 2010, in order to meet the 100% passing standards by 2013-2014.**
- 1.2 100% of all kindergarten through 5th grade students in all accountability groups will be reading on grade level, both independently and instructionally by May of 2010, ad measured by the Developmental Reading Assessment (DRA) in order to meet the 100% passing standards by 2013-2014.**
- 1.3 100% of all students in all accountability groups in grades 2-5 will meet the standards on all State and District wide assessments in all content areas by May of 2010 in order to meet the 100% passing standards by 2013-2014.**
- 1.4 Increase the amount of instructional time spent on science in order to increase science scores to a minimum of 80% in all accountability groups as demonstrated by teacher lesson plans and classroom walk-throughs.**
- 1.5 Integrate Social Studies TEKS with Reading to increase reading scores in all subpopulations by 10 points specifically in expository text as evidenced by teacher lesson plans and classroom walk-throughs.**
- 1.6 Increase the number of students that receive “Commended Performance” by 20% in all content areas as measured by the 2010 TAKS.**

Board/District Goal#2: 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.

Campus Goal #2:

Masters Elementary will provide a safe, secure and supportive learning environment for all members of the learning community and develop and implement a comprehensive discipline management system.

2.1 Discipline referrals will decrease by 10% by the end of the 2009-2010 school year.

2.2 Interventions will be implemented to promote positive problem Solving, i.e. student mediation and social skills groups.

Board/District Goal #2: 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.

Campus Goal #3:

Maintain a high standard of attendance that is equal to or above 98%.

Board/District Goal #2: 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.

Campus Goal #4:

To foster positive parental and community involvement by developing positive school/family relationships.

4.1 By the end of the 2009-2010 school year, 100% of Master's parents will participate in a minimum of at least two school activity.

4.2 Methods of communication between the community, parents and

school will be increased by 100% by the development of a web page for each teacher on campus.

4.3 Training and opportunities will enable parents to encourage and support students' learning will be increased by encouraging 100% of Masterss parents to participate in a minimum of two school activity.

Board/District Goal #4: Master Planning

To ensure 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.

Campus Goal #5:

Hire, attract and retain highly qualified staff members and provide support through ongoing high quality professional development.

5.1 Reduce voluntary staff turnover rate.

Board/District Goal #4: Master Planning

To ensure 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.

Campus Goal #6:

Staff and students in the Masters learning community will become proficient users of technology as required by the District Professional Staff Proficiency Plan and the Technology Texas Essential Knowledge and Skills.

6.1 Increase academic achievement for all students to 100% in all academic areas through the utilization of technology.

6.2 To improve all students' level of academic achievement through the integration/implementation of technology with instruction, as every student will complete a minimum of one project and demonstrate their knowledge of TEKS.

Board/District 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.

Campus Goal #7:

To develop all campus budgets that are aligned to the priority and goals of the campus and district.

Judson Independent School District
Galen R. Eloff Elementary
Campus Improvement Plan
Student Achievement LA/Reading Writing
2009-2010

NCLB Goal #5	All students will graduate from high school.							
District Goal #1 Academic Excellence	To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarships and attendance to institutes of higher learning.							
Campus Goal	100% of all students and all accountability groups will meet District and State performance standards and assessments by 2013-2014.							
Objective	To increase student achievement in reading to 100% for each accountability subpopulation.							
Summative Evaluation	All students will meet the standards at their respective grade level in reading and pass the reading TAKS Test. The campus will maintain an Exemplary accountability rating and meet AYP							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion

<p>Implementation of Effective Literacy Practices, daily guided reading, and small group instruction based on individual student needs in grades K-5th</p>	<p>AEIS</p>	<p>ED, SE, AR, ESL, General Education</p>	<p>ELA Classroom teachers, special education teachers, ESL teacher, Vice Principal and Principal</p>	<p>Elolf Elementary Budgeted Reading funds, existing curriculum material, \$1,000 from Title I Budget</p>	<p>August 2009 – May 2010</p>	<p><input type="checkbox"/> completed <input checked="" type="checkbox"/> on-going</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p>DRA scores, Released TAKS Data, running records, CBAs, Univesal Reading Screening Tool-Dibels</p>
<p>Reading Intervention support through Voyager for identified K-5 students</p>	<p>DRA, AEIS</p>	<p>AR</p>	<p>Campus Reading Specialist Teachers, Principal and Vice Principal</p>	<p>Salaries of two SCE 2FTE Reading Specialist and 1 SCE teachers at \$52,000 each</p>	<p>September 2009 – May 2010</p>			<p>Progress Reports, 9 week report cards, mid and end of year DRA assessments, CBAs</p>
<p>Provide extensive training and professional development for k-5</p>	<p>AEIS</p>	<p>All students</p>	<p>Campus Instructional Specialist,</p>	<p>Salary of 1 FTE Campus Instructional</p>	<p>September 2009 – April 2010</p>			<p>Released TAKS, running</p>

teachers in Guided Reading, Reader's Workshop and Writer's Workshop			Principal	Specialist through Title I Funding \$58,977.00			records, DRA,
Integration of curriculum across all subject areas to deepen understanding and make connections	AEIS, End of Year Assessments	All students in all sub pops	Campus Instructional Specialist, Principal and Vice Principal	Salary of 1 FTE Campus Instructional Specialist through Title I Funding \$58,977.00, existing subject area curriculum materials	September 2009, November 2009 and January 2010		CBA's. Released TAKS, TAKS, Dibels, DRA
Administer Reading assessments as required by the campus, state and District (DRA, Released TAKS, Approved Fluency Instruments)	AEIS	All students in all sub pops	Counselor, Principal, Assessment Coordinator	Campus, district and state provided assessments	August 2009– May 2010		Released TAKs, TAKS, 6-Traits Writing, DRA
Utilize student work, running records and assessment data to Analyze student performance and	AEIS	All students	Classroom teachers, Campus Instructional	1 FTE Campus Instructional Specialist through Title I	Each 9 weeks and designated Testing Dates		DRA, TAKS

progress to guide data driven decisions				Funding Salary of \$58,977, student work samples				
Implementation of Scottish Rite and the Take Flight Dyslexia program for identified students	AEIS	AR, Dyslexia students	Specialist, Principal, Vice Principal	Salaries of (2) FTE Dyslexia Proctors of \$19,038.80 each, existing Dyslexia curriculum material	Monthly			DRA, TAKS, Report Cards
Integration of Social Studies into the Reading Curriculum	FS	All students	Dyslexia Proctors, Principal and Vice Principal	Existing Social Studies and content area curriculum material	September 2009- May 2010			Lesson Plans, Walk Throughs PDAS
Implementation of ESL curriculum and SIOP strategies integrated with effective literacy practices	AEIS	ELL	Classroom teachers, Principal, Vice Principal	Existing subject area curriculum materials and	August 2009- May 2010			Lesson Plans, Walk-Throughs DRA, Released TAKS
Implement Accelerated Reading Intervention	AEIS	AR, ED, African American	Comp Ed. Teacher, Classroom	Salary of Comp Ed. Teacher, 1	August 2009- April 2010			DRA, TAKs, Released TAKS

strategies through Voyager and other interventions		and Hispanic	Teachers, Principal and Vice Principal	FTE \$52,000; Funds from Title I \$2,000.00, campus instructional budget			
Provide and develop a target tutoring program after school to assist struggling readers with reading strategies	AEIS	ED, AR, SE. African Americans and Hispanics	Classroom Teachers, Program Instructors, Principal and Vice Principal	Title I Funding of \$1,000; Campus Activity Account \$500.00; SSI Funds of \$1,000	September 2009– April 2010		Progress Reports, CBAS, DRA, running records
Implementation of Benchmark Reading Intervention for identified 2 nd graders	AEIS	AR	Benchmark Instructors, Principal and Vice Principal	Salary of 1 FTE Comp Ed Teacher at \$52,000, Benchmark Instructional materials	Aug. 2009 – June 2010		Progress Reports, CBAS, DRA, running records
Reading reinforcement and intervention for identified Special Education, ESL, At Risk and General Education students through Co-Funded	AEIS	AR, ESL, ED, SE	Special Education Teacher, Title I Assistant, Title I Assistant and Principal,	1 FTE Salary of Special Education Teacher of \$54,002.00, 1 FTE Salary of	November 2009– April 2010		Progress reports, CBAs, DRA

CMC LAB				Title I Aide of \$17,603.20 and				
Implementation of English/Language Arts Curriculum Guide at grades Pre-K -5	AEIS	AR	Classroom Teachers, Principal and Vice Principal	Campus Instructional Material and supplies, District Developed Curriculum Guide	September 2009 May 2010			Progress Reports, Report Cards, TAKS, running records
Implement a Response To Intervention Model to meet the needs of At Risk Students	AEIS	AR	Response to Intervention Team, Classroom Teachers, Intervention Specialist	Classroom intervention instructional material, Voyager Reading and Math material	September 2009- May 2010			Report Cards, CBAs, Dibels, DRA, Discipline Records
GIST Process and the Response to Intervention (RTI) to identify students in a timely manner who experience difficulty mastering content performance standards (TEKS/TAKS) and to	AEIS		GIST Committee, Counselor, Principal and Vice Principal	Existing Instructional Materials, GIST Toolkit	September 2009- April 2010			DRA, Report Cards, TAKS

<p>provide needed assistance and interventions through Response to Intervention</p> <p>Implementation of Accelerated Reader Reading Program for Grades K-5 to improve reading comprehension</p>	<p>SS, DR</p>	<p>All Students</p>	<p>AR Committee, Librarian, Principal, Classroom teachers and Vice Principal</p>	<p>Campus Activity Account Funds of \$1,000; Funds from PTO \$500.00</p>	<p>August 2009– May 2010</p>			<p>TAKs, Report Cards, Dibels, DRA</p>
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Judson Independent School District
Galen R. Eloff Elementary
Campus Improvement Plan
Student Achievement LA/Reading Writing
2009-2010

NCLB Goal #5	All students will graduate from high school.							
District Goal #1 Academic Excellence	To ensure that 100% of our students meet or exceed state and national academic standards in a way that increases scholarships and attendance to institutes of higher learning.							
Campus Goal	100% of all students and all accountability groups will meet District and State performance standards and assessments by 2013-2014. African American and Hispanic students will increase student achievement by a minimum of 10% in grades 3, 4 and 5.							
Objective	To increase student achievement in writing to 100% for each accountability group.							
Summative Evaluation	All students will meet the standards at their respective grade level in reading and 4 th grade students will pass the writing TAKS. The campus will maintain an Exemplary accountability rating and meet AYP.							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion

<p>Implementation of Guided Writing Groups, interactive writing, writers workshop, journal writing and vocabulary boxes in K-5th grade</p>	<p>AEIS</p>	<p>AR</p>	<p>Classroom Teachers, principal, vice principal</p>	<p>Existing curriculum materials, Campus Instructional Specialist 1 FTE salary of \$56,977.00</p>	<p>September 2009-- May 2010</p>	<p><input type="checkbox"/> complete d XXXX <input type="checkbox"/> on-going</p>	<p><input type="checkbox"/> complete d <input type="checkbox"/> on-going</p>	<p>6 weeks writing assessment, lesson plans, walk throughs, PDAS, Released TAKS</p>
<p>Integration of writing across the curriculum</p>	<p>AEIS</p>	<p>AR</p>	<p>Classroom teachers, principal, vice principal, Campus Instructional Specialist</p>	<p>1 FTE Campus Instructional Specialist salary of \$56,977.00, existing campus and district writing curriculum material</p>	<p>September 2009 – May 2010</p>			<p>6 Traits, TAKS, PDAS, Walk Throughs</p>
<p>Implementation of 6 Traits Writing</p>	<p>AEIS</p>	<p>AR</p>	<p>Principal, Vice Principal, Classroom Teachers</p>	<p>District Curriculum Work Plan, existing writing curriculum materials and supplies</p>	<p>September 2009– May 2010</p>			<p>Lesson Plans, PDAS Walk Throughs, PDAS, 6 Week Assessments , Released TAKS</p>

Utilization of a variety of vocabulary building strategies with TAG Students	AEIS	GT	Classroom Teachers, TAG teacher	1 FTE TAG teacher, salary of \$52,977.00, existing curriculum materials and supplies, Words, Words, Words by B. Haydusiewicz , 101 SAT Words by R. Kranz	September -2009- May 2010		Lesson Plans, Released TAKS, Walk Throughs, 6 Traits Writing
Implementation of Thunderwriting Camp for identified 4 th grade students	AEIS, SS	AR, ED	Identified staff, 4th grade teachers, principal	Title I Funds of \$1,000.00, campus funds of \$500.00 and existing curriculum material	January 2010 – February 2010		Walk Throughs, 9weeks assessments , CBAs, PDAS, TAKS
Implementation of District Curriculum Guide	AEIS	AR, ED, LEP	All teachers, campus specialist, principal, vice	Existing campus curriculum materials, District curriculum specialist, Campus	August 2009– May 2010		CBAs, lesson plans, Report Cards, TAKS, 9 Weeks writing assessment

<p>Implementation of TAG Clustering across all grade levels</p>	<p>AEI SS, SS, PS</p>	<p>TAG Students</p>	<p>principal Classroom teachers, TAG teacher, principal</p>	<p>Curriculum Specialist, 1 FTE salary of \$56,977.00 1 FTE TAG Teacher, salary of \$52,977, District TAG Coordinator, existing curriculum materials and supplies</p>	<p>August 2009 – June 2010</p>			<p>Walk Throughs, PDAS, TAKS, lesson plans</p>
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Judson Independent School District
Galen R. Eloff Elementary
Campus Improvement Plan
Student Achievement Math
2009-2010

NCLB Goal #1 NCLB Goal #2	<p>By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>All limited English proficient students will become proficient in English and reach high academi</p>							
District Goal #1 Academic Excellence	<p>To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarships and attendance to institutes of higher learning.</p>							
Campus Goal	<p>100% of all students and all accountability groups will meet District and State performance standards and assessments by 2013-2014. Students in grades 3 and 4 will increase math achievement by 22 % overall with African American students in grades 3 increasing by 20%, grades 4 by 10% and grade 5 by 10%</p>							
Objective	<p>To increase student achievement in Math to 100% for each accountability subgroup</p>							
Summative Evaluation	<p>All students will meet the standards at their respective grade level in Math and pass the Math TAKS Test. Our campus will maintain an Exemplary accountability rating and meet AYP.</p>							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion

<p>Implementation of District Math Curriculum Work Plan</p>	<p>AEIS</p>	<p>All Students</p>	<p>Classroom Teacher, Principal and Vice Principals</p>	<p>District Developed Curriculum Guide, District Curriculum Specialist</p>	<p>August 2009 – May 2010</p>	<p><input type="checkbox"/> xxxxxx completed <input type="checkbox"/> on-going</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p>Lesson Plans, Formal and Informal Walk Throughs. PDAS, 6 weeks CBAs, Math Universal Screening Tool</p>
<p>Integration of Math across the curriculum</p>	<p>AEIS</p>	<p>AR, ED, SE, ESL</p>	<p>Principal, Vice Principals Classroom Teachers</p>	<p>Existing curriculum materials, District Developed Curriculum Guide, District Math Specialist; Title I Funds \$2,000.00</p>	<p>August 2009 – May 2010</p>			<p>Lesson Plans, Report Cards, Released TAKS Scores, 6 Weeks Assessments</p>
<p>Provide math tutoring support through morning tutoring and daily interventions</p>	<p>AEIS</p>	<p>All Students</p>	<p>Program Tutors, Mentors, Principal and Vice Principal</p>	<p>Campus Curriculum Specialist 1 FTE through Title I Funding-Salary of \$56,977.00;</p>	<p>November 2009 – April 2010</p>			<p>6 weeks Assessment, DRA Assessments, Exemplars, TAKS</p>

through Math Voyager and after school programs				and 1FTE SCE Teacher at \$52,000; Campus Activity Funds \$1,000, Title I Funds \$1,000				Monitor student participation, 6 weeks grades and report cards
Vertical and Horizontal Team Planning through Extended Planning and RPM to ensure alignment of Math curriculum	AEIS	SE, AR, ED, African American, Hispanic	Grade Level Teachers, Principal, Vice Principal, Campus Instructional Specialist	Campus Instructional Specialist, 1 FTE; Title I Funding of Salary \$56,977.00; District Curriculum Work Plan	September 2009 – May 2010.			Lesson Plans, formal and Informal Walk Throughs, PDAS, Exemplars Assessments, 6 Weeks Assessments, TAKS
Implement After School Chess Club for 3 rd thru 5 th graders to reinforce math skills	AEIS	ED, SE, AR, African American, Hispanic	Chess Club Sponsor, Vice Principal	Chess Sets, \$200.00 from Student Activity Account	Weekly – Every Wednesday after school			Universal screens, CBAs, TAKS

Utilize the vocabulary development process to teach all the necessary math vocabulary when introducing new mathematics concepts	AEIS	All Students	Math Teachers, Vice Principals, Principal	Campus and District existing curriculum material, District Curriculum Guide	Weekly each 9 weeks			Walk Throughs, Appraisals, CBAs
K- 5 teachers will meet with Campus Instructional Specialist or District Math Specialist once each 9 weeks to examine student work for evidence of learning based on the TEKS that were identified as critical	AEIS	All Students	Principal, Campus Instructional Specialist, Classroom Teachers	Existing curriculum materials and supplies	Each 9 weeks, October 2009 – May 2010			Sign In Sheets, walk-throughs, lesson plans
Development of school-	IEPs, AEIS	All students	Principal, teachers,	Existing curriculum	August 2009 – May			Signed Compact

<p>parent compact in English and Spanish</p> <p>Increase percentage of special education students meeting the standards on the Math TAKS tests</p>	<p>AEIS. IEPS</p>	<p>SE</p>	<p>counselor, social worker, PEIMS Clerk</p> <p>Special Ed Teachers, classroom teachers, counselor, principal</p>	<p>materials and supplies</p> <p>Existing curriculum materials and supplies, District Framework</p>	<p>2010</p> <p>February – May 2010</p>			<p>returned by parents, students and teachers</p> <p>TAKS, CBAs</p>
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Judson Independent School District
Galen R. Eloff Elementary
Campus Improvement Plan
Student Achievement Science
2009-2010

NCLB Goal #5	All students will graduate from high school.							
District Goal #1 Academic Excellence.	To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarships and attendance to institutes of higher learning.							
Campus Goal	100% of all students and all accountability groups will meet District and State performance standards and assessments by 2013-2014.							
Objective	To increase student achievement in science to 100% for each accountability subgroup. Student achievement will increase overall by 10% in 5 th grade science. African American students' achievement will increase by 20%.							
Summative Evaluation	All students will meet the standards at their respective grade level in science and 5 th grade students will pass the science TAKS 100%. The campus will maintain an Exemplary accountability rating and meet AYP.							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion

Align science curriculum across grade levels	AEIS	AR	Campus Instructional Specialist, Grade level teachers, Principal	1 FTE Salary of Campus Instructional Specialist at \$56,977, existing science curriculum materials and supplies	August 2009 – December 2010	<input type="checkbox"/> completed xxxxxx <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	100% of 5 th Grade students will meet the standards on the TAKS, 6 Weeks Assessments, Lesson Plans, Formal and Informal walk-throughs
Implementation of District Science Curriculum Framework	AEIS	AR, ED,	Principal, Vice Principals, Campus Instructional Specialist	District Developed Curriculum Guide, existing science materials and supplies	August 2009 – May 2010			Formal and Informal Walk-throughs, PDAS, Lesson Plans, 6 weeks CBAS, Released TAKS tests
Implement Science Camp for identified 5 th graders	AEIS	African America Hispanic, ED, AR	Principal, Vice Principals, Classroom Teachers	Title I Funding \$1,000.00. campus instructional budget	March 2010– April 2010			CBAs, TAKS, lesson plans

Science Fair/Exposition for grades 1-5 to demonstrate student knowledge of the scientific process	AEIS	AR	Science Committee, Science Teachers, Principal Campus Instructional Specialist	Title I Funding of \$1,000.00, existing curriculum materials and supplies,	February and March 2010			6 Weeks Assessment, Lesson Plans, Walk Throughs, PDAS
Integration of Science across the curriculum with an emphasis	AEIS	African American, Hispanic, ED	Classroom teachers, Principal and Vice Principal	Campus instructional budget, existing science curriculum materials and supplies	August 2009 – May 2010			CBAs, TAKS
Implementation of 4th and 5th grade Hands on Science	AEIS	AR, Hispanic, African American	Classroom teachers, Comp Ed. Teacher	Foss Kits, existing curriculum materials and supplies, campus instructional budget, Forde Ferrier Science Material	September 2009 – May 2010			TAKS, CBAs, walk-throughs

Judson Independent School District
Galen R. Eloff Elementary
Campus Improvement Plan
Student Achievement Social Studies
2009-2010

NCLB Goal #5	All students will graduate from high school.							
District Goal #1 Academic Excellence	To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarships and attendance to institutes of higher learning.							
Campus Goal	100% of all students and all accountability groups will meet District and State performance standards and assessments by 2013-2014.							
Objective	To increase student achievement in Social Studies to 100% for each accountability group.							
Summative Evaluation	All students will master grade level TEKS at the appropriate grade level in Social Studies. The campus will receive an Exemplary or Recognized accountability rating and meet AYP.							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion

Align Social Studies curriculum across grade levels	Report Cards, Six Weeks Exam, FS	All Students	Classroom teachers, principal	Existing Social Studies Curriculum, District Social Studies Specialist	August 2009 – May 2010	<input type="checkbox"/> completed xxxxxx <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Lesson Plans, Formal and informal walk-throughs, 6 weeks exams
Implementation of District Social Studies Curriculum Framework	Report Cards, Six Weeks Exams, PS	All students	Classroom Teachers, principals	District Developed curriculum guide, existing Social Studies curriculum and materials	August 2009- May 2010			Formal and informal walk-throughs, PDAS, Lesson Plans
Integration of Social Studies across the curriculum	Report Cards, Nine Weeks Exam	All students	Classroom Teachers, principals	Existing Social Studies curriculum, supplies and materials	August 2009-May 2010			Lesson Plans, PDAS, formal and informal walk-throughs
Purchase and implement History Alive for 5 th grade	Report Cards, 6 weeks Exam	All 5 th grade students	5 th grade teachers, principal	Curriculum materials, campus budget	August 2009-May 2010			6 weeks Exams, formal and informal walk throughs,

Judson Independent School District
Galen R. Eloff Elementary
Campus Improvement Plan
Attendance
2009-2010

NCLB Goal #5	All students will graduate from high school.							
District Goal #1 Academic excellence	To ensure that 100% of our students meet or exceed state and national academic standards in a way that increases scholarships and attendance to institutes of higher learning.							
Campus Goal	Maintain a high standard of attendance that equal to or above 98% for staff and students							
Objective	To increase daily attendance of staff and students							
Summative Evaluation	To increase daily attendance by .02%							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion

Announce classes with weekly perfect attendance	AEIS	All students	PEIMS Clerk, principal	List of classes, Campus Activity Funds \$50.00	August 2009 – June 2010	<input type="checkbox"/> completed xxxxxx <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Monitoring of daily attendance reports
Publicly post classes with weekly perfect attendance	AEIS	All students	PEIMS Clerk, Attendance Committee. Principal	Attendance Chart, stickers	Weekly; August 2009– May 2010			Monitor trends of grade levels and classes through attendance records
Call parents of students with 3 or more consecutive absences	AEIS	All students	PEIMS Clerk, Vice Principal, Principal	Student records	August 2009 – May 2010			Monitor trends of grade levels and classes through attendance records
Conduct drawing each 9 weeks for students at each grade level with perfect attendance	AEIS	All students	PEIMS Clerk, Principal, Counselor	Student attendance records; Activity Funds \$500.00	Each 9 weeks			Review of attendance records
Recognize students at Character Counts!	SS			List of	Each 9			Monitor trends of

Rally for perfect attendance				eligible students	Weeks			grade levels and classes; weekly review of attendance records
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Judson Independent School District
Galen R. Eloff Elementary
Campus Improvement Plan
Parent/Community Involvement and Communication
2009-2010

NCLB Goal #5	All students will graduate from high school.							
District Goal #3 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 education process.							
Campus Goal	To foster positive parental and community involvement by developing positive school/family relationships.							
Objective	To improve all students' level of academic achievement through parental involvement by providing information, training and opportunities that will enable parents to support their students' learning.							
Summative Evaluation	100% of Eloff Elementary's parents will participate in at least one school activity.							
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 brief printed information related to all academic areas via newsletters, parent conferences and teacher websites	PS	All Students	Classroom teachers, principal and counselor	Campus websites, campus instructional budget	Weekly from August 2009 – May 2010	<input type="checkbox"/> completed <input checked="" type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Parent survey
Provide school supply day prior to last day of school to help Pre-K and Kindergarten students transition from early childhood to elementary	PS	All Students	Pre-Kindergarten and Kindergarten teachers, principal and vice principal	Campus Activity Funds \$100.00	August 2009-- May 2010			Parent Survey
Facilitate school transition to PK/K/1 st grades through home visits, parent meetings, summer newsletters and parent involvement programs	PS	All pre-k, kindergarten and 1st grade students	Pre-kinder, kindergarten and 1st grade teachers, social worker, counselor, principal and vice principal	Campus newsletters, web-site, phone calls, campus activity funds \$300.00	August 2009, and May 2010			Parent Survey
Convene an annual meeting to			Principal and					

inform parents of the school's participation in Title I and parents right to be involved	PS	All Students	Vice Principal	Existing Title I Information, Title I Funds \$200.00	October 2009			Parent Survey
Parent Orientation for parents of Pre-Kindergarten-5 th grade parents	PS	All Students	All teachers, Principal	Campus Activity Funds \$200.00	August – September 2009			Participation Records, Parent Survey
Convening of public meeting to provide parents and community members with School Performance Report Card, individual child's assessment and explanation of the curriculum	PS	All Students	All teachers, principal	Title I Funds of \$250.00, campus assessment data	October 2009			Parent survey, participation Records
Provide family TAKS night, family math night, family literacy evening and technology showcase	SS, PS	AR	All teachers and administrators	Campus Activity Funds \$200.00; Title I funding of \$200.00	November 2009, January 2010, February 2010			Completed registration forms and sign in sheets

<p>Convene a Fall and Spring PATHS (Parents and Teachers Helping Students) Conference to improve students' level of academic achievement through parental involvement</p>	<p>FS, SS, PS</p>	<p>AR</p>	<p>All teachers and administrators</p>	<p>PTO Funds of \$100.00 and Title I Funds of \$300.00</p>	<p>November 2009 and April 2010</p>			<p>Completed registration forms and sign in sheets</p>
<p>Provide volunteer training to foster 100% parent participation to increase parental involvement to improve students' level of academic achievement</p>	<p>FS</p>	<p>All Students</p>	<p>PTO Trainers, principal, counselor</p>	<p>Volunteer Training Resources and materials</p>	<p>Every Tuesday during school year and identified evenings and Saturdays</p>			<p>Sign in sheets, completed registration forms</p>

Judson Independent School District
Galen R. Eloff Elementary
Campus Improvement Plan
Highly Qualified Plan for Teachers and Staff
2009-2010

NCLB Goal #3	By 2006-2007, all students will be taught by highly qualified teachers.							
District Goal #4 Master Planning	To ensure 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	Hire, attract and retain highly qualified staff members and provide support through ongoing high quality professional development.							
Objective	To increase student achievement in all content areas to 100% for each accountability subgroup and to reduce voluntary turnover rate.							
Summative Evaluation	All staff members will meet the guidelines of highly qualified as defined by NCLB and the voluntary turnover rate will be reduced by 50%. All students will meet the standards at the respective grade levels in all content areas.							
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 incentives for teachers returning to Eloff Elementary	FS	Staff	Principal, Vice Principal	Donations from community businesses and restaurants	September 2009 – June 2010 on a monthly basis	<input type="checkbox"/> completed <input checked="" type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Staff Surveys,
Recognition of veteran staff members by PTO		FS	Staff	PTO members, Principal	PTO Funds of \$300	October 2009 – May 2010 Monthly		Staff Survey
Provide opportunities for professional growth and development through RPM and District Offered Professional Development activities		FS	Staff	Campus Instructional Specialist, Principal	Campus and Title I Professional Development budget District Specialist	September 2009 – May 2010		Certificates of Completion, PDAS, Walk Throughs
Recognition of Staff Members with perfect attendance each 9 weeks		FS	Staff	Principal	Campus Activity Account \$300.00, donations from community members	August 2009- May 2010,		9 Weeks Attendance Report
Ensure that all	NCLB		Staff		Data from	August		Yearly review of

campus staff members are highly qualified to instruct the subject/grade level assigned	Report, FS		Principal	District Personnel Records	2009 – May 2010		teacher/staff credentials Ongoing Review of paraprofessional credentials
Ensure that all paraprofessionals hired have an Associate's Degree or have passed a rigorous academic exam to identify employee as highly qualified	FS, HR Records	Para Staff	Principal, Vice Principal	Campus Budget \$500.00, Title I Budget \$500.00	August 2009, May 2010, Upon hiring		Highly Qualified Survey, data from Human Resources
Implement team building activities	FS, AEIS	All staff	Principal and Vice Principals	Executive Director of Human Resources	August 2009 – January 2010		Sign In sheets, certifications of completion
Ensure that 100% of the 54.93% of students who are considered as low income are taught by highly qualified teachers	NCLB Highly Qualified Survey	AR	Principal, Vice Principals		August 2009 – June 2010		Report Cards, Lesson Plans, NCLB Highly Qualified Survey
Launch recruiting	NCLB	All	Principal, vice principal	Local Funds. Executive	August		NCLB Highly Qualified Survey

efforts to hire, attract and retain more highly qualified minority and experienced teachers; 47.32% of teachers are considered inexperienced	Highly qualified Survey	student		Director of Human Resources, Human Resource Staff	2009 – June 2010			
Continue to seek a diverse highly qualified employee pool by attending job fairs and recruitment fairs	AE IS, Employment records		Principal, Vice Principal, Interview Committees	Local Funds, Human Resources Depart	Aug 2009 – June 2010			NCLB Highly Qualified Survey, Human Resource Records, Searchsoft

Judson Independent School District
Galen R. Eloff Elementary
Campus Improvement Plan
Safe Learning Environment
2009-2010

NCLB Goal #4	All students will be educated in learning environments that are safe, drug free and conducive to learning.							
District Goal #3 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.							
Campus Goal	To provide a safe, secure and supportive learning environment for all members of the learning community and develop and implement a comprehensive discipline management system.							
Objective	Interventions will be implemented to promote positive problem solving and reduce the number of discipline referrals.							
Summative Evaluation	The number of discipline referrals will be reduced by 50% during the 2009-2010 school year.							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion

All students will participate in Red Ribbon Activities	All students will participate in Red Ribbon Activities	AR	All teachers, principal	Motivational materials provided by school counselor and social worker	October 2009	<input type="checkbox"/> completed <input checked="" type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Walkthroughs, Monitoring number of discipline referrals all students
Increased communication with parents through daily folders or agenda books, notes home, telephone calls, Alert Now System Parent Access System and parent conferences	Increased communication with parents through daily folders or agenda books, notes home, telephone calls, Alert Now System Parent Access System and parent conferences	All Students	Principal and classroom teachers	Campus Activity Funds \$800.00	August 2009 – May 2010			Parent Survey
Implementation of Character Counts! Program school wide	Implementation of Character Counts! Program school wide	All Students	Principal, Counselor, Vice Principal	Campus Activity Account \$2,000, existing Character Education Materials, \$1,000 Safe and Drug Free Schools	Daily – August 2009 – June 2010			Lesson Plans, Walk Throughs, PDAS, Parent Surveys, Student Surveys

Provide classroom guidance sessions that focus on social problems, problem solving and conflict resolution	Provide classroom guidance sessions that focus on social problems, problem solving and conflict resolution	AR	Counselor, Principal, Social Worker	Funding Existing guidance materials, 1 FTE of Social Worker's Salary of \$58,000.00	Daily August 2009– May of 2010			Monitor counselor and social worker referrals, walk throughs
Implementation of the RTI Process to develop management strategies for behaviorally challenged students	Implementation of Student Study Team to develop management strategies for behaviorally challenged students	AR	RTI Committee	Student Intervention Committee, Campus Social Worker, 1 FTE with salary of \$58,000.	Ongoing; August 2009 – June 2010			Monitoring of Referrals, Walk Throughs,

Judson Independent School District
Galen R. Eloff Elementary
Retention/Drop Out/Completion
Campus Improvement Plan
2009-2010

NCLB Goal #5	All students will graduate from high school.							
District Goal #1 Academic Excellence	To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarships and attendance to institutes of higher learning.							
Campus Goal	100% of all students and all accountability groups will meet District and State performance standards and assessments by 2013-2014.							
Objective	To increase student achievement in all subject areas to 100% for each accountability subgroup.							
Summative Evaluation	All students will meet the standards at their respective grade level in reading and pass all content area assessments. The campus will maintain an Exemplary accountability rating and meet AYP.							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion

<p>Special education teachers will monitor compliance With timelines for initial evaluations and annual ARDs (CAP-timelines, Initial Evaluations)</p>	<p>AEIS</p>	<p>SE</p>	<p>Special education teachers, principal</p>	<p>Existing special education curriculum materials, referrals and documentation. District Special Ed Officials</p>	<p>Ongoing each 9 weeks</p>	<p><input type="checkbox"/> completed xxxxxx <input type="checkbox"/> on-going</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p>ARDS and initial evaluations for 100% of students will occur on time.</p>
<p>Provide training to teachers working with special education students which supports use of the TEKS, analysis of TAKS and district Curriculum Guide in planning instructions for students</p>	<p>AEIS</p>	<p>SE</p>	<p>Special education teachers, principal</p>	<p>Existing special education curriculum materials, District Curriculum Guides, IEPS. JISD Professional Development Department</p>	<p>August 2009, October 2010 and January 2010</p>			<p>Completed training, Teacher surveys</p>
<p>Paraprofessionals will participate in staff development as provided by the campus and district</p>	<p>AEIS</p>	<p>All Students</p>	<p>Principal, Campus Instructional Specialist</p>	<p>Existing Instructional materials; District Curriculum Specialist</p>	<p>August 2009 and October 2009</p>			<p>Para professional evaluations</p>
<p>Analyze TAG student results on TAKS information</p>	<p>AEIS</p>	<p>GT</p>	<p>TAG teacher, principal, vice principal,</p>	<p>Existing TAKS data, existing curriculum</p>	<p>August 2009, December</p>			<p>Lesson Plans, walk throughs,</p>

<p>to adjust curriculum gaps and monitor student progress</p> <p>Implement TAG Clustering for Grades 1-5 to improve student achievement of all students</p> <p>Provide class size reduction during reading instruction to reduce student teacher ratio to maximize instruction as an accelerated intervention in grades 3 and 5</p> <p>Implement and monitor the district's ARI and AMI programs</p>	<p>AEIS</p> <p>AEIS</p> <p>AEIS</p>	<p>GT, AR</p> <p>AR, ED</p> <p>AR</p>	<p>classroom teachers</p> <p>TAG Teacher, principal, classroom teachers</p> <p>Classroom teachers. Principal, vice principal</p> <p>Counselor, Comp Ed teacher , RTI Teacher, principal</p>	<p>materials, District content area Specialist, District TAG Coordinator</p> <p>Existing Curriculum materials, District TAG Coordinator</p> <p>Existing campus instructional supplies guiding reading material</p> <p>ARI and AMI Funds, existing materials and supplies</p>	<p>2009 and May 2010</p> <p>August 2009 – May 2010</p> <p>October 2009– April 2010</p> <p>November 2009 – April 2010</p>		<p>PDAS, Released TAKS data, CBAs</p> <p>9 Weeks Assessments Lesson Plans, Report Cards, Progress Reports</p> <p>DRA Assessment, lesson plans, walk throughs</p> <p>Walk Throughs, Released TAKS data. PDAS, lesson</p>
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<p>Review Retention rates per campus and identify procedures for struggling students who may qualify for specialty services</p> <p>Monitor student progress in core academic programs and intervention programs</p>	AEIS	AR	Counselor, classroom teacher, GIST Committee, principal	Local funds \$2,000, Title I Funds \$5,000	August 2009 – May 2010			Report Cards, Benchmark Data, TAKS, observations
	AEIS	AR	Classroom teachers, vice principal, principal	Title I Funds \$7,000	August 2009 – May 2010			TAKS data, Benchmark Data, DRA Assesments

Judson Independent School District
Galen R. Eloff Elementary
Campus Improvement Plan
Staff Development
2009-2010

<p>NCLB Goal #1</p> <p>NCLB Goal #2</p>	<p>By 2012-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in mathematics.</p>							
<p>District Goal #4</p> <p>Master Planning</p>	<p>To ensure 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>							
<p>Campus Goal</p>	<p>100% of all students and all accountability groups will meet District and State performance standards and assessments by 2013-2014.</p>							
<p>Objective</p>	<p>Hire, attract and retain highly qualified staff members and provide support through ongoing high quality professional development.</p>							
<p>Summative Evaluation</p>	<p>All students will meet the standards at their respective grade level in reading and pass the reading TAKS. The campus will receive an Exemplary or Recognized accountability rating and meet AYP.</p>							
<p>Strategy</p>	<p>Needs Assessment Data Source</p>	<p>Sp. Pop.</p>	<p>Person(s) Responsible</p>	<p>Resources Human Material Fiscal</p>	<p>Timeline</p>	<p>Evaluation Checkpoints</p>		
						<p>Nov. 2009</p>	<p>Mar. 2010</p>	<p>Evidence of Completion</p>

Train all staff members in new software applications and programs (i.e. Accelerated Reader	FS	AR	Campus Technology Specialist and Vice Principal	District Technology specialist, existing technology materials and equipment	September 2009, November 2009 and January 2010	<input type="checkbox"/> completed xxxxxx <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	PDAS documentation, monitor teacher utilization of instructional technology, walk throughs, lessons plans
Utilization of hand-held palms for TPRI and DRA Assessment and other campus approved Fluency Instruments	FS	All primary students	Vice Principals, Campus Technology Specialist	Hand Held Palms, district technology specialist	September 2009, January 2010 and May 2010			Formal and informal walk throughs, PDAS, monitor teacher utilization of instructional technology
Train and retrain staff in School Net applications	FS	AR	District Technology Specialist, Principal and Vice Principals	District Technology specialist, existing technology materials and equipment	August 2009 and November 2009			Monitor utilization of instructional Technology, documented walkthroughs, Completed reports from School Net
Training of all staff			Principal and Vice Principals.	Campus and District	September 2009 –			Certificates of completion, A

members to meet District required proficiencies	FS	All Staff	District Technology Specialist	Technology Specialist	March 2010			Train History
Provide professional development for all staff members on integrating technology into the curriculum and the implementation of TEK knowledge to meet TEKS requirements in all subject areas	AEIS	All Students	Principal and Vice Principal	Campus and District Technology Specialist	Ongoing August 2009 – June 2010			Lesson Plans, Walk Throughs, PDAS, 6weeks assessments
Utilization of interactive instructional software; skills based reading, writing and math activities aligned with state standards (TEKS/TAKS) and District Curriculum Guides	AEIS	All Students	Principal and Vice Principa, CITs	Campus Technology software, District Technology Specialist	August 2009 – April 2010 each 9 weeks			Lesson Plans, walk Throughs, PDAS, 6 weeks assessments
Train all staff members in the	AEIS	All	Campus ILTs,	JISD	October 2009,			TAKS data,

SIOP procedures		students	principal, vice principal	Professional Development Department, existing curriculum resources	November 2009, February 2010			Benchmark Data, DRA assessments, Report Cards
Train all staff members in Differentiated Instruction through the Reflective Practice Model	AEIS, DRA	All Students	District Instructional Specialist, Campus Facilitators	"The Differentiated Classroom, by C. Tomlinson, existing Curriculum resources, Title I Budget \$1,000	June 2009, August 2009, November 2009			360 Degree Walk-Throughs, Observations, Lesson Plans, TAKS data, DRA Assessments
Provide training for special education staff members on writing meaningful IEPs that are TEKS based	AEIS, IEP Report Cards	SE	Special Ed Coordinators, principal, district specialist	Existing curriculum materials and supplies	August – November 2009			TAKS, Report Cards, CBAs
Provide training for all staff members in best practices of guided reading, exemplars and TAKS strategies	AEIS	All students	District Specialist, Campus Specialist	Existing balance literacy materials	August – December 2009			Running Records, CBAs, DRA Assessments

