



**Judson Independent  
School District**

***James L. Masters Elementary***

**Campus Improvement Plan  
2009-2010**

**“Mighty Mavericks”**

*CIP revised and approved by CSBC on **May 18, 2009***

**Judson Independent School District**  
**James L. Masters Elementary School**  
**Campus Improvement Plan**  
**2009-2010**

**Campus Site-Based Committee**

**Melissa Arnell, Principal and Chairperson**

**Tamara Bell, Teacher Representative**

**Nancy Mackel, Teacher Representative**

**William Morrison, Teacher Representative**

**Susanna Oakes, Teacher Representative**

**Pat Pfannstiel, Teacher Representative**

**Jacques Rancour, Teacher Representative**

**Karissa Sansome, Teacher Representative**

**Claudia Walker, Teacher Representative**

**Angela Alexander, Parent Representative**

**Veronica George, Parent Representative**

**Melissa Taylor, Parent Representative**

**Elizabeth Castillo, Community Representative**

**Gina Rancour, Community Representative**

**Carolyn Bruton, Non-Teaching Professional**

**Abel Avitua, Paraprofessional**

**Sharlene Alexander, District Representative**

**Cedric Edwards, Business Member**

**Linda Walker, Business Member**

**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**  
**James L. Masters 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**

James L. Masters Elementary is committed to creating a learning community consisting of staff, students, parents and community members who work collaboratively to provide an environment that is respectful, safe, and positive that embraces diversity and ensures academic excellence for all students. All stakeholders will lead by example, ensuring that all learners are empowered with technological skills, critical thinking skills, problem solving skills and educational opportunities to foster success in our global economy.

**Judson Independent School District**  
**James L. Masters 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 James L. Masters Elementary is to provide a learning environment that is safe, nurturing and inviting enabling all learners to reach their maximum potential academically and socially in order to become lifelong learners and productive citizens.**

**Judson Independent School District**  
**James L. Masters Elementary School**  
**Campus Improvement Plan**  
**2009-2010**

**No Child Left Behind Performance Goals**

Performance Goal 1:

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

Performance Goal 2:

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

Performance Goal 3:

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

Performance Goal 4:

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

Performance Goal 5:

All students will graduate from high school.

**Judson Independent School District**  
**James L. Masters 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 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.

Judson Independent School District  
**James L. Masters Elementary**  
Campus Improvement Plan  
2009-2010

**Executive Summary**

A summary of the current data reveals that math and science are the areas in need of the greatest improvements. Data reveals that 67.7% of students who will be in attendance are considered economically Disadvantaged. The Economically Disadvantaged, African American, and Hispanic students are in need of instructional strategies and interventions that will foster their success in the areas of math and science during the 2009-2010 school year. Current data also indicate a need of vertical alignment in the areas of math and science.

**Goals:**

1. Masters Elementary students will increase their performance by a minimum of 20% in math and science by the end of the 2009-2010 school year.
2. Economically Disadvantaged students, African American students, and Hispanic students will demonstrate a minimum gain of 20% in Science.
3. African American and Hispanic students will show a 15% gain in math.
4. Masters Elementary students will demonstrate a 15% gain in reading.

**Focus for James L. Masters Elementary School**

**Reflective Practice Model:** Ongoing professional development for all staff members focusing on specific needs, grade level needs and individual needs of teachers. All teachers will participate in Differentiated Instruction and grade level specific training in the area of math and science through this model. The Curriculum Specialist and Master

**teachers will model lessons for teachers. RPM will focus on Differentiated Instruction: Tier Activities**

**Hands on Science: All 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students will receive an extra 45 minutes of science instruction which includes hands-on science activities. Extensive vocabulary review will be incorporated into the Hands on Science period. Identified students will participate in morning tutoring and the Saturday Science Academy in April.**

**Math and Science Focus: Extensive grade level planning, horizontally and vertically, through review of math curriculum, CBA data analysis, and reteach activities. Vertical teams will meet monthly to plan and align math instruction. Math and Science language and common vocabulary will be developed across the grade levels. Science Word Walls will be displayed throughout the cafeteria.**

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

**Judson Independent School District**  
**James L. Masters Elementary**  
**Campus Improvement Plan**  
**2009-2010**

**Needs Assessment Summary**

Program/Area for Review	Data Source	Sp. Pop.	Program/Area Strength	Area of Concern	Strategies for Improvement/Sustainability
Balance Literacy Model/Guided Reading/Fluency and comprehension strategies	DRA Scores Fluency Probes TAKS	Economically Disadvantaged, African Americans, Hispanic	80% of kinder students were on level at mid year  83% of 5th grade students met standards on the 2nd administration of the 5th Grade Reading TAKS	According to the mid-year DRA Assessments, 65% of 1st grade students were below level at mid-year; 75% of 2nd grade students were below level at mid-year; 70% of 3rd grade students were below level at mid-year  77% of 3rd grade students met standards on the 2nd administration of the Reading TAKS; 78% of the 4th grade students met standards on the reading TAKS;	Implementation of effective literacy practices, Daily Guided Reading Ongoing Fluency Probes; Readers Theaters to improve fluency Daily Tutoring in Reading for students in grades K-5  Campus Wide Reading strategies; ongoing reading assessments in TAKSs format for 3rd through 5th grade students;  Reading Intervention Support for identified students
Math Grades K-5	Universal Screens; CBA Data, TAKS Data	Economically Disadvantaged; African Americans; Hispanic Students	80% of all Kinder students met district standards on 6 weeks CBAs  76% of 4th grade students met the standards on the 4th grade Math TAKS	According to the Universal Screens and CBA data 70% are not meeting district expectations in Math; 72% of 5th grade students met the standards on the 2nd administration of the 5th math TAKS; 70% of 3rd grade students met standards on the 3rd grade Math TAKS;	Vertical Alignment of Math Curriculum; Math Groups; Integration of Math across the curriculum; Provide Math tutoring support through daily interventions; Utilize vocabulary development process to teach math vocabulary when introducing new concepts
Science K-5	CBA Data, 5th grade Science TAKS	African American, Hispanic and Economically Disadvantaged	CBA scores of students increased by 10% from the 1 <sup>st</sup> 6 weeks CBA to the 4 <sup>th</sup> 6 weeks CBA	70% of 5 <sup>th</sup> grade students met standards in Science	Vertical Science Alignment K-5; Hands On Science for Grades 3-5, Science Camp for identified 5 <sup>th</sup> grade students, Weekly labs and journal documentation
Increase Parental Involvement	Parent Survey	All Parents	90% of parents surveyed reported a desire to be involved in at least (2) major school activities i.e.,	60% of parents surveyed reported they had not attended any school activities or been involved in any school	Increase parental involvement by offering incentives for parents and students i.e., provide childcare;

<p><b>Improve communication with parents</b></p>	<p><b>Parent Survey</b></p>	<p><b>All Parents</b></p>	<p><b>mentoring, tutoring, PTO</b></p> <p><b>Surveys indicated parents want better communication between the school and home</b></p>	<p><b>functions during the 2008-2009 school year</b></p> <p><b>50% of parents felt communication between the home and school was not effective</b></p>	<p><b>organizing PTO; include parents on Site Base Committee; providing Volunteer training during times convenient for parents</b></p> <p><b>Use of the Alert Now System to keep parents informed; Newsletters, Parent Conferences, Principal's RAP Sessions, Annual Conference for Parents</b></p>
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## **Campus Parent Involvement Plan 2009-2010**

Campus: James L. Masters Elementary Principal: Melissa Arnell

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

### Parenting

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

### Communicating

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

### Volunteering

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

### Learning at Home

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

### Decision Making

- Site-Base Decision Team Meeting
- PTO
- Conferences

## Collaborating with the Community

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

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

**Migrant Survey Distribution**

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

**CIP Approval**

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

**Highly Qualified Plan**

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

**Notice of Non-discrimination**

**"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.**

**James L. Masters Elementary School**  
**Goals and Objectives**  
**2009-2010**

**Board/District Goal #1: Academic Excellence**

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

**Campus Goal #1:**

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

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

**Board/District Goal#2: Communication**

**To annually increase awareness and understanding of district programs, services and planning among all JISD stakeholders in a way that fosters involvement in the educational process.**

**Campus Goal #2:**

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

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

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

**Board/District Goal #2: Communication**

**To annually increase awareness and understanding of district programs, services, and planning among all JISD stakeholders in a way that fosters involvement in the educational process.**

**Campus Goal #3:**

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

**Board/District Goal #2: Communication**

**To annually increase awareness and understanding of district programs, services, and planning among all JISD stakeholders in a way that fosters involvement in the educational process.**

**Campus Goal #4:**

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

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

**4.2 Methods of communication between the community, parents and**

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

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

**Board/District Goal #4: Master Planning**

**To ensure all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21<sup>st</sup> century work force that are supported by effective and efficient operations through the implementation of a comprehensive, Master Planning process which is based on data and trends, reviewed consistently, and articulated using a variety of media.**

**Campus Goal #5:**

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

**5.1 Reduce voluntary staff turnover rate.**

**Board/District Goal #4: Master Planning**

**To ensure all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21<sup>st</sup> century work force that are supported by effective and efficient operations through the implementation of a comprehensive, Master Planning process which is based on data and trends, reviewed consistently, and articulated using a variety of media.**

**Campus Goal #6:**

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

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

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

**Board/District Goal #3: Budget**

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

**Campus Goal #7:**

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

**Judson Independent School District**  
**James L. Masters Elementary School**  
**Campus Improvement Plan**  
**2009-2010**  
**Student Achievement LA/Reading Writing**

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

Implementation of effective literacy practices, daily guided reading, and small group instruction based on Individual student needs in grades K-5 <sup>th</sup>	DRA Assessment, 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> Reading TAKS, Fluency Probes	All Students	Classroom Teacher, Comp Ed Teacher, Principal, Vice Principal	One Comp Ed FTE @ \$62,000 Teacher, Reading materials and resources from campus budget	August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Running records, DRA Scores, TAKS Scores
Reading Intervention support through small group morning and afternoon tutoring	DRA Assessment, TAKS Data, Fluency Probes	At Risk, Special Ed, Economically Disadvantaged	Comp Ed Teacher, Tutoring Teacher, Principal, Vice Principal	Masters Elementary Budgeted Reading funds, existing curriculum	September 2009-April 2010			Running Records, progress reports, Beginning and mid-year DRA assessments, Dibels
Provide extensive training and professional development for K-5 teachers in Guided Reading, Readers and Writers Workshop and Differentiated Instruction	DRA Assessment, TAKS Data	All students	Comp Ed Teacher, Master Teachers, Principal	Masters Elementary Budgeted Reading Funds, Salary of 1 FTE at \$62,000	August 2009-December 2009			6 Traits Writing Assessments, Journals, DRA Scores, Exemplars, Released TAKS
Integration of curriculum across all subject areas	Reading and Writing TAKS, DRA	All Students	Classroom Teachers, Extended Day Teachers	Budgeted Elementary ELA Funds, Existing	August 2009 – June 2010			Released TAKS, Subject area CBAS,

to deepen understanding and make connections	Assessment			subject area curriculum material			Beginning, mid-year and end of year assessments, Dibels
Implementation of the Take Flight Dyslexia program for identified students	Dyslexia Records of student progress, TAKS, DRA Assessments	Dyslexia students	Dyslexia Proctor, Principal, Vice Principal	Salary of 1 FTE Dyslexia Proctor at \$50,000	August 2009-June 2010		Dyslexia Progress Assessments, TAKS, DRA Assessments
Reading reinforcement and intervention for identified Special Education students and at risk general education students through Co-Funded CMC Lab	TAKS Data, DRA Assessment, At Risk Data	At Risk Students, Special Education Students	1 Special Education Teacher; 1 Comp Ed Teacher	Salary of 1 FTE Special Education @60,000 and 1 FTE Comp Ed Teacher at \$62,000	August 2009 – June 2010		CBA Assessment Data, Universal Screens, Dibels, TAKS data, DRA Assessment
Implement Response to Intervention Model to meet the needs of at risk students and to identify students in a timely manner who	Classroom Assessments, DRA, TAKS data	At Risk Students	Gist Committee, Counselor, Principal, Vice Principal	Existing Instructional Materials, GIST Toolkit	August 2009 – May 2010		Weekly Assessments, GIST Action Plan, Walk Throughs, Lesson Plans

experience difficulty mastering content performance standards (TEKS/TAKS) and to provide needed assistance and interventions through Response to Intervention								
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**Judson Independent School District**

**James L. Masters**

**Campus Improvement Plan**

**2009-2010**

**Student Achievement LA/Reading Writing**

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

Implementation of Guided Writing Groups, Interactive writing, writers workshop and vocabulary boxes in K-5th grade	TAKS	At Risk, Hispanics, Economically Disadvantaged	Classroom teachers, principal, vice principal	Existing curriculum materials	August 2009- May 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	9 weeks writing assessments, Walk Throughs, PDAS, TAKS, journals
<b>Integration of writing across the curriculum</b>	TAKS, Writing Assessments	All Students	<b>Classroom teachers, principal, vice principal</b>	Existing campus and district writing material	September 2009-May 2010			6 Traits writing Assessments, Released TAKS, Walk-Throughs, PDAS
<b>Implementation of 6 Traits writing assessment</b>	TAKS	All Students	Classroom teachers, Principal	Existing curriculum materials and supplies	September 2009-May 2010			6 Traits writing assessments, journals, Lesson Plans, TAKS
<b>Utilization of a variety of vocabulary building strategies with TAG Students</b>	TAKS, TAG Report Cards	TAG Students	TAG Cluster teachers, TAG teacher	1 FTE TAG teacher salary of \$52,977.00	September 2009 – April 2010			CBAs, TAKS, TAG Report Cards
<b>Implementation of Thunderwriting Camp for identified 4<sup>th</sup> grade students</b>	TAKS	At risk	4 <sup>th</sup> grade teachers, camp instructors, principal, vice principals	Existing curriculum materials	January 2010 – February 2010			Lesson Plans, TAKS, Released TAKS, 6 Traits

<b>Implementation of TAG Clustering across all grade levels</b>	TAKS	TAG Students	TAG Cluster teachers	Salary of 1 FTE TAG teacher salary of \$52,977				
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**Judson Independent School District**

**James L. Masters**

**Campus Improvement Plan**

**2009-2010**

**Student Achievement Math**

<b>NCLB Goal#1</b>	By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.							
<b>District Goal #1</b> <b>Academic Excellence</b>	To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarships and attendance to institutes of higher learning.							
<b>Campus Goal</b>	100% of all students and all accountability groups will meet District and State performance standards and assessments by 2013-2014. Students in grades 3 and 4 will increase math achievement by 20 % overall with African American students in grades 3 increasing by 26%, grades 4 by 20% and grade 5 by 20%.							
<b>Objective</b>	To increase student achievement in Math to 100% for each subgroup.							
<b>Summative Evaluation</b>	All students will meet the standards at their respective grade level in Math and pass the Math TAKS Test. Our campus will receive an Exemplary or Recognized accountability rating and meet AYP.							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources</b> Human Material Fiscal	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>

Implementation of District Math Curriculum Framework	TAKS, Universal Screens	African American, Hispanics, Economically Disadvantaged	Classroom teachers, principal, Vice Principal	Existing District Math curriculum, Existing curriculum supplies and materials	August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Formal and informal walk-throughs, 6 weeks CBAs, Universal Screens, TAKS
Provide math tutoring support through daily interventions and after school	TAKS, Universal Screens	At risk, Hispanics, African Americans, and Economically Disadvantaged	Classroom teachers, Comp Ed teacher, Principal, Vice Principal	1 FTE Com. Ed Teacher salary of \$62,000, existing math curriculum materials and supplies	September 2009 – April 2010			Universal Screens, CBAs, TAKS, Journals
Implement After School Chess Club for 3 <sup>rd</sup> thru 5 <sup>th</sup> graders to reinforce math skills	TAKS, Universal Screens	All students	Classroom teachers, chess club sponsor, Vice Principal	Chess Sets, \$200.00 from Student Activity Account	September 2009 – May 2010			6 Week CBAs, Universal Screens, TAKS
Utilize the vocabulary development process to teach all the	TAKS, CBAs	All students	Classroom teachers, Principal	Existing math curriculum materials,	August 2009 – June 2010			6weeks Math CBAs, TAKS, classroom assessments

<p>necessary math vocabulary when introducing new mathematics</p> <p>Development of school-parent compact in English and</p> <p>Increase percentage of special education students meeting the standards on the Math TAKS tests</p>	<p>TAKS, DRA Assessment</p> <p>TAKS, IEPs</p>	<p>All students</p> <p>Special Ed Students</p>	<p>Principal, Vice Principal</p> <p>Special Ed Teachers, Classroom teachers, Principal</p>	<p>supplies student work</p> <p>Title I Handbook, Parent-Teacher Handbook</p> <p>Existing content areas</p>	<p>August 2009- June 2010</p> <p>February 2009 – May 2010</p>			<p>100% of signed compacts returned</p> <p>TAKS Results for each content area tested at each grade level</p>
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**Judson Independent School District**  
**James L. Masters Elementary**  
**Campus Improvement Plan**  
**2009-2010**  
**Student Achievement Science**

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

Align science curriculum across grade levels	TAKS	All students	Comp Ed. Teacher, Classroom Teachers, Principal	1 FTE Salary of Comp Ed Teacher of \$62,000, existing science curriculum materials and supplies	August 2009 – December 2009	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<b>100% of 5<sup>th</sup> Grade students will meet the standards on the TAKS, 6 Weeks Assessments, Lesson Plans, Formal and Informal walk-throughs</b>
Implement Science Camp for identified 5 <sup>th</sup> graders	TAKS, CBAs	5 <sup>th</sup> grade students	Comp Ed Teacher, Classroom Teachers, Principal, Vice Principal	1 FTE Salary of Comp Ed Teacher of \$62,000, existing science curriculum materials and supplies	March 2010 – April 2010			6 Weeks Assessment, Lesson Plans, Walk Throughs, PDAS
Science Fair/Exposition for grades 1-5 to demonstrate student knowledge of the scientific process	CBA Data, TAKS	All students	Science Committee, Science Teachers, Principal, Comp Ed Teacher	Existing science materials and supplies,	April 2010-May 2010			6 weeks CBAs, TAKS, Walk Throughs
Integration of Science across the curriculum with an	CBAs, Journals, TAKS	All Students	Classroom teachers, principal, vice	Existing science materials	August 2009 – May 2010			6 Weeks CBAs, Walk Throughs, TAKS

emphasis on Science Vocabulary			principal	and supplies				
Implementation of 3 <sup>rd</sup> – 5th Grade Hands On Science	TAKS, CBAs	3 <sup>rd</sup> – 5 <sup>th</sup> grade students	Comp Ed Teacher, classroom teachers, principal, vice principal	Existing science materials and supplies, Foss Kits, Forde Ferrier Science Materials	August 2009 – May 2010			PDAS, Formal and informal walk Throughs, 6 weeks CBAs, TAKS

**Judson Independent School District**  
**James L. Masters Elementary**  
**Campus Improvement Plan**  
**2009-2010**  
**Student Achievement Social Studies**

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

<p><b>Align Social Studies curriculum across grade levels</b></p>	<p>CBAs, journals</p>	<p>All students</p>	<p>Classroom teachers, principal</p>	<p>Existing Social Studies curriculum</p>	<p>August 2009- June 2010</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p>CBAs, journals, classroom assessments</p>
<p><b>Integration of Social Studies across the curriculum</b></p>	<p>CBAs, journals, report cards</p>	<p>All Student</p>	<p>Classroom teachers, principal</p>	<p>Existing Social Studies curriculum, District Social Studies Specialist</p>	<p>August 2009 - June 2010</p>			<p>CBAs, journals, report cards, Walk-Throughs</p>
<p><b>Purchase and implement History Alive for 5<sup>th</sup> grade</b></p>	<p>CBAs, journals</p>	<p>All students</p>	<p>Classroom Teacher, principal</p>	<p>Existing Social Studies curriculum, District Social Studies Specialist</p>	<p>August 2009 – June 2010</p>			<p>CBAs, journals, report cards, Walk-Throughs</p>

**Judson Independent School District**  
**James L. Masters Elementary**  
**Campus Improvement Plan**  
**2009-2010**  
**Attendance**

<b>NCLB Goal# 5</b>	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 standards in a way that increases scholarships and attendance to institutes of higher learning.							
<b>Campus Goal</b>	Maintain a high standard of attendance that is equal to or above 98%							
<b>Objective</b>	To increase attendance daily							
<b>Summative Evaluation</b>	To increase daily attendance by .02%							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources</b> Human Material Fiscal	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>

Announce classes with weekly perfect attendance	Attendance records and PEIMS Data	All students	PEIMS Clerk, Counselor, Principal	List of Classes	August 2009- June 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Daily, weekly and 6 weeks attendance reports
Publicly post classes with perfect attendance	Attendance records, PEIMS data	All students	PEIMS Clerk, Vice Principal	List of Classes, Attendance Chart, stickers	August 2009 – June 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	Weekly attendance report, 6 weeks attendance reports, attendance records
Call parents of students with 3 or more consecutive absences	Daily attendance records	All students	PEIMS Clerk, vice principal, principal	Student records, PEIMS Data	August 2009- June 2010			Completion of calls to parents with documentation
Recognize students at Character Count Rallies each 9 weeks	9 weeks attendance records	All students	Principal, Counselor, classroom teacher	Student records, Character Counts	August 2009- June			Review of attendance records; recognition

				Committee	2010			at Character Count Rallies
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**Judson Independent School District**  
**James L. Masters Elementary**  
**Campus Improvement Plan**  
**2009-2010**

**Parent/Community Involvement and Communication**

<b>NCLB Goal #5</b>	All students will graduate from high school							
<b>District Goal #3</b>	To annually increase awareness and understanding of district programs, services, and planning among all JISD stakeholders in a way that fosters involvement in the education process							
<b>Campus Goal</b>	To foster positive parental and community involvement by developing positive school/family relationships							
<b>Objective</b>	o improve all students' level of academic achievement through parental involvement by providing information, training and opportunities that will enable parents to support their students' learning.							
<b>Summative Evaluation</b>	100% of Masters parents will participate in at least two school activities.							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources</b> Human Material Fiscal	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>

<p><b>Provide brief printed information related to all academic areas via newsletters, parent conferences and teacher websites</b></p>	<p>Parent Survey</p>	<p>All students</p>	<p>Classroom teachers, counselor, principal</p>	<p>Campus websites, campus instructional budget</p>	<p>Weekly from August 2009 – June 2010</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p>Parent survey</p>
<p><b>Provide school supply day prior to last day of school to help Pre-K and Kindergarten students transition from early childhood to elementary</b></p>	<p>Parent Survey</p>	<p>All Pre-K and Kinder students</p>	<p>Pre-Kinder and Kinder teachers, principal, counselor, Social Worker</p>	<p>Campus activity Funds of \$100.00</p>	<p>August 2009</p>			<p>Parent sign in sheets, parent survey</p>
<p><b>Facilitate school transition to PK/K/1<sup>st</sup> grades through home visits, parent meetings, summer newsletters and parent involvement programs</b></p>	<p>Parent Survey</p>	<p>Pre-K, Kinder and 1st grade students</p>	<p>Classroom teachers, principal, counselor, Social Worker</p>	<p>Campus newsletters, web-site, phone calls, Alert Now Calls, Campus activity fund of \$100.00</p>	<p>August 2009- June 2009</p>			<p>Participation records, sign sheets, parent survey</p>
		<p>All</p>	<p>Classroom teachers,</p>	<p>Newsletters,</p>	<p>September</p>			

<p><b>*Convene an annual meeting to inform parents of the school's participation in Title I and parents right to be involved</b></p>	<p>Parent survey</p>	<p>students</p>	<p>principal, counselor, Social Worker</p>	<p>Alert Now Calls</p>	<p>2009</p>			<p>Sign In sheets, participation records, parent survey</p>
<p><b>Parent Orientation for parents of Pre-Kindergarten-5<sup>th</sup> grade parents</b></p>	<p>Parent Survey</p>	<p>All students</p>	<p>Principal, Vice Principal, All students</p>	<p>Newsletters, web-site, phone calls, Campus Activity funds of \$100.00</p>	<p>September 2009</p>			<p>Parent survey, participation records</p>
<p><b>Convening of public meeting to provide parents and community members with School Performance Report Card, individual child's assessment and explanation of</b></p>	<p>Parent survey</p>	<p>All students</p>	<p>Principal, Vice Principal, Counselor</p>	<p>Campus Assessment data, Newsletter, Alert Now Call</p>	<p>October 2009</p>			<p>Parent survey, sign in sheets, participation records, agenda</p>
	<p>TAKS,</p>	<p>All students</p>	<p>Principal, Classroom teachers,</p>	<p>Campus Activity</p>	<p>November 2009 and April 2010</p>			<p>Sign in</p>

<p><b>the curriculum</b></p> <p><b>Provide family TAKS night, family math night, family literacy evening and technology showcase</b></p> <p><b>Convene a Parent/Student Conference to improve students' level of academic achievement through parental involvement</b></p> <p><b>Provide volunteer training to foster 100% parent participation to increase parental involvement to improve</b></p>	<p>parent survey</p> <p>Parent survey</p> <p>Parent Survey</p>	<p>All students</p> <p>All students</p>	<p>counselor</p> <p>Principal, Social Worker, teachers, Counselor</p> <p>Volunteer Trainers, Principal, Vice Principal</p>	<p>Account \$200.00</p> <p>Campus existing budget</p> <p>Volunteer training Resources and materials</p>	<p>October 2009 and April 2010</p> <p>August 2009 – May 2010</p>		<p>sheets, agenda, parent survey, participation records</p> <p>Agenda,, sign in sheet, parent surveys</p> <p>Parent sign in sheets and participation records, RAPTOR sign in system</p>
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<b>students' level of academic achievement</b>								
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**Judson Independent School District**  
**James L. Masters Elementary**  
**Campus Improvement Plan**  
**2009-2010**

**Highly Qualified Plan for Teachers and Staff**

<b>NCLB Goal #3</b>	By 2006-2007, all students will be taught by highly qualified teachers.							
<b>District Goal #4</b> <b>Master Planning</b>	To ensure all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21 <sup>st</sup> century work force that are supported by effective and efficient operations through the implementation of a comprehensive, Master Planning process which is based on data and trends, reviewed consistently, and articulated using a variety of media.							
<b>Campus Goal</b>	Hire, attract and retain highly qualified staff members and provide support through ongoing high quality professional development							
<b>Objective</b>	To increase student achievement in all content areas to 100% for each accountability subgroup and to reduce voluntary turnover rate.							
<b>Summative Evaluation</b>	All staff members will meet the guidelines of highly qualified as defined by NCLB and the voluntary turnover rate will be reduced							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources</b> Human Material Fiscal	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						Nov. 2009	Mar. 2010	<b>Evidence of Completion</b>

<b>Provide incentives for teachers returning to Eloff Elementary</b>	Staff survey	Staff	Principal, Vice Principal	<b>Donations from community businesses and restaurants</b>	August 2009 – June 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Staff surveys
<b>Recognition of veteran staff members by PTO</b>	Staff Surveys	Staff	PTO Board, principal, vice principal	<b>PTO Funds of \$300</b>	September 2009 – May 2010			Staff Survey
<b>Provide opportunities for professional growth and development through RPM and District Offered Professional Development activities</b>	Staff survey	Staff	Principal, vice principal	<b>Existing Campus Budget</b>	August 2009 – June 2010			Completed professional development certificates, staff survey
<b>Recognition of Staff Members with perfect attendance each 9 weeks</b>	Staff Survey	Staff	PTO Board, principal, vice principal	<b>Campus Activity Account \$300.00, donations from community members</b>	August 2009- June 2010			Attendance records
					August 2009 –			Yearly review

<p><b>Ensure that all campus staff members are highly qualified to instruct the subject/grade level assigned</b></p> <p><b>Ensure that all paraprofessionals hired have an Associate's Degree or have passed a rigorous academic exam to identify employee as highly qualified</b></p> <p><b>Implement team building activities</b></p> <p><b>Ensure that 100% of the 67.7% of students who are considered as low income are taught by highly qualified teachers</b></p>	Staff survey	Staff	District HR office, SBEC, principal	<p><b>Data from District Personnel Records</b></p>	May 2010			if teacher/staff credentials, ongoing review of credentials for para-
	Staff Survey	Staff	District HR office, Principal		<p><b>Data from District Personnel records</b></p>			August 2009-May 2010
	Staff Surveys	Staff	Principal, Vice Principal	<p><b>Existing Campus materials and supplies</b></p>	August 2009			Completed activity, sign-in sheets, agenda
	Parent Survey, Staff Survey	All Students	Principal, Vice Principal		August 2009 – June 2010			NCLB Highly Qualified Survey
	NCLB Highly Qualified Survey	All students	District Human Resources		<p><b>Existing Campus curriculum and materials</b></p>			August 2009 – June 2010

<p><b>Launch recruiting efforts to hire, attract and retain more highly qualified minority and experienced teachers; 47.32% of teachers are considered inexperienced</b></p> <p><b>Continue to seek a diverse highly qualified employee pool by attending job fairs and recruitment fairs</b></p>	<p>Employment Records</p>	<p>All students</p>	<p>Department</p> <p>Principal, Vice Principal, Interview Committee</p>	<p><b>Local Funds, Executive Director of Human Resources and staff</b></p> <p>Local funds, Human Resource Department</p>	<p>August 2009 – June 2010</p>			<p>Human Resource reports and records</p>
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**Judson Independent School District**  
**James L. Masters Elementary**  
**Campus Improvement Plan**  
**2009-2010**  
**Safe Learning Environment**

<b>NCLB Goal</b>	All students will be educated in learning environments that are safe, drug free, and conducive to learning							
<b>District Goal#3 Communication</b>	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>	To provide a safe, secure and supportive learning environment for all members of the learning community and develop and implement a comprehensive discipline management system.							
<b>Objective</b>	Interventions will be implemented to promote positive problem solving and reduce the number of discipline referrals							
<b>Summative Evaluation</b>	The number of discipline referrals will be reduced by 50% during the 2009-2010 school year.							
<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>All students will participate in Red Ribbon Activities</b></p>	<p>Parent Surveys, Discipline Referrals</p>	<p>All Students</p>	<p>Counselor, Social Worker, Principal</p>	<p><b>Motivational materials provided by school counselor and social worker</b></p>	<p>October 2009</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p>Walkthroughs, Number of Discipline Referrals</p>
<p><b>Increased communication with parents through daily folders or agenda books, notes home, telephone calls, Alert Now System Parent Access System and parent conferences</b></p>	<p>Parent Survey</p>	<p>All students</p>	<p>Principal, Vice Principals, Social Worker</p>	<p><b>Campus budget</b></p>	<p>August 2009- June 2010</p>			<p>Parent Survey</p>
<p><b>Implementation of Character Counts! Program school wide</b></p>	<p>Parent Survey, Discipline Referrals</p>	<p>All Students</p>	<p>Principal, Vice Principal, Social Worker, Counselor</p>	<p><b>Campus Activity Account \$2,000, existing Character Education Materials, \$1,000 Safe and Drug Free</b></p>	<p>September 2009 – May 2010</p>			<p>Parent Survey</p>

<p><b>Provide classroom guidance sessions that focus on social problems, problem solving and conflict resolution</b></p>	<p>Discipline Reports, parent survey</p>	<p>All students</p>	<p>Counselor</p>	<p><b>Schools Funding</b></p> <p><b>Existing guidance materials, 1 FTE of Social Worker's Salary of \$58,000.00</b></p>	<p>August 2009-June 2010</p>			<p>Monitored Counselor and Social Worker Referrals, Discipline Referrals</p>
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**Judson Independent School District**  
**James L. Masters**  
**Campus Improvement Plan**  
**2009-2010**  
**Retention/Drop Out/Completion**

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

<p><b>Special education teachers will monitor compliance With timelines for initial evaluations and annual ARDs (CAP-timelines, Initial Evaluations)</b></p>	<p>TAKS, CBA</p>	<p>Special Ed Students</p>	<p>Special Ed Teachers, Classroom teachers, Principal, Counselor</p>	<p>Existing curriculum, IEPS</p>	<p>August 2009 – June 2010</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p>ARDS, IEP Report Cards, TAKS, Initial evaluations for 100% of students</p>
<p><b>Provide training to teachers working with special education students which supports use of the TEKS, analysis of TAKS and district Curriculum Guide in planning instructions for students</b></p>	<p>TAKs, CBA, DRA Assessments</p>	<p>Special Ed Students</p>	<p>Principal, Classroom Teachers</p>	<p><b>Existing special education curriculum materials, District Curriculum Guides, IEPS. JISD Professional Development Department</b></p>	<p>August 2009- June 2010</p>			<p>Completed training certificates, Staff Surveys</p>
<p><b>Paraprofessionals will participate in staff development as provided by the campus and district</b></p>	<p>Staff Survey, TAKS. CBAs</p>	<p>All Students</p>	<p>Principal, Vice Principal</p>	<p><b>Existing Instructional materials; District Curriculum Specialist</b></p>	<p>August 2009 – June 2010</p>			<p>Para Ed Evaluations, completed training certificates</p>
<p><b>Analyze TAG</b></p>	<p>TAKS,</p>	<p>All Students</p>						

<p><b>student results on TAKS information to adjust curriculum gaps and monitor student progress</b></p>	<p>CBA's, TAG Report Cards</p>		<p>Principal, Vice Principal</p>	<p><b>Existing TAKS data, existing curriculum materials, District content area Specialist, District TAG Coordinator</b></p>	<p>August 2009 – June 2010</p>			<p>TAKS Data, Report Cards, Lesson Plans</p>
<p><b>Implement TAG Clustering for Grades 1-5 to improve student achievement of all students</b></p>	<p>TAKS Data, CBA Data</p>	<p>TAG Students</p>	<p>TAG Teacher, Classroom Teachers, Principal</p>	<p><b>Existing Curriculum materials, District TAG Coordinator</b></p>	<p>August 2009- June 2010</p>			<p>#students Commended Performance on TAKS, CBA Data</p>
<p><b>Provide class size reduction during reading instruction to reduce student teacher ratio to maximize instruction as an accelerated intervention in grades 3 and 5</b></p>	<p>TAKS. CBA's</p>	<p>All Students</p>	<p>Classroom Teachers, Principal</p>	<p><b>Existing campus instructional supplies guiding reading books and instructional materials</b></p>	<p>August 2009- 2010</p>			<p>TAKS, CBA, Report Cards. PDAS</p>
<p><b>Provide class size reduction during reading instruction to reduce student teacher ratio to maximize instruction as an accelerated intervention in grades 3 and 5</b></p>	<p>TAKs,. 6</p>	<p>At Risk Students</p>	<p>Counselor,</p>		<p>November</p>			<p>Walk-Throughs</p>

<p><b>Implement and monitor the district's ARI and AMI programs</b></p> <p><b>Review Retention rates per campus and identify procedures for struggling students who may qualify for specialty services</b></p>	<p>Weeks CBAS</p> <p>Attendance Data, TAKS</p>	<p>At Risk Students</p>	<p>Classroom Teachers, Principal, Vice Principal</p> <p>Classroom Teachers, Principal, Counselor</p>	<p><b>ARI and AMI Funds, existing materials and supplies</b></p> <p><b>Existing Campus budget</b></p>	<p>2009 – April 2010</p> <p>August 2009</p>			<p>TAKs. CBA</p> <p>Report Cards, Benchmark Data, Observations</p>
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**Judson Independent School District**  
**James L. Masters Elementary**  
**Campus Improvement Plan**  
**2009-2010**

<b>NCLB Goal #1</b>	By 2012-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.							
<b>NCLB Goal #2</b>	All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in mathematics.							
<b>District Goal #4 Master Planning</b>	To ensure all students meet or exceed evolving accountability standards by providing educational opportunities aligned to the 21 <sup>st</sup> century work force that are supported by effective and efficient operations through the implementation of a comprehensive, Master Planning process which is based on data and trends, reviewed consistently, and articulated							
<b>Campus Goal</b>	100% of all students and all accountability groups will meet District and State performance standards and assessments by 2013-2014.							
<b>Objective</b>	Hire, attract and retain highly qualified staff members and provide support through ongoing high quality professional development							
<b>Summative Evaluation</b>	All students will meet the standards at their respective grade level in reading and pass the reading TAKS. The campus will receive an Exemplary or Recognized accountability rating and meet AYP							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources</b> Human Material Fiscal	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>

<p><b>Train all staff members in new software applications and programs ( i.e. Accelerated Reader )</b></p>	<p>Staff Survey</p>	<p>All students</p>	<p>Librarian, Classroom teachers, Principal</p>	<p>Existing campus materials, library AR Resources</p>	<p>August 2009 –June 2010</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p>Completed Mastered AR Test, PDAS Documentation Completed certificates of training</p>
<p><b>Training of all staff members to meet District required proficiencies</b></p>	<p>Staff Survey</p>	<p>All Students</p>	<p>District Technology CIT,</p>	<p>District Technology Specialist, existing technology materials and equipment</p>	<p>August 2009 – May 2010</p>			<p>Monitor utilization of instructional technology, Walk-Throughs, PDAS, Completed certificates of training</p>
<p><b>Provide professional development for all staff members on integrating technology into the curriculum and the implementation of TEK knowledge to meet TEKS</b></p>	<p>Faculty Survey</p>	<p>All students</p>	<p>District PD Initiatives, CIT, District Specialist, Principal</p>	<p>Existing curriculum, resources and materials</p>	<p>August 2009, January - May 2010</p>			<p>Lesson Plans, PDAS, CBAs, TAKS, DRA Assessments</p>

<p><b>requirements in all subject areas</b></p> <p><b>Utilization of interactive instructional software; skills based reading, writing and math activities aligned with state standards (TEKS/TAKS) and District Curriculum Guides and New ELA TEKS</b></p> <p><b>Train all staff members in the SIOP procedures</b></p> <p><b>Train all staff members in Differentiated Instruction through the Reflective Practice Model</b></p> <p><b>Provide training</b></p>	<p>TAKS, DRA Assessments</p> <p>TAKS, CBAS</p> <p>TAKS, CBAs, Universal Screens</p> <p>IEPS, TAKS, CBAs</p>	<p>All Students</p> <p>All Students</p> <p>All Students</p> <p>Special Ed Students</p>	<p>Principal, Vice Principal</p> <p>Principal, Vice Principal, District PD Department</p> <p>Campus ILTs, District Curriculum Department, Principal, Vice Principal</p> <p>Special Ed Teachers, Classroom</p>	<p>Existing District Curriculum Framework, materials and resources</p> <p>Existing training materials and resources, Campus ILTs</p> <p>District curriculum Training Materials</p>	<p>August 2009 – May 2010</p> <p>August 2009 – November 2009</p> <p>June 2009 November 2009</p> <p>August 2009</p>	<p>PDAS, Lesson Plans, Walk-Throughs, TAKS</p> <p>Completed certificates of training, TAKS, CBAS</p> <p>Completed certificates of training, PDAS, TAKS</p> <p>Monitoring of IEPs, IEP Report Cards, TAKS</p>
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<p><b>for special education staff members on writing meaningful IEPs that are TEKS based</b></p> <p><b>Provide training for all staff members in best practices of guided reading, exemplars and TAKS strategies</b></p>	<p>DRA Assessments, TAKS, CBAs</p>	<p>All Students</p>	<p>Teachers, Principal, Vice Principal</p> <p>Principal, Vice Principal</p>	<p>District PD Department, Campus ILTs, Special Ed Teachers, Existing training materials</p> <p>District Literacy Specialist, Campus ILTs, Master Teachers, Existing curriculum materials and resources</p>	<p>August 2009, January 2010</p>			<p>DRA Assessments, Fluency Probes, TAKS</p>
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