



**Judson Independent
School District**

Ed Franz Elementary

Campus Improvement Plan

2009-2010



CIP revised and approved by CSBC on June 3, 2009

Judson Independent School District

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Campus Site-Based Committee

| Site Based Members | Representation |
|---------------------------|-----------------------------|
| Cynthia Barnhart | Principal/Chairperson |
| Tim Burlew | Classroom Teacher |
| Myra Jachade | Classroom Teacher |
| Sharon Halm | Classroom Teacher |
| Kari Savage | Classroom Teacher |
| Jeffrey Large | Non-Teaching Professional |
| Shawna Houlahan | Para-Professional |
| Lanette Oliver | District Level Professional |
| Jeff Bednarz | Parent |
| Angela Green | Parent |
| Sonny Merrell | Community |
| Edward Franz | Community |
| Hap Welch | Business |
| Brian McConnell | Business |

NOTICE OF NONDISCRIMINATION

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

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

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District Vision

To create schools that promote life-long learning that fosters mutual positive communication, welcomes and acknowledges all stakeholders, brings education beyond the classroom, encourages involvement, and empowers students, parents, staff, and the community to guide students toward achieving their maximum potential in a safe environment.

Campus Vision

We believe in every child's ability to learn and grow as individuals. We believe in standards based curricula which emphasize problem solving and higher order thinking. We provide opportunities for children to justify their thinking and we work hard to instill in all children the desire to be life long learners.

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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

Ed Franz Elementary provides a dynamic and positive learning community which respects and supports all students, families, and staff members. We embrace academic excellence, value diversity, and celebrate the contributions of all.

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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

1. To improve the percentage of students passing the Mathematics TAKS Test in all subgroups to 90%
2. To improve the percentage of students passing the Science TAKS Test in all subgroups to 90%.
3. To improve the percentage of students passing the Reading TAKS Test in all subgroups to 90% - 1st grade at least 80% students reading on or above grade level on EOY.
4. To improve the percentage of students passing the Writing TAKS test in all subgroups to 90%
5. To increase the percentage of students scoring a 3 or 4 on the TAKS Writing Test from 19% to 30%
6. Achieve above 97% attendance throughout the year, including TAKS testing days, for all subgroups.
7. Reduce discipline referrals in fifth grade by 10%.

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Executive Summary

The primary focus for our campus for the 2008-2009 school year is to increase student performance in science, especially in the area of earth science, as measured by the TAKS test to reach recognized status. We want to increase our math scores to at least 80% overall and in all subpops.

Goals

1. To increase the percentage of students passing the mathematics, science, reading, and writing TAKS test in all subgroups to 90%.
2. To increase the percentage of kinder, first, and second graders passing all content area benchmark tests to 85%.

Focus for Ed Franz Elementary

- **Science Sleuths** –An additional weekly science class for our “at promise” science students to increase their science content knowledge, to build their confidence and to instill a love and curiosity for the world of science.
- **Science Mania** – Campus wide focus on science including learning expeditions, science journals, vocabulary development, science word walls, science software, and the implementation of LabAids and Ford Ferrier materials.
- **Mustang Math** – An additional monthly math class during extended specials time to reinforce math skills. Also reorganization of classroom math groups based on benchmark scores. Students identified through universal screenings, CBAs, benchmarks, and TAKS.
- **RTI (Response to Intervention) and CBA (Curriculum Based Assessments)** Implementation of the RTI process and the new Judson ISD curriculum. Administer the universal screenings and the district CBAs to identify struggling students, provide interventions, and monitor their progress.

Results of interventions

- *Our science CBA scores have been right in line with the district scores and our midyear benchmark for science was 86%. According to the data, these interventions are effective. Our students are performing at a higher level in science. We achieved 88% on TAKS in fifth grade science.*
- *Our math CBA scores are in line with the district scores. Our midyear benchmark was within three points of the district average. According to our data we are scoring slightly higher than last year. Our math TAKS results were 85% overall up from 79% last year.*
- *The commitment of our staff to the RTI process is resulting in higher student success as evidenced by CBA scores and first round TAKS results as well as by less student referrals to special education.*
- *TAKS reading test results were 87%. All subpops ranged between 83% to 93%. The African American subpop increased from 66% to 92%.*

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Parent Involvement Policy

Ed Franz 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 the Campus Site-Based Committee in an organized, ongoing, and timely way, in the plan, 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 the available programs.

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 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.

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.

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

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Ten Components for the Title I School-Wide Instructional Program

- 1. Comprehensive needs assessment of the entire school based on information that includes the achievement of children;**
- 2. School-wide reform strategies;**
- 3. Instruction by highly qualified staff**
- 4. Opportunities for professional development;**
- 5. Strategies for attracting highly qualified teachers;**
- 6. Strategies to increase parental involvement;**
- 7. Plans for assisting preschool children in the transition from early childhood programs;**
- 8. Measures to include teachers in the decisions regarding the use of assessments;**
- 9. Provision of effective, timely, additional assistance provided to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards;**
- 10. Coordination of federal, state, and local services and programs and integration with the school-wide program.**

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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 |
|----------------------------|--|----------|---|---|---|
| Mathematics Program | US CBA'S AEIS/ TAKS, Grades | All | 3 rd grade increased from 75 to 80 4 th grade increased from 79 to 83 5 th grade increased from 85 to 94 and all cells went up. The cells in 5 th grade range from 88 to 96 | 3 rd grade AA 50%, His 76%, 4 th grade AA 71%, His 74%, | Clear expectations, Resources, Walk throughs to monitor instruction, Feedback to staff, Analyze data, RTI/plans for intervention, Reflect on progress, monitor and adjust |
| Science | CBAs, AEIS/TAKS Benchmarks Grades | All | Improvement in all cells Increase from 66% to 88% | None, Improve the cells in the 80% to 90% | Continue with the plan we established last year to maintain our scores. Target the students who do not do well on the benchmark at the beginning of the year. |
| Reading | US, DRA, Dibbles, AEIS/TAKS | All | 3 rd grade all scores in 80s or 90s 5 th grade all scores in 90s except AA subpop | 4 th grade his 68%, SES 78% 5 th grade AA 75% | Target students who did not pass TAKS and intervene immediately with comp ed teachers, RTI, Lucky 7 strategy |
| Writing | AEIS/TAKS | All | AA subpop 100%, all other subpops in 80% or 90% | Increase the number and percent of students scoring a 3 or 4 on the composition part of the test - this year only 18 % 3's no 4's | Six traits writing every nine weeks at all grade levels. Journaling in all grades K-5. |

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|-------------------|---------------------------|------------|---|---|--|
| Discipline | Incident code data | All | Positive campus wide plan in place | Decrease the number of discipline referrals by 10% | Utilize the counselor and social worker to work on social skills with students with behavior issues. The 8 Keys of success. |
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|-----------------------------|--|-----------------|------------------------------|--|-----------------|-------------------------------|------------------|-------------------------------|
| NCLB Goal(s) | <p>Goal 1 (NCLB)- By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>Goal 2 (NCLB)- 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.</p> <p>Goal 5 (NCLB) – All students will graduate from high school.</p> | | | | | | | |
| District Goal | <p>Goal 1 (District) – 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.</p> | | | | | | | |
| Campus Goal | <p>To improve student reading achievement and performance as measured by student passing rate and state mandated assessments</p> | | | | | | | |
| Objective | <p>To improve student reading performance in k, 1, and 2 as measured by grades and reading assessments (DRA, and Benchmarks). Achieve student reading performance in grades 3-5 as measured by TAKS at 100 % passing level in all subgroups.</p> | | | | | | | |
| Summative Evaluation | <p>End of the year DRA, and TAKS tests. At least 90% of students scoring at grade level.</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 |

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|--|---|----------------|--|---|--|--|--|---|
| <p>1. Implementation of the district curriculum scope and sequence with CBAs every six weeks for K-5</p> | <p>Grades, DRA, dibbles, benchmark, TAKS results</p> | <p>All</p> | <p>Teachers administration</p> | <p>CBAs Comp ed teachers</p> | <p>10/09, 11/09, 1/10, 2/10, 3/10, 4/10, 5/10</p> | <p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p> | <p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p> | <p>Analyzed TAKS and CBA data</p> |
| <p>2. AIMS program – Co-funded support for students in need of extra help.</p> <ul style="list-style-type: none"> • RTI • GIST • Timelines <p>Referral process to exhaust all interventions to meet students’ needs prior to special education referral. Method for addressing the Comprehensive Analysis Process (CAP)</p> | <p>Grades, DRA, and benchmark, TAKS results from 2008-09</p> | <p>At risk</p> | <p>Counselor administration</p> | <p>Title Funds 1 para \$17,000 Stimulus funds 1 para \$17,000</p> | <p>Sept/Oct 2009 Jan. 2010, April/May 2010</p> | <p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p> | <p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p> | <p>Low percentage of special ed referrals and high accuracy of identified referrals</p> |
| <p>3. Quarterly grade level meetings and GPC meetings to discuss intervention plans for struggling students and students in need of enrichment</p> | <p>Grades, DRA, and benchmark, TAKS results from 2008-09, Achievement tests, IQ tests</p> | <p>all</p> | <p>Grade level reps, administration, counselor</p> | <p>Comp ed funds 1 FTE, \$62,000 1 Special education teacher Grade level reps</p> | <p>Sept/Oct 2009 Jan. 2010, April/May 2010</p> | <p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p> | <p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p> | <p>DRA, benchmark, TAKS May 2010</p> |

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| <p>4. Ensure that all students are given a Home Language Survey Form to complete at registration. If the HLSF indicates language other than English the student is referred to the placement center for testing and placement.</p> | <p>Number of students declining bilingual or ESL services</p> | <p>All students, LEP</p> | <p>Office staff, counselor, placement center staff</p> | <p>HLSF forms, IPT tests Placement center</p> | <p>Date of student enrollment</p> | <p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p> | <p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p> | <p>HLSF in every permanent record folder</p> |
| <p>5. Continue to implement Readers Workshop in all 3-5 reading classes. (including small group instruction for struggling readers)</p> | <p>TAKS reading scores, DRA assessment US</p> | <p>All students</p> | <p>Classroom teachers/Campus administration</p> | <p>Easels, Readers Workshop reference books, CORE room materials, Classroom libraries – Title I funds approx. \$3,000</p> | <p>Weekly</p> | <p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p> | <p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p> | <p>Walk throughs, lesson plans Reading assessments, TAKS results</p> |
| <p>6. Continue to implement literacy centers and guided reading in all K-2 grade classes.</p> | <p>DRA, benchmarks, Universal screens</p> | <p>All students</p> | <p>Classroom teachers, administration Case Managers</p> | <p>Easels, Guided Reading Workshop reference books, CORE room materials, Classroom libraries – Title I funds approx. \$3,000 (same funds as above not additional funds)</p> | <p>Daily instruction</p> | <p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p> | <p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p> | <p>Walk throughs, lesson plans, running records, DRA</p> |

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|---|----------------------------------|----------------------|--|--|----------------------------------|---|---|------------------------|
| 7. AR (Accelerated Reader) Program to promote independent reading | DRA, TAKS, benchmark | Second-fifth graders | 2 nd -5 th grade teachers, librarian | AR books and tests, computers, incentives/rewards Title 1 funds \$500 | Ongoing and quarterly incentives | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | AR point system |
| 9. Thompson Learning Center at Boysville, students transfer to our school after 30 days | separation from family placement | At risk | All staff | Title one para professional funded to provide additional support for these children. | Quarterly | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Grades/TAKS, benchmark |

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| NCLB Goal(s) | Goal 1 (NCLB)- By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Goal 2 (NCLB)- 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. Goal 5 (NCLB)- All students will graduate from high school. | | | | | | | |
|---|--|-----------------|------------------------------|--|-------------------------|---|---|-------------------------------|
| District Goal | Goal 1 (District) – 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 in writing as measured by performance on state mandated assessments. | | | | | | | |
| Objective | To improve student writing performance in grades k-5 as measured by grades and writing samples. Improve student performance in writing in grade 4 as measured by TAKS to 90%. Increase the number of 3's and 4' from 19% to 30%. | | | | | | | |
| Summative Evaluation | Fourth grade writing TAKS scores with 90 % passing rate and 45% of students scoring a 3 or 4 on the composition. | | | | | | | |
| Strategy | Needs Assessment Data Source | Sp. Pop. | Person(s) Responsible | Resources Human Material Fiscal | Timeline | Evaluation Checkpoints | | |
| | | | | | | Nov. 2009 | Mar. 2010 | Evidence of Completion |
| Implementation of Six Traits writing assessment tool in grades K-5. | TAKS writing scores | All students | Teachers | Six Traits resources, journals | 10/09, 1/10, 3/10, 5/10 | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Work samples, journals, TAKS |

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|--|---------------------|----------------|-------------------------------|---|--------|---|---|--|
| Continued Implementation of Writers' Workshop, Interactive Writing, and Shared Writing in k-5 grades | TAKS writing scores | All students | Teachers | Writers' workshop reference books, easels | Weekly | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Walk throughs, lesson plans, anchor, charts, journals |
| Utilize two teachers to teach all fourth grade writing. Teachers utilize strategies from Barry Lane, New Jersey Writing, Kathy Cunningham, and Cheryl Cox. | TAKS writing scores | Fourth graders | fourth grade writing teachers | Barry Lane books, Six Traits | Weekly | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Walk throughs, lesson plans, writing benchmark test, TAKS 2010 |

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|-----------------------------|--|-----------------|------------------------------|--|-----------------|-------------------------------|------------------|-------------------------------|
| NCLB Goal(s) | Goal 1 (NCLB)- By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Goal 2 (NCLB)- 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. Goal 5 (NCLB)- All students will graduate from high school. | | | | | | | |
| District Goal | Goal 1 (District) – 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 in mathematics as measured by performance on state mandated assessments | | | | | | | |
| Objective | To improve student mathematics performance in grades k, 1, and 2 as measured by grades, work samples, and end of year assessments. Improve student performance in mathematics in grades 3-5 as measured by TAKS at 90% passing rate in all sub pops. | | | | | | | |
| Summative Evaluation | TAKS scores for 3-5 grade at 90% passing rate in all sub pops. End of the year assessments in grades k-2 at least 80% passing rate. | | | | | | | |
| Strategy | Needs Assessment Data Source | Sp. Pop. | Person(s) Responsible | Resources Human Material Fiscal | Timeline | Evaluation Checkpoints | | |
| | | | | | | Nov. 2009 | Mar. 2010 | Evidence of Completion |

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|---|---|--------------|---|--|---|---|---|--|
| Implement an RTI intervention process and program for students in grades k-5 in need of assistance to reduce retention and to exhaust all levels of support prior to special ed referral. | Universal screening, CBA data, AEIS, grades | At risk | Counselor, administrator Teachers, Case Managers | Comp ed funds 2 FTE FTE \$58,340 FTE \$60,134 Supplement with 30% stimulus funds and 70% Title I Para Title I stimulus funds \$16,626 | 9/09, 10/09, 11/09, 1/10, 2/10, 3/10, 4/10, 5/10 | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Low percentage of spec ed referrals and high accuracy of indentified refererals. |
| Implementation of a new curriculum scope and sequence with CBAs every six weeks | grades benchmark TAKS | All students | Teacher, administrator | 2 Comp.Ed teachers New Math textbook adoption materials, Marilyn Burns strategies, New curriculum scope and sequence | 9/09, 10/09, 11/09, 1/10, 2/10, 3/10, 4/10, 5/10 | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Analyzed TAKS and CBA data |
| Weekly grade level meetings to discuss intervention strategies for identified RTI students | Universal screening, CBA data, AEIS, grades | All students | Grade level reps, campus administrator, case managers | Extended planning time | Every Monday | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | CBA, RTI, TAKS data |

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|---|---|--------------|--|---|----------------------------------|---|---|---|
| Utilize math journals to increase depth of understanding of mathematical concepts and to develop vocab | AEIS, TAKS | All students | Classroom teachers | Vocab cards, games, new curr scope and sequence, journals, manipulatives, Title 1 funds \$1,000 | Daily, weekly entries | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Completed entries, TAKS, CBA, grades |
| Implement Voyager Math program for K-5 students identified through Universal screening as needing RTI Tier 2 intervention | AEIS, student Grades, Universal screening | All students | Principal, classroom teacher, comp ed teachers | Eduphoria Data Management System, Voyager Math Program | Sept. 09, end of each nine weeks | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Lesson plans, walk throughs, TAKS /CBA data |

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| NCLB Goal(s) | Goal 1 (NCLB) -By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in science. | | | | | | | |
|------------------------------|--|-----------------|------------------------------|---|-----------------|---|---|--|
| District Goal | Goal 1 (District) – 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 in science as measured by appropriate state assessment. | | | | | | | |
| Objective | To prepare students to be successful on the Science TAKS Test with 80% passing rate in all subgroups. | | | | | | | |
| Summative Evaluation | TAKS Science Test | | | | | | | |
| Strategy | Needs Assessment Data Source | Sp. Pop. | Person(s) Responsible | Resources Human Material Fiscal | Timeline | Evaluation Checkpoints | | |
| | | | | | | Nov. 2009 | Mar. 2010 | Evidence of Completion |
| Individual science journals. | AEIS | All students | Classroom teachers | Content materials, lab materials, Campus budget \$500 | Weekly entries | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Science grades, quality of journal entries, collaborative review of journals |

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|---|------|--------------|---|---|------------------|---|---|--|
| Learning expeditions | AEIS | All students | Teachers | Zoo, Cibolo Nature Center, Aquarena Springs Title I funds \$3,000 \$1,000 transportation | | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Journals pre/post |
| Science collaborative with Region 20 | AEIS | All | Tim Burlew, L. Miller, D. Larson, C. Kamrowski, Sanders, White, Archer, Biggins | Region 20 support and prof dev. | Monthly meetings | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | CE hours, sign in sheets, PD eval. from Region 20, Burlew-teacher reflective journal, 5E lessons |
| Science committee – organize activities for students. Attend prof devel to gain ideas and activities to develop science knowledge and understanding | AEIS | All | Tim Burlew, L. Miller, D. Larson, C. Kamrowski, Sanders, White, Archer, Biggins | LabAids, ongoing reflective practice, lab | Monthly meetings | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Lesson plans, grades. TAKS results, journals, student participation in extra curricular activities |

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|--|-------------------------------|---------------------------------------|---|---|------------------------------------|---|---|--|
| Utilize LabAids materials to increase student knowledge and interest in Earth science | AEIS, Earth science scores | All | Third, fourth, and fifth grade teachers | LabAide materials | First nine weeks | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | CBAs, TAKS release and TAKS test |
| Increase student science content knowledge and interest through a variety of instructional materials | AEIS | All | All staff | Word walls, Ford Ferrier, LabAids, TAKScopes, journals, Title I funds (\$1,000 TAKScopes, \$500 Ford Ferrier) | Weekly | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Lesson plans, TAKS, science grades, CBAs, journals, Weekly Ford Ferrier assessments |
| Organization and utilization of lab | AEIS | All | Science committee All teachers | Purchase consumable for the lab (Campus funds \$500) | Sept. organization, usage all year | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Science usage calendar, lesson plans, materials purchased, materials checked out, student journals |
| Small group of 5th grade "Science Sleuths" Additional science lesson twice a week | TAKS release given Sept. 2010 | Small group of identified 5ht graders | Hernandez and Pierce | Science lab materials | Weekly until TAKS test | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | CBAs, grades, journals, TAKS |

Judson Independent School District
Ed Franz Elementary
Campus Improvement Plan
2009-2010

| NCLB Goal(s) | Goal 3 (NCLB) - All students will be taught by highly qualified teachers. | | | | | | | |
|--|---|-----------------|------------------------------|--|-----------------|---|---|--|
| District Goal | Goal 1 (district) – 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. Goal 4 (district) – 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 research, reviewed consistently, and articulated using a variety of media. | | | | | | | |
| Campus Goal | To maintain highly qualified staff and foster a positive school culture. | | | | | | | |
| Objective | To maintain a teacher turnover rate of 10% or less. | | | | | | | |
| Summative Evaluation | Number of teachers hired each year must be 10% or less. | | | | | | | |
| 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 a 90 minute planning time for each grade level once a week | RTI data, AEIS data | All | Administration | Specials' teachers | Weekly Mondays | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Copies of planning notes, student performance on CBAs and TAKS |

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|--|--|---------------|---------------------------------------|--|------------------|---|---|--|
| Monthly collaborative meetings which focus on improving instruction. Coordination of special programs. Discussion meetings | Teachers need to collaborate AEIS data | All students | Administration | Data, time, professional readings | Monthly | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Copies of agendas notes |
| Providing methods of acknowledging teachers for a job well done. (notes, weekly announcements, walk-throughs) | The need for recognition | All students | Administration | Notes, Tuesday Tidbits, Walkthroughs, Incentives \$300 campus budget | Weekly | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Number of acknowledgements given out, teacher star slips |
| Vision and planning committee | The need for planning, AEIS | All students | Vision and planning committee members | Time | Monthly | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Agendas, sign in, notes, prof dev plan |
| 5. Mentoring new teacher- | New teacher assistance and development | All new staff | Mentor teachers and principal | Time New teacher binder Welcome gift bag w/educational supplies \$30 campus budget | Monthly meetings | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Feedback from new teachers, sign in sheets |

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|--|---|------------------------|--------------------------------------|---|-----------------------------|---|---|--|
| 6. Ensure that campus teachers are highly qualified to instruct the subject area/grade level assigned | NCBL highly qualified survey, PBMAS compliance report | All staff/all students | Principal, personnel office, Teahcer | Title I and Title II money Part A local funds | Dec 09 | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Review teacher credentials prior to time of hiring, complete attestations report for HR and Federal Program's office, 100% HQ |
| 7. Ensure that all paraprofes-sionals have the credentials required by Title I regulations. Meet NCLB qualifications. | NCLB highly qualified survey, PBMAS compliance report | All students | Princiapl, HR dept. paraprofessionas | Title I local funds | At time of hiring | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Review paraprofessionals' credentials at the time of hiring. Review credentials of the paraprofessionals to ensure they meet requirements before hiring. |
| 8. Continue to seek diversity in staff to reflect the learning community. Job Fairs | EEOC report | All pops | Princip, interview committees | District funds, list of employees interviewed and offered positions | 2009-2010 at time of hiring | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | AEIS report List of employees, interviews, offers made |
| 9. To reduce the percentage of inexperienced teachers by hiring a balance of some teachers with at least 5 years experience. | TEA experience report | All students | Interview committees, principal | List of employees interviewed and positions offered. | 2009-2010 | <input type="checkbox"/> completed <input type="checkbox"/> on-g g | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Report at the end of 2009-2010 |

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| <p>10. Professional development by Dan St. Romain. Focus on engaged instruction, differentiation, brain based, 8 Keys, proactive behavior management.</p> | <p>Discipline data, attendance, AEIS</p> | <p>All student</p> | <p>Administration</p> | <p>Dan St. Romain (Stimulus funds \$12,000 over two years) this includes any materials needed</p> | <p>August 11, 12, 2009</p> <p>5 presentations during the year.</p> <p>Repeat this plan for 2010-2011</p> | <p>completed</p> <p><input type="checkbox"/></p> <p>on-going</p> | <p>completed</p> <p><input type="checkbox"/></p> <p>on-going</p> | |
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Judson Independent School District
Ed Franz Elementary
Campus Improvement Plan
2009-2010

| NCLB Goal(s) | Goal 4 (NCLB) - All students will be educated in learning environments that are safe, drug-free, and conducive to learning | | | | | | | |
|---|---|-----------------|------------------------------|--|-----------------|---|---|--|
| District Goal | Goal 1 (district) – 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 work force readiness. | | | | | | | |
| Campus Goal | To provide a drug free, safe school environment. | | | | | | | |
| Objective | To maintain a drug free school environment as evidenced by no drug related discipline activity. | | | | | | | |
| Summative Evaluation | No drug related discipline incidents. Reducing the number of office referrals by 10% | | | | | | | |
| Strategy | Needs Assessment Data Source | Sp. Pop. | Person(s) Responsible | Resources Human Material Fiscal | Timeline | Evaluation Checkpoints | | |
| | | | | | | Nov. 2009 | Mar. 2010 | Evidence of Completion |
| 1. Red Ribbon Week. Campus and classroom activities focusing on drug prevention. | Crime in society | All students | Counselor, social worker | Incentives, Title IV \$300 | October 2009 | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Number of drug related incidents on campus |

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|--|--------------------------------------|--------------|-----------------------------|--|---|---|---|---|
| 3. Character Counts recognition | Acknowledge students' great behavior | All students | Admin | Ribbons/certificates | 10-09 01-10 04-10 06-10 | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Number/list of students receiving recognition |
| 3.Crisis team meetings and drills | Crime in society | All students | Criais team | Crisis folder/plan | 09-09 12-09 02-10 04-10 | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Successful completion of drills |
| 4. Counseling and social worker services/class lessons | Number of students at risk | At risk | Counselor and social worker | Counselor/Social worker Title IV funds of \$700 | | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Lesson plans Number of children receiving services |
| 6. Safety patrols | Parking lot safety | All students | Safety patrols and sponsor | Badges/ whistles/signs Caps | Sept. 2009- June 2010 daily | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Number of patrols, Student participation |

Judson Independent School District

Ed Franz Elementary Campus Improvement Plan 2009-2010

| NCLB Goal(s) | Goal 5 (NCLB) – All students will graduate from high school | | | | | | | |
|---|---|-----------------|------------------------------|--|--------------------------|---|---|---|
| District Goal | Goal 2 (district) – 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 expand community and parental involvement. | | | | | | | |
| Objective | To increase the number of parents who participate in parent involvement activities from 20% to 30%. | | | | | | | |
| Summative Evaluation | To have at least 30% of parents attend involvement activities. | | | | | | | |
| Strategy | Needs Assessment Data Source | Sp. Pop. | Person(s) Responsible | Resources Human Material Fiscal | Timeline | Evaluation Checkpoints | | |
| | | | | | | Nov. 2009 | Mar. 2010 | Evidence of Completion |
| 1. Provide parents with school report card, individual child's assessment/annual meeting to inform parents of schools participation in Title I and parents' right to be involved. | Parent volunteer data, AEIS, TAKS disaggregation | All Students 1 | Admin | School report cards, school wide meeting | Sept. 2009, January 2010 | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Number of parents attending/all parents receiving the results |

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| Site based meetings | Parent volunteer data, AEIS, TAKS | All students | Admin | Trained committee | Sept. 2009 Dec. 2009 Feb. March, May 2010 | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Meeting minutes |
| 3. Kids-N-Books – an early intervention program to help preschoolers transition into school. | Kinder assessments, DRA | Preschoolers | Librarian | Library materials \$100 campus budget | Dec. 2009, March 2010 | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Number of children attending |
| 4. Student recognition for good behavior and perfect attendance (Character Counts) | Positive reinforcement | All children | Admin | Ribbons and certificates Title I \$200 | 10-31-09 01-23-10 04-03-10 06-03-10 | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Number of parents attending |

| | | | | | | | | |
|---|--|--------------|-------------------------|--|--------------------------|---|---|---|
| 5. Family Learning Nights/TAKS Nights | AEIS data | All children | Admin/ Teachers | Title I funds PI \$500 food \$500 materials | 10-07-09 01-27-10 | <input type="checkbox"/> complete d <input type="checkbox"/> on-going | <input type="checkbox"/> complete d <input type="checkbox"/> on-going | To all parents |
| 6. Monthly Calendars/weekly bulletins by grade levels | Parental involvement data, parent survey, AEIS | All children | Admin/grade level reps. | Campus budget | Monthly | <input type="checkbox"/> complete d <input type="checkbox"/> on-going | <input type="checkbox"/> complete d <input type="checkbox"/> on-going | To all parents |
| 8. PTO meetings/Parent volunteer trainings | Parent involvement data, AEIS | All children | PTO members/AP | Title I Parent Involvement Funds PI \$500 | Monthly | <input type="checkbox"/> complete d <input type="checkbox"/> on-going | <input type="checkbox"/> complete d <input type="checkbox"/> on-going | Number of parents in attendance/ Number of parents trained to volunteer Policy itself |
| 9. Review parent involvement policy with Site-based committee and Vision and Planning committee | Parent involvement data, AEIS | All children | Admin | CSBT, Vision and Planning Team, Policy PI \$500 | Dec. 2007 and March 2008 | <input type="checkbox"/> complete d <input type="checkbox"/> on-going | <input type="checkbox"/> complete d <input type="checkbox"/> on-going | Grades, TAKS, Benchmarks, Student promotion |

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| | | | | | | | | |
| 10. Parent Conferences | DRA scores, Grades, Student behavior, TAKS | All students | Classroom teachers | Documentation, portfolios | Quarterly, nine weeks | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Grades, TAKS, Benchmarks, Student promotion |
| 11. Migrant Survey/ We participate in a shared service with Region 20 | AEIS | All students | Office and teachers | Survey forms, Region 20 support | Sept. 4, 2009 and enrollment date of new students | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Survey forms/PEIMS tracking |

Judson Independent School District
Ed Franz Elementary
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2009-2010

| NCLB Goal(s) | Goal 1 (NCLB) -By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in all academic areas | | | | | | | |
|--|--|-----------------|------------------------------|--|--|---|---|---------------------------------------|
| District Goal | Goal 1 (District) – 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 overall student attendance to at least 96% for the 2008-2009 school year. | | | | | | | |
| Objective | To ensure students are attending school so that they will achieve academically. | | | | | | | |
| Summative Evaluation | Attendance percentage for the 2008-2009 school year at least 96% or greater. | | | | | | | |
| Strategy | Needs Assessment Data Source | Sp. Pop. | Person(s) Responsible | Resources Human Material Fiscal | Timeline | Evaluation Checkpoints | | |
| | | | | | | Nov. 2009 | Mar. 2010 | Evidence of Completion |
| 1 Recognize students with perfect attendance at the Character Counts Assemblies. | PEIMS attendance data | All students | Classroom teachers | Perfect attendance ribbons \$200 Title I Incentives \$400 | 10-31-08 01-23-09 04-03-09 06-03-09 | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | # of students with perfect attendance |

| | | | | | | | | |
|---|-----------------------|--------------|------------------------------------|-----------------------------------|---------------------------|---|---|---------------------------------|
| 1. Give away two bikes each semester for perfect attendance | PEIMS attendance data | | PEIMS clerk | 4 bicycles Donation – Ed Franz | January 2009 June 2009 | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Perfect attendance drawing |
| 3. Alertnow calls for students with unexcused absences | PEIMS attendance data | | PEIMS clerk Assistant principal | Attendance data | Ongoing/as absences occur | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Reduced # of absences |
| Priest Holmes attendance incentive program. | AEIS | All students | PEIMS | Attendance documentation | Every six weeks | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Improved student attendance 97% |