



**Judson Independent  
School District**

***Hopkins Elementary***  
**Campus Improvement Plan**  
**2009-2010**



*CIP revised and approved by CSBC on 06/01/2009*

**Judson Independent School District**  
**Hopkins Elementary**  
**Campus Improvement Plan**  
**2009-2010**

**Campus Site-Based Committee**

Martin Silverman, Principal/Chairperson  
Melinda Reyna, Non-Teaching Professional  
Amy Owens, Teacher  
Melinda Salmon, Teacher  
Anne O'Connor, Teacher  
Grace Clark, Teacher  
Wanda Collins, Paraprofessional  
Estela Saunders, Parent

**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**

*At Hopkins Elementary, the instructional staff is a nurturing, responsible professional who is able to provide a respectful, positive and consistent learning environment that embraces children with various learning styles. The instructional staff provides opportunities for higher order thinking and promotes learning “outside the box”. The instructional staff at Hopkins is energetic, flexible and supportive of his/her colleagues in order to create a cohesive faculty. At Hopkins the instructional staff includes all administrators, teachers and para-professionals.*

*At Hopkins Elementary, the support staff, including custodial and food service staff work hard to maintain a safe, clean and pleasant learning environment. They take pride in the appearance of the school and the food provided in our cafeteria.*

*At Hopkins Elementary, the parents are excited to be involved in the education of their children. They are encouraged to volunteer and communicate with the staff to ensure that the needs and requirements of each student are met. The PTO also offers another avenue of involvement in which to bring the school community closer together. We are committed to offering continuing education and parenting classes to further improve the relationship between home and school.*

*Instruction is the primary focus at Hopkins Elementary. To that end –*

- ❖ *Math instruction is a continuity of student-centered, hands-on learning guided by real, assessment-based data and activities that support the TEKS. Through real life critical thinking situations, students become problem-solvers and risk-takers with the ability to explain mathematical reasoning.*

- ❖ *Science instruction is active and students are engaged in the scientific process using reasoning skills and varied materials. Science is exploratory in nature, striving for higher-order thinking skills, implementing the TEKS and encouraging critical thinking.*
- ❖ *Reading instruction incorporates individualized, small group and whole group instruction as well as motivational independent programs that produce a life-long love of reading. Students are provided with interesting reading materials that are chosen by professional staff to meet student needs and interests. Instruction supports the TEKS.*
- ❖ *Writing instruction is based on current research, data analysis, JISD Frameworks and TEKS. With the use of writing strategies such as New Jersey Writing Project and Six Traits + 1, students develop a positive attitude and confidence in the writing process. Writing is encouraged across all subject areas and students are asked to write for a variety of audiences and purposes.*
- ❖ *Social Studies instruction is interactive and fun, and students are engaged in creating a variety of products in collaborative groups, partners, and individually. Products are shared so that students become part of the instruction. Students are encouraged to do research and evaluate sources for reliability and bias. Instruction focuses on the TEKS.*
- ❖ *Specials instruction includes high expectations for all students including those with special needs and focuses on health, nutrition, and appreciation of the fine arts. Activities are planned collaboratively with classroom teachers and support the TEKS.*
- ❖ *At Hopkins, students are the focus of all technology purchases and endeavors. Students will produce products in line with the Technology TEKS and Applications and staff will become proficient in a variety of technology genres to meet the needs of students.*

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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**

*The mission at Hopkins Elementary is to ensure that all students are provided a safe, positive learning environment enabling them to excel to their fullest potential both academically and socially in order to become productive citizens.*

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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 21<sup>st</sup> 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**

**Goals and Objectives**

- ❖ *Hopkins Elementary students will show at least a 5% gain in overall Reading, 1% in Writing, 3% in Math, and a 10% gain in Science TAKS performance by the end of the 2009 – 2010 school year.*
- ❖ *Hispanic sub-population group will show at least a 4% gain in Reading. African-American sub-population group will show at least a 10% gain in Reading.*
- ❖ *African-American, Hispanic and Economically Disadvantaged sub-population groups will show at least a 5% gain in Math.*
- ❖ *Economically Disadvantaged sub-population group will show at least a 9% gain in Science while Hispanic students will show at least a 13% gain.*
- ❖ *All sub-population groups will maintain performance or show a 1% gain in Writing.*

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**Executive Summary**

***An analysis of the initial TAKS data for 2008-2009 does not indicate any glaring needs, however in our goal to become Exemplary, the area of greatest need is Science. The data indicates our sub-populations will need the most assistance in the following areas: African-American students – Reading; Hispanic students – Science; White students – above 90% in all subjects; Economically Disadvantaged – Science. Support will be given to these students through identified instructional strategies.***

- ❖ *Reading: All teachers will provide guided reading instruction every day to students. Techniques learned through the Becky Koesel development series will be implemented in grades 2-5 to enhance student understanding of text and mental organization with the goal of increasing comprehension. Daily 5 will be implemented and refined in Grades 1 and 2. Teachers will continue to ask questions at higher cognitive levels. This will be monitored by administration and the instructional supervisor through targeted walk through observations.*
- ❖ *Math: All teachers will develop problem-solving strategies with their students by developing heuristics through modeling. All students will work on a campus measurement activity 4 times this school year. Teachers will develop communication skills in Math through Ms. Fritzie, Investigations, Exmeplars, etc. .*
- ❖ *Science: Students will use materials that combine reading strategies and science concepts to build their science schema. All students will address a Science journal prompt monthly. Science concepts and schema will be developed through hands-on activities and literature connections.*
- ❖ *Data Monitoring and Student Communication: Administrators, Counselor, Social Worker and Instructional Specialist will work with individual students and classes to review data and conduct goal setting conferences and follow up with individual students. Data will be collected from district CBAs, mock TAKS, monthly DRA level checks (K-3), classroom observation, teacher input at grade level meetings and student products from daily classroom work. The data will be discussed with staff members; plans for adjustment/enrichment will be made and monitored through classroom observations and walk throughs.*

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**Parent Involvement Policy**

***Hopkins Elementary Parent Involvement Policy***

*Hopkins 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 Hopkins Elementary, the parents are encouraged to volunteer and communicate with the staff to ensure that the needs and requirements of each student are met. The PTO also offers another venue of involvement in which to bring the school 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 Sit 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. They will be done through PTO meetings (the annual Title I meeting is conducted through PTO), Parent-Teacher Conferences, Social events (i.e. Donuts for Dads), Family Learning Night, special school lunches and programs. Parents will also receive information about the school through the monthly Hawk Talk Newsletter packet, Hawk Talk Extra, grade level news and our campus web site. Student assessment conferences will be held following the first benchmark test and DRA in order to provide parents with assistance with interpreting their child’s individual assessment results. The school also employs an “open door” policy for parents to express concerns, ideas, or compliments.*
- *Parents as Volunteers – Parents will be surveyed as to their interests and strengths in assisting the school. A catalog of parent volunteers will be maintained in order to utilize the skills of our parents to the betterment of the educational program, i.e. Career Day speakers, field trip sponsors, classroom helpers, etc. All volunteers must be trained prior to their volunteer experiences. Training will be offered on a monthly basis and as needed before field trips and campus special events.*
- *Parents as Learners- Parent education classes will be offered and parents will be surveyed as to which topics interest them. Parents of non-school aged children will be offered the Tot Time program that fosters the home to school relationship.*

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**Ten Components for the Title I School-Wide Instructional Program**

1. **Comprehensive Needs Assessment – Page - 13**
2. **School-wide Reform Strategies - Throughout**
3. **Instruction by highly qualified teachers – Pages 38-41 (Reading), Pages 42-45 (Math), Pages 22-24 (Writing), Pages 31-33 (Science), Pages 50-51 (Social Studies)**
4. **High quality and on-going professional development – Page 17-21**
5. **Strategies to attract high-quality highly qualified teachers – Pages 17-21**
6. **Strategies to increase parental involvement – Pages 34-37**
7. **Plans for assisting preschool children in the transition from early childhood programs – Page 34**
8. **Measures to include teachers in the decisions regarding uses of academic assessments – Throughout academic area plans**
9. **Provision of Effective, timely additional assistance provided to students to experience difficulty mastering the proficient or advanced levels of academic achievement standards. – Pages 25-30**
10. **Coordination and integration of Federal, State and Local services and programs. – Pages 25-30**

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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
<b>Overall Performance of Students on Science CBAs and Science TAKS</b>	AEIS, Parent Survey, CBA	All	Performance has improved in this area as compared to 2007-2008. Performance for African-American and White students was above 85% on 2009 TAKS.	Hispanic student performance on TAKS was below 80%; Economically Disadvantaged student performance was 82%. LEP student performance was 67%	Increased focus on active participation in Science activities at all grade levels, Increased Reading/Science connections through literature. Methodology for teaching CALP in Science for LEP students.
<b>Performance of African-American students in Reading on grade 4 TAKS.</b>	AEIS, Parent Survey, Staff Survey, CBA	African-American	Reading program is strong overall. We had 89% of students pass TAKS this year with the grade levels combined. 94% of African-American students passed Reading TAKS in Grade 3 and 91% passed in Grade 5.	50% of African-American students passed Reading in 4 <sup>th</sup> grade. Of the 6 students that did not pass (out of 12), only two have identified reading difficulties.	Mentorship programs for the African-American students – especially the boys – in 4 <sup>th</sup> and 5 <sup>th</sup> grade. Continuation of small tutorial groups that focus on the students’ interests. High quality materials that connect with the interest of the students.
<b>Parental Involvement</b>	Parent Survey, Staff Survey, Student Survey	All	Parent survey indicates that parents are very pleased with Hopkins. The overall ratings of the school in 20 categories all averaged out to between Agree and Strongly Agree. Parent comments indicated that they feel welcome at school, their children feel safe and happy and that they are satisfied that their children are receiving a good education.	Volunteer hours have declined since last school year. The number of parents that are available for conferences, field trips, evening events and school functions has declined slightly as well.	Continue to encourage parents to participate in whatever way they are able. Continue to hold events at different hours to meet the needs of the parents’ schedules. Use survey comments to the question “If you could improve ONE thing about our school, what would it be?” to develop programs that meet the needs of the parents.

**Judson Independent School District**  
**Hopkins Elementary**  
**Campus Improvement Plan - ATTENDANCE**  
**2009-2010**

<b>NCLB Goal(s)</b>	<p>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.  All students will graduate from high school.</p>							
<b>District Goal</b>	<p>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> <p>To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21<sup>st</sup> 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.</p>							
<b>Campus Goal</b>	<p>Maintain a high standard of attendance equal to or above 97%.</p>							
<b>Objective</b>	<p>Increase attendance rate by .5%-1% each nine weeks to meet the 97% standard.</p>							
<b>Summative Evaluation</b>	<p>Attendance rate for each six weeks and overall will be at or above 97%.</p>							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>

<p><b>District Court Referral Process</b> Chronically absent students will be referred for court proceedings based on the District referral procedures</p>	AEIS, FS	All	Assistant Principal, PEIMS Clerk	District Attendance Officer	As needed September 2009-June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Six week PEIMS attendance reports
<p><b>Three Week Attendance/Tardy Notification Letter</b> Parents will be notified by letter if students are accumulating excessive absences/tardies. This report will be checked every three weeks.</p>	AEIS, FS	All	Assistant Principal, PEIMS Clerk	PEIMS reports	September 2009-June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Log book of attendance letters

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, LEP=Limited English Proficient

**Judson Independent School District**  
**Hopkins Elementary**  
**Campus Improvement Plan –HIGHLY QUALIFIED STAFF**  
**2009-2010**

<b>NCLB Goal(s)</b>	All students will be taught by highly qualified teachers.							
<b>District Goal</b>	<p>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> <p>To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21<sup>st</sup> 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.</p>							
<b>Campus Goal</b>	<p>Attract, hire and retain highly qualified teachers and paraprofessional staff and support them with high quality professional development.</p> <p>Current inexperienced staff percentage is %. Campus goal is to decrease this to % in two years.</p>							
<b>Objective</b>	Plan and implement high quality professional development as identified by data analysis and teacher/paraprofessional surveys.							
<b>Summative Evaluation</b>	New staff will be effective teachers as evidenced by their student's growth in academics (TAKS, DRA scores, etc.)							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>

<p><b><u>Attend Job Fairs</u></b> Principal/Asst. Principal will attend job fairs to meet and interview high quality teachers with a goal of attracting experienced teachers.</p>	FS	All	Principal SBDM Committee Human Resources Dept.	Human Resources Dept. budget	August 2009-June 2010 as scheduled	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Attendance at job fairs  Interview forms
<p><b><u>Highly Qualified Teachers</u></b> Ensure that all campus teachers are highly qualified to instruct the grade level assigned. Currently, 100% of Hopkins teachers are Highly Qualified. Highly Qualified plan will be updated and approved by CSBC.</p>	FS	All	Principal Human Resources Dept.	Human Resources Dept. information, Curriculum Dept.,	September 2009  October 2009 (for Highly Qualified Plan update)	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Review current teacher credentials  Review credentials of new teachers as hired.
<p><b><u>Highly Qualified Paraprofessionals</u></b>  Ensure that all paraprofessionals meet the NCLB qualifications based on their status (date hired) including either an associate's degree, 2 years of college or passing a rigorous academic exam. Currently 100% of Hopkins paraprofessionals are Highly Qualified.</p>	FS	All	Principal Human Resources Dept	Human Resources Dept. information, Curriculum Dept.,	September 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Review paraprofessional credentials

<p><b><u>New to the Profession Teacher Cohort</u></b>  New teachers will be provided with a campus orientation prior to school starting, a mentor and a plan for doing book studies and meeting on pertinent issues.</p>	FS	All	Principal, Campus Mentor Coordinator Mentors	Materials for cohort work	August 2009,	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Attendance at mentor meetings  Retention of new teachers
<p><b><u>Horizontal/Vertical Planning</u></b>   Teachers will meet in grade levels and groups to analyze data, backload the TEKS, implement the curriculum guidelines and develop timelines for teaching all TEKS prior to testing dates.</p>	FS	All	Principal, District Subject Area specialists	Instructional Specialist  One Day Summer Planning for each Grade Level  Vertical Reading, Math, Writing, Science, Social Studies Cadres  Master Schedule  Grade Level Professional Development Plan  Grade Level Timeline  District Subject Area Specialists	August 2009-June 2010 Monthly	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Planning notes  Sign in sheets  Lesson plans

<p><b><u>Campus Site Based Committee</u></b> Staff members will have the opportunity to assist in making campus-wide decisions as part of the CSBC.</p>	FS	All	Principal CSBC members	District Site Based Coordinator	October 2009, December 2009, February 2010, April 2010, May 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	CSBC minutes/agendas
<p><b><u>Leadership Density</u></b> Teachers and staff will be given the opportunity to take leadership roles on school projects in order to develop their skills as leaders.</p>	FS	All	Principal	District Director of Professional Staff Development	August 2009-June 2010 As available	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Sign in sheets  Staff members taking lead roles on projects
<p><b><u>Differentiated Instruction/ELA TEKS</u></b> All teachers will receive training in the implementation of the ELA TEKS and Differentiated Instruction.</p>	FS, AEIS	All	Principal, Instructional Specialist, Classroom teachers	ILTs that plan and present the training  Campus Materials  District Curriculum Specialists	June 2009, July, 2009, August 2009, November 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Sign in sheets
<p><b><u>Campus Non-Negotiables/Grade Level Checklist</u></b> To ensure consistency in all classrooms and for development of new teachers a listing of non-negotiables and available resources will be developed for each subject and grade. A grade level chart of field trips, major projects and more will be updated.</p>	FS, PS, AEIS	All	Principal, Instructional Specialist, Classroom teachers	Campus Materials	August 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Finished Products approved at SBDM meeting

<p><b><u>Disaggregation of test data/Item Analysis</u></b>  Staff members will participate in disaggregation of data to help plan for campus success. School Net software will be used to work with the data.</p>	<p>AEIS, FS</p>	<p>All</p>	<p>Principal, Instructional Specialist</p>	<p>Planning time  Technology Department  Curriculum Department</p>	<p>August 2009-June 2010 with specific staff sessions in August, 2009 and January, 2010</p>	<p><input type="checkbox"/>  completed</p> <p><input type="checkbox"/>  on-going</p>	<p><input type="checkbox"/>  completed</p> <p><input type="checkbox"/>  on-going</p>	<p>Sign in sheets  TAKS data from 07/08 and 08/09  Eduphoria training and use</p>
<p><b><u>Yearly School Theme</u></b>  Staff members will become unified around a school wide theme that will be reflected in various ways throughout the year. This year's theme is "It's Easy Being Green at Hopkins Elementary!"</p>	<p>FS, PS</p>	<p>All</p>	<p>Principal Staff members</p>	<p>Title I/Local budget for materials (\$900)</p>	<p>July 2009-June 2010</p>	<p><input type="checkbox"/>  completed</p> <p><input type="checkbox"/>  on-going</p>	<p><input type="checkbox"/>  completed</p> <p><input type="checkbox"/>  on-going</p>	<p>Theme articulated  Retention of staff</p>

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, LEP=Limited English Proficient

**Judson Independent School District**  
**Hopkins Elementary**  
**Campus Improvement Plan - WRITING**  
**2009-2010**

<b>NCLB Goal(s)</b>	<p>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.  All students will graduate from high school</p>							
<b>District Goal</b>	<p>To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning</p>							
<b>Campus Goal</b>	<p>100% of all students and all accountability groups will meet the appropriate District and State performance standards and exams in Writing by 2012.</p>							
<b>Objective</b>	<p>97% of all 2<sup>nd</sup>-5<sup>th</sup> grade students and all accountability groups will pass the appropriate District and State exams given May 2010, in order to meet the 100% passing standard by 2012.  Increase the number of students that receive “commended” performance by 20% on the 2010 TAKS.</p>							
<b>Summative Evaluation</b>	<p>Increase in Writing TAKS/TAKS-A/TAKS-M scores in grade 4 toward the 100% mastery goal.  Increase in Writing levels of K – 3 students as measured by District benchmarks and teacher evaluation.</p>							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>

<p><b><u>Hopkins Elementary Writing Guidelines</u></b>  Teachers will have specified bimonthly writing prompts. Teachers will turn in published writing pieces from their monthly instruction two times per year. Journals will be used to increase writing fluency. Teachers will learn peer editing skills and use them within grade and across grade levels as appropriate.</p>	FS, AEIS	All	Classroom teachers Instructional Specialist, Principal, Writing Committee	Campus materials	September 2009, November 2009, January 2010, March 2010 May 2010			Lesson Plans TAKS/TAKS-A, TAKS-M Simulation  Assess writing samples at staff meetings  Walkthroughs  CBA
<p><b><u>Cross Curricular Writing</u></b>  Journals will be used in content area subjects to enable students to make writing connections across all academic areas.</p>	FS	All	Instructional Specialist, Principal	Campus Materials	August 2009 June 2010 daily			Lesson Plans  Student journals  Walkthroughs
<p><b><u>Fourth Grade Writing Tutoring</u></b>  All 4<sup>th</sup> grade students who demonstrate need will receive writing tutoring for 1/2 hour per day, 4 days per week for the 3 weeks prior to the Writing TAKS.</p>	FS, PS, AEIS	All	Instructional Specialist, Principal, 4th grade classroom teachers, volunteer tutors	TAKS materials	January/February 2010			Lesson plans for tutorial groups  Attendance sheets  TAKS/TAKS-A, TAKS-M Simulation

<p><b><u>Writing Supplemental Materials</u></b>  Materials that supplement reading instruction will include Forde-Ferrier, TAKS Coach, Time for Kids Magazine, Measuring Up!</p>	<p>AEIS, FS</p>	<p>All</p>	<p>Principal, Reading Specialist, Instructional Specialist Classroom teachers</p>	<p>Title I Funding (\$5000)</p>	<p>September 2009- June 2010 As needed</p>			<p>TAKS/TAKS-A, TAKS-M Simulation  Walkthroughs  CBA</p>
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Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)  
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged, LEP=Limited English Proficient

**Judson Independent School District**  
**Hopkins Elementary**  
**Campus Improvement Plan – SPECIAL PROGRAMS**  
**2009-2010**

<b>NCLB Goal(s)</b>	<p>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.  All students will graduate from high school.</p>							
<b>District Goal</b>	<p>To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.</p>							
<b>Campus Goal</b>	<p>100% of all students and all accountability groups will meet the appropriate District and State performance standards and exams by 2012.</p>							
<b>Objective</b>	<p>90% of all Kinder-5<sup>th</sup> grade students will be on grade level or above as tested on the Developmental Reading Assessment (DRA) given in May, 2010, in order to meet the 100% passing standard by 2012.  90% of all 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students and all accountability groups will pass the appropriate District and State exams given in May 2010, in order to meet the 100% passing standard by 2012.  90% of all Kinder, 1<sup>st</sup> and 2<sup>nd</sup> grade students will be at the satisfactory level on all Judson math standards in May 2010, in order to meet the 100% passing standard by 2012.</p>							
<b>Summative Evaluation</b>	<p>Through participation in targeted assistance programs, student success on TAKS will increase toward the 100% goal; and student failure will decrease.</p>							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>

<p><b><u>ARI/AMI/Campus Tutoring Initiative</u></b>  Services will be provided for students by extending the school day and school year in order to provide students the needed support to be successful in reading, math, writing and science. Non-homeroom teachers are assigned to assist the regular teacher with small group instruction.</p>	AEIS, FS, PS	AR	Principal, Asst. Principal	<b>Student Success Initiative(ARI/AMI) funds (\$)</b>	January - May 2010 (2-3 days per week)	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Class attendance  DRA  TAKS/TAKS-A, TAKS-M Simulation
<p><b><u>TAKS/TAKS-A/TAKS-M Student Conferences</u></b>  Counselor, Social Worker and administrators conference with each student in grades 3/4/5 individually or in small groups regarding test results. Teachers meet with parents individually to discuss student results on TAKS simulations.</p>	AEIS, FS	All	Principal, Asst. Principal, Counselor, Social Worker, Instructional Specialist	Planning/preparation time	December 2009-March 2010 After benchmark exams	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Conference schedule

<p><b><u>Talented and Gifted (TAG)</u></b> Staff will increase identification of underserved populations</p>	AEIS, FS	GT	Campus TAG teacher	District TAG Coordinator Planning time Staff meeting time TAG supplies local budget (\$300)	September 2009, February 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Identification of TAG students
<p><b><u>504/Dyslexia</u></b> Teachers will understand the modifications needed for each at risk for Dyslexia student.</p>	AEIS, FS, PS	AR	Counselor Principal	Transition Form District Dyslexia staff	August - September 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Identification of at risk for Dyslexia students  Modification Sign Out  PDAS notebooks

<p align="center"><b><u>CAP - STAT/RTI/GIST</u></b></p> <p>Teachers will understand the needs of at-risk for Special Education services and ways to intervene that may prevent referral to Special Education.</p>	AEIS, FS, PS	AR, SE	Social Worker, Compensatory Education teacher, Special Education contact teacher	Campus STAT/GIST Coordinators/New Teacher Mentor Coordinator	October 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Sign In Sheets STAT Meeting Minutes and Logs Special Education referrals PDAS notebooks
<p align="center"><b><u>CAP - Least Restrictive Environment</u></b></p> <p>Teachers will understand the use of modifications so that Special Education students can increase their General Education participation.</p>	AEIS, FS, PS	AEIS, FS, PS	Principal, Special Education contact teacher	Transition Form and Campus Schedule  Planning time District Special Ed. Dept.  Special Education Staff (\$360,761)	October 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Special Education student IEPs and schedules
<p align="center"><b><u>CAP - Special Ed. Evaluation</u></b></p> <p>Staff will review timelines for initial and re-evaluation to be in compliance with IDEA guidelines.</p>	AEIS, FS	AR, SE	Principal, Special Education contact teacher	District Special Ed. staff, STAT committee	October 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Special Education referrals and evaluations done according to proper schedule.

<p><b><u>Bilingual/ESL</u></b>  Campus staff will follow District guidelines for timely testing and identification of LEP students. Parent denials will be monitored. Students will be taught in bilingual classrooms by highly qualified staff with a research-based methodology.</p>	<p>AEIS, FS</p>	<p>AR,  ESL/LEP</p>	<p>Counselor, Asst. Principal, Bilingual teaching staff</p>	<p>Planning time  District Bilingual/ESL Coordinator</p>	<p>August 2009-June 2010  As needed</p>	<p><input type="checkbox"/>  completed</p> <p><input type="checkbox"/>  on-going</p>	<p><input type="checkbox"/>  completed</p> <p><input type="checkbox"/>  on-going</p>	<p>Home Language surveys  Woodcock-Munoz testing  Parent denials  TAKS/TELPAS CBA</p>
<p><b><u>Fine Arts/Physical Education</u></b>  Students will receive instruction in Fine Arts and Physical Education, and will have the opportunity to participate in curricular and extracurricular programs in the areas of Music, Art and Theatre Arts and Physical Education.</p>	<p>FS, PS</p>	<p>All</p>	<p>Music Teacher, Art Teacher, PE Teacher  Classroom Teachers</p>	<p>Title I funds (\$3000)  Planning time  Local funds (\$3000)</p>	<p>August 2009-June 2010  daily</p>	<p><input type="checkbox"/>  completed</p> <p><input type="checkbox"/>  on-going</p>	<p><input type="checkbox"/>  completed</p> <p><input type="checkbox"/>  on-going</p>	<p>Music/Art/Theatre Arts supplies  Programs held in Fine Arts areas  Physical Education supplies</p>

<p><b><u>Migrant Program</u></b> Hopkins Elementary will participate in the shared services agreement with Region 20 to serve Migrant students. Migrant survey will be distributed, collected and turned in for all students.</p>	Migrant Survey	All	Classroom Teachers, Office Staff	<p>Migrant Surveys copied and distributed to students</p> <p>Migrant Surveys returned to Region 20</p>	<p>August 2009</p> <p>October 2009</p>	<p><input type="checkbox"/> completed</p> <p><input type="checkbox"/> on-going</p>	<p><input type="checkbox"/> completed</p> <p><input type="checkbox"/> on-going</p>	100% of surveys turned in
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Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)

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

**Judson Independent School District**  
**Hopkins Elementary**  
**Campus Improvement Plan - SCIENCE**  
**2009-2010**

<b>NCLB Goal(s)</b>	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. All students will graduate from high school.							
<b>District Goal</b>	To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.							
<b>Campus Goal</b>	100% of all students and all accountability groups will meet the appropriate District and State performance standards and exams by 2012.							
<b>Objective</b>	90% of all 2 <sup>nd</sup> -5 <sup>th</sup> grade students and all accountability groups will pass the appropriate District and State exams given by May 2010, in order to meet the 100% passing standard by 2012. 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will show at least a 10% gain in Science TAKS performance by the end of the 2009 – 2010 school year. Hispanic sub-population group will show at least a 13% gain in Science. Economically Disadvantaged sub-population groups will show at least 9% gain in Science. Increase the number of students that receive “commended” performance by 20% on the 2010 TAKS							
<b>Summative Evaluation</b>	Increase in Science TAKS/TAKS-A/TAKS-M scores in grade 5 toward the 100% mastery goal. Increase in Science levels of K – 4 students as measured by District benchmarks and teacher evaluation.							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>

<p><b>Science Fair (Grades 1, 3 &amp; 5)</b> Students will complete science projects based on grade level TEKS.</p>	FS, PS	All	Classroom teachers	Grade level TEKS Science project books District Science Specialist Science Boards (\$500)	November 2009, January 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Project proposals and final project presentations  TAKS/TAKS-A, TAKS-M Simulation  CBA
<p><b>Science Lab</b> The school Science Lab will be kept up to date with equipment that supports the TEKS in Science at all grade levels. Computer and projector will be available on a cart for use in the labs.</p>	FS	All	Science committee members, Principal	Planning time District Science Specialist Local/Title I budget (\$4400)	August 2009-June 2010 As needed	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Purchase of Science Lab equipment and materials.  TAKS/TAKS-A, TAKS-M Simulation  Walkthroughs
<p><b>Outdoor Learning Space</b> An outdoor learning space will be developed in the courtyards to enhance student pride in school and improve skills in caring for the environment</p>	FS, PS	All	Principal	Title I funding for supplies (\$1000)	August 2009-June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Development of area to include weather station, bird habitats, rock garden, butterfly garden, herb garden, etc.

<p><b><u>Science Supplemental Materials</u></b> Materials that supplement Science instruction will include Forde-Ferrier, TAKS Coach, Dana Center Elementary Science Vistas, TEKS in a Tube, Time for Kids Magazine, Measuring Up!, TAKS Scopes</p>	AEIS, FS	All	Principal, Reading Specialist, Instructional Specialist Classroom teachers	Title I Funding (\$5000)	September 2009-June 2010 As needed	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	TAKS/TAKS-A, TAKS-M Simulation  Walkthroughs  CBA
<p><b><u>Science Professional Development Leadership and Cadre</u></b> A teacher leader and cadre of at least six other teachers will attend professional development in Science (12-100 hrs.) and implement strategies, activities and concepts in classrooms.</p>	AEIS, FS	All	Leader, Cadre Members, Science Specialist	Region XX	October 2009-July 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	TAKS/TAKS-A/TAKS-M Simulation  Walkthroughs  CBA

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

**Judson Independent School District**  
**Hopkins Elementary**  
**Campus Improvement Plan – PARENTAL INVOLVEMENT**  
**2009-2010**

<b>NCLB Goal(s)</b>	All students will be educated in learning environments that are safe, drug-free, and conducive to learning.							
<b>District Goal</b>	To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning. 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.							
<b>Campus Goal</b>	Expand community involvement to facilitate communication between home and school.							
<b>Objective</b>	By the end of 2008-2009 school year, 90% of parents will participate in one or more activities.							
<b>Summative Evaluation</b>	90% of parents will participate in one or more activities as evidenced by sign in sheets and/or activity products.							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
<b>Toddler Time Group</b> Children ages 2-4 years old and their parents are invited to participate in a one-hour transition session to develop language skills and parents as educators. These are scheduled at least monthly	PS	<b>AR</b>	Librarian	Title I PI funds (600\$)	September 2008-May 2009 monthly	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Sign in sheets  Parent Feedback

<p><b><u>Donuts for Dads and Munchies for Moms</u></b>  In October and February students may bring their parent or substitute parent for breakfast before school</p>	PS, FS	All	Principal, Parent Involvement Committee	Title PI Funds (\$900)	October 2008, February 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Sign in sheets
<p><b><u>Monthly Newsletter Packet/Grade Level News (twice per nine weeks)</u></b>  The PTO and school will coordinate a monthly newsletter packet. In addition, each grade level will send a newsletter twice each nine weeks.</p>	PS, FS	All	Principal, PTO President, Classroom teachers	General funds for copying Door bags for distribution	August 2008- June 2009 monthly	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	End of Year Parent Survey
<p><b><u>Parent Volunteer Program</u></b>  A form asking parents to sign up for various activities to include general volunteering will be given to parents that are clear after attending Parent Volunteer Training to encourage daily volunteering by parents in the school and classrooms.</p>	PS, FS	All	Principal, Secretary  Parent Liaison	Volunteer clearance forms Title I budget for awards and recognition (\$600) PTO Volunteer Coordinator	August 2008 – May 2009 Forms sent August 2008. Volunteer numbers tabulated January 2009 and June 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Volunteer Sign In Book
<p><b><u>Family Nutrition Education</u></b>  Families will receive information about nutrition and the Federal School Lunch Program.</p>	PS	All	Food Service Personnel  Principal	JISD Food Services Dept.  Green Mandatory Form Return Packet	August 2008	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Lunch program information and forms  100% return of forms

<p><b><u>Family Health Education</u></b></p> <p>The school nurse will provide information about health related topics for the school newsletter.</p>	PS	All	Principal, School Nurse	Health information from District and community organizations	October 2008, January 2009, May 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Newsletter
<p><b><u>Adult Education Awareness</u></b></p> <p>Parents will be informed of the opportunities available through Adult and Community Ed. offerings and Family Literacy Center.</p>	PS, FS	All	Principal	Adult and Community Ed. information	August 2008, January 2009, June 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<p>Information distributed in newsletter packets</p> <p>Attendance at events and classes</p>
<p><b><u>Parent/Teacher Conferences</u></b></p> <p>Conferences regarding student progress will be held with parents on a regular and as needed basis. A parent conference form will be completed to clearly communicate the goals and outcomes of the conference. 3<sup>rd</sup>-5<sup>th</sup> grade teachers will specifically conference with parents of students at risk of failure on TAKS.</p>	PS	All	Classroom teachers	Parent conference forms Title I (\$800)	August 2008- June 2009 as needed	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<p>Parent conference forms</p> <p>3<sup>rd</sup>-5<sup>th</sup> Grade Sign In sheets</p>

<p><b><u>Staff/Parent Communication</u></b>  All staff members will be provided with business cards to provide parents with their current contact information in a professional manner. Parents will be notified in writing of behavioral concerns (Hawk Conduct Notification)  Parents will be provided with a chart to identify field trips, programs and major areas of study for each grade level.</p>	PS	All	Asst. Principal	Title 1 Funds (\$1500)	August 2008 to order materials. Chart distributed August 2008;	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Cards ordered and provided to parents  Forms printed and provided to parents  Chart developed and distributed to parents
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Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)

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

**Judson Independent School District**  
**Hopkins Elementary**  
**Campus Improvement Plan - READING**  
**2009-2010**

<b>NCLB Goal(s)</b>	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. All students will graduate from high school.						
<b>District Goal</b>	To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.						
<b>Campus Goal</b>	100% of all students and all accountability groups will meet the appropriate District and State performance standards and exams by 2012.						
<b>Objective</b>	90% of all Kindergarten-2 <sup>nd</sup> grade students will be on grade level or above as tested on the Developmental Reading Assessment given in May 2010, in order to meet the 100% passing standard by 2012. 90% of all 2 <sup>nd</sup> -5 <sup>th</sup> grade students and all accountability groups will pass the appropriate District and State exams given by May 2010, in order to meet the 100% passing standard by 2012. 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will show at least a 5% gain in overall Reading TAKS performance by the end of the 2009 – 2010 school year. Hispanic sub-population group will show at least a 4% gain in Reading. African-American students will show at least a 10% gain in Reading. Increase the number of students that receive “commended” performance by 20% on the 2010 TAKS.						
<b>Summative Evaluation</b>	Increase in Reading TAKS/TAKS-A/TAKS-M scores in grades 3-5 toward the 100% mastery goal. Increase in Reading levels of K-2 students as measured by DRA and teacher evaluation.						
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>	
						<b>Nov. 2009</b>	<b>Mar. 2010</b>

<p><b>Literacy Groups</b> Qualified students on Tier II or III of the RTI pyramid will receive small group pull out instruction in Reading..</p>	FS	AR	Reading Discovery Teachers, Principal	Comp Ed 3 FTE (\$184,109) District Reading Specialist	September 2009-June 2010 daily	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Teacher selection of eligible students based on data  DRA  Running records  CBA
<p><b>Classroom Library Themes</b>  Teachers will develop classroom library themes, create a reading corner following recommended balanced literacy guidelines to include labeling leveled books and providing access to a variety of literary genre.</p>	FS	All	Principal, Reading Specialist, Instructional Specialist Classroom teachers	Book bins labeled by genre  Campus materials  Title 1 Funds (\$3500)	August 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	DRA  TAKS/TAKS-A, TAKS-M Simulation  Environmental Walkthroughs
<p><b>Accelerated Reader Program</b> K-5<sup>th</sup> classes will implement this program to increase student reading success. Staff will receive training to effectively implement the program. A Reading Incentive program that includes AR will be implemented.</p>	FS, AEIS	All	Principal, Instructional Specialist AR Committee	Title 1 Funds (\$3550)	August 2009 – June 2010 daily	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	AR Diagnostic Report  DRA TAKS/TAKS-A, TAKS-M Simulation  CBA

<p><b><u>At-Risk for Dyslexia Program</u></b>  Trained staff will use Scottish Rite teaching materials with students individually and in small groups to increase reading proficiency.</p>	FS, PS	AR	Counselor, Dyslexia Proctors	Comp Ed. Budget 2 Paraprofessionals (\$24,341) District Dyslexia Coordinator	August 2009-June 2010 daily	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Dyslexia class schedule  DRA  TAKS/TAKS-A, TAKS- M Simulation  CBA
<p><b><u>Guided Reading</u></b>  Guided reading instruction will be done every day in grades K-5. Teachers will use leveled books for instruction.</p>	AEIS, FS, PS	All	Principal Classroom teachers	Planning time/Staff meetings Title I funding for book room books (\$3000) Title I funding for support materials (\$3000)	September 2009-June 2010 daily	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Use of guided reading book room checkout  Guided Reading Lesson Book check/Walkthroughs  Monthly level check to administration  CBA

<p><b><u>Reading Supplemental Materials</u></b></p> <p>Materials that supplement reading instruction will include Forde-Ferrier, TAKS Coach, Time for Kids Magazine, Measuring Up!, Scholastic News</p>	AEIS, FS	All	Principal, Reading Specialist, Instructional Specialist Classroom teachers	Title I Funding (\$5000)	September 2009-June 2010 As requested	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	TAKS/TAKS-A, TAKS-M Simulation  Walkthroughs  CBA
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Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)

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

**Judson Independent School District**  
**Hopkins Elementary**  
**Campus Improvement Plan - MATH**  
**2009-2010**

<b>NCLB Goal(s)</b>	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. All students will graduate from high school.							
<b>District Goal</b>	To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.							
<b>Campus Goal</b>	100% of all students and all accountability groups will meet the appropriate District and State performance standards and exams by 2012.							
<b>Objective</b>	90% of all 2 <sup>nd</sup> -5 <sup>th</sup> grade students and all accountability groups will pass the appropriate District and State exams given by May 2010, in order to meet the 100% passing standard by 2012. 90% of all Kindergarten-2 <sup>nd</sup> grade students will be at the satisfactory level on all Judson math standards in May 2010, in order to meet the 100% passing standard by 2012. 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will show at least a 3% gain in overall math TAKS performance by the end of the 2008 – 2009 school year. African-American, Hispanic and Economically Disadvantaged sub-population groups will show at least a 5% gain in math. Increase the number of students that receive “commended” performance by 20% on the 2009 TAKS.							
<b>Summative Evaluation</b>	Increase in Math TAKS/TAKS-A/TAKS-M scores in grades 3-5 toward the 100% mastery goal. Increase in Math levels of K-2 students as measured by assessment and teacher evaluation.							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>

<p><b><u>Investigations/ Exemplars</u></b>  Grades K – 5 will integrate Investigations and Exemplars into math instruction.</p>	<p>AEIS, FS</p>	<p>All</p>	<p>Instructional Specialist  Classroom teachers grades 1-3</p>	<p>Title I budget (\$11650)</p>	<p>August 2009- June 2010  Weekly</p>	<p><input type="checkbox"/>  completed</p> <p><input type="checkbox"/>  on-going</p>	<p><input type="checkbox"/>  completed</p> <p><input type="checkbox"/>  on-going</p>	<p>Materials purchased  Lesson plans  TAKS/TAKS-A, TAKS-M Simulation  CBA  Walkthroughs</p>
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<p><b><u>Compensatory Education</u></b> Students will receive in-class support from Compensatory Education teachers to quickly diagnose and remediate math difficulties (K-4). Pull out services will be provided for students on Tier II and III of the RTI pyramid.</p>	AEIS	AR	Compensatory Education Teacher	Comp. Ed. 5 FTE (\$)	September 2009-June 2010 daily	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	9 week grades TAKS/TAKS-A, TAKS-M Simulation  CBA
<p><b><u>Math Supplemental Materials</u></b> Students will utilize Measure Works, TAKS Coach, Forde-Ferrier materials, Measuring Up, Ms. Fritzie and other materials to support a diverse program in math.</p>	AEIS, FS	All	Instructional Specialist  Classroom teachers grades 3-5	Title I funding (\$5500)  Campus materials	September 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Materials purchased  Lesson plans  TAKS/TAKS-A, TAKS-M Simulation  Walkthroughs  CBA
<p><b><u>Bi-Monthly Measurement Challenge</u></b> . School wide K – 5 measurement activities will be provided for reinforcement of skills.</p>	AEIS, FS	All	Instructional Specialist  Classroom teachers grades 1-3	Campus materials	August 2009-June 2010 Monthly	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Lesson plans  Monthly fact sheets  Posted Measurement Activities  CBA

<p><b><u>Math Vocabulary and Journaling</u></b>  . School wide math vocabulary will be integrated into daily instruction. Students will combine math and writing through journaling.</p>	AEIS, FS	All	Principal, Reading Specialist, Instructional Specialist Classroom teachers	Campus materials	September 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	TAKS/TAKS-A, TAKS-M Simulation  Walkthroughs  CBA
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Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)  
Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged

**Judson Independent School District**  
**Hopkins Elementary**  
**Campus Improvement Plan – SCHOOL ENVIRONMENT**  
**2009-2010**

<b>NCLB Goal(s)</b>	All students will be educated in learning environments that are safe, drug-free, and conducive to learning.						
<b>District Goal</b>	To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.						
<b>Campus Goal</b>	Provide a safe learning environment for all students.						
<b>Objective</b>	By the end of the 2009-10 school year, the number of discipline referrals will decrease by 10%. By the end of the 2009-10 school year, the number of suspensions will decrease by 10%.						
<b>Summative Evaluation</b>	Data analysis of discipline referrals and suspension reports will show a minimum of 10% decrease from 2008-09 school year totals.						
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop .</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>	
						<b>Nov. 2009</b>	<b>Mar. 2010</b>

<p><b><u>Kelso's Choice</u></b> Conflict resolution skills development to improve interpersonal skills</p>	FS, PS, DR	All	Counselor, Social Worker	<p>Kelso's Choice: Conflict Management for Children kit</p> <p>Counselor/Social Worker</p>	Sept 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<p>Students will be able to identify and use conflict resolution and decision making skills (students report)</p> <p>Fewer students referred to office for violence and harassment infractions</p> <p>Nine weeks discipline statistics</p>
<p><b><u>Character Counts/Bullying Prevention</u></b> Counselor/Social Worker will provide classroom guidance lessons taught in classrooms K-5<sup>th</sup>. and will provide special small group guidance sessions with identified students as requested by classroom teachers.</p>	FS, PS, DR	All	Principal, Asst. Principal, Counselor, Social Worker	<p>Character Counts materials</p> <p>Motivational posters, banners and signs for school and classroom use</p>	August 2009 – June 2010 monthly	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<p>Students will be able to identify and use conflict resolution and decision making skills (students report)</p> <p>Fewer students referred to office for violence and harassment/bullying infractions</p> <p>Nine weeks discipline statistics</p>
<p><b><u>Honorable Hawk Awards</u></b> Students will be recognized in scheduled assemblies for demonstrating positive character traits as taught in the Character Counts program.</p>	FS, PS, DR	All	Counselor, Social Worker	Character Counts materials	October 2009, January 2010, April 2010, June 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Self Manager Lists

<p><b><u>Campus Discipline Plan</u></b> Includes school rules, cafeteria rules and playground rules. Hug coupons and positive parent calls are part of the school wide reward system. A school wide discipline folder will also be used to document conduct marks. Students who receive eight conduct marks will get a Hawk Code of Conduct Notification. All materials will be translated to Spanish.</p>	FS, PS, DR	All	Principal, Asst. Principal, Counselor, Social Worker, SBDM Committee	<p>Title I funding for materials/incentives/printing of forms, discipline folders and coupons (\$2000)</p> <p>Principals Power Point for Opening Assembly</p> <p>Stickers for Hug Coupons</p>	August 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<p>Students will be able to identify and use conflict resolution and decision making skills (students report)</p> <p>Fewer students referred to office for violence and harassment infractions</p> <p>Nine weeks discipline statistics</p> <p>Student and Parent Survey</p>
<p><b><u>Self Manager Program</u></b> Students will be rewarded for following school rules and demonstrating Character Counts behaviors through a school wide honor system.</p>	FS, PS, DR	All	Principal, Asst. Principal, Counselor, Social Worker, Grade Level Reps	Title I/Local funding for materials, buttons, incentives (\$1000)	August, 2009-June 2010 daily	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<p>Positive climate evidenced by decrease in discipline referrals</p> <p>Student applications for Self Manager</p> <p>Nine weeks discipline statistics</p>

<p align="center"><b><u>In School Suspension Curriculum</u></b></p> <p>Students assigned to ISS will do activities designed to teach appropriate social skills.</p>	FS, DR	AR	Counselor, Social Worker, Asst. Principal, ISS Aide	Reflection packets for behavior	August 2009-June 2010 Daily as needed	<input type="checkbox"/> complete d  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Nine weeks discipline statistics
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Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)

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

**Judson Independent School District**  
**Hopkins Elementary**  
**Campus Improvement Plan – SOCIAL STUDIES**  
**2009-2010**

<b>NCLB Goal(s)</b>	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. All students will graduate from high school.							
<b>District Goal</b>	To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.							
<b>Campus Goal</b>	100% of all students and all accountability groups will meet the appropriate District and State performance standards and exams by 2012.							
<b>Objective</b>	90% of all students will meet District standards on CBA each six weeks.							
<b>Summative Evaluation</b>	Students will successfully master the TEKS for Social Studies at their grade level.							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
<b><u>Social Studies Oral Reports (Grades 2 &amp; 4)</u></b> Students will complete oral reports based on historical figures from grade level TEKS.	FS, PS	All	Classroom teachers	Grade level TEKS Region IV Social Studies reference books Current Events materials (ex: Time For Kids, Weekly Reader, etc. \$1000) District Social Studies Specialist	April 2010. May 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Project proposals and final project presentations  CBA

<p><b>Hispanic Heritage/African American Heritage Activities</b> Students will celebrate diverse cultures through instruction and activities highlighting Hispanic and African American heritage.</p>	FS, PS	All	Principal Committee members	Title I budget for purchase of books and materials (\$500) District Social Studies Specialist	October 2009, February 2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Attendance at events Event committee planning notes/agendas
<p><b>Multicultural Day</b> Students and staff will celebrate the rich heritage of many different cultures through stories, music, food, cultural events, etc. to support the Social Studies curriculum frameworks.</p>	FS, PS	All	Classroom Teachers, Principal, Instructional Specialist	Planning time, Title I budget for supplies (\$2500)	December 2009	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	Lesson plans/ Student products  CBA

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