



**Judson Independent
School District**

Hartman Elementary

**Campus Improvement Plan
2009-2010**



CIP revised and approved by CSBC on June 17, 2009

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

Campus Site-Based Committee

Monica Borrego – Principal
Erica Castillo – Classroom Teacher Representative
Bonnie Delehanty – Classroom Teacher Representative
Pam Lucas – Classroom Teacher Representative
Sandy Hernandez – Classroom Teacher Representative
Vacant – Paraprofessional Representative
Carolyn Moreno – Librarian/Non-classroom Professional Representative
Keyona Edwards – Parent Representative
Vacant – Parent Representative
Christopher Payne – Business Representative
Michelle Peno – Business Representative
Daniel Padilla – Community Representative
Lisa Lopez – Community Representative
Melissa Martinez – District Office 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
Hartman 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

To create a learning community where every student will be encouraged, supported, and challenged to achieve the highest levels of knowledge, skills, and character in a safe and productive environment.

Judson Independent School District
Hartman 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 Mary Lou Hartman Elementary is to provide a nurturing environment for students to develop life-long learning skills, thrive in academic endeavors, and become responsible members of society.

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

Board/District Goals

Goal 1: **Academic Excellence**

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

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

Goal 2: **Communication**

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

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

Goal 3: **Budget**

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

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

Goal 4: **Master Planning**

To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21st Century workforce that are supported by effective and efficient operations through the implementation of a comprehensive, master planning process which is based on data and research, reviewed consistently, and articulated using a variety of media and methods.

Indicators for Measurement:

Comprehensive student data will be collected to measure the goals from academic data to attendance data etc. Data identified through Master Planning by each department will be collected annually to evaluate for progress, effectiveness, and efficiency.

Goal 5: **Collaboration**

To ensure collaboration, verified by objective measures, by incorporating strategies to increase the collective effectiveness of the district through the development and mobilization of both internal and external stakeholders.

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

Campus Goals

- Goal 1:** To provide an educational environment in which all students can be challenged to their fullest potential and achieve academic success.
- Goal 2:** To incorporate reading, mathematics, and science core curriculum areas more comprehensively and enable students to effectively build content knowledge through various applications.
- Goal 3:** To promote the development of skills and attitudes that will prepare all individuals to be life-long learners in an information-rich society composed of diverse cultures and interests.

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

Executive Summary

Hartman utilizes a testing team composed of teachers, support staff, and the administration to review AEIS data, two-year trends for all student sub-populations, and TAKS results per subject and grade level. This information will detail the number of students taking each administration of the TAKS while documenting the failures as well as the successes of both met minimal standard and commended performance.

Goals

1. To provide an educational environment in which all students can be challenged to their fullest potential and achieve academic success.
2. To incorporate reading, mathematics, and science core curriculum areas more comprehensively and enable students to effectively build content knowledge through various applications.
3. To promote the development of skills and attitudes that will prepare all individuals to be life-long learners in an information-rich society composed of diverse cultures and interests.

Focus for Hartman Elementary

- **Science Exploration:** All grade level teachers will focus on science lessons daily and utilize the district provided curriculum for more complete understanding of concepts, skills, and vocabulary. Mad Science will focus on weaker objectives during six Science Saturdays prior to the TAKS Science administration.
- **Assessment and Data Driven Decision Making:** Ongoing assessment will be an essential element in the success of Hartman Elementary students. Assessment results guide decisions in curriculum, staffing, and student growth and development. Tutorial programs and schedules meet the needs of our struggling students.
- **Bridging Gaps Through Response to Intervention (RTI):** Children functioning below grade level with demonstrated learning gaps are placed on these plans specifically designed to match their academic needs and characteristics with goals and objectives.
- **English Language Learners:** A successful transition for bilingual students moving from their native language to a second language will allow these students to be better prepared to take the TAKS in English within the mandated time frames.

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

Parent Involvement Policy

Hartman Elementary will involve parents in the joint development of the Title I plan and the process of school review and improvement using the following strategies:

- At Hartman Elementary, the parents are encouraged to volunteer and communicate with the staff to ensure that the needs and requirements of each student are met. In the future, the PTO will offer a venue of involvement in which to bring the school and community closer together. We are committed to offering continuing education and parenting classes to further improve the relationship between home and school.
- Parents as Decision Makers – Parents will be provided opportunities to serve on the Campus Site Based Decision Making Committee, Campus and District Committees, and the PTO. Parents will also be given the opportunity for input into school improvement through the annual Campus Parent Survey and the District Title I Survey. All survey results will be reported to parents and a plan for addressing any concerns will be provided.
- Parents as Parents – Parents will be given a variety of opportunities to be involved with their child and their child’s school such as Parent-Teacher Conferences, Open House, Family Nights, and Pastries for Pastries. The school employs an “open door” policy for parents to express concerns, ideas, or compliments.
- Parents as Volunteers – Parents will continue to be surveyed as to their interests and strengths in assisting the school. Trainings are held regularly before and after school throughout the year to give parents the opportunity to participate in school related functions, events, and activities.

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

Ten Components for the Title I School-Wide Instructional Program

- 1. Comprehensive Needs Assessment**
- 2. School Wide Reform Strategies**
- 3. Instruction by Highly Qualified Teachers**
- 4. High quality and ongoing professional development for teachers, principals, and paraprofessionals**
- 5. Strategies to attract high-quality, highly qualified teachers to high-need schools**
- 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 academic assessments**
- 9. Effective, timely additional assistance for students who experience difficulty reaching mastery standards**
- 10. Coordination of Programs (State Comp ED/Local/Title)**

Judson Independent School District
Hartman 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 |
|-------------------------|--|----------|--|--|---|
| Reading | DRA II EDL II TAKS CBA Results | | 86% of students passed TAKS in 2009 | <ul style="list-style-type: none"> • Large number of retentions in 1st and 2nd Grade • District-wide concerns with 1st grade • Number of students on each tier | Guided Reading Daily RTI Daily Before/after school tutoring |
| Math | BOY EOY TAKS CBA Results | | 81% of students passed TAKS in 2009 | <ul style="list-style-type: none"> • 3rd grade math scores low in spring 2009 • 4th graders coming in with low math skills | Early Parent Math Night Daily math reinforcement at home with parents RTI Daily Before/after school tutoring |
| Science | TAKS CBA Results | | 80% of 5 th graders passed TAKS in 2009 | <ul style="list-style-type: none"> • Student testing in Spanish • Spanish test is at a higher level than 5th grade level | Monitor TELPAS scores carefully Transition to English ASAP for Science Continue to emphasis science in all grade levels |
| Writing | TAKS | | 90% of 4 th graders passed TAKS in 2009 | Need to continue to increase the number of 3 and 4 papers | Emphasis writing in ALL grade levels Journals in all content areas |

Judson Independent School District
Hartman Elementary
Campus Improvement Plan
2009-2010
Reading

| NCLB Goal(s) | By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts. 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. | | | | | | | |
|---|--|-----------------|------------------------------|--|--|---------------------------------------|---------------------------------------|---|
| District Goal | To strive for 100% of our students meeting or exceeding state and national academic performance standards in a way that prepares them for college and workforce readiness To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21 st Century workforce that are supported by effective and efficient operations through the implementation of a comprehensive, master planning process which is based on data and research, reviewed consistently, and articulated using a variety of media and methods. | | | | | | | |
| Campus Goal | To provide an educational environment in which all students can be challenged to their fullest potential and achieve academic success. | | | | | | | |
| Objective | To develop reading skills that will ensure that at least 90% of the student population will pass the state assessment test. | | | | | | | |
| Summative Evaluation | At least 90% of the student population will pass the state assessment test on each grade level. | | | | | | | |
| Strategy | Needs Assessment Data Source | Sp. Pop. | Person(s) Responsible | Resources Human Material Fiscal | Timeline | Evaluation Checkpoints | | |
| | | | | | | Nov. 2009 | Mar. 2010 | Evidence of Completion |
| School wide reform using Reading Curriculum Best Practice Literacy Instruction Strategies: Balanced Literacy – Shared Reading Read Aloud Guided Reading | AEIS | BIL AR SE | Teachers Principal | Campus Money Title I Money Bilingual Money Curriculum Frameworks Guided Reading Bookrooms Big Book | At the end of each nine weeks grading period | <input type="checkbox"/> completed | <input type="checkbox"/> completed | Early Literacy Assessments Weekly Teacher Assessments Running Records DRA Results Benchmarks/Campus Assessments |
| | | | | | | <input type="checkbox"/> on-going | <input type="checkbox"/> on-going | |

| | | | | | | | | |
|--|--|---------------------------|---|---|---|---|---|---|
| Independent Reading Fountas and Pinnell Phonics | | | | Resources Library Resources | | | | CBA Results TAKS/AEIS |
| Tutoring at-risk students in grades 3-5 during SSI | AEIS CBA | BIL AR SE | SSI Coordinator Tutors | Campus Personnel SSI Funds – \$ | Each month once SSI starts | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | TAKS Results Benchmarks |
| Tutoring at-risk students in grades K-5 during RTI Provide daily intervention for struggling readers to increase reading comprehension and fluency rates | AEIS CBA | BIL AR SE | Principal Classroom Teachers Classroom Teachers Reading Support Teachers DLL Teachers Dyslexia Proctors | Guided Reading Resources Tutoring Resources Parent Training Dyslexia Program/Proctor Esperanza Program/Proctor Tutoring (RTI time daily) Guided Reading Bookrooms | Each nine weeks Each monthly grade level meeting | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | TAKS Results Benchmarks CBA Results Dyslexia Screening DRA II/EDL II Results, Benchmarks Individualized Assessment Reports TAKS Results |
| School wide reform using library and computer lab as resource for reading enrichment, research, and inquiry learning | O – Learning Resource Center Initiative | BIL AR SE GT | Classroom Teachers Media Specialist CIT | Grade Level TEKS | At the end of each nine weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Student products created in computer lab Librarian Assessment of Student Usage |

| | | | | | | | | |
|---|-----|-----------------|--|--|--|---|---|---|
| Conduct a parent Reading Night for PreK - 5 | | | Teachers Principal | Curriculum Frameworks Reading Support Teachers Title Money – \$ PI Funds | Completed by Oct. 30, 2009 | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Parent sign-in sheet |
| Provide parents with information and suggestions on how they can become more involved with their children's reading at home | CBA | BIL AR SE | Principal Classroom Teachers | Parent Institute Flyers Resources for Educators Flyers Title I Money-- \$1,272.00 (PI Funds) | Each Thursday | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Parent evaluation |
| School wide reform to incorporate computer literacy | | | Classroom Teachers Computer Lab Para | Computer Lab SRA Technology, Kid Keys, Type to Learn, PowerPoint, ALIGN, KidPix, Publisher, Excel, etc. | At the end of each nine weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Individual tracking of District purchased programs |
| School wide reform to incorporate computer technology for student usage and product creation | | | Classroom Teachers Media Specialist | Computer Integration Lab Power Point, Publisher, Excel, etc | At the end of each nine weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Student products & presentations Administrative Observations |

Judson Independent School District
Hartman Elementary
Campus Improvement Plan
2009-2010
Mathematics

| NCLB Goal(s) | By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better mathematics. All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in mathematics. | | | | | | | |
|---|---|-----------------|------------------------------|--|--|---|---|---|
| District Goal | To strive for 100% of our students meeting or exceeding state and national academic performance standards in a way that prepares them for college and workforce readiness. To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21 st Century workforce that are supported by effective and efficient operations through the implementation of a comprehensive, master planning process which is based on data and research, reviewed consistently, and articulated using a variety of media and methods. | | | | | | | |
| Campus Goal | To provide an educational environment in which all students can be challenged to their fullest potential and achieve academic success. | | | | | | | |
| Objective | To develop mathematical skills that will ensure that at least 90% of the student population will pass the state assessment test. | | | | | | | |
| Summative Evaluation | At least 90% of the student population will pass the state assessment test on each grade level. | | | | | | | |
| Strategy | Needs Assessment Data Source | Sp. Pop. | Person(s) Responsible | Resources Human Material Fiscal | Timeline | Evaluation Checkpoints | | |
| | | | | | | Nov. 2009 | Mar. 2010 | Evidence of Completion |
| Integrate math curriculum and district frameworks in each grade level | AEIS CBA | | Teachers Principal | Title I Money Bilingual Money Curriculum Frameworks | At the end of each nine weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Benchmark/Campus Assessment TAKS/AEIS Teacher Assessments |

| | | | | | | | | |
|--|-----|-----------------|-----------------------------------|--|--|---|---|---|
| Tutoring at-risk students in grades 3-5 during after school tutoring and/or Math Saturdays | CBA | AR SE BIL | SSI Coordinator Tutors | SSI Funds – \$ | Each month once SSI starts | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | TAKS Results Benchmarks CBA Results |
| Use daily math tutorials (during RTI) and daily math enrichment in grades K-5 | | AR SE BIL | Classroom Teachers | Math manipulatives Target the Question TAKS Target Practice Exploring Math Mountain Math Math Solutions Activities | Each monthly grade level meeting | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Teacher/Campus Assessments CBA Results TAKS Results |
| Conduct a parent Mathematics Night for PreK - 5 | | AR | Teachers Principal | Curriculum Frameworks District Math Specialist | All grade levels completed by Sept. 30, 2009 | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Parent sign-in sheet |
| Utilization of V.I.T.A. for students in grades 2-4 requiring visual support | | SE AR BIL | Selected Classroom Teachers | V.I.T.A. program and technology needed to use it Tutoring (RTI time daily) | Each monthly grade level meeting | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Teacher/Campus Assessments CBA Results TAKS Results |

Judson Independent School District
Hartman Elementary
Campus Improvement Plan
2009-2010
Science

| NCLB Goal(s) | | | | | | | | |
|---|---|-----------------|------------------------------|--|---|---|---|--|
| District Goal | To strive for 100% of our students meeting or exceeding state and national academic performance standards in a way that prepares them for college and workforce readiness. To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21 st Century workforce that are supported by effective and efficient operations through the implementation of a comprehensive, master planning process which is based on data and research, reviewed consistently, and articulated using a variety of media and methods. | | | | | | | |
| Campus Goal | To provide an educational environment in which all students can be challenged to their fullest potential and achieve academic success by facilitating a hands-on approach in science that will ensure students are taught skills and concepts that will enhance critical thinking/problem solving skills. | | | | | | | |
| Objective | To increase science skills development so that at least 90% of the student population will pass the state assessment test. | | | | | | | |
| Summative Evaluation | At least 90% of the student population will pass the state assessment test in fifth grade. | | | | | | | |
| Strategy | Needs Assessment Data Source | Sp. Pop. | Person(s) Responsible | Resources Human Material Fiscal | Timeline | Evaluation Checkpoints | | |
| | | | | | | Nov. 2009 | Mar. 2010 | Evidence of Completion |
| Increase use of hands-on activities and learning expeditions for most effective student learning outcomes | | | Classroom Teacher | Science Lab Resources Curriculum Frameworks Kows, Kids, and More for 3 rd | At the end of each 9 weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Teacher lesson Plans Journals entries Student products & presentations |

| | | | | | | | | |
|---|--|-----------------|--------------------------------|--|---|---|---|--|
| | | | | Botanical Gardens for 3 rd grade Zoo for 1 st grade | | | | Administrative Observations |
| Individual student science journals in grades 2-5. Class science journals in kinder and first grade | | | Classroom Teacher | Journals | Weekly entries | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Science grades Quality of entries TAKS results Collaborative review of journals by grade level teachers |
| School wide reform to implement science vocabulary usage and internalization | Student achievement data TAKS Results | AR BIL SE | Classroom Teacher Principal | Science Vocabulary Notebooks Building Academic Vocabulary Teaching Vocabulary in All Classrooms | At the end of each 9 weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Science grades CBA Results TAKS results |
| Organize extra-curricular science activities for students – Health Science Night – TAKS Night – Science Night – Science Fair - etc. | | | Classroom Teacher Principal | Deserts & Desserts Lab aids | At the end of each 9 weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Science grades CBA Results TAKS results Student participation in extra curricular science |

| | | | | | | | | |
|---|---|-----------------|--|--|--|---|---|--|
| Benchmark 5 th grade students regularly in order to provide data driven instruction that meets the needs of the student body | Student achievement data CBA Results TAKS Results | AR SE BIL | Classroom Teacher | Science Lab Resources Curriculum Frameworks Interactive Kits Campus/District Benchmarks Data Team Meetings | At the end of each nine weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Teacher lesson plans CBA Results TAKS Results |
| Tutoring at-risk students in 5 th grade science during RTI and after school | Student achievement data TAKS Results | AR BIL | Classroom Teacher Principal | Science Lab Resources Curriculum Frameworks Interactive Kits Campus/District Benchmarks Data Team Meetings | At the end of each nine weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | CBA Results TAKS Results Student enthusiasm for science |
| Science Saturdays for 5 th graders needing tutoring | Student achievement data TAKS Results | AR BIL | Science Saturday Teachers Principal | Mad Science – Title \$ | At the end of each the Saturdays | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Science grades TAKS results Student participation in Science Saturday Activities |
| Mad Science for 5 th grade students | Student achievement data TAKS Results | | Principal | Mad Science – Title/Stimulus \$ | At the end of each nine weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Science grades CBA Results TAKS results |

| | | | | | | | | |
|---|--------------------------------|--|---------------------------------------|------------------------------------|--|---|---|---|
| Organization, stocking of, and utilization of the science lab | | | Support Teachers Classroom Teacher | Required Lab Materials | Monthly | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Usage calendar Lesson plans Materials present Student journals |
| Implementation of TAKScopes – science database | Student achievement data | | Classroom Teacher | Account Creation Information | At the end of each grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Lesson Plans Student journals TAKS Results |

Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity,
ED=Economically Disadvantaged, BIL=Bilingual

Judson Independent School District
Hartman Elementary
Campus Improvement Plan
2009-2010
Social Studies

| | |
|-----------------------------|---|
| NCLB Goal(s) | |
| District Goal | To strive for 100% of our students meeting or exceeding state and national academic performance standards in a way that prepares them for college and workforce readiness. To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21 st Century workforce that are supported by effective and efficient operations through the implementation of a comprehensive, master planning process which is based on data and research, reviewed consistently, and articulated using a variety of media and methods. |
| Campus Goal | To provide an educational environment in which all students can be challenged to their fullest potential and achieve academic success. |
| Objective | To develop social studies skills that will assist students with their background knowledge and social awareness in order to ensure that at least 90% of the student population will pass the state assessment test in reading. |
| Summative Evaluation | At least 90% of the student population will pass grade level assessment tests in social studies and reading. |

| Strategy | Needs Assessment Data Source | Sp. Pop. | Person(s) Responsible | Resources Human Material Fiscal | Timeline | Evaluation Checkpoints | | |
|---|-------------------------------------|-----------------|--|--|-----------------|---|---|--|
| | | | | | | Nov. 2009 | Mar. 2010 | Evidence of Completion |
| Integrate social studies into all other content areas | | | Grade Level Chairs Classroom Teachers | Curriculum Frameworks Content Area TEKS Multicultural Materials History Alive for 5 th Grade | Each semester | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Teacher lesson plans Student products & presentations |

| | | | | | | | | |
|--|--|-----------|---|--|--|---|---|---|
| Instructional methods to focus on vocabulary, comprehension, and concept integration | | ED BIL | Grade Level Chairs Classroom Teachers | Social Studies TEKS Curriculum Frameworks Social Studies Journals | At the end of each nine weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Teacher lesson plans Teacher/Campus Assessments CBA Results |
|--|--|-----------|---|--|--|---|---|---|

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

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged, BIL=Bilingual

Judson Independent School District
Hartman Elementary
Campus Improvement Plan
2009-2010
Writing

| NCLB Goal(s) | | | | | | | | |
|--|---|-----------------------|------------------------------|---|--|---|---|--|
| District Goal | To strive for 100% of our students meeting or exceeding state and national academic performance standards in a way that prepares them for college and workforce readiness. To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21 st Century workforce that are supported by effective and efficient operations through the implementation of a comprehensive, master planning process which is based on data and research, reviewed consistently, and articulated using a variety of media and methods. | | | | | | | |
| Campus Goal | To provide an educational environment in which all students can be challenged to their fullest potential and achieve academic success. | | | | | | | |
| Objective | To develop writing skills that will ensure that at least 90% of the student population will pass the state assessment test. | | | | | | | |
| Summative Evaluation | At least 90% of the student population will pass the state assessment test in fourth grade. | | | | | | | |
| Strategy | Needs Assessment Data Source | Sp. Pop. | Person(s) Responsible | Resources Human Material Fiscal | Timeline | Evaluation Checkpoints | | |
| | | | | | | Nov. 2009 | Mar. 2010 | Evidence of Completion |
| School wide reform to use Writing Initiatives: Interactive Writing Shared Writing Guided Writing Daily Independent Writing in Grades K-5 th | Student achievement data Demographic Data | AR BIL GT ED | Classroom Teachers | Curriculum Frameworks 6+1 Writing Literature/Activities Lucy Calkins Writing Workshop Writing Process Activities | At the end of each nine weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Teacher Assessments Student Portfolios Student Products Teacher Rubrics & Checklists Benchmark/Campus Assessment TAKS Results |

| | | | | | | | | |
|---|--|-----------------------|--------------------|--|--|---|---|---|
| School wide reform to use daily mini-lessons in editing, grammar, and/or mechanics in Grades 1-5 to improve writing | | AR BIL GT ED | Classroom Teachers | Curriculum Frameworks Daily Oral Language Materials Lucy Calkins Writing Workshop TAKS Materials 6+1 Writing Literature/Activities | Each semester | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Classroom Assessments & Discussions Teacher Assessments Student Portfolios Teacher Rubrics & Checklists Benchmark/Campus Assessment TAKS Results |
| Accelerated instruction to enhance student writing skills | | AR BIL | TAG Teacher | Curriculum Frameworks 6+1 Writing Literature/Activities Writing Process Activities Lucy Calkins Writing Workshop Computer Software | Each semester | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Teacher Assessments Student Portfolios Benchmark/Campus Assessment TAKS Results |
| Writing Camp on Saturday if needed | | AR BIL | Principal | Writing Camp Presenter Title I Money -- \$ | | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Sign in sheet TAKS Results |
| Journals for all content areas to enable student to make writing connection across all academic areas | | AR BIL GT ED | Classroom Teachers | Campus Materials | At the end of each nine weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Teacher Assessments Student Journals Teacher Rubrics & Checklists Benchmark/Campus Assessment TAKS Results |

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

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged, BIL=Bilingual

Judson Independent School District
Hartman Elementary
Campus Improvement Plan
2009-2010
Attendance

| NCLB Goal(s) | | | | | | | | |
|--|---|-----------------|---|---|-----------------|---|---|---|
| District Goal | To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21 st Century workforce that are supported by effective and efficient operations through the implementation of a comprehensive, master planning process which is based on data and research, reviewed consistently, and articulated using a variety of media and methods. | | | | | | | |
| Campus Goal | To increase student attendance by motivating students to attend school daily, to stay in school, and to graduate from high school. | | | | | | | |
| Objective | To obtain student attendance above the state standard of 95%. | | | | | | | |
| Summative Evaluation | The student attendance rate will be above the state standard of 95%. | | | | | | | |
| Strategy | Needs Assessment Data Source | Sp. Pop. | Person(s) Responsible | Resources Human Material Fiscal | Timeline | Evaluation Checkpoints | | |
| | | | | | | Nov. 2009 | Mar. 2010 | Evidence of Completion |
| Decrease the number of unexcused absences by: Calling home Sending letter to parents after the child's 3 rd absence Making Home Visits after the 4 th absence within a semester | AEIS | | Classroom Teacher Social Worker Assistant Principal | Campus letters Reminder notes Documented phone calls Home Visits | Each semester | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Attendance Data for 2009-2010 PEIMS Data Number of notes received/excused |

| | | | | | | | | |
|--|-------------|--|---|--------------------------------------|--|---|---|--|
| Perfect Attendance Incentives for Students: Ribbons after each grading period to be worn during the day | Campus Data | | Counselor | Campus Money Ribbons Shields | At the end of each nine weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Number of students wearing ribbons |
| Perfect Attendance Incentives for Classrooms: Daily display of sword for perfect attendance | Campus Data | | Media Specialist | Campus Money Shields | At the end of each nine weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Number of times each teacher's sword appears outside his/her door |
| Monitor attendance per classroom with teachers' names displayed on shields in "Knight Life Improves with Attendance" display | Campus Data | | Media Specialist | Campus Money Shields | At the end of each nine weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Number of times each teacher's name appears on the shields during the grading period |
| Semester and End of Year Incentives for Perfect Attendance | Campus Data | | Counselor Social Worker Principal | Fundraiser Money Community Donations | Each semester | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | PEIMS Data List of students with perfect attendance for semester/year |

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

Drug Awareness, Violence Education, and Prevention

| NCLB Goal(s) | All students will be educated in learning environments that are safe, drug-free, and conducive to learning. | | | | | | | |
|--|---|-----------------|--|---|-----------------|---|---|---|
| District Goal | To ensure collaboration, verified by objective measures, by incorporating strategies to increase the collective effectiveness of the district through the development and mobilization of both internal and external stakeholders. | | | | | | | |
| Campus Goal | To provide an educational environment that is safe and orderly by providing all students with the opportunity to participate in school assemblies and classroom discussions that will increase their self-esteem and awareness while facilitating the development of appropriate ways to deal with emotions, experiences, and situations. | | | | | | | |
| Objective | To decrease the number of discipline referrals by at least 10%. | | | | | | | |
| Summative Evaluation | The number of discipline referrals for 2009-2010 will be at least 10% lower than the number of discipline referrals for 08-09. | | | | | | | |
| Strategy | Needs Assessment Data Source | Sp. Pop. | Person(s) Responsible | Resources Human Material Fiscal | Timeline | Evaluation Checkpoints | | |
| | | | | | | Nov. 2009 | Mar. 2010 | Evidence of Completion |
| Conduct Character Counts lessons, Knights of the Guild lessons, and Knighting Assemblies | | ED AR | Classroom Teachers Counselor Social Worker | Program Presenters Knights of the Guild Curriculum Character Counts Curriculum Lesson Notebooks Title I Money -- \$3,000.00 | Each semester | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Decrease in the discipline referrals Student/Teacher Evaluations |

| | | | | | | | | |
|---|----|--|--|---|---|---|---|--------------------------------------|
| Initiate parent/child counseling sessions | DR | | Counselor Social Worker | Counselor Social Worker | At the end of each 9 weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Counseling logs |
| Continue individual and group counseling | DR | | Counselor Social Worker | Counselor Social Worker | At the end of each 9 weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Counseling logs |
| Continue classroom visits and lessons | FS | | Counselor Social Worker | Guidance Curriculum Knights of the Guild Curriculum Character Counts Curriculum Roundtable Discussions/Lessons Anti-bullying Lessons | At the end of each 9 weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Classroom lesson schedules |
| School wide reform to improve student behavior in the cafeteria, hallway, classroom, and at dismissal | DR | | Teachers Principal Asst. Principal | Knights of the Guild Curriculum Character Counts Curriculum Campus Discipline Plan | Each semester | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Number of discipline referrals |
| Implement anti-bullying and self-esteem program | DR | | Counselor Social Worker | Title IV -- \$ 1,000.00 | Each semester | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Number of bullying incidents |

| | | | | | | | | |
|--|--|--|---|---|---------------------|---|---|--|
| Promote community projects and awareness: Red Ribbon Week, Toy Drive, Book Donation, etc. | | | Counselor Social Worker Media Specialist Principal | Red Ribbon Resources Scholastic Book Fairs | At least 2 per year | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Student & Parent participation to increase by 5% |
|--|--|--|---|---|---------------------|---|---|--|

Judson Independent School District
Hartman Elementary
Campus Improvement Plan
2009-2010
Comprehensive Analysis Process (CAP)

| NCLB Goal(s) | | | | | | | | |
|---|--|-----------------|------------------------------|---|---|---|---|---------------------------------------|
| District Goal | To continuously increase an understanding of district programs, services, and planning among all JISD stakeholders in a way that is transparent, and fosters positive and engaging involvement in the educational process. To ensure collaboration, verified by objective measures, by incorporating strategies to increase the collective effectiveness of the district through the development and mobilization of both internal and external stakeholders. | | | | | | | |
| Campus Goal | To provide an environment in which all special education students can be challenged to their fullest potential and achieve academic success. | | | | | | | |
| Objective | To improve upon implementation of timeline and services in order to meet the special needs of identified students 95% of the time. | | | | | | | |
| Summative Evaluation | The needs of our student population will be met 95% of the time. | | | | | | | |
| Strategy | Needs Assessment Data Source | Sp. Pop. | Person(s) Responsible | Resources Human Material Fiscal | Timeline | Evaluation Checkpoints | | |
| | | | | | | Nov. 2009 | Mar. 2010 | Evidence of Completion |
| School wide reform to monitor and assess student intervention teams with the pre-referral process | | SE AR BIL | Counselor Case Managers | RTI Training GIST Training & GIST Materials Tier Paperwork | At the end of each 9 weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Documentation of pre-referral process |

| | | | | | | | | |
|--|--|-----------------|--|--|---|---|---|---|
| School wide reform to address issues relating to LRE by providing staff development with instructional strategies for learning differences updates | TEKS Based IEP Goals Progress Reports TAKS TAKS-A TAKS-M | SE | Support Teacher Chairperson District Special Ed. Personnel | SB1196 SB1727 Updated information from state | Completed within 30 days of obtainment from District Office | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Teacher lesson plans with modifications |
| School wide reform to integrate related services into the curriculum | In class teacher made tests and assignments | SE AR BIL | Grade Level Teachers | Grade Level TEKS | At the end of each 9 weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Teacher lesson plans with modifications |
| Ensure that all staff is knowledgeable about special education timelines | Observations | SE AR BIL | Counselor Support Teachers | Updated information from state | At the end of each 9 weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | |
| Ensure that staff is knowledgeable about necessary transitions for special needs students | Communication with parents and general education | SE AR BIL | Support Teachers Chairperson Support Teachers | Update information from state | At the end of each 9 weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | |

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

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged, BIL=Bilingual

Judson Independent School District
Hartman Elementary
Campus Improvement Plan
2009-2010
Pre-school Transition

| NCLB Goal(s) | | | | | | | | |
|--|---|-----------------|------------------------------|--|---|---|---|--|
| District Goal | To strive for 100% of our students meeting or exceeding state and national academic performance standards in a way that prepares them for college and workforce readiness. To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21 st Century workforce that are supported by effective and efficient operations through the implementation of a comprehensive, master planning process which is based on data and research, reviewed consistently, and articulated using a variety of media and methods. | | | | | | | |
| Campus Goal | To provide an educational environment in which all Pre-K students and their parents are involved in their transition to elementary school. | | | | | | | |
| Objective | To ensure successful transition from home to pre-school to kindergarten with a 100% success rate. | | | | | | | |
| Summative Evaluation | The home to pre-school to kindergarten transition will be successful 100% of the time. | | | | | | | |
| Strategy | Needs Assessment Data Source | Sp. Pop. | Person(s) Responsible | Resources Human Material Fiscal | Timeline | Evaluation Checkpoints | | |
| | | | | | | Nov. 2009 | Mar. 2010 | Evidence of Completion |
| School wide reform to incorporate classroom guidance lessons to reflect ideas to make transitions smoother | Focus on Bilingual student success with early interventions | BIL SE AR | Classroom Teachers | Character Counts Lessons | At the end of each 9 weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Question/Answer Sessions Parent Surveys |

| | | | | | | | | |
|---|---|-----------------|--------------------|------------------|---|---|---|--------------------------------------|
| School wide reform to plan lessons for Pre-K, PPCD, and Kindergarten that include Pre-K/PPCD students in activities and field trips | Focus on Bilingual student success with early interventions | BIL SE AR | Classroom Teachers | Campus Personnel | At the end of each 9 weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Teacher Lesson Plans IEP Progress |
| PPCD students will spend time each day in a Pre-K or kindergarten classroom according to ARD/IEP for TEKS instructions with general education peers | Focus on Bilingual student success with early interventions | BIL SE AR | Classroom Teachers | Campus Personnel | At the end of each 9 weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Teacher Lesson Plans IEP Progress |

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

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged, BIL=Bilingual

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

Highly Qualified Teachers and Paraprofessionals

| NCLB Goal(s) | All students will be taught by highly qualified teachers. | | | | | | | |
|---|---|-----------------|--|---|---|---|---|---|
| District Goal | All students will be taught by highly qualified teachers. | | | | | | | |
| Campus Goal | To provide an educational environment in which all students are taught by a highly qualified teacher. | | | | | | | |
| Objective | To ensure that all students are being taught by highly qualified teachers. | | | | | | | |
| Summative Evaluation | All students will be taught by highly qualified teachers in each grade level. | | | | | | | |
| Strategy | Needs Assessment Data Source | Sp. Pop. | Person(s) Responsible | Resources Human Material Fiscal | Timeline | Evaluation Checkpoints | | |
| | | | | | | Nov. 2009 | Mar. 2010 | Evidence of Completion |
| School wide reform for Staff Development and Training as needed to effectively address the needs of students who are at risk of performing below grade level: Shared Reading DRA II/EDL II Training Guided Reading Training Running Record Analysis Small Group Instruction Lucy Calkins Writing Workshop RTI Training | | AR BIL SE | Grade Level Chairs Reading Support Teachers | Curriculum Frameworks Guided Reading Bookrooms Big Book Resources Library Resources Title I Money -- \$ Campus Money -- \$ | At the end of each 9 weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Walk-through evaluations Teacher/Campus Assessments TAKS Results Running Records Guided Reading Lesson Plans DRA II data EDA II data CBA Results |

| | | | | | | | | |
|--|--|--|--|--|---|---|---|---|
| Continue school wide reform for Staff Development on content area vocabulary, especially science, math, and social studies | | | Grade Level Chairs Classroom Teachers | Vocabulary Notebooks/Journals Marzano Vocabulary | At the end of each 9 weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Sign-in sheets Teacher lesson plans Administrative Observations |
| Staff Development on Character Counts! | | | Counselor | Character Counts Curriculum Character Counts! Posters | | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Sign-in sheets Administrative Observations |
| School wide reform for understanding and utilization of technology TEKS and SBEC standards | | | CIT | Technology TEKS District Technology Personnel | | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Sign-in sheets Administrative Observations Student products & presentations |
| School wide reform for Staff Development to promote academic success through team building and team work | | | Principal | | At the end of each 9 weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Sign-in sheets Administrative Observations |
| Coordination of services and programs by using study groups and book studies to enhance teacher knowledge/professional development (at least one per grade level per year) | | | Grade Level Chairs Principal | Various Books: Mosaic of Thought Reading with Meaning Improving Schools from Within Developing Teacher Leaders Marzano Vocabulary | At the end of each 9 weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Sign-in sheets Teacher lesson plans Student products & presentations Administrative Observations |

| | | | | | | | | |
|---|--|-----------------|---|--|---|---|---|---|
| Use peer observations/teacher modeling to enhance teacher skills and abilities | | | Mentors Reading Support Teachers | Teachers Grade Level Chairs Reading Support Teachers | At the end of each 9 weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Teacher lesson plans Administrative Observations |
| SIOP Training for new teachers | | | District Bilingual Instructional Specialist | Curriculum Department | At the end of each 9 weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Teacher lesson plans Administrative Observations |
| Meet with teachers to discuss benchmarks, decisions on assessments, tutoring schedules, classroom schedules, etc. | | AR BIL SE | Leaders Team Principal | Classroom Teachers Reading Support Teachers Testing Team | Each monthly grade level meeting | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Classroom schedules Tutoring schedules Disaggregated Data |
| Facilitate Retention of Highly Qualified Teachers | | | Leaders Team Principal | Mentoring Coordinator Mentors Hospitality Resources | July 2010 | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Number of teachers that return to Hartman next year |
| HQ Teacher Plan updated | | | Principal | HQ Updated Form | End of Oct 2009 | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Plan on File |

| | | | | | | | | |
|---|--|--|-----|-----|---|---|---|--|
| Facilitate teacher obtainment of technology proficiencies | | | CIT | CIT | At the end of each 9 weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | District technology records of attendance |
|---|--|--|-----|-----|---|---|---|--|

Judson Independent School District
Hartman Elementary
Campus Improvement Plan
2009-2010
Parental Involvement

| NCLB Goal(s) | | | | | | | | |
|---|--|-----------------|------------------------------|--|----------------------------|---|---|-------------------------------|
| District Goal | To continuously increase an understanding of district programs, services, and planning among all JISD stakeholders in a way that is transparent, and fosters positive and engaging involvement in the educational process. To ensure collaboration, verified by objective measures, by incorporating strategies to increase the collective effectiveness of the district through the development and mobilization of both internal and external stakeholders. | | | | | | | |
| Campus Goal | To provide an educational environment in which all parents are provided the opportunity to be actively involved with their child's education. | | | | | | | |
| Objective | To ensure that all parents are aware of opportunities to be involved in the educational development of their children by providing communication in an effective manner and in their home language. | | | | | | | |
| Summative Evaluation | Parents will receive information in their home language at least 95% of the time. | | | | | | | |
| Strategy | Needs Assessment Data Source | Sp. Pop. | Person(s) Responsible | Resources Human Material Fiscal | Timeline | Evaluation Checkpoints | | |
| | | | | | | Nov. 2009 | Mar. 2010 | Evidence of Completion |
| Hold annual meeting to inform parents of Title I school status and their right to be involved | | | Principal | | By the end of October 2009 | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Agendas used |

| | | | | | | | | |
|---|--|--|-----------------------|-------------------|---|---------------------------------------|---------------------------------------|--|
| Develop a written parental involvement policy | | | Principal | | By the end of October 2009 | <input type="checkbox"/> completed | <input type="checkbox"/> completed | Signed form returned |
| | | | | | | <input type="checkbox"/> on-going | <input type="checkbox"/> on-going | |
| Develop a School-Parent Compact | | | Principal | | By the end of October 2009 | <input type="checkbox"/> completed | <input type="checkbox"/> completed | Signed form returned |
| | | | | | | <input type="checkbox"/> on-going | <input type="checkbox"/> on-going | |
| Correspondence with parents will be in the Home Language when appropriate and needed | | | Teachers Principal | ARD Translator | At the end of each 9 weeks grading period | <input type="checkbox"/> completed | <input type="checkbox"/> completed | Forms, newsletters, etc. on file |
| | | | | | | <input type="checkbox"/> on-going | <input type="checkbox"/> on-going | |
| Inform parents of their child's academic progress during parent conferences | | | Teachers Principal | | At the end of each 9 weeks grading period | <input type="checkbox"/> completed | <input type="checkbox"/> completed | Parent conference sheets and notes on file |
| | | | | | | <input type="checkbox"/> on-going | <input type="checkbox"/> on-going | |
| Communicate information to parents in a variety of formats – marquee, website, bulletin board by office, grade level and school newsletters | | | Teachers Principal | | At the end of each 9 weeks grading period | <input type="checkbox"/> completed | <input type="checkbox"/> completed | Forms, newsletters, etc. on file |
| | | | | | | <input type="checkbox"/> on-going | <input type="checkbox"/> on-going | |

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

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged, BIL=Bilingual

Judson Independent School District
Hartman Elementary
Campus Improvement Plan
2009-2010
Bilingual Education – Title III

| NCLB Goal(s) | By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. | | | | | | | |
|--|---|-----------------|------------------------------|--|---|---|---|-------------------------------|
| District Goal | By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. 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. | | | | | | | |
| Campus Goal | To provide an educational environment in which all students can be challenged to their fullest potential and achieve academic success. | | | | | | | |
| Objective | To develop proficient English skills that will ensure that at least 90% of the student population will pass the state assessment tests. | | | | | | | |
| Summative Evaluation | At least 90% of the bilingual student population will pass the state assessment tests on each grade level. | | | | | | | |
| Strategy | Needs Assessment Data Source | Sp. Pop. | Person(s) Responsible | Resources Human Material Fiscal | Timeline | Evaluation Checkpoints | | |
| | | | | | | Nov. 2009 | Mar. 2010 | Evidence of Completion |
| Evaluate students for correct placement in bilingual program | | BIL AR | Assessment Center | JISD Placement Center | At the end of each 9 weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | |

| | | | | | | | | |
|--|--|-----------|--------------------|---|---|---|---|--|
| Teach children in their first language while they are learning English so they become proficient in content area concepts and skills | | BIL AR | Bilingual Teachers | Bilingual Resources SIOP Model | At the end of each 9 weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Teacher lesson plans Student products & presentations Administrative Observations |
| Teach English language learners in a manner that will allow mastery of English skills necessary for academic success | | BIL AR | Bilingual Teachers | Bilingual Resources SIOP Model Marzano Vocabulary | At the end of each 9 weeks grading period | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Teacher lesson plans Student products & presentations Administrative Observations |
| To demonstrate an increase in the number of bilingual students being taught and tested in English by the 4 th and 5 th grade | | BIL AR | Bilingual Teachers | Bilingual Resources | At the end of each semester | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | Teacher lesson plans Student products & presentations Administrative Observations Benchmark/Campus Assessments TAKS Results TELPAS Results CBA Results |

**Mary Lou Hartman Elementary
Campus Technology Plan 2009-2010**



District Goal #2 Incorporate Technology into teaching and learning in all core curricula areas to enable students to effectively build content knowledge.

Campus Strategy 1: All K-5 teachers will successfully implement technology to enhance academic achievement and student growth in the areas of science and math by enhancing visual learning.

| Action Steps | Time Line | Resources | Person(s) Responsible | Evidence of Attainment | Status |
|--|-------------------|--|-----------------------------------|--|--|
| Obtain 3 interactive pads per grade level for a total of 18 on campus. | August 2009 | MHE Technology Plan Instructional Technology Dept. | IT Department | Delivery Letter | <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> artifacts on file |
| Train teachers in the use and care of the interactive pads as an instructional tool. | September 2009 | CIT Sample Lessons Interactive Pads | CIT | Training Agenda Sign in sheets List of ideas from participants brainstorm activity | <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> artifacts on file |
| Each grade level will create 3 lessons in math and 3 lessons in science for the first semester using the interactive pads as a tool to enhance interactive visual learning and/or teacher and/or student demonstrations. | Sept - Dec. 2009 | Jumpstart Cards CIT Lesson Ideas from training sessions | Teachers Grade Level Chair | 3 Math lesson plans 3 Science lesson plans 6 total from each grade level | <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> artifacts on file |
| Implement lessons in the classroom that emphasize teacher and student utilization of the interactive pads for interactive learning. | Sept. – Dec. 2009 | Interactive Pads Teacher provided lesson plan ideas used as a model | Teachers Grade level chairs | 3 math lesson plans 3 science lesson plans Digital photos of student usage of the pads Copies of student contributed products | <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> artifacts on file |

| | | | | | |
|---|------------------|---|---|---|--|
| Teacher reflection meetings held after lesson implementation to discuss effectiveness, changes, and/or adaptations for future use of each of the 3 math lesson plans and 3 science lesson plans. | Sept - Dec. 2009 | Grade level meeting Sign in sheet Lesson Plans Reflective Notes Template | Grade Level Teams | Sign in sheet Minutes from meeting Reflective Notes Template Lesson plans with revisions if needed. | <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> artifacts on file |
| Formative Evaluation: The campus technology committee will meet with a representative from the Instructional Technology to evaluate the status of this strategy by producing artifacts that show strategy attainment. | Jan 2010 | Campus Technology Plan Artifact Binder Electronic Files Digital Camera Photos, Lesson Plans Checklists | Technology Committee District Instructional Technologist | Presentation of CTP Binder Artifacts/documentation, Digital photos of displays and/or student usage Science and Math lesson plan samples, etc. | <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> artifacts on file |
| Each grade level will create 3 lessons in math and 3 lessons in science for the second semester using the interactive pads as a tool to enhance interactive visual learning and/or teacher and/or student demonstrations. | Jan – April 2009 | Jumpstart Cards CIT | Teachers Grade Level Chair | 3 Math lesson plans 3 Science lesson plans 6 total from each grade level | <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> artifacts on file |
| Implement lessons in the classroom that will emphasize teacher and student utilization of the interactive pads for interactive learning. | Jan – April 2009 | Interactive Pads Teacher provided lesson plan ideas used as a model | Teachers Grade level chairs | 3 math lesson plans 3 science lesson plans Digital photos of student usage of the pads Copies of student contributed products | <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> artifacts on file |
| Teacher reflection meetings held after lesson implementation to discuss effectiveness, changes, and/or adaptations for future use of each of the 3 math lesson plans and 3 science lesson plans. | Jan – April 2009 | Grade level meeting Sign in sheet Lesson Plans Reflective Notes Template | Grade Level Teams | Sign in sheet Minutes from meeting Reflective Notes Template Lesson plans with revisions if needed. | <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> artifacts on file |

| | | | | | |
|--|-----------------|---|--|--|---|
| <p>Summative Evaluation: The campus technology committee will meet with a representative from the Instructional Technology to evaluate the status of this strategy by producing artifacts that show strategy attainment.</p> | <p>May 2010</p> | <p>Campus Technology Plan Artifact Binder Formative Results Electronic Files Digital Camera Photos, Lesson Plans Checklists</p> | <p>Technology Committee District Instructional Technologist</p> | <p>Presentation of CTP Binder Artifacts/documentation, Digital photos of displays and/or student usage Science and Math lesson samples, etc.</p> | <p><input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> artifacts on file</p> |
|--|-----------------|---|--|--|---|

Estimated Cost of Strategy: 18 interactive pads @ \$ 375.00 = \$ 6,750.00

Total Cost = \$ 6,750.00



Mary Lou Hartman Elementary Campus Technology Plan 2009 – 2010

District Goal #2: Incorporate Technology into teaching and learning in all core curricula areas to enable students to effectively build content knowledge.

Campus Strategy 2: Selected K-5 teachers will successfully implement technology to enhance academic achievement and student growth in with specific focus in the areas of science and math by enhancing visual learning.

| Action Steps | Time Line | Resources | Person(s) Responsible | Evidence of Attainment | Status |
|--|-----------------------------------|--|---------------------------------|---|--|
| Obtain 10 digital cameras with kits and memory cards to use as a class set. | August 2009 | Campus Technology Plan | IT Department | Delivery Letter | <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> artifacts on file |
| Train teachers new to Hartman in the use, care and management of digital cameras and how to use them as an effective instructional tool. | September 2009 | Digital cameras, necessary cable Computer Jumpstart cards Sample lessons Sample Rubrics | CIT | Training Agenda Sign in sheet. List of ideas from brainstorm of participants. | <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> artifacts on file |
| Create a reservation schedule for the use/checkout of the set of 10 digital cameras. | September 2009 | District Calendar | CIT Librarian | Schedule housed in Library for teachers to reserve cameras for classroom use. | <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> artifacts on file |
| Each grade level creates 1 lesson and corresponding rubric focusing on the students working in pairs and using the digital cameras. | September 2009 – April 2010 | CIT Sample project | Teachers Grade level Team | 1 lesson plan and rubric per grade level | <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> artifacts on file |
| Implement the lesson plan with students. | September 2009 – April 2010 | Digital cameras Cable Computer Rubric CIT | Teachers | Teacher lesson plans Student products or photos of student product | <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> artifacts on file |

| | | | | | |
|--|----------------------------|--|---|---|--|
| Teacher reflection meetings after lesson implementation to discuss effectiveness, changes, and/or adaptations as needed | September 2009- April 2010 | Grade Level Meeting Sign-in Sheet Lesson Plan Reflective Notes Templates | Grade level team | Grade level planning notes Sign-sheet Reflective Notes Template Lesson Plans with revisions if needed | <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> artifacts on file |
| Formative Evaluation: The campus technology committee will meet with a representative from the Instructional Technology Division to evaluate the status of this strategy by producing artifacts showing strategy attainment. | January 2010 | Campus Technology Plan Artifact Binder Electronic files, Digital camera photos Lesson Plans Rubrics | Technology Committee District Instructional Technologist | Presentation of CTP Binder with artifacts and documentation, digital photos of displays and/or student usage | <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> artifacts on file |
| Summative Evaluation: The campus technology committee will meet with a representative from the Instructional Technology Division to evaluate the status of this strategy by producing artifacts showing strategy attainment. | May 2010 | Campus Technology Plan Artifact Binder Electronic files, Digital camera photos Lesson Plans Rubrics | Technology Committee District Instructional Technologist | Presentation of CTP Binder with artifacts and documentation, Digital photos of displays and/or student usage | <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> artifacts on file |

| |
|---|
| <p>Estimated Cost of Strategy: 10 digital camera w/kit @ \$130 = \$ 1,300.00 12 memory card @ 27 = \$ 324.00 Total Cost = \$1,624.00</p> |
|---|

Judson Independent School District
Campus Name
Campus Improvement Plan
2009-2010

| NCLB Goal(s) | | | | | | | | |
|-----------------------------|-------------------------------------|-----------------|------------------------------|--|-----------------|---|---|-------------------------------|
| District Goal | | | | | | | | |
| Campus Goal | | | | | | | | |
| Objective | | | | | | | | |
| Summative Evaluation | | | | | | | | |
| Strategy | Needs Assessment Data Source | Sp. Pop. | Person(s) Responsible | Resources Human Material Fiscal | Timeline | Evaluation Checkpoints | | |
| | | | | | | Nov. 2009 | Mar. 2010 | Evidence of Completion |
| | | | | | | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | |
| | | | | | | <input type="checkbox"/> completed <input type="checkbox"/> on-going | <input type="checkbox"/> completed <input type="checkbox"/> on-going | |

