



**Judson Independent
School District**

PASCHALL ELEMENTARY

**Campus Improvement Plan
2009-2010**



CIP revised and approved by CSBC on June 1, 2009

Judson Independent School District

PASCHALL ELEMENTARY

**Campus Improvement Plan
2009-2010**

Campus Site-Based Decision Making Committee Membership Roster

NAME	EMAIL	CONTACT PHONE	REPRESENTATION	TERM LIMIT
Jayanna Kelly	JKelly@judsonisd.org	666-4113	Principal/Chair	N/A
Mary Standifer	MStandifer@judsonisd.org	666-4113	Teacher	2008-2009
Valerie Charbeneau	VCharbeneau@judsonisd.org	666-4113	Teacher	2009-2010
Christina Cabalu	Ccabalu@judsonisd.org	666-4113	Teacher	2009-2009
Rika Blake		C-838-6726	Parent	2008-2009
Jeff Curry		C-316-7736	Community Member	2008-2009
Sherrill Cockrill	sherrillcockrill@yahoo.com	C-367-3709	Business Member	2009-2010
Kirsten Hadas	KHadas@judsonisd.org	666-4113	Non-Teaching	2009-2010
Linda Frost	LFrost@judsonisd.org	666-4113	Paraprofessional	2008-2009
Jen Dassie	JDassie@judsonisd.org		District Level Rep	2009-2010
Jesus Calderon	JCalderon@judsonisd.org	666-4113	Assistant Principal	2008-2009
Kim Low	Klow@judsonisd.org	666-4113	Teacher	2009-2010
Kristen Mast	Kmast@judsonisd.org	666-4113	Teacher	2009-2010

NOTICE OF NONDISCRIMINATION

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

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

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District Vision

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

Campus Vision

SHARED VISION STATEMENTS

THE IDEAL

LEADERSHIP

We believe that ideal leadership has a clear vision for our learning community. Input from the school community will be encouraged and valued in order to achieve our shared goals. Our leaders will provide ongoing instructional and professional development to attain academic and social success.

TEACHER

We believe that the ideal teacher empowers students to be problem solvers by modeling responsible and accountable behaviors using interpersonal skills. The teacher creates a positive, child-centered environment that involves on going learning where children have ownership with clearly defined expectations and appropriate accommodations. The teacher is a professional leader who is flexible, a risk taker, open to change, and consistently collaborates with the community.

LEARNING COMMUNITY

We believe that the ideal learning community is an inclusive place where:

- Learning is purposeful, relevant, ongoing and reflective.
- Members feel safe, respected, and valued.
- They experience pride in their accomplishments, their unique cultures, and an overall sense of ownership in the community.
- The environment is a vibrant, dynamic, and creative place where learners are actively engaged in collaborative problem solving.
- It prepares them for success in the society of tomorrow.
- All stakeholders are working together to achieve this goal.

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District Mission

The mission of Judson Independent School District is to ensure that all students have access to a quality education, verified by objective measures, that enables them to become productive, competitive citizens globally, socially, economically, and educationally.

Campus Mission

Together with the Community, our mission is to ensure students achieve academic excellence, become lifelong learners, and embody positive character traits.

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No Child Left Behind Performance Goals

Performance Goal 1:

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

Performance Goal 2:

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

Performance Goal 3:

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

Performance Goal 4:

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

Performance Goal 5:

All students will graduate from high school.

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Board/District Goals

Goal 1: **Academic Excellence**

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

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

Goal 2: **Communication**

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

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

Goal 3: **Budget**

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

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

Goal 4: **Master Planning**

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

Indicators for Measurement:

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

Goal 5: **Collaboration**

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

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Campus Goals

- GOAL 1:** 50% of teachers' questioning and student tasks, projects or activities assigned will be at the Comprehension level or higher as evidenced by 09-10 walk-through summary report at the end of the school year.
- GOAL 2:** All grade levels will show evidence of direct teaching of Science weekly including at least one hands-on activity per week as evidenced through student products, lesson plans, walk-throughs and observations.
- GOAL 3:** Academic performance of African American students beginning in third grade and continuing through fifth grade will meet or exceed performance of other sub-population groups on Curriculum Based Assessments and TAKS tests in all content areas.
- GOAL 4:** Writing Academy strategies will be implemented and used in every grade level beginning at Kinder as evidenced by teacher observations, walk-throughs and student products.
- GOAL 5:** 90% of students in 3rd, 4th, and 5th grades in all subpopulation groups taking TAKS tests in the areas of Math, Reading, Science and Writing will meet state expectations.

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Executive Summary

An analysis of 2008-2009 TAKS data shows Paschall Elementary students to have performed very successfully. Every goal that had been set for this school year was met or exceeded. Overall passing rate in Science exceeded the goal set by seven points to an overall passing rate of eighty-five percent. An increase in percentage of students passing was posted in every sub-population group. Special Education students showed remarkable progress in every area. We are pleased that we continue to see double-digit Commended Performance in every content area testing by TAKS. Science continues to remain the weakest content area and will be a focus again for school year 2009-2010. Two areas of great concern has been identified from the TAKS results – African American Math achievement in third grade declined to sixty-eight percent passing, and African American Reading achievement in fourth grade dipped to sixty-six percent passing. Both represent significant declines from the previous year in those areas. A review of classroom walk-through data shows that seventy-one percent of questions and tasks assigned to students were at the knowledge level on Bloom’s Taxonomy. Only twenty-four percent of questions and tasks assigned were at the synthesis level or higher. This will be an area of professional development for 2009-2010.

FOCUS FOR PASCHALL ELEMENTARY

DIFFERENTIATION OF INSTRUCTION

Staff development provided by the district on differentiating instruction coupled with professional development on elevating the levels of questioning in the fall will be one of the areas in which classroom teachers will focus their attention for school year 2009-2010. In order to address the unique needs of the African American population, a series of two books studies will be completed in order to address the unique learning styles and methods of motivation for this population of learners. As teachers become familiar with various ways of adapting instructions, utilizing different motivational techniques and using higher order questioning strategies, student needs will more effectively be met.

SCIENCE PROGRAMMING

Because 2008-2009 Science TAKS reflected an increase in achievement, Paschall Elementary teachers will continue to use some of the same techniques that helped promote that success last year such as the establishment of a Science Club for the lowest achieving students, and attending The Outdoor School to study science concepts. Multiple on-going short sessions of professional development will be planned to promote higher levels of content background for teachers. We will continue a partnership with Wagner High School Science Department in a way that promotes collaboration between teachers and opportunities for students to learn from high school mentors.

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Parent Involvement Policy

Paschall Elementary School will involve parents in the development of the Title I plan and the process of school review and improvement.

Parents will work collaboratively with Site Based Decision Making Committee in an organized, ongoing, and timely way, in the planning review, and improvement of the Title I program.

The school will convene a meeting annually to inform the parents of the school's participation in the Title I program and of the parents' right to be involved. Parent Orientation Evenings, TAKS Assessment Overview and Explanation Night and Parent-Teacher Conferences will serve as these opportunities.

Parents will be provided timely information about available programs through Principal Newsletters, Teacher Newsletters, Flyers and Marquee postings.

Parents will be provided with the school performance profiles and will be provided assistance with interpreting their child's individual assessment results through a variety of ways that may include individual parent conferences, TAKS Assessment Overview and Explanation Night and other planned events. During these opportunities, parents will also be provided a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress and the proficient levels students are expected to meet.

Parents will also be provided with opportunities for regular meetings to formulate suggestions, share experiences with other parents, and to participate in decisions relating to the education of their children. These opportunities can include campus or district meetings, site-based decision making committee input and other advisory committees. Parents will receive a timely response to their suggestions.

The school will coordinate, provide technical assistance, and other support necessary to assist parents in actively participating in the planning and implementation of a parent involvement program. This may be accomplished through the cooperative support of the Parent Teachers Organization and or the Site-Based Decision Making Committee.

Where appropriate, Paschall Elementary Parent Involvement will be coordinated and integrated with the parent involvement strategies of other programs.

Parents and school personnel will jointly conduct an evaluation of the content and effectiveness of the parental involvement policy and revise as necessary. The school will jointly develop with and distribute to parents a written parent involvement policy that describes the requirements in an understandable and uniform format.

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Ten Components for the Title I School-Wide Instructional Program

1. **Comprehensive Needs Assessment – Page 13-14**
2. **School-wide Reform Strategies – Pages 12 - 35**
3. **Instruction by highly qualified teachers – Pages 11 – 16 (Reading), Pages 17 – 20 (Math), Pages 22 – 25 (Writing), Pages 26 – 29 (Science), Pages 30 – 32 (Social Studies)**
4. **High quality and on-going professional development – Page 38**
5. **Strategies to attract high-quality highly qualified teachers – Pages 36 - 39**
6. **Strategies to increase parental involvement – Pages 43 - 47**
7. **Plans for assisting preschool children in the transition from early childhood programs – Page 46**
8. **Measures to include teachers in the decisions regarding uses of academic assessments – Page 12, 18, 27**
9. **Provision of Effective, timely additional assistance provided to students to experience difficulty mastering the proficient or advanced levels of academic achievement standards. – Page 12 – 16 (Reading), Pages 17-20 (Math), Pages 22-25 (Writing), Pages 26- 29 (Science)**
10. **Coordination and integration of Federal, State and Local services and programs. – Page 12 -13, 18 – 20, 23, 27 -28**

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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
<p>Low performance of African American, specifically, and all students in generally Science</p>	<p>TAKS reports and 6-weeks CBA data</p>	<p>African American Students</p>	<p>Nature of Science Concepts Life Science Concepts</p>	<p>Earth Science Concepts Physical Science Concepts</p>	<ol style="list-style-type: none"> 1. Science Day In The Park 2. Science Club targeting low performing students 3. Professional Development in Earth Science for teachers 4. Continue participation in The Outdoor School 5. Monitor student progress with data 6. Purchase and implement use of Edusmart Science Program for 3rd to 5th grades. 7. Purchase and implement the Edusmart Science Technology Program
<p>Declining African American student performance beginning in grade three.</p>	<p>TAKS reports And 6-weeks CBA Data</p>	<p>African American Students</p>	<ol style="list-style-type: none"> 1. Strong performance in all content areas in the primary grades 2. Strong performance in writing in fourth grade 	<ol style="list-style-type: none"> 1. Third Grade Math <ul style="list-style-type: none"> • Numbers, Organization & Quantitative Reasoning- 71% were successful • Mathematical Processes & Tools - 56% were successful 2. Fourth Grade Reading <ul style="list-style-type: none"> • Using strategies to analyze - 68% were successful • Applying knowledge of Literacy Elements - 74% were successful 	<ol style="list-style-type: none"> 1. Study and review item analysis from TAKS 08-09 & plan timelines for success in Math and Reading (Third & Fourth respectively) 2. Research effective strategies for working and communicating with African American students 3. Complete faculty book studies - <u>African American Students, Middle Class Teachers, & 100+ Teaching Strategies for students of Color.</u> 4. Secure mentors for African American students with a particular focus on boys. 5. Purchase and implement new RTI resources for math & reading

Teacher questioning & Student Activity/product levels	Teacher Walk-through report	All Teachers	58% of teacher questions and student activities observed during walk-throughs and planned observations were at the comprehension level on the Bloom's Taxonomy.	24% of teacher questions and student activities observed during walk-throughs and planned observations were at the synthesis level or higher	<ol style="list-style-type: none"> Back to School Staff Development Training on Bloom's Taxonomy & improved questioning techniques of students Purchase and use updated Critical Thinking charts for teachers to use in the classrooms.
Student questioning During lessons and activities or projects	Teacher Walk-Through Reports and Informal Observations	All Students	Students feel comfortable asking questions of their teachers	Questions that students ask about concepts being learned are generally at the lower level of Bloom's Taxonomy.	<ol style="list-style-type: none"> Purchase and use Q-Matrix materials to improve student questioning skills.
Writing in Primary Grades	<p>*Student Products in Primary</p> <p>* 4th Grade time spent teaching writing</p>	All Students	<p>Interactive Writing is used in Kinder and First</p> <p>Fourth Grade TAKS Writing Performance</p>	<p>To much time must be devoted to teaching writing in Fourth Grade. Students do not have the level of preparation for writing needed to be successful on TAKS without Fourth Grade teachers devoting large blocks of time to teaching writing</p> <p>Need to increase the length and quality of writing samples at Primary and Third Grades.</p>	<ol style="list-style-type: none"> Send a vertical team of teachers to the Writing Academy which will result in consistent use of writing strategies grade level to grade level Require at least one writing sample per week per grade level using Writing Academy strategies Teach DROCA editing strategies to Third Grade students.
Maintaining low teacher to student ratio in Fifth Grade	Fifth Grade	Fifth Grade Students	Overall student achievement on TAKS testing 08-09 showed significant improvement in every content area.	District office increased the teacher / student ratio at fifth grade reducing the number of fifth grade teachers from seven to five.	<ol style="list-style-type: none"> Use Stimulus Title I funds to retain an extra teacher in fifth grade to keep student / teacher ratio low.
Response to Intervention Program	At-Risk List and Currently developed RTI packets	Students at various levels of the RTI process	High levels of students successful in Reading at every grade level as evidenced by 89% passaged on Reading TAKS tests overall and high performance on DRA II.	In order to maintain high levels of student achievement, all current employees will be needed to meet the needs of the students. Comp. Ed. funds have declined which funds the positions needed for Response to Intervention Programs.	<ol style="list-style-type: none"> Use stimulus money to supplement Comp. Ed. funds to retain a Comp. Ed. teachers. Position will be funded 75% with Comp. Ed. funds and 25% Stimulus Title I funds.

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READING

NCLB Goal(s)	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: All students will graduate from high school.
District Goal	*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. *To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned with 21 st Century work force that are supported by effective and efficient operations through the implementation of a master planning process which is based on data and trends, reviewed consistently, and articulated using a variety of media
Campus Goal	All students will meet or exceed the District, State, and Federal performance standards in Reading.
Objective	<ul style="list-style-type: none"> * At least 85% of all Kindergarten, 1st, and 2nd grade students will be on grade level or above as assessed by the DRA administered in May of 2010. * At least 90% of all 3rd, 4th, and 5th grade students within all accountability groups will pass the TAKS in Reading administered in February and April of 2010. * Increase performance for Hispanic subpopulation by 2 percentage points (88% to 90%). * Increase performance for Economically Disadvantage subpopulation by 4 percentage points (86% to 90%). * Increase performance for African American subpopulation by 6 percentage points from 84% to 90% * Maintain Commended Performance for Gifted & Talented population to at least 90 percentage points * At least 85% of all student taking alternate forms of TAKS will meet AYP
Summative Evaluation	2010 AEIS Report

Strategy (Reading Continued)	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
<p>1. Provide horizontal planning time within school day to develop Instructional Timeline for grades 3, 4, and 5 using disaggregated TAKS data from the 2009 test by classroom, student, and grade level performance, by objective and percentage.</p> <p>2. Implement Reading Discovery, Reading Readiness, Marie Carbo, Voyager Reading Program and other reform instructional methods for addressing student groups not achieving their fullest academic potential in K-5 as a Tier II RTI intervention measure for At-Risk students and to ensure least restrictive guidelines are met.</p> <p>3. Develop and maintain a list of At-Risk students</p>	AEIS, DRA, and Benchmark Data	All with emphasis on H, Econ. D, ELL & students At-Risk of dropping out of school	Principal, Instructional Facilitator, Classroom Teachers Special Ed. Teachers	AEIS, TAKS School Net, 1.5 FTE Title Funds (\$74,402.74) Special Ed. Funds	August-Sept. 2009	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Teachers analyze TAKS data during planning period with Administrator & Instructional Facilitator Special Ed. Contact Teacher
	DRA, AEIS and Benchmark Data	Focus on students At-Risk of dropping out of school	Reading Discovery teachers, Instructional Support teachers Special Ed. Teachers	School Net, Reading Discovery Teachers 3 FTE Comp Ed. Funds (148,055.11) Voyager Program Materials	At the end of each 9-week grading period	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	Formative and summative assessments within these programs and progress as measured by grades, Benchmark data and improved DRA scores.
	TAKS/DRA & other required measures for identification of At-Risk students	All	Campus Administration Assistant Principal & Principal	1 FTE Comp. Ed. Funds (45,745.14)	Oct. '09 Apr. '10			Completed List

<p>4. Use of the Tiger Learning Center for all students who have been identified in need of assistance to reinforce reading.</p> <p>5. Develop and implement an extended day program for students grades Kinder-5 at risk of retention and students at risk of not passing TAKS reading or not on grade level DRA.</p> <p>6. Implement a Family Literacy Night</p>	<p>Teacher Referrals based on daily Student Performance, Benchmark data</p> <p>Released Test Scores, Benchmark Test Scores Released</p> <p>DRA/TPRI, TAKS results</p>	<p>All with emphasis on H, Econ. D</p> <p>All with emphasis on H, Econ. D, ELL & students AT-Risk</p> <p>All</p>	<p>Instructional Support, Sp. Ed. Paraprofessionals</p> <p>Reading Facilitator & Instructional Facilitator</p> <p>Principal, V. P., & teachers</p>	<p>Title I materials and funds 1 FTE Para (\$12,698.40) Special Education Funds</p> <p>OEY funding; SSI funding Campus Budget; Title I Budget Special Ed. Funds</p> <p>Campus mats, Title I, Part A funds</p>	<p>Daily Beginning Sept. 2009 & continuing until May 2010</p> <p>January 2010 to May 2010</p> <p>Target months October 09 March 10</p>			<p>Daily Student sign-in logs, Weekly lesson plans (TEKS), STAT's, 504's, IEP's, student grades at 4 and 9 week periods, At-Risk criteria</p> <p>Student grades and performance in the classroom and performance on CBAs, DRA, running records and At-Risk reports.</p> <p>Parent sign-in & evaluations</p>
<p>7. Identify and implement staff development on topics related to Literacy Instruction.</p> <p>8. Continue utilizing strategies based on scientifically based research such as the Dyslexia & Benchmark programs as a Tier III RTI measure for identified students in grades 2-5.</p>	<p>AEIS</p> <p>Teacher/Parent Referrals, Dyslexia Testing</p>	<p>All</p> <p>Dyslexia Students</p>	<p>Administrator & Instructional Facilitator, Reading Discovery Facilitator</p> <p>Two dyslexia proctors & one dyslexia teacher</p> <p>Classroom teachers</p>	<p>District and Campus funds and materials District Professional Development Catalogue</p> <p>District Comp. Ed. Funds 3 FTE's (\$101,001.45)</p>	<p>Four faculty meetings annually</p> <p>Sept. 2009 Through May 2010</p>			<p>Student performance data, TAKS-A & M, AYP Data</p> <p>Dyslexia class schedule & attendance reports, student performance assessments for dyslexia program</p>

<p>9. Students identified as below grade level readers in 3rd & 5th grades will receive 30-45 minute accelerated tutorials a minimum of 3 times per week. Extended day instruction for students At-Risk of retention in order to ensure least restrictive environment guidelines are met. Both measures can be considered RTI – Tier II interventions.</p>	<p>Student Performance, DRA/TPRI scores, Benchmark scores</p>	<p>ALL with a focus on ELL, Ec.D.,& At Risk</p>	<p>Instructional Lead Teachers, classroom and support teachers, Special Ed. Teachers & paraprofessionals</p>	<p>Campus Budget, SSI & OEYP Budgets Special Ed. funds</p>	<p>Oct. 2009-May 2010</p>			<p>Curriculum – based district and campus assessments, DRA, Benchmarks, TAKS Results</p>
<p>10. Teachers will utilize the District Curriculum Scope & Sequence and Pacing Guides during horizontal & vertical team planning sessions for instruction.</p>	<p>Lesson Plans, TEKS</p>	<p>ALL</p>	<p>Administration, Instructional Lead Teachers & classroom teachers</p>	<p>Campus Materials</p>	<p>Weekly from Sept. 2009 May 2010</p>			<p>Weekly Lesson Plans, Walk-throughs; Observations, Sign-In sheets, Team planning Agendas & Minutes</p>
<p>11. Increase the volume and quality of books and teacher resources for all curriculum areas.</p>	<p>Library, Classroom inventories, & Guided Reading Bookroom</p>	<p>All</p>	<p>Instructional Lead Teacher, Librarian, Reading Facilitator</p>	<p>Campus Funds (\$9000)& Title I Funds (\$2000)</p>	<p>Books ordered no later than Oct. 09</p>			
<p>12. The Reading Process will be vertically implemented in grades 1-5 as a test-taking strategy as an instructional method for addressing student groups not achieving their fullest potential.</p>	<p>TAKS results</p>	<p>All ELL students</p>	<p>Instructional Facilitator, Classroom Teachers</p>	<p>Campus Materials</p>	<p>Weekly from Aug. 2009 to May 2010</p>			<p>Book Inventories in classrooms, library, bookroom and teacher resource center</p>

13. Meet periodically with Special Ed. to ensure related services, evaluation of timelines, modifications and transition services are coordinated and planned for.	Teacher	All	Administrator & Instructional Facilitator, special Ed. contact Teacher	Special Ed. Roster	Once Monthly from Aug. 09-May 10			Campus Benchmarks, TAKS assessments
14. Implement vocabulary activities using the Marzano model, a research based reform for vocabulary development	TAKS & DRA Results	ALL with a focus on ELL, Ec.D. & At-Risk	Classroom teachers	Campus and Title I funds and Materials	Weekly from Aug. 09 to May 10			Student performance data, TAKS-A & M, AYP Data
15. Special Ed., & TAG Modification strategies shared with general ed teachers to ensure least restrictive guidelines are met	Teacher Input and requests	ALL	Administration, Special Ed., & TAG teachers	Special Ed. Materials, Work Samples, campus computers, & Board Maker program	Twice annually in fall & spring			Student performance data from DRA & TAKS
16. Teachers will use SIOP strategies during reading instruction to insure support for ESL students	District Needs Assessment	ESL students	ESL classroom teachers	SIOP Training provided by District office staff – May – Aug 09	Weekly			Student performance data from on appropriate form of TAKS assessment for Sp. Ed. pop & AYP data
17. Continue the use of journals for vocabulary, note-taking, responding to literature and classroom instruction	District Requirement	All students	Classroom teachers, support and spec. ed. teachers	Student journals	Introduce journal use in Sept. 09 and in			Lesson plans & improved ESL DRA & TAKS scores

<p>18. Continue use of Rosetta Stone Language Acquisition Programs and ESL classrooms to support the ELL students in learning to speak English.</p> <p>19. Administer TELPAS Reading Assessment to evaluate student language acquisition</p> <p>20. Continue the implementation and use of Word Walls</p>	<p>CALP scores</p> <p>State Requirement</p> <p>District Requirement</p>	<p>ELL students</p> <p>LEP Students 2nd – 5th</p> <p>ALL</p>	<p>ELL Teachers where the license is assigned</p> <p>Counselor and TELPAS administration team</p> <p>Classroom Teachers</p>	<p>Title Allotment for ELL students</p> <p>Computer Lab</p> <p>Campus Materials</p>	<p>Weekly</p> <p>District Testing Timeline</p> <p>Words added weekly from August to May</p>			<p>Student performance data from TAKS, DRA & improvement on CALP</p> <p>Increased number of students reaching Advanced High on the Reading TELPAS</p> <p>TAKS Reading Scores, District CBA's</p>
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MATHEMATICS

NCLB Goal(s)	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 5: All students will graduate from high school.
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Campus Goal	All students will meet or exceed the District, State, and Federal performance standards in Mathematics
Objective	<ul style="list-style-type: none"> * At least 90% of all 3rd, 4th, and 5th grade students within all accountability groups will pass the TAKS in Mathematics administered in April and May of 2010. * Increase performance for Hispanic subpopulation by 4 percentage points (86.6% to 90%) * Increase performance for African American subpopulation by 8 percentage points (80% to 88%) * Increase performance for Economically Disadvantaged subpopulation by 4 percentage points (86% to 90%) * Maintain Commended Performance for Gifted & Talented population to at least 90 percentage points * At least 85% of all student taking alternate forms of TAKS tests will meet AYP
Summative Evaluation	2010 AEIS Report

Strategy (Mathematics Continued)	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
<p>1. Provide horizontal planning time within school day to develop campus Instructional Timeline using disaggregated TAKS data from the 2009 test by classroom, student, and grade level performance, by objective and percentage.</p> <p>2. Use of the Tiger Learning Center for all students who have been identified as needing support with TEKS to ensure least restrictive guidelines are met & as a measure to support AtRisk students.</p>	<p>AEIS, TAKS results, Benchmark scores, CBA's</p> <p>Teacher Referrals, Student Performance</p>	<p>Focus on H, AA, Econ. D, & At Risk</p> <p>Focus on At Risk Students</p>	<p>Instructional Facilitator, Classroom Teachers, Special Ed. Teachers</p> <p>Instructional Support, Sp. Ed. Paraprofessionals</p>	<p>AEIS, TAKS School Net Title I, 1.5 FTE (\$37,221.00)</p> <p>Campus Materials and funds, Title I materials and funds; Special Ed. Funds, 1 FTE (\$61,356.75)</p>	<p>Oct. 2009 & Jan. 2010</p> <p>Daily Use – Sept 09 to May 10</p>	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<p>Timeline completed</p> <p>Student sign-in logs, lesson plans (TEKS), STATs, 504s, IEPs, student grades at 4 and 9 week periods, At-Risk criteria</p>
<p>3. Use of CBA's to identify students in need of tutorials in grades K-5 targeting specific objectives as a Tier II RTI intervention.</p>	<p>CBA'S</p>	<p>All with emphasis on H, AA, Econ. D & At-Risk</p>	<p>Instructional Facilitator, Classroom Teachers, Special Ed. Teachers</p>	<p>Campus Materials</p>	<p>Once every 6 weeks</p>			<p>Student performance on Campus Assessments</p>

4. Develop and implement an extended day program for grades K-5 students at risk of retention and of not passing TAKS.	Released Test Scores, Benchmark Test Scores DRA results CBA's	All with emphasis on H, AA, Econ. D, ELL & at risk	Instructional Facilitator; OEYP Coordinator, Teachers	OEYP, SSI funding; Campus Budget; Title I Budget	Dec. 09			End of Year TAKS results End of Year DRA results End of Year Benchmarks
5. Continue use of Grace Stassney, Math Solutions, & other research based reform Problem-Solving Math strategies in grades K-5 that includes the ABCD problem solving strategy.	Assessed Performance On TAKS Objective 6 in Benchmarks, CBA's	All with a focus on At-Risk students	Principal, AP. Instructional Facilitator, Teachers Special Ed. Teachers	Campus Materials	Weekly			Lesson Plans; Walk-Throughs; Observations Student work, TAKS assessment and benchmarks
6. K-5 Teachers will utilize the District Curriculum Scope & Sequence and Pacing Guide & past year TAKS student performance during horizontal & vertical team planning sessions.	Assessment results, Student grades	All	Principal; Asst. Principal; Instructional Facilitator	Campus Materials	Weekly			Weekly Lesson Plans; Walk-Throughs; Observations Team Agendas & Minutes;
7. Implement Math Investigations, and Ms. Fritzie & other reform strategies based on scientific research into the Kinder though 5 th grade curriculum.	TAKS results, Grade level Benchmarks and CBAs	All	Principal; Asst. Principal, Instructional Facilitator Sp.Ed & Classroom Teachers	Campus Materials; Title I Funds	Weekly			Weekly Teacher Lesson Plans, Classroom Observations; Walk-Throughs

8. Teachers will incorporate the use of school-wide strategies such as SIOP and Marzano vocabulary strategies during math instruction for grades K-5	TAKS results K-2 Pre-Post Assessments	Focus on ELL students	Principal; Asst. Principal; Instructional Facilitator, teachers	Campus Materials	Weekly			Observations; Walk- Throughs; Lesson Plans K-2 Post Math Assessments
9. Meet periodically with Special Ed. to ensure related services, evaluation of timelines, use of modifications and transition services are coordinated and planned for.	Teacher & Parent input	All	Administrator & Instructional Facilitator Special Ed. Contact Teacher	Special Education Roster	Monthly			Student performance data, TAKS- A,M,Alt, & AYP Data
10. Special Ed., ESL, TAG modification strategies shared with general ed. teachers to ensure least restrictive environment guidelines are met.	Teacher input and requests	All	Administration, Special Ed. Teachers, ESL & TAG teachers	Special Ed. Materials & books, work samples, campus computers, Board maker program	Every other month			Student performance data, TAKS- A,M, ALT &AYP data
11. Implement the use of Pre-Post Math Assessments for K-2 grades	District Requirement	K-2 Students	Administration Special Ed. Teachers, ESL & TAG teachers	Pre-Post Grade Level Assessments provided by district office	Aug. 09 & May 2010			Student Performance data On Post Assessments
12. Implement the use of journals for vocabulary, note-taking and responding to instruction in math	District Requirement	K-5 Students	Classroom, support and special ed. teachers	Student Journals	Weekly			Weekly vocabulary assessments Periodic journal reviews

13. Provide staff development training on various math topics as identified throughout the year.	Math CBA's & TAKS Math scores	All teachers	Instructional Facilitators and Principal	Campus and/or Title Budget	As need is identified			Benchmark and TAKS data
14. Continue the implementation and use of Word Walls.	District Requirement	All	Classroom Teachers	Campus Materials	Weekly			TAKS Math test and CBA's

Judson Independent School District
PASCHALL ELEMENTARY
Campus Improvement Plan
2009-2010
WRITING

NCLB Goal(s)	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.
District Goal	*To ensure that 100% of our students meet or exceed state & national academic performance standards in a way that increases scholarships and attendance to institutes of higher learning. *To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned with 21 st Century work force that are supported by effective and efficient operations through the implementation of a master planning process which is based on data and trends, reviewed consistently, and articulated using a variety of media
Campus Goal	All students will meet or exceed the District, State, and Federal performance standards in Writing.
Objective	<ul style="list-style-type: none"> * At least 95% of all 4th grade students within all accountability groups will pass the TAKS in Writing administered in February of 2010. * Increase performance for African American subpopulation by 2 percentage points (93% to 95%) * Increase performance for Economically Disadvantaged subpopulation by 4 percentage points (91% to 95%) * Increase performance for Hispanic subpopulation by 4 percentage point (91% to 95%) * Maintain Commended Performance for Gifted & Talented population to at least 90 percentage points. * At least 85% of all student taking alternate forms of TAKS will meet AYP
Summative Evaluation	2010 AEIS Report

Strategy (Writing continued)	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
1. Develop and implement an extended day program for students in grade 4 who are at risk of not passing Writing TAKS.	TAKS, student grades	All with emphasis on AA & Econ. D & students At Risk	Instructional Facilitator, Classroom Teachers Special Ed. Teachers	AEIS, TAKS,	Oct. 2009 & Jan. 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Completed Timeline
2. Students will receive daily instruction in interactive writing in grades K-2 and students in grade 3-5 will participate in daily writing activities in order to ensure least restrictive guidelines are met.	Student Writing Samples	All	Instructional Support, Writing Trainer Writing Academy Cadre members & Sp. Ed Teachers Classroom, special ed. and support teachers	Campus Personnel who attended the Writing Academy and Writing Academy Materials	As scheduled per grade level in Aug., Sept., Oct., 09	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	Weekly lesson plans, student writing samples, Admin. walk-through observations,
3. Teachers will utilize the District Curriculum Scope & Sequence and district Pacing Guide during horizontal & vertical team planning sessions for instruction.	Campus Requirement	All	Classroom, special ed. and support teachers	Campus materials	Use weekly beginning in Sept.09 – Mar.10			Effective use of strategies as evidenced on Benchmarks and TAKS practice mat'ls, TAKS writing test.
4. Implement a Family Literacy Night and share components of the writing process with parents.	Released Test Scores, Student Performance & Work Samples	Focus on At-Risk Students	Instructional Facilitator, Classroom Teacher	District & Campus Materials & Funds	Weekly Sept. 2009- May 2010			Student performance in writing and assessment of student writing samples.

5. K-5 teachers and students will utilize the writing rubrics in scoring student work.	Analysis of student writing samples	All	Instructional Facilitator, Classroom Teachers	Campus materials	Weekly Sept. 2009 - May 2010			Weekly Lesson plans, walk-through observations, Student work samples
6. Teachers will utilize the District Curriculum Scope & Sequence and district Pacing Guide during horizontal & vertical team planning sessions for instruction.	Benchmark Assessments, Student grades	All	Instructional Facilitator, Classroom Teachers	Campus materials and funds, planning schedules, District Guides Benchmark Data	Weekly Sept. 2009 - May 2010			Weekly Lesson plans, teacher observations, student work samples, Team planning agendas and meeting minutes
7. Implement a Family Literacy Night and share components of the writing process with parents.	Parent Input, & Benchmark Assessment Results	All	Parent Involvement Coordinator, Classroom Teachers	Campus funds, Title I funds	October 2009			Parent sign-in sheets at Family Literacy Night
8. K-5 teachers and students will utilize the writing rubrics in scoring student work.	Student performance	All	Instructional Facilitator, Sp. Ed. & Classroom Teachers	Campus Materials Rubrics	Sept. 09 Jan. 10 May 10			Sign-In at team meetings, scoring student work samples
9. Meet periodically with Special Ed. to ensure related services, evaluation of timelines, modifications and transition services are coordinated and planned for.	Teacher & Parent input	All	Administrator & Instructional Facilitator Special Ed. Contact Teacher	Special Education Roster	Monthly Aug. 09- May-10			Student performance data, Alternate Forms of TAKS, AYP Data

10. Special Ed.,ESL & TAG Modification strategies shared with general ed. to ensure least restrictive guidelines are met.	Teacher Input & Requests, Student Data	All	Administrator & Spec. Ed., ESL & TAG teachers	Spec. Ed. materials, work samples, campus computers and board maker program	Oct. 09 May 10			Student performance data, Alternate Forms of TAKS, AYP data.
11. Collect writing samples to evaluate for writing proficiency in English for TELPAS.	State Requirement	LEP students	Counselor and TELPAS team	Student and classroom materials	Timeline Provided by district testing coordinator			Increased numbers of students reaching Advanced High on the TELPAS evaluation
12. Integrate handwriting instruction into lesson planning a minimum of 30 minutes weekly to improve legibility of student handwriting	Teacher Identified Need	All	Classroom Teachers	Campus materials and Resources	30 minutes weekly			Student Handwriting samples showing improvement
13. Implement handwriting contest to promote enthusiasm for improved handwriting.	Teacher Identified Need	All	Handwriting Contest Coordinator	Campus Materials and Resources	December 09 & May 10			Student handwriting samples submitted to contest

Judson Independent School District
PASCHALL ELEMENTARY
Campus Improvement Plan
2009-2010
SCIENCE

NCLB Goal(s)	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.
District Goal	<ul style="list-style-type: none"> *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. *To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned with 21st Century work force that are supported by effective and efficient operations through the implementation of a master planning process which is based on data and trends, reviewed consistently, and articulated using a variety of media
Campus Goal	All students will meet or exceed the District, State, and Federal performance standards in Science.
Objective	<ul style="list-style-type: none"> * At least 80% of all 5th grade students within all accountability groups will pass the Science TAKS administered April '10. * Increase performance for Hispanic subpopulation by 1 percentage points (89% to 90%). * Increase performance for Economically Disadvantage subpopulation by 4 percentage points (76% to 80%) * Increase performance for African American subpopulation by 7 percentage points (73% to 80%) * Maintain Commended Performance for Gifted & Talented population to least 90 percentage points. * At least 80% of students taking alternate forms of TAKS will meet AYP
Summative Evaluation	2010 AEIS Report

Strategy (Science Continued)	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
<p>1. Provide horizontal planning time within school day to develop campus Instructional Timeline using disaggregated TAKS data from the 2008 test by classroom, student, and grade level performance, by obj. & percentage.</p> <p>2. Teachers will utilize the District Curriculum Scope & Sequence and the district pacing guide during horizontal & vertical team planning sessions for instruction.</p> <p>3. Utilize support teachers & district Science specialist to model & assist science lessons K-5th.</p> <p>4. Implement a Math and Science Family Night</p>	TAKS results, student grades	All with emphasis on H, AA, Econ. D & student at risk	Instructional Facilitator; Classroom Teachers, Special Ed. Teachers	AEIS Report, Title I Funds Special Ed. Funds	Oct. 2009 & Jan. 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Completed timeline
	Assessment results, Student grades	All	Instructional Facilitator	District and Campus materials and funds, Title I funds & Special Ed. Funds	Aug 09 – May 10	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	Staff Meeting Sign-In Sheets & Agendas TAKS data during planning period with Administrator & Instructional Facilitator
	TAKS results, Benchmark results	All	Instructional Support Teachers	Campus and Title I Funds & district Science Specialist	Sept.2009 – May 2010			Lesson plans, student products
	Student grades, Parent Survey	All	Instructional Facilitator, Teachers	Title I funds, Campus materials	Nov. 09 PTO Event			Sign-In Sheets, Agendas

5. Establish a Science vertical team to assess campus science needs and track supplies.	TAKS results, Student grades Teacher mat'l needs assess.	All	Instructional Facilitator, Classroom & Sp. Ed. teachers	ScienceTEKS District Curriculum Student Performance Data	May 2009, monthly meetings			Sign-In Sheets, Agendas
6. Utilize Dana Center for collaborative Science Vista for grades K-5 to ensure least restrictive guidelines are met.	Student performance On TAKS & benchmarks	All	Instructional Facilitator, Support Teachers, Classroom & Sp. Ed teachers	Dana Center Website and campus materials	Throughout the year, one each nine-week			Walk-Throughs, Lesson Plans
7. Plan in depth Science Research Units utilizing multi-media at every grade level	TAKS results	All	Librarian, Classroom teachers	Internet, Library Resources, Campus/Title I Funds	Sept. 2009 to May 2010			Unit Plans, Student Products, Science TAKS results
8. Provide staff training on various science topics	TAKS Science Results Identified Teacher need	All	Classroom Teachers	Title I Funds (\$1500)	Aug. 2009			TAK Science Earth Science Results Weekly Lesson Plans And student products
9. Maintain and use a Science Lab Classroom for hands-on experiments.	Teacher Input	All	Classroom teachers	Campus & Title I Funds	Aug. 2009 through June 2010			Primary K-2 – minimum one visit per month Intermediate 3-5 – minimum twice monthly Sign-In Usage Logs

10. Provide Field trips that promote student understanding of science concepts & background knowledge for at risk students	TAKS Science Results	Focus on Low Ec. & At Risk	Classroom teachers	Title I Funds (\$1000)	As scheduled from Oct. '09 to Apr. '10			Improved TAKS Science scores, end of year passing rates in Science
11. Purchase and implement Edusmart On-line Program 3-5 as a supplement to the District Curriculum Sequence.	TAKS Science Results	Focus on Low Ec. At-Risk and Sp. Ed. population	Classroom teachers & Support teachers	Campus materials	Purchase – July 2009 Use daily through school year.			Improved TAKS Science scores
12. Continue use of content word walls	District Requirement	All	Classroom teachers	Campus funds	Weekly beginning Sept.09 – May 10			Improved TAKS Science scores

Judson Independent School District
PASCHALL ELEMENTARY
Campus Improvement Plan
2009-2010
SOCIAL STUDIES

NCLB Goal(s)	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.
District Goal	*To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarships and attendance at institutes of higher learning. *To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned with 21 st Century work force that are supported by effective and efficient operations through the implementation of a master planning process which is based on data and trends, reviewed consistently, and articulated using a variety of media
Campus Goal	All students will meet or exceed the District, State, and Federal performance standards in Social Studies and develop the skills they will need in the future to be successful on the 7 th grade Social Studies TAKS.
Objective	At least 80% of all students and all accountability groups will meet the District, State, and Federal standards in Social Studies.
Summative Evaluation	End of Year Grade Averages for Social Studies

Strategy (Social Studies Continued)	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
1. Utilize Community Involvement & School-Wide Events Committee to provide direction to classroom teachers in coordinating and planning events honoring various cultures.	Parent/Teacher Input	All	Committee Coordinator, Classroom Teachers	Campus materials and funds, District Social Studies coordinator, Title I funds	Sept., Oct, Dec, 2009 Jan. Feb. & May 2010	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Sign-In, agenda and minutes, documentation of events through sign-ins, pictures, newsletters and flyers
2. Teachers will utilize the District Curriculum Scope & Sequence and district pacing guide during horizontal & vertical team planning sessions to plan effective instruction.	Past Social Studies Grades	All	Administrators Instructional Facilitator Classroom Teachers	Campus Materials, District Social Studies Curriculum Guides	Aug. 2009 and weekly through May 2010			Lesson Plans; Walk-Throughs; Observations Sign-In Sheets; Team Agendas & Minutes; Staff Meeting Sign-In Sheets & Agendas
3. Expose students and parents to historical concepts at a Hispanic Heritage Fair and African American History Program.	Parent/Teacher Survey	All	Principal, Hispanic Herit. Com., Teachers	Campus Materials, Title Funds	Oct. 2009 Feb. 2010			Newsletter, Schedule of activities, Sign-In Sheet, Parent Evaluation of Event
4. Update instructional materials inventory.	Instructional materials inventory	All		Campus and Title I Funds	Nov. 2009			Inventory of classroom materials

5. Expand campus inventory of globes and maps.	School inventory	All	Principal, Instructional Facilitator	Campus and Title I Funds	Dec. 2009		Inventory of materials
6. Expose teachers to Core Knowledge Units and Topics.	Student Performance, T Surveys	All	Principal	Campus and Title Funds	Oct. 2009- May 2010		Schedule of meetings, Sign-In
7. Implement History Alive Curriculum in fifth grade.	Student Social Studies Performance \	Fifth Grade Students	Asst. Principal, Instructional Facilitator Principal, Instructional Facilitator	Campus and Title Funds	Aug. 09 May '10 \		Lesson Plans; Walk-Throughs; Observations Sign-In Sheets; Team Agendas & Minutes; Staff Meeting Sign-In Sheets & Agendas Teacher program evaluations
8. Continue use of content word walls.	District Requirement	All	Classroom teachers	Campus Materials	Weekly additions to word walls from Sept. 09 – May 10		Improved Reading TAKS scores, passing rate of 70 on district CBA's

Judson Independent School District
PASCHALL ELEMENTARY
Campus Improvement Plan
2009-2010
TECHNOLOGY

NCLB Goal(s)	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.
District Goal	*To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarships and attendance at institutes of higher learning. *To ensure that all students meet or exceed evolving accountability standards by providing educational opportunities aligned with 21 st Century work force that are supported by effective and efficient operations through the implementation of a master planning process which is based on data and trends, reviewed consistently, and articulated using a variety of media
Campus Goal	To expand the use of technology in instruction and implement technology standards into all curriculum areas as measured by the TEKS and STAR Chart.
Objective	All staff and students will be proficient in the use of technology for instructional purposes.
Summative Evaluation	PDAS Evaluations, Student Products, End of year Techknowledge Student scores

Strategy (Technology Continued)	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
1. Maintain Campus Website	Website Observation	All	Campus Web Master	Campus Budget, Title I Funds	Aug. 2009- May 2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	Observation of campus Website
2. Offer teachers training in creating classroom Web Pages.	Observation of Web Pages, T Surveys	All	Campus Tech Coordinator, Technology Committee members	Campus Materials; Title funds	Nov. 2009- April 2010	<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	Observation of classroom Web Pages, Agendas, Sign-In Sheets
3. Maintain Technology equipment in safe working order	Monitoring equipment	All	Teachers, Technology Team	Technology Team	Aug. 2009- May 2010			Checklist of equipment status
4. K-5 Teachers will utilize Grade Speed for attendance and/or grades.	Attendance Records, Report Cards	All	Campus Tech Coordinator, Technology Team	Campus materials	End of each 9 weeks grading period			Grade Speed reports
5. Continue using the plan for securing technology to avoid loss.	Monitoring Equipment	All	Administration	Campus materials, District Technology Dept.	Sept. 2009- May 2010			Inventory of Equipment, Check-out procedures
6. Provide Inspiration, Excel & Publisher 07 training to enable teachers to enhance their instructional program & support Bond Deployment of technology	P & T Survey, Student Performance, STAR Chart survey	ALL	Instructional Facilitator, Technology Team, District Tech. trainer	Campus materials, Title and Campus Funds, District and Campus Technology Funds	Aug.2009- Dec. '09			Training Sign-In Sheets, Agenda, Teacher Training Evaluations, Student presentations, projects, Lesson Plans; Walk-Throughs; Observations

7. All teachers will maintain a classroom website with contact information and newsletter or calendar of events	Campus Requirement	ALL	All teachers	Campus materials	Websites should be in place no later than the end of Sept. 09			Quarterly review of websites.
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Judson Independent School District
PASCHALL ELEMENTARY
Campus Improvement Plan
2009-2010

ATTRACT & RETAIN HIGHLY QUALIFIED STAFF

NCLB Goal(s)	Performance Goal 3: By 2009-2010, all students will be taught by highly qualified teachers.							
District Goal	Board Goal 1: 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	100% of teachers and paraprofessional staff will meet or exceed the NO CHILD LEFT BEHIND criteria.							
Objective	Paschall Elementary's student poverty level is 71.2% with 50% of teaching staff with 5 years or less experience. Paschall will promote the selection and maintenance of highly qualified staff by implementing a plan to focus on the staff recruitment and retention or experienced teachers.							
Summative Evaluation	90% Retention of highly qualified staff							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
1. Ensure that all Campus teachers are qualified to instruct the grade level assigned.	NCLB criteria	All	Principal	Personnel Dept.	Aug. 2009	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Review current credentials, Review new hire credentials

2. Ensure that all paraprofessionals meet the qualifications of an associate's degree, 2 years of college or passing a District rigorous academic exam.	NCLB criteria	All	Principal	Personnel Dept.	Aug. 2009- May 2010			Review current paraprofessional credentials and new hires
3. New teachers to the District and to Paschall as well as teachers new to their position will participate in a Mentor program along with Mentor teachers.	T surveys	All	Campus Mentor Facilitator, Mentor teachers	District and campus materials and funds, Induction Year CD Mentor Program	Aug. 2009- May 2010			Retention of new hires, sign-in, agenda and minutes
4. Encourage teachers to continue prof. dev. & to participate in District and Campus professional development activities to enhance personal growth.	T surveys	All	Principal, Asst. Principal Instructional Facilitator Reading Specialist	Campus Funds, Title I Funds	Aug. 2009- May 2010			Campus surveys, sign-in sheets at activities
5. Improve Staff attendance to a minimum of 96%.	Attendance Data from 2009-2010	All	Asst. Principal Attendance Committee Campus hiring committee	Campus Funds, Title I Funds	Aug. 2009- May 2010			Teacher attendance records
6. Hire candidates with 5+ years of experience.	NCLB criteria	All	Principal, Asst. Principal, Instructional Facilitator	Campus materials	June 2009 Spring 10			Number of applicants interviewed with recommendation to hire

7. Assemble & Train committee to participate in screening / hiring of new staff.	T surveys	All	Assistant Principal	Campus and Title I Funds for Substitutes	As positions come open		Sign –In of staff involved in the interview process
8. Staff will complete a climate survey.	Campus Initiative	All	Campus Admin., District trainers	Campus Survey	Sept. 2009 May 2010		Results from survey
9. All teachers will participate in monthly training sessions on topics identified as needed.	NCLB criteria Teacher observations & Walk-throughs	All	Principal, ILT Cohort Teachers	District Evaluation Tools	Monthly Aug. 2009- Jan. 2010		District Evaluation Benchmark and TAKS Data
10. All Staff will participate in Instructional Lead Teacher Academy Initiatives	District Initiative	All with focus on ELL students	Principal Teachers	Campus materials & funds, Title I Funds	Quarterly Sept. 2009- May 2010		Teacher Sign-In sheets
11. Train at least two teachers per grade level for ESL certification	Interest Survey of Teachers	ELL students	Principal Instructional Facilitators	District / Region XX ESL trainers	May 2009 June 2010		Increased numbers of teachers becoming ESL certified
12. Send a cadre of teachers Kinder through fourth to receive vertical training in writing strategies at the Writing Academy in Galveston.	High Numbers of inexperienced teachers	All Teachers	Principal Teachers & Instructional Facilitators	Title I and Campus Budget Funds for Academy Registration and Accommodations	July 2009		Teacher Certificates Increased Evidence of quality student writing products K-4 as determined by writing rubrics
13. Continue to update and use a common School-wide Strategy Book	Need identified and Requested by teachers	All teachers and Paras	All teachers and employees that qualify	Campus Materials	August 2009		Evidence of common usage from grade level to grade level in student products and on assessments.

14. Participate in district wide incentive pay program	District Initiative	All	Principal Assist. Principal	District funds	May 2009		Year end TAKS report
15. Broaden diversity of teaching staff.	District Expectations	All	Principal	District New Hire Candidates	June 2009		Increased percentage of teachers of diverse backgrounds in the faculty
16. Provide additional classroom teacher for fifth grade to reduce class size	Campus Initiative	Fifth Grade Students	Principal	Title I Stimulus Funds 1 FTE (\$51,002.00)	August 09 to June 2010		Numbers of students assigned to classrooms
17. Continue to provide support to students receiving RTI support by providing	State requirement	At-Risk Students	Principal	Title I Stimulus Funds (25% 1 FTE, 50% 1 FTE - \$27417.00)	August 09 To June 2010		RTI class rosters

Judson Independent School District
PASCHALL ELEMENTARY
Campus Improvement Plan
2009-2010
SAFE LEARNING ENVIRONMENT

NCLB Goal(s)	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.							
District Goal	To ensure that 100% of our students meets or exceed state and national academic performance standards in a way that increases scholarships and attendance to institutes of higher learning.							
Campus Goal	Provide a safe learning environment for all students.							
Objective	To maintain a drug-free school environment as evidenced by no drug related discipline activity. To improve student discipline in the classroom and student interactions on campus. By the end of the 2009-2010 school years, the number of out-of-school suspensions and the number of students assigned to the Alternative campus will decrease by 10%.							
Summative Evaluation	Annual Review of PEIMS Data							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
1. Red Ribbon Week- Whole campus and classroom activities focusing on drug awareness and prevention.	Campus imitative	All	Counselor	Campus Budget, PTO, San Antonio Police Department	October 09	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Teacher surveys and student discipline referral rates

2. Provide award opportunities for student's exhibiting good behaviors, such as Awards for Conduct (Specific Criteria for E & S Conduct to be developed), Tiger Awards, E-Parties,	Student Report Cards	All	Assistant Principal, Counselor	Campus Budget	Each 9 week period			Number of students serving in Patrol, Attendance records of Patrol, Safety violations on crosswalks
3. Continue to implement the Second Step Character Education Program	Student Discipline Referral Data	All	Counselor	Campus Counseling Materials	Weekly beginning Sept. 09 – May 10 As needed through identification of student need			Number of Incident and/or Accident Reports
4. Develop & Implement Campus Discipline Management Plan	2008-2009 Discipline Referral Data	All	Discipline Committee, Staff	Campus & District Budgets	Sept.2009-May 2010			Evacuation Drill Record Sheet
5. Utilize a Student Safety Patrol	Observation of Dismissal Routine	All	Coach	Campus Budget and materials	Sept. 2009 and monitor all year			Reduced Discipline Referral rates.
6. Train Staff who are in high risk positions in Crisis Prevention Intervention (CPI)	Discipline Referral Data	All	Assistant Principal	Campus Budget, District training	Aug. 2009– Oct. 09			Reduced Referral rates.
7. Conduct monthly evacuation drills.	District/State policy	All	Assistant Principal	Campus Crisis Plan	Aug. 2009-May 2010			Fire Drill Report
8. Establish on-going counseling groups	Discipline records 08-09	All	Counselor, Social Worker' Assistant Principal	Counseling Materials, Campus Budget,	Weekly Aug. 09-May -10			Reduced Discipline Referral rate due to student conflict.
9. Develop system of								

<p>providing contracts for high needs students that promotes positive behaviors</p>	<p>Discipline data 08-09</p>	<p>All</p>	<p>Assistant Principal</p>	<p>Activity Account Funds</p>	<p>Daily Aug. 09- May -10</p>			<p>Reduced number of office referrals for identified students</p>
<p>10. Establish groups seen by the social worker to develop skills for dealing with student aggression & sensitivity toward racial issues</p>	<p>Discipline data 08-09</p>	<p>All</p>	<p>Social Worker</p>	<p>Campus Budget</p>	<p>Each group will meet for 6 week intervals</p>			<p>Reduced number of office referrals for identified students</p>

Judson Independent School District
PASCHALL ELEMENTARY
Campus Improvement Plan
2009-2010
PARENT AND COMMUNITY INVOLVMENT

NCLB Goal(s)	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.							
District Goal	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	Expand community involvement to facilitate collaboration between home and school.							
Objective	To improve parental involvement in activities designed to improve student achievement so that by the end of the 2009-2010 school years, 90% of parents from each classroom will participate in one or more community-school involvement activities. To maintain or exceed a 96% plus student attendance rate.							
Summative Evaluation	Annual Review of Parental Participation							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
1. Provide opportunities for parents to attend curriculum activities where strategies, and materials are shared with parents.	P & T Surveys	All	Community Involvement Coordinator	Campus Budget, Title I PI funds	Oct 09 Nov 09	<input type="checkbox"/> completed <input type="checkbox"/> on-going	<input type="checkbox"/> completed <input type="checkbox"/> on-going	Sign-in sheets, Flyers Family Participation

2. Invite parents to Student recognition for attendance during nine week assemblies.	9-weeks Attendance data	All	Counselor & Social Worker	Campus Budget, Campus Activity Funds, Title I funds	End of each 9 week period			Parent Sign-in sheets
3. Invite parents to Student recognition for Academic Achievement on Report Cards and TAKS	Student grades	All	Assistant Principal	Campus Budget, Campus Activity Funds, Title I funds, PIEMS data, TAKS data	End of each 9 week period			Parent Sign-in sheets Flyers, sign-in sheets
4. Continue Parent-Teacher-Organization	P Survey	All	Principal; PTO President	PTO funds, Campus funds and materials	Aug. 2009-May 2010 Once a month			Parent Sign-in sheets at PTO Activities
5. Actively encourage and seek new parents to participate in PTO	P Survey & lack of parents in leadership roles	All	Administrators & teachers	Campus materials and funds	Aug. 2009-May 2010 Once a month			Parent Information sheets
6. Continue student performances and other types of programs presented at Monthly PTO meetings.	Parent Survey	All	Principal, Assistant Principal, Secretary	Campus teachers, Materials & Funds	Aug. 09 – May -10 once monthly			Parent Sign In Sheets
7. Decrease student tardiness and daily student early sign-out rate	Daily Tardy Data, Parent Sign-Out Book	All	Teachers and Principal	Campus materials and funds	Aug. 2009-May 2010			Decreased numbers of students tardy or released early

9. Monthly newsletters provided to families by classroom teachers And administration	P & T Survey	All	Instructional Facilitator Classroom teachers	Campus materials and Title funds	Aug. 2009- May 2010		Copies of Newsletters
10. TAKS Strategy Training for parents (grades 3-5)	P Feedback	All	Teachers, special programs staff	Campus materials and funds	Oct. 09		Parent Sign-In Sheets Meeting Agenda
11. Provide parents with student performance data, (TAKS Parent Data Review)	TEA Requirement	All	Teachers, administrators	Campus materials and funds	Feb. '10		Parent Sign-In Sheets
12. Meet-The-Teacher Open House	Parent Feedback	All	Teachers Administrators	Campus materials and funds	Aug./Sept. 2009		Parent Sign-In Sheet
13. Provide Parent Volunteer Training	District Requirement	All	Volunteer Coordinator	Campus materials and funds, Title I funds	Monthly Aug. 2009- May 2010		Volunteer sign-In Book and Sheets & Police clearance
14. Parents and Community Members on Campus Site-Based Decision Making Committee	TEA Policy	All	Principal	Campus materials and funds.	Aug. 2009- May 2010		SBDM sign-in sheets & Agenda, Minutes
14. Hispanic Heritage Program	P Feedback	All	Hispanic Heritage committee, Asst. Principal	Campus materials, community donated materials	Oct. 2009		Parent Sign-In Sheets
15. Family Literacy Night	P & T Survey	All	Reading Specialist	Activity and Title I funds	Mar. 2010		Parent Sign-In Sheets

16. Provide parents with Campus Student Performance Data	TEA Policy	All	Counselor	Campus materials	Dec. 09			Parent Sign-In sheets
17. Assist preschool children in transitioning to Elem. Kinder Program by providing Toddler Time---Early Intervention Reading Hour	P & T Survey	All	Pre-Kinder Teacher, Librarian	Campus materials Title I funds	Bi-Monthly Oct. 2009- May 2010			Parent Sign-In Sheets
18. Black History Celebration	Parent Feedback	All	Black History Committee Members	Campus materials	February - 2010			Parent Sign-In Sheets
19. Post CIP on school website for parent access	District Expectation	All	Principal	Campus Web Master	Sept. 2009			Completed & posted CIP
20. Develop written parental involvement policy	Title I Requirement	All	Principal & SBDM Committee	Campus Funds & Mat'ls	Annually in April			
21. Distribute a School/Home Compact & Migrant Survey & notify parents that Paschall Elementary is a Title I school.	Title I Requirement	All	Instructional Facilitator, Principal, SBDM	Campus Funds & Mat'ls	Annually in Sept. 09			SBDM sign-in sheets & Agenda, completed compact
22. Revise & approve CIP	TEA Requirement	All	Principal, Teachers, SBDM	Campus Mat'ls	Annually in May			SBDM sign-in sheets & Agenda, completed CIP

23. All classroom teachers are required to create and maintain individual web pages and have current parent links updated on the website	District Requirement	All	Teachers	Campus Mat'ls, District technology support	Updated monthly		Web sites available Information posted on class
24. Information for parents and community is posted on the school marquee	District Requirement	All	Principal & school secretary, head custodian	Campus Mat'ls	Updated Weekly		Marquee postings
25. Allow the use of schools facilities after hours to community organizations including the Girl Scouts, Boy Scouts, etc. upon Principal approval	District Requirement	All	Principal, Secretary	Building facilities	As requested		Building use logs
26. Maintain communication of student performance with parents through parent conferences	District Requirement	All	Teachers	Building facilities	Nov. and Feb. Annually		Parent conference logs & minutes
27. Hold public hearing to review Campus Report card and AEIS data	State Requirement	All	Principal	Building facilities and Campus Materials	Dec. 09 Or Jan. 10		Agenda and parent sign-in log
28. Provide parents with access and training in computer use after hours	Campus initiative	All Parents	Administration – teacher volunteer and campus CIT	Campus Facilities	Once in the Fall and once in the Spring to be determined		Parent Registrations