# Judson Independent School District

# *Miller's Point Elementary*

## Campus Improvement Plan
## 2009-2010

*CIP revised and approved by CSBC on 5/29/09*

**Judson Independent School District**

# Miller's Point Elementary

**Campus Improvement Plan**
**2009-2010**

## Campus Site-Based Committee

Mike McFalls Principal, Lisa Mann Teacher, Lisa Teske Teacher, Tracey Valree Teacher, Lucia West Teacher, Loretta Davidson, JISD Rep., Allison Cabeldue, Non Non-Teaching Professional, Christine Reynolds Parent, Donna Gutierrez Parent, Michelle Hanks, Community member, X 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**

# Miller's Point 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

Child Focused
Results Driven
Exemplary Bound!

**Judson Independent School District**

**Miller's Point 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

- 1.Students will perform well
- 2. MPE will be a good place to learn and work
- 3. MPE will be Exemplary – K-5
- 4. Judson will be a Recognized District

**Judson Independent School District**

# Miller's Point Elementary

**Campus Improvement Plan**
**2009-2010**

## No Child Left Behind Performance Goals

Performance Goal 1:
By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2:
All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3:
By 2006-2007, all students will be taught by highly qualified teachers.

Performance Goal 4:
All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Goal 5:
All students will graduate from high school.

**Judson Independent School District**

# Miller's Point Elementary

**Campus Improvement Plan**
**2009-2010**

## Board/District Goals

Goal 1: **Academic Excellence**

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

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

Goal 2: **Communication**

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

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

Goal 3: **Budget**

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

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

Goal 4: **Master Planning**

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

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

Goal 5: **Collaboration**

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

**Judson Independent School District**

# Miller's Point Elementary

**Campus Improvement Plan**

**2009-2010**

## Campus Goals

- **MPE is an Exemplary campus and AYP Acceptable.**
  **(08 = Academically Acceptable 07 = Academically Acceptable)**
- **90% of all students pass TAKS**
- **40% of all Students Commendable**
- **All GT Commendable**
- **90% of all students on or above grade level in Reading, Math, Writing, Science, Social Studies, in ALL grades**
- **90% Students reading on DRA grade level.**
- **97% attendance (08 =96.24% 07 = 95.2%)**
- **AR –Class average on grade level/ & book level.**
- **MPE is a safe & great place to work and go to school (measured by survey, good morale, supportive, encouraging, fun, well behaved)**

# Judson Independent School District

# Miller's Point Elementary

## Campus Improvement Plan
## 2009-2010

# Executive Summary

| | |
|---|---|
| **Schools need**<br>What kept us from being Recognized 08(75%)<br>**Science**<br>• Hispanic 69% (1 student)<br>• Econ Dis 61% (5 Students)<br>• Note- TAKS As count for science | **Goals**<br>• 90% of all students on or above grade level in Reading, Math, Writing, Science, Social Studies, in ALL grades<br>• 90% of ALL Students pass the TAKS test.<br>• 97% Student and Staff Attendance |
| What kept us from being Exemplary 08<br>**Reading**<br>• All Students - 4th 87 %<br>• African American - 4th 70%<br>• Eco Dis - 4th 83%<br>**Math**<br>• All Students 3rd 83, 4th 82%<br>• African American 3rd 85%, 4th 70%<br>• Hisp 3rd 81%, 4th 78%<br>• White 3rd 83%,<br>• Eco Dis 3rd 77%, 4th 78%%<br>**Science**<br>• All Students 78%<br>• African American 57%<br>• Hispanic 74%<br>• Econ Dis 70% | **Focus for MPE**<br>Continue an **extended day and student success pr**ograms for students at risk for retention in grades K-%5<br>**Parent Literacy Night** – Inform parents on what is required to go to the next grade level and ways to help their children<br>**Saturday TAKS Camp** – Prepare at risk students for TAKS tests<br>**Math and Science Support Plan** – Work with the district DOI to proved support for all grades in Math and Science |

# Judson Independent School District
# Miller's Point Elementary
## Campus Improvement Plan
## 2009-2010
## Parent Involvement Policy

Parenting

- We have already had Open House/Goals Night to let parents know the expectations and how we can work all together to help our students be successful.
- Working with parents daily to have their children in school every day as well as being on time to school.
- Home Visits by social Worker, Counselor and administrators

Communicating

- Teacher Newsletters
- Student Agendas/Planners
- Principal Telephone ALERTS
- P.T.O. Meetings
- Open House

Volunteering

- Volunteer Training Dates thus far (08-09)
  Sept. 10th
  Sept. 11th
  Sept. 18th
  Oct. 9th
  Oct. 16th
  Oct. 22nd
- Harvest Festival Oct. 24th
- On-going Classroom /Library volunteers

Learning at Home

- Family Math Night
- Oct. 30th 3rd-5th grades
- Parent Info Booth
- Early Release Day (parents of students identified by Title teachers will be invited to come by)
- TAKS Camps:
  Nov. 15th 3rd-5th Grades--Math
  Jan. 10th 3rd-5th Grades—Lang. Arts
  Feb. 28th 3rd-5th—Lang. Arts
  April 4th—3rd-5th—Math and Science
  TAKS-A Camps all four days

Decision Making

- P.T.O
- Site-Based Decision Making Committee

Collaborating with the Community

- Site-Based Decision Making Committee
- Career Day in May involves about 10 different community members/organizations that come out and speak to our 4th and 5th graders about the professions and how they serve our community.

# Judson Independent School District
# Miller's Point Elementary
## Campus Improvement Plan
## 2009-2010
## Ten Components for the Title I School-Wide Instructional Program

### Title I

### Ten Components of Schoolwide Program

Below is the policy guidance for the ten components of a schoolwide program under Title I, Part A. Each campus plan should address all ten components ( #7 only applies to elementary schools).

*The policy guidance contained in this document in a question-and-answer format is based on the best information available this time. Much of the guidance is still preliminary, and some interpretations may change. However, in order to provide local education agencies (LEAs) with direction on key provisions of the No Child Left Behind (NCLB) statute and applicable regulations, a printed copy of the draft document is being distributed, with the understanding that the web-based version of this document will be updated as additional information becomes available. LEAs should continue to access the Agency's NCLB web site for the most recent information: http://www.tea.state.tx.us/nclb*

*The policy guidance is organized by program area and includes the major NCLB programs administered by the Texas Education Agency.*

**Did NCLB change the basic components of a schoolwide program?**

Yes. Although most of the original eight components remain the same, NCLB did modify several components and added two new ones. The revised list of ten components is as follows:

1. A **comprehensive needs assessment** of the entire school (including taking into account the needs of migratory children) that is based on information on the performance of children in relation to the state content and student performance standards.

2. **Schoolwide reform strategies** that—

   - provide opportunities for all children to meet the state's proficient and advanced levels of student performance;

- use effective methods and instructional strategies that are based on scientifically based research that—

  –strengthen the core academic program in the school;

  –increase the amount and quality of learning time, such as providing an extended school year, before- and after-school and summer programs, and help provide an enriched and accelerated curriculum; and

  –include strategies for meeting the educational needs of historically underserved populations.

- include strategies to address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—

  – counseling, pupil services, and mentoring services;

  – college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and

  – the integration of vocational and technical education programs; and

  address how the campus will determine if such needs have been met; and

- are consistent with, and are designed to implement, the state and local improvement plans, if any.

3. Instruction by **highly qualified teachers**.

4. High-quality, ongoing **professional development** for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

5. Strategies to attract **high-quality highly qualified teachers** to high-need schools.

6. Strategies to increase **parental involvement** in accordance with Section 1118, such as family literacy services.

7. Plans for assisting preschool children in the **transition from early childhood programs**, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

8. Measures to **include teachers in the decisions** regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the performance of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with **effective, timely additional assistance**, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration occurs between federal, state, and local services and programs, including programs under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Proposed regulations group the schoolwide **components into four primary categories**:

- Schoolwide reform strategies
- Instruction by highly qualified teachers
- Parent involvement
- Additional support

Transition is a fifth category if the campus has an early childhood program.

Proposed regulations also specify that LEAs are required to address the needs of all children in the school but particularly the needs of students furthest away from demonstrating proficiency.

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**Campus Improvement Plan**
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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 |
|---|---|---|---|---|---|---|---|---|---|
| | | | Math | | | Math | | | |
| | | | #Test | #Pass | %Pass | #Test | #Pass | %Pass | |
| **Math** | **TAKS, CBA, Report Cards, Teacher observation** | All Students | 244 | 211 | 86.5% | | | | **Title 1, Stimulus Title 1, and State Comp funds will be used to fund 4 Math / Reading Specalists focusing on At Risk, RtI level 2 amd 3 students.**<br><br>**Title 1, Stimulus Title 1funds will be used to fund Hoghly Qualified Tutors**<br><br>**Two computer programs wil be evaluated for use to support math** |
| | | Amer. Indian | | | | | | | |
| | | Asian | 10 | 10 | 100.% | | | | |
| | | Afr Amer. | 54 | 42 | 77.8% | 54 | 42 | 77.8% | |
| | | Hispanic | 107 | 96 | 89.7% | 107 | 96 | 89.7% | |
| | | White | 73 | 63 | 86.3% | 73 | 63 | 86.3% | |
| | | Econ. Disadv | 152 | 127 | 83.6% | 152 | 127 | 83.6% | |
| | | LEP | 5 | 4 | 80.% | | | | |
| | | Special Ed | 13 | 8 | 61.5% | 13 | 8 | 61.5% | |
| **Science** | **TAKS, CBA, Report Cards, Teacher observation** | | #Test | #Pass | %Pass | #Test | #Pass | %Pass | |
| | | All Students | 84 | 69 | 82.1% | 84 | 69 | 82.1% | |
| | | Amer. Indian | | | | | | | |
| | | Asian | 2 | | | 2 | | | |
| | | Afr Amer. | 16 | 10 | 62.5% | 16 | 10 | 62.5% | |
| | | Hispanic | 39 | 32 | 82.1% | 39 | 32 | 82.1% | |
| | | White | 27 | 25 | 92.6% | | | | |
| | | Econ. Disadv | 52 | 41 | 78.8% | 52 | 41 | 78.8% | |
| | | LEP | 2 | | | 2 | | | |
| | | Special Ed | 9 | 6 | 66.7% | 9 | 6 | 66.7% | |
| **Discipline & Attendance** | **PEIMS** | **All Students 08-09 attendance % 96.52**<br><br>**07-08 %96.24** | **Overall percentace increase ¼ of a %. Students with high absebces from the year before showed improvement in attendance** | | | **Increas to %97** | | | |

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|---|---|---|---|---|---|
| | | | | | |
| **Parent Involvement & Staff Commitment** | **Visitor login, Sign in sheets, surveys** | **All students** | | **Increase parent attendance. Invide every parent to read once to their child's class, four parent curricupum nights, increas parent volunteerism and mentoring. Offer parent education class** | |

**GOAL: School Wide Improvement (Black = Stayed the same, Green = improvement, red = dropped)**

**OBJECTIVE:** **To** improve student achievement in:
**Reading** for all population groups: **2009** scores are : Campus 91%, African Amer. 87%, Hispanic 92%, White 92%, Asian 100%, Eco Dis 88%, SE 86% **Math** for all populations groups are: Campus 87%, African Amer. 78%, Hispanic 88%, White 86%, Asian 100%, Eco Dis 84%, SE 62% **Writing** for all populations groups are: Campus 96%, African Amer. 95%, Hispanic 97%, White 96%, Eco Dis 96%, **Science** for all populations groups are: Campus 82%, African Amer. 63%, Hispanic 82%, White 93%, Eco Dis 79%, SE 67%
**Reading** for all population groups: **2008** scores are : Campus 91%, African Amer. 83%, Hispanic 92%, White 94%, , Eco Dis 89%, **Math** for all populations groups are: Campus 87%, African Amer. 81%, Hispanic 85%, White 93%, Eco Dis 84%, **Writing** for all populations groups are: Campus 92%, African Amer. 84%, Hispanic 97%, White 90%, Eco Dis 98%, **Science** for all populations groups are: Campus 78%, African Amer. 57%, Hispanic 74%, White 97%, Eco Dis 70%,
**Reading** for all population groups: **2007** scores are : Campus 89%, African Amer. 77%, Hispanic 91%, White 93%, , Eco Dis 87%, **Math** for all populations groups are: Campus 88%, African Amer. 70%, Hispanic 94%, White 92%, Eco Dis 88%, **Writing** for all populations groups are: Campus 93%, African Amer. 95%, Hispanic 93%, White 91%, Eco Dis 95%, **Science** for all populations groups are: Campus 78%, African Amer. 43%, Hispanic 86%, White 85%, Eco Dis 73%,
**Reading** for all population groups: **2006** scores are : Campus 96%, African Amer. 96%, Hispanic 95%, White 98%, , Eco Dis 95%, **Math** for all populations groups are: Campus 89%, African Amer. 77%, Hispanic 91%, White 93%, Asian Eco Dis 88%, **Writing** for all populations groups are: Campus 97%, African Amer. 92%, Hispanic >99%, White 97%, Eco Dis 94%, **Science** for all populations groups are: Campus 83%, African Amer. 76%, Hispanic 79%, White 91%, Eco Dis 74%,

**Judson Independent School District**
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| | |
|---|---|
| **NCLB Goal(s)** | **NCLB Goal #1** |
| **District Goal** | **Board Goal #1** |
| **Campus Goal** | **Reading Improvement** |
| **Objective** | To improve student achievement in **Reading** for all populations groups to 90 % passing TAKS, TAG 100% Commended, Gaps between sub-pops < 5%, DRA 90% on grade level |
| **Summative Evaluation** | TAKS, DRA scores |

| **Strategy** | **Needs Assessment Data Source** | **Sp. Pop.** | **Person(s) Responsible** | **Resources Human Material Fiscal** | **Timeline** | **Evaluation Checkpoints** | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | **Nov. 2009** | **Mar. 2010** | **Evidence of Completion** |
| Improve TAKS scores and DRA | AEIS, DRA, Diebels, STAR, | all | Principal, reading specialist, teachers. | Faculty, AEIS | Sept.- Oct. 09 | ☐ completed ☐ on-going | ☐ completed ☐ on-going | |
| Continue an extended day and student success programs for students at risk for retention in grades K-5 (Tutoring/OEY/SSI) . (NCLB 1i) | Nine weeks grades, CBAs, DRA, and previous TAKS results | All | Principal & All staff, SSI coordinator | SSI $?, St Comp. Ed. $144,400 Title 1$87,789 Stim Title 1 $70,905 | Aug 09 (Tutoring starts 2nd week of school. SSI starts when funds are available) | ☐ completed ☐ on-going | ☐ completed ☐ on-going | |

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|---|---|
| **NCLB Goal(s)** | **NCLB Goal #1** |
| **District Goal** | **Board Goal #1** |
| **Campus Goal** | **Reading Improvement** |
| **Objective** | To improve student achievement in **Reading** for all populations groups to 90 % passing TAKS, TAG 100% Commended, Gaps between sub-pops < 5%, DRA 90% on grade level |
| **Summative Evaluation** | TAKS, DRA scores |

| **Strategy** | **Needs Assessment Data Source** | **Sp. Pop.** | **Person(s) Responsible** | **Resources Human Material Fiscal** | **Timeline** | **Evaluation Checkpoints** | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | **Nov. 2009** | **Mar. 2010** | **Evidence of Completion** |
| Reading Math Specalists for At Risk Students | AEIS, DRA, Diebels, STAR, | all | Principal, reading specialist, teachers. | SSI $?, St Comp. Ed. T. Lee $69,000; P Nielsen $64,000; J Freeman $11,400(partial) Title 1 P. Glowaki $56.031 Stim Title 1 J. Freeman $58,600 | Sept.- Oct. 09 | ☐ completed<br>☐ on-going | ☐ completed<br>☐ on-going | |

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|---|---|
| **NCLB Goal(s)** | **NCLB Goal #1** |
| **District Goal** | **Board Goal #1** |
| **Campus Goal** | **Reading Improvement** |
| **Objective** | To improve student achievement in **Reading** for all populations groups to 90 % passing TAKS, TAG 100% Commended, Gaps between sub-pops < 5%, DRA 90% on grade level |
| **Summative Evaluation** | TAKS, DRA scores |

| **Strategy** | **Needs Assessment Data Source** | **Sp. Pop.** | **Person(s) Responsible** | **Resources Human Material Fiscal** | **Timeline** | **Evaluation Checkpoints** | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | **Nov. 2009** | **Mar. 2010** | **Evidence of Completion** |
| Reading Math Tutors for K, 1st, 2nd | AEIS, DRA, Diebels, STAR, | all | Principal, reading specialist, teachers. | Title 1 funds $25849 Stimulus Title 1 $7000, Faculty, AEIS | Sept.- Oct. 09 | ☐ completed<br>☐ on-going | ☐ completed<br>☐ on-going | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Reading Math Specalists<br><br>Books for Guided Reading Book Room<br>Books to up date library collection<br>Book for classrrom collections | Nine weeks grades, CBAs, DRA, and previous TAKS results | All | Principal & All staff, SSI coordinator | Title Funds,$5600 Fed Stimulus Funds $4595 | Aug 09 (Tutoring starts 2nd week of school. SSI starts when funds are available) | ☐ completed<br>☐ on-going | ☐ completed<br>☐ on-going | |

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| | |
|---|---|
| **NCLB Goal(s)** | **NCLB Goal #1** |
| **District Goal** | **Board Goal #1** |
| **Campus Goal** | **Math Improvement** |
| **Objective** | **To** improve student achievement in **Math** for all populations groups to 90 % passing TAKS, TAG 100% Commended, Gaps between sub-pops < 5%, 90% of all students on grade level. |
| **Summative Evaluation** | |

| **Strategy** | **Needs Assessment Data Source** | **Sp. Pop.** | **Person(s) Responsible** | **Resources Human Material Fiscal** | **Timelin e** | **Evaluation Checkpoints** | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | **Nov. 2009** | **Mar. 2010** | **Evidence of Completion** |
| Improve TAKS scores | Analyze TAKS and CBAs benchmark results. | All | Principal, Title 1, teachers. | Faculty, AEIS | Each Nine Weeks | ☐ completed<br>☐ on-going | ☐ completed<br>☐ on-going | |
| Implement new math textbook adoption | 9 weeks grades, CBA benchmarking, assessments, tutoring plan reviewed, Student performance per 9 weeks, TAKS improvement | All | All teachers | Principal, All staff, Math specialist, Books: Classroom Strategies That Work, Closing the Achievement Gap | Each Nine Weeks | ☐ completed<br>☐ on-going | ☐ completed<br>☐ on-going | |

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|---|---|
| **NCLB Goal(s)** | **NCLB Goal #1** |
| **District Goal** | **Board Goal #1** |
| **Campus Goal** | **Math Improvement** |
| **Objective** | **To** improve student achievement in **Math** for all populations groups to 90 % passing TAKS, TAG 100% Commended, Gaps between sub-pops < 5%, 90% of all students on grade level. |
| **Summative Evaluation** | |

| **Strategy** | **Needs Assessment Data Source** | **Sp. Pop.** | **Person(s) Responsible** | **Resources Human Material Fiscal** | **Timeline** | **Evaluation Checkpoints** | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | **Nov. 2009** | **Mar. 2010** | **Evidence of Completion** |
| Reading Math Tutors for K, 1st, 2nd | Analyze TAKS and CBAs benchmark results. | All | Principal, Title 1, teachers. | Title Funds, State Comp Funds, Fed Stimulus Funds | Each Nine Weeks | ☐ completed<br>☐ on-going | ☐ completed<br>☐ on-going | |
| Reading Math Specalists | 9 weeks grades, CBA benchmarking, assessments, tutoring plan reviewed, Student performance per 9 weeks, TAKS improvement | All | All teachers | Title Funds, State Comp Funds, Fed Stimulus Funds | Each Nine Weeks | ☐ completed<br>☐ on-going | ☐ completed<br>☐ on-going | |

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|---|---|
| **NCLB Goal(s)** | **NCLB Goal #1** |
| **District Goal** | **Board Goal #1** |
| **Campus Goal** | **Writing Improvement** |
| **Objective** | **To** improve student achievement in: **Writing** for all populations groups to 90 % passing TAKS, TAG 100% Commended, Gaps between sub-pops < 5%, Improve the quality of student writing |
| **Summative Evaluation** | |

| **Strategy** | **Needs Assessment Data Source** | **Sp. Pop.** | **Person(s) Responsible** | **Resources Human Material Fiscal** | **Timeline** | **Evaluation Checkpoints** | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | **Nov. 2009** | **Mar. 2010** | **Evidence of Completion** |
| Implement school wide journal writing in grades K-5 | Improve consistency across the school | All | All staff | Writing committee, DOI | Aug 09 | ☐ completed ☐ on-going | ☐ completed ☐ on-going | |
| Train new staff and up date existing staff in 6 Traits writing. . (NCLB 1D) | All teachers have a common foundation for writing | All | Principal, AP, Team Leaders | Staff trained in 6T, DOI | Dec 09 | ☐ completed ☐ on-going | ☐ completed ☐ on-going | |

**Judson Independent School District**
**Miller's Point Elementary**
**Campus Improvement Plan**
**2009-2010**

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|---|---|
| **NCLB Goal(s)** | **NCLB Goal #1** |
| **District Goal** | **Board Goal #1** |
| **Campus Goal** | **Improve Science and Social Studies Instruction** |
| **Objective** | **To** improve student achievement in **Science** for all populations groups to 100 % passing TAKS, TAG 100% Commended, Gaps between sub-pops < 5%. Improve achievement in **Social Studies.** 90% of all students on grade level. |
| **Summative Evaluation** | |

| **Strategy** | **Needs Assessment Data Source** | **Sp. Pop.** | **Person(s) Responsible** | **Resources Human Material Fiscal** | **Timeline** | **Evaluation Checkpoints** | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | **Nov. 2009** | **Mar. 2010** | **Evidence of Completion** |
| 5th grd TAKS Plan, Instructional Resources, High Tech, High Touch<br>5th Science Field Trips | Nine weeks grades, CBAs, and previous TAKS results, journals | All | Principal. Title teachers, Team Leaders, Dist Science Specialist | Dist. Sci Specialists, teacher /grd level, Dist, Title I and local funds | March 10 | ☐ completed<br>☐ on-going | ☐ completed<br>☐ on-going | |
| Social Studies Alive/History Alive | Nine weeks grades, CBAs, journals | All | Principal, team leaders Social Studies committee, Dist SS Specialist. | Dist. SS Specialists, teacher /grd level, Dist, Title I and local funds | Dec 09 | ☐ completed<br>☐ on-going | ☐ completed<br>☐ on-going | |

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

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|---|---|---|---|---|---|---|---|---|
| **NCLB Goal(s)** | **NCLB Goal #1** | | | | | | | |
| **District Goal** | **Board Goal #1, #3** | | | | | | | |
| **Campus Goal** | **Technology** | | | | | | | |
| **Objective** | To improve student achievement by using and integrating technology | | | | | | | |
| **Summative Evaluation** | | | | | | | | |
| **Strategy** | **Needs Assessment Data Source** | **Sp. Pop.** | **Person(s) Responsible** | **Resources Human Material Fiscal** | **Timeline** | **Evaluation Checkpoints** | | |
| | | | | | | **Nov. 2009** | **Mar. 2010** | **Evidence of Completion** |
| Each student will complete all the designated activities in the computer literacy curriculum at their grade level for the purpose of increasing their technology proficiency as stated in the TA TEKS. | | | | | | ☐ completed<br>☐ on-going | ☐ completed<br>☐ on-going | |
| Teachers will build student content knowledge by using a projector to deliver instruction in various content areas. | | | | | | ☐ completed<br>☐ on-going | ☐ completed<br>☐ on-going | |

**Judson Independent School District**
**Miller's Point Elementary**
**Campus Improvement Plan**
**2009-2010**

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|---|---|---|---|---|---|---|---|---|
| **NCLB Goal(s)** | **NCLB Goal #1** | | | | | | | |
| **District Goal** | **Board Goal #1, #3** | | | | | | | |
| **Campus Goal** | **Technology** | | | | | | | |
| **Objective** | To improve student achievement by using and integrating technology | | | | | | | |
| **Summative Evaluation** | | | | | | | | |
| **Strategy** | **Needs Assessment Data Source** | **Sp. Pop.** | **Person(s) Responsible** | **Resources Human Material Fiscal** | **Timeline** | **Evaluation Checkpoints** | | |
| | | | | | | **Nov. 2009** | **Mar. 2010** | **Evidence of Completion** |
| Teachers will utilize an Elmo to increase student engagement and knowledge into core subject areas. | | | | | | ☐ completed<br>☐ on-going | ☐ completed<br>☐ on-going | |
| All teachers will complete Tech Proficiencies II by Nov 30, 09<br><br>Upgrade Technology for the intergration of Reading and Math (Elmo, Data projectors, DVD players, TV, Computers) | | | | | | ☐ completed<br>☐ on-going | ☐ completed<br>☐ on-going | |

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| **NCLB Goal(s)** | **NCLB Goal #3** |
| **District Goal** | **Board Goal #1** |
| **Campus Goal** | **All staff is Highly Qualified** |
| **Objective** | teachers of core academic subjects, Special Ed teachers, and paraprofessionals with instructional duties are HQ |
| **Summative Evaluation** | |

| **Strategy** | **Needs Assessment Data Source** | **Sp. Pop.** | **Person(s) Responsible** | **Resources Human Material Fiscal** | **Timeline** | **Evaluation Checkpoints** | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | **Nov. 2009** | **Mar. 2010** | **Evidence of Completion** |
| Interview only Highly Qualified certified individuals. | Only HQ teacher candidates and paraprofessional candidates will be interview an recommended, verified by the HR Dept. | All | Principal, HR Dept. | Human Resource Dept. | As needed | ☐ completed<br>☐ on-going | ☐ completed<br>☐ on-going | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Submit employment recommendations on only HQ individuals. | | | | | | ☐ completed<br>☐ on-going | ☐ completed<br>☐ on-going | |

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| **NCLB Goal(s)** | **NCLB Goal #2, 3** |
| **District Goal** | **Board Goal #1** |
| **Campus Goal** | **Staff Development** |
| **Objective** | **Develop a common core of staff developments (NCLB 1D), Improve classroom instruction through Individual Professional Development Plans (IPDP) for 100% of the staff.** |
| **Summative Evaluation** | |

| **Strategy** | **Needs Assessment Data Source** | **Sp. Pop.** | **Person(s) Responsible** | **Resources Human Material Fiscal** | **Timeline** | **Evaluation Checkpoints** | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | **Nov. 2009** | **Mar. 2010** | **Evidence of Completion** |
| Develop a core set of required programs/staff dev called *MPE Academic Guide*,<br><br>RtI | | | Staff | Faculty, JISD, DOI, Principal | | ☐ completed<br>☐ on-going | ☐ completed<br>☐ on-going | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| All classroom teachers will be required to obtain ESL Certificate at dist expense, be certified all subjects K thru 5th, and complete Tech Proficiencies I & II as well as fulfill the campus tech plan requirements<br>New ELA TEKS | | | | | | ☐ completed<br>☐ on-going | ☐ completed<br>☐ on-going | |

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|---|---|---|---|---|---|---|---|---|
| **NCLB Goal(s)** | **NCLB Goal #4** | | | | | | | |
| **District Goal** | **Board Goal #1, 2** | | | | | | | |
| **Campus Goal** | **School safety and parent involvement.** | | | | | | | |
| **Objective** | To: provide a safe community and improve parental involvement at Miller's Point Elementary. Reduce referrals by 10% (03-04 868), Increase the number of parents involved by 10%. | | | | | | | |
| **Summative Evaluation** | | | | | | | | |
| **Strategy** | **Needs Assessment Data Source** | **Sp. Pop.** | **Person(s) Responsible** | **Resources Human Material Fiscal** | **Timeline** | **Evaluation Checkpoints** | | |
| | | | | | | **Nov. 2009** | **Mar. 2010** | **Evidence of Completion** |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Add positive reward system, Intramurals Mentors | Nine Weeks referral reports | All | Teachers, AP, Principal, Counselor, PL | | Sept 09 | ☐ completed<br>☐ on-going | ☐ completed<br>☐ on-going | |
| Parental Involvement Dina-a-versity, Open House, Family Math/Reading/Science night, Mentor/volunteer recruitment, K to P K Roundup,Parent at home technology connections Utilization of Parent Liaisons. | Parent Surveys, Tally sheet | | Teachers, AP, Principal, Counselor, PL | Title 1 $900, Stim T1 $710, Teachers, AP, Principal, Counselor, PL | April 10 | ☐ completed<br>☐ on-going | ☐ completed<br>☐ on-going | |