



**Judson Independent  
School District**

***Spring Meadows***  
**Campus Improvement Plan**  
**2009-2010**



*CIP revised and approved by CSBC on June 8, 2009*

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

**Campus Site-Based Committee**

**Jacob G. Saucedo, Principal**  
**Nelda Peacock, Non-Teaching**  
**Yanette Gardner, Teacher**  
**Terry Combs, Teacher**  
**Gay Moe-Boxill, Teacher**  
**Melissa Hooper, Teacher**  
**Edward Gomes, Parent**  
**Frank Moreno, Parent**  
**Tammy White, Community**  
**Liza Guerrero, Community**  
**Nancy Hernandez, Business**  
**Frederick Byrd, Business**  
**Gina Prado, Paraprofessional**  
**Mary Kay Tyson, District Level**

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**  
**Spring Meadows**  
**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**

**Spring Meadows**  
**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**

*Spring Meadows will provide a safe, caring, achieving and collaborative learning environment. This will enable each student to develop critical thinking skills that will result in the increased ability to problem solve and make intelligent, ethical decisions in order to develop into a productive, caring member of society. Spring Meadows will ensure students receive the necessary foundation in order to help ascertain that all students will graduate from high school (NCLB).*

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

**Board/District Goals**

Goal 1: **Academic Excellence**

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

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

Goal 2: **Communication**

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

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

Goal 3: **Budget**

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

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

Goal 4: **Master Planning**

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

***Indicators for Measurement:***

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

Goal 5: **Collaboration**

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

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

**Executive Summary**

**School Overview**

Spring Meadows is located at 7135 Elm Trail in the Northeast area of San Antonio. It provides instruction and character education for approximately 700 students in grades Pre-K through five. The school's demographic data indicate that the school's population is 15.4% Anglo, 25.7% African American, and 56.7% Hispanic, with less than 2.2% all other ethnicities.

At Spring Meadows 10.4% of the students are enrolled in Special Education. Included in this population are the students Spring Meadows serves in two life skills units. The school provides a continuum of services for students with disabilities through resource settings, Content Mastery, Inclusion, Dyslexia, and Compensatory Education. Additional services for qualifying students are Talented and Gifted, and Title I. Spring Meadows has just completed its second year with the bilingual program in which each grade level, Pre-K through fifth grade, had one classroom. This year the program has expanded to include two classrooms in Pre-K, kindergarten, first grade, second grade, and fourth grade, and one classroom in third and fifth grade.

Currently, 49.6% of our students qualify for the federally funded Free or Reduced Lunch and 67% are classified as At-Risk. The Title I and State Compensatory programs work in collaboration with the regular education program to provide additional assistance and enrichment for eligible students.

**Shared Decision Making Committee**

The Shared Decision Making Committee will meet bi-monthly. Parent and community items may be placed on the agenda by submitting the item to the principal 24 hours before the meeting. The SDMC will receive, review, and deliberate on all issues brought forth and reach consensus on action to be taken. Furthermore, the SDMC will be responsible for conducting the general business of the school. The SDMC minutes will be posted on the bulletin board outside the assistant principal's office.

The SDMC will consist of a 16-member board with the principal serving as committee Chair. Committee members will serve a two-year term. Spring Meadows faculty and staff members will elect teachers and staff members. The PTO will select parent representatives, and the principal will appoint community representatives. In case of attrition, a replacement representative will be elected to complete the term.

### **Goals**

- Goal 1: Increase student achievement in Math and Science.**
- Goal 2: To provide an opportunity for all children to perform at the best of their ability in Reading and Language Arts.**
- Goal 3: Develop a plan for staff development based on campus needs**
- Goal 4: Establish a campus culture that embraces diversity and exists to connect students through meaningful relationships.**
- Goal 5: Increase level of parent involvement and seek input from parents in all grades including monolingual and bilingual classrooms.**
- Goal 6: English Language Learner students, for whom TELPAS is an appropriate measure, will demonstrate at least one level of English language proficiency improvement each year.**
- Goal 7: Ensure all Life-Skills students meet their expectations on TAKS-Alt and TAKS-M.**
- Goal 8: Through Response to Intervention, ensure all students are supported in every level of I intervention.**
- Goal 9: Ensure all students are taught by highly qualified teachers.**

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

**Needs Assessment Summary**

Program/Area for Review	Data Source	Sp. Pop.	Areas of Concern	Program/Area Strength	Strategies for Improvement/Sustainability	
TAKS Math	TAKS Results	Economically Disadvantaged and African American Students	<p>The fidelity of current instructional strategies are not current with best practice research</p> <p>Lack of consistent team planning (horizontally and vertically)</p> <p>Lack of Professional Development in math strategies</p>	School-wide score was 5 <sup>th</sup> grade increased Math TAKS scores by 7.73% to 86.73% (At minimum recognized in all areas)	Consistent team planning, On-going professional development and implementation of best practice methods	Small group instruction, monitor and follow IEP's, Implement best practice strategies, Response to Intervention
TAKS Reading		Economically Disadvantaged, African American, and Hispanic Students	<p>The fidelity of current instructional strategies are not current with best practice research</p> <p>Lack of consistent team planning</p>	Increased Reading TAKS scores for 5 <sup>th</sup> Grade by 14%		

TAKS Writing		Economically Disadvantaged, African American, and Hispanic Students	(horizontally and vertically)	84% students passed writing Recognized in Writing	Strengthen writing in grades K-3.	Implement writer's workshop in primary grades PK-3 with one published piece per semester to be turned into campus administrator.
TAKS Science		Economically Disadvantaged, African American, and Hispanic Students	Same as above & Implementation of labs was not consistent among the grade level	White student TAKS scores increased from 62% to 82% African American TAKS scores increased from 58% to 62%	Implementation of new science curriculum that incorporates lab activities and re-teaching opportunities.	Monitor progress of students being assessed at the end of each unit and re-teaching to ensure mastery of the content
DRA/EDL	Beginning, Middle, and End of Year Assessment	Kinder, 1 <sup>st</sup> , and 2 <sup>nd</sup> grade students reading below grade level (27.5%)	Lack of training on how to use data to guide instruction and correctly administer assessments	End of Year DRA results indicate 72.5% are on or above grade level	Daily 5 and Ticket to Read	Use assessment data to guide small group instruction and student grouping
Attendance	PEIMS Report	At Risk Students	Weather, illness, Swine Flu scare	Maintained a strong attendance record of 96%	Monitor students	Work with students and parents on an individual basis
Tardies	Tardy Reports	At Risk Students	Weather, illness	No significant increase in rate of tardiness	Monitor Students	
Parent Involvement	School-Wide Parent Survey (364 returned parent surveys)	264 English-Speaking Parents 100 Spanish-Speaking Parents	3% of parents disagree with statement "My child is receiving a quality education"	80% of parents agree with the statement "My child is receiving a quality education" 81% of parents agree with the statement "I am satisfied with our school"	Parent survey indicated a interest in sport and academic activities after school	Establish a consistent PTO, survey parent needs, increase after school activities/events, and provide parent training

Staff Development	DRA data, Discipline reports, Teacher Surveys	All Staff	Need for cultural diversity training indicated by discipline data by ethnicity (85% minority students), Need for training on the bilingual program, Need for Literacy training	ILT training provided depth in leadership density	Offer professional development in high need areas, Literacy training (guided reading), Cultural Diversity	ILT Training, use of District Content Specialists, provide on-campus staff development, Involve students with discipline issues in after school programs
Teacher Retention	Transfer List and/or resignation	Teachers who transferred or resigned	Relocation of staff/promotion	Retention rate of 84% of classroom teachers	Increase morale and communication with staff and personnel	Continue providing an environment that is conducive to teacher retention/climate survey with feedback

**Judson Independent School District**  
**Spring Meadows**  
**Campus Improvement Plan**  
**Math 2009-2010**

<b>NCLB Goal(s)</b>	<b>Academic Excellence:</b> To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.							
<b>District Goal</b>	<b>Academic Excellence:</b> To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.							
<b>Campus Goal</b>	To increase student sub-populations that are below 80% on all TAKS tests.							
<b>Objective</b>	Implement specific strategies that will result in an increase in math achievement for all sub-populations.							
<b>Summative Evaluation</b>	TAKS Results							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Small group Math instruction, tutorials in small groups or one-one instruction	2008-2009 TAKS Data, Campus Based Assessments	Students who did not meet expectations	Classroom Teachers, Support Teachers (Ms. Combs, Ms. Pantalone)	Title Funds (\$51,748.81) Comp Ed (\$156,458)	2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Voyager Math, Tier III intervention provided by RTI support staff	TAKS, Benchmark Data, Campus Based Assessments, Universal Screens	Students not meeting expectations in Math	Classroom teachers, Support Staff	District Funds	2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Utilize the TAKS study guide for home practice and small group instruction	Benchmarks, TAKS scores	Students who do not meet expectations	Classroom Teachers	District Budget	2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Extended Day 3 <sup>rd</sup> - 5 <sup>th</sup>	Benchmark results, TAKS results, classroom grades	Identified 3 <sup>rd</sup> -5 <sup>th</sup> grade Students	Classroom teachers, extended day teachers, administration, extended day coordinator	SSI/ARI Funds, district and campus resources	2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
TAKS Night	Benchmark Results, TAKS results, Classroom Grades, AEIS report	Parents of 3 <sup>rd</sup> – 5 <sup>th</sup> grade students, 3 <sup>rd</sup> – 5 <sup>th</sup> grade students	Administration, Classroom Teachers, Support Staff	Campus Resources, Content Specialists	2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Data Tracking Charts	Benchmark Results, TAKS Results, AEIS Report	3 <sup>rd</sup> – 5 <sup>th</sup> Grade Students	Classroom Teachers, Administration, Math Content Specialist	District/Campus Resources, Curriculum Development from District	2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Weekly planning for TAKS targeted objective rotations	Benchmark results, TAKS results, AEIS results	3 <sup>rd</sup> – 5 <sup>th</sup> grade students	Administration	District/Campus Resources	2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

**Judson Independent School District**  
**Spring Meadows**  
**Campus Improvement Plan**  
**Language Arts 2009-2010**

<b>NCLB Goal(s)</b>	<b>Academic Excellence:</b> To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.							
<b>District Goal</b>	<b>Academic Excellence:</b> To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.							
<b>Campus Goal</b>	To increase student sub-populations that are below 80% on all TAKS tests.							
<b>Objective</b>	Implement specific strategies that will result in an increase in math achievement for all sub-populations.							
<b>Summative Evaluation</b>	TAKS Results, DRA2/EDL2, Voyager Assessments							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Interventions will instruct identified small groups through “Push In” and “Pull Out” support	Benchmarks, Local/State assessments	Students not meeting performance standards	Title I and Compensatory Education Teachers	Title I(\$51,748) Compensatory Education(\$156,458), and Interventionists	2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Consistent small group Guided Reading instruction at the students' instructional level	DRA, DRA2, EDL2, teacher assessments	ALL	Classroom Teachers	Word walls, IEPs, CWP, campus ELA budget, Title I funds, leveled bookroom	2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Use Accelerated Reader Program to increase reading comprehension	Campus Assessments	Students	Librarian and Classroom Teachers	Campus Resources and Funding	2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

Strategy	Needs	Sp.	Person(s)	Resources Human	Timeline	Evaluation Checkpoints
----------	-------	-----	-----------	--------------------	----------	------------------------

	<b>Assessment Data Source</b>	<b>Pop.</b>	<b>Responsible</b>	<b>Material Fiscal</b>		<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Use of nonfiction leveled text, readers theatre and literacy circles	Teacher assessments, benchmarks	ALL	Classroom Teacher	Campus budget, Title I funds, leveled bookroom	2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Utilize the TAKS Study Guide for home practice and small group instruction	Local/State assessments, teacher assessments	Students not meeting performance standards	Classroom Teachers	District budget	2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>

Extended day for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students	Benchmark results, TAKS results, AEIS report	Identified 3 <sup>rd</sup> grade students	Classroom teachers, extended day teachers, administration, extended day coordinator	ARI budget	2009-2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Additional Pull-Out Reading Intervention groups	DRA results	Identified kinder-2 <sup>nd</sup> students	Classroom teachers, administration, Highly Qualified/certified Substitutes, support personnel	ARI budget	2009-2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
TAKS Night	Benchmark results, TAKS results, classroom grades, AEIS report	Parents of 3 <sup>rd</sup> – 5 <sup>th</sup> grade students	Administration, district office, classroom teachers	Campus/District resources, Reading specialist, ELL specialist	2009-2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

**Judson Independent School District**  
**Spring Meadows**  
**Campus Improvement Plan**  
**Science 2009-2010**

<b>NCLB Goal(s)</b>	<b>Academic Excellence:</b> To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.							
<b>District Goal</b>	<b>Academic Excellence:</b> To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.							
<b>Campus Goal</b>	To increase student sub-populations that are below 80% on all TAKS tests.							
<b>Objective</b>	Implement specific strategies that will result in an increase in math achievement for all sub-populations.							
<b>Summative Evaluation</b>	5 <sup>th</sup> Grade Science TAKS results							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Weekly Science Lab Activities (K-5)	2006 TAKS Data	All Students	Classroom Teachers	Campus/district Resources	2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Alignment of science curriculum and vocabulary across the grade levels and development of hands-on activities	TAKS Data	All Students	Teachers, Administrators	District Content Specialist, Classroom Teachers	2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
TAKS Night	Benchmark results, TAKS results, classroom grades, AEIS report	Parents of 5 <sup>th</sup> grade students	Administration, district office, classroom teachers,	Campus/District resources, Science specialist, ELL specialist	2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion

Weekly planning for TAKS targeted objective rotations	Benchmark results, TAKS results, AEIS results	5 <sup>th</sup> grade students	Principal, Assistant Principal, Science Specialist, ELL specialist, Support Personnel	District/campus resources	2009-2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

**Judson Independent School District**  
**Spring Meadows**  
**Campus Improvement Plan**  
**English Language Learners 2009-2010**

<b>NCLB Goal(s)</b>	<b>Academic Excellence:</b> To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.							
<b>District Goal</b>	<b>Academic Excellence:</b> To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.							
<b>Campus Goal</b>	English Language Learner students, for whom TELPAS is an appropriate measure, will demonstrate at least one level of proficiency improvement each year.							
<b>Objective</b>	Implement strategies that will result in an increase in English language acquisition for all ELL students.							
<b>Summative Evaluation</b>	TELPAS							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>

Teachers of ELL students will implement SIOP strategies	TELPAS, state, district and teacher assessments	ELL students	Teachers	ILTs	2009-2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
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 of ELL students will receive TELPAS Holistic Rating training (initial and refresher)	ELL student data	ELL Students	Teachers, Campus Testing Coordinator, District Office	District Office Personnel, campus computers	2009-2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
LPAC will meet in order to make informed decisions concerning ELL students' language proficiency, testing and language of instruction	TELPAS, student progress information, TAKS, Benchmarks	ELL Students	LPAC, bilingual teachers, LPAC Coordinator	LPAC, Bilingual Teachers, District Office Bilingual Personnel	2009-2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion

Distribute and collect Migrant Surveys	Determine number of migrant students on campus and district	Migrant Students	Principal, Principal's secretary	District/Campus resources	2009-2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

**Judson Independent School District**  
**Spring Meadows Elementary**  
**Campus Improvement Plan**  
**Life Skills 2009-2010**

<b>NCLB Goal(s)</b>	<b>Academic Excellence:</b> To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.							
<b>District Goal</b>	<b>Academic Excellence:</b> To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.							
<b>Campus Goal</b>	All Life-Skills students meet their expectations on TAKS-Alt and TAKS-M.							
<b>Objective</b>	To improve special education disabled student performance on IEPs, TAKS, TAKS-ALT and TAKS-M to IEP mastery.							
<b>Summative Evaluation</b>	IEP mastery, TAKS-ALT and TAKS-M results.							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>

<p>Consistent small group instruction on F.A.C.E.S and IEP curriculum using computer software, manipulatives, reading and math kits, Boardmakers, measuring kits, counters, timers, clocks, cards, games, center equipment, writing equipment and groceries. Small group instruction using Voyager Reading, program using reading instruction materials and timers to improve initial sound frequency, letter name frequency, and phoneme segmentation fluency.</p>	<p>IEP mastery and local/state assessment</p>	<p>SE</p>	<p>Classroom teachers</p>	<p>Special education funds (TBA)</p>	<p>2009-2010</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	
<p>Teachers and Para-professionals attend state and district professional development to develop modification techniques for lessons</p>	<p>Individual staff needs throughout the year</p>	<p>SE Staff</p>	<p>Administration* Classroom Teacher</p>	<p>Special Education Funds (TBA)</p>	<p>2009-2010</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	<p><input type="checkbox"/> completed <input type="checkbox"/> on-going</p>	

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

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

**Judson Independent School District**  
**Campus Name**  
**Campus Improvement Plan**  
**Parent Involvement 2009-2010**

<b>NCLB Goal(s)</b>	<b>Academic Excellence:</b> To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.							
<b>District Goal</b>	<b>Academic Excellence:</b> To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.							
<b>Campus Goal</b>	To increase level of parent involvement in all grade levels.							
<b>Objective</b>	To increase the level of participation of parent involvement within our campus.							
<b>Summative Evaluation</b>	Comprehensive Parent Survey at the end of the year. Calculate overall involvement at the end of the school year.							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Meeting to announce Title I school	Title I school	Community	Principal	PTO meeting	2009-2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Distribute campus report card	Title I school	Parents	Administration, teachers	Campus report card	2009-2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Increase activity of PTO involvement at SME.	Lack of PTO activities and involvement.	All Parents	PTO, Staff & Parents	Paper, Printers, Staff, Parents	2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	
Create a parent volunteer training program.	Increase parent participation throughout the campus.	Community	Social Worker/Principal's Secretary	Campus Resources, Volunteer Training Books, Laptop, Projector	2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Distribute Title I Parent-School-Student compact	Title I school	All Students	Teachers, parents, students, administration	Compacts	2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

Ongoing parent conferences as requested by parents or teachers	Improve communication between parents and school	All Students	Teachers, Parents	Classroom Teachers	2009-2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Increase After School Activities	Parent and Student Surveys	All Students	Community Laison, Staff, Parents, Community	Title IV, Campus Budget, Title I funds & Title I Stimulus	2009-2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

**Judson Independent School District**  
**Spring Meadows**  
**Campus Improvement Plan**  
**Highly Qualified Teachers 2009-2010**

<b>NCLB Goal(s)</b>	<b>Academic Excellence:</b> To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.
<b>District Goal</b>	<b>Academic Excellence:</b> To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.

<b>Campus Goal</b>	Ensure all students are taught by highly qualified teachers							
<b>Objective</b>	To acquire, train, and retain a staff that meets highly qualified standards							
<b>Summative Evaluation</b>	Completion of highly qualified teacher survey							
<b>Strategy</b>	<b>Needs Assessment Data Source</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Resources Human Material Fiscal</b>	<b>Timeline</b>	<b>Evaluation Checkpoints</b>		
						<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Evidence of Completion</b>
Use a committee approach to interview teacher candidates	Highly qualified teachers	All teacher interviews	Principal * Interview Committee	Campus/District Resources	2009-2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	
Continue Professional Development for All Teachers	Campus Professional Development Needs; inexperienced teacher rate of 43.65%	All Teachers	Principal, District Specialists	Campus, District, Region 20, Becky Koesel, District Office Content Area Specialists	2009-2010	<input type="checkbox"/> completed	<input type="checkbox"/> completed	
						<input type="checkbox"/> on-going	<input type="checkbox"/> on-going	

**Judson Independent School District**  
**Spring Meadows**  
**Campus Improvement Plan**  
**Safe and Drug Free 2009-2010**

<b>NCLB Goal(s)</b>	<b>Academic Excellence:</b> To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.
---------------------	---

<b>District Goal</b>	<b>Academic Excellence:</b> To ensure that 100% of our students meet or exceed state and national academic performance standards in a way that increases scholarship and attendance to institutes of higher learning.							
<b>Campus Goal</b>	Maintain a safe and drug free environment at SMES							
<b>Objective</b>	Equip students (through educational activities) with tools to maintain a safe and drug free life; and, through character development, become productive citizens of society (drop-out reduction).							
<b>Summative Evaluation</b>	Assessment of Behavior Management Program (HAWK Pride) at the end of the year. Survey Staff/Parents/Students on effectiveness of each strategy.							
Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Maintain a behavior management program specific to SMES needs (HAWK Pride), CPI training for new teachers	Promote appropriate and research based strategies for social and life skills to all SME students	All Students	Behavior Management Committee	Campus, District	2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	
HAWK Recognition	Recognize successful behaviors and achievements of students	All Students	Behavior Committee	Campus Resources, Prizes, Paper, Printer, Laminator	2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Support Intervention based on specific needs of the student and Community population	Increase appropriateness of social skills and anger management	Specific Student Referrals from teachers and parents	Social Worker*	Campus Resources; Title IV Budget \$500	2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	
Nurse conducts classroom visits	Maintain Health	All	School Nurse*	Campus Resources	2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	

Strategy	Needs Assessment Data Source	Sp. Pop.	Person(s) Responsible	Resources Human Material Fiscal	Timeline	Evaluation Checkpoints		
						Nov. 2009	Mar. 2010	Evidence of Completion
Red Ribbon Week	Police/Fire Dept. local/national Stats	All Students	Counselor/Social Worker/Teachers	Campus Resources	2009-2010	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	<input type="checkbox"/> completed  <input type="checkbox"/> on-going	