



Comfort Elementary School

Vision—Cultivating hearts and minds.

Campus Improvement Plan 2009 – 10

Angeli Marie Willson, Principal

Comfort Elementary School 2009 – 10 Campus Improvement Team

<i>Teachers (Campus Representatives)</i>	<i>Other campus-level professional staff</i>	<i>Parent Representatives</i>	<i>Business Representatives</i>	<i>Community Representatives</i>
Anna Bennett Nicky Gilliland Letitia Vaughan Cathy Tucker Kristin Day Trudi Oliphant Vicki Warlow	Angeli Marie Willson, Principal Robert McConnell, Assistant Principal Amme Davis Angie Barker Yvonne Bunch	Norma Rivera	Chad Schmidt	Nora Lozano



Vision	Cultivating hearts and minds
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Mission	To empower every student to be the best that he or she can be.
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-----DISTRICTWIDE GOALS-----

1. Continued progress toward district-wide Recognized status and to experience higher levels of achievement in math and science.
2. To improve the quality of special programs, such as bi-lingual/ESL classes, career and technology classes, dropout recovery, and advanced classes at all grade levels.
3. To prepare a facility master plan that addresses future plans for the Dixon property and to maintain issues at the existing facilities.
4. To employ, develop, and retain personnel who are motivated and driven to provide classroom environment conducive to quality teaching.
5. Maintain consistent discipline throughout the district. The District will strive to be fair, honest and open concerning discipline.
6. Establish productive communication and involvement between the community and school.
7. Continue to emphasize the importance of teaching students' morals, respect, ethics, and self-discipline.

ELEMENTARY GOALS-----

1. To move closer to being a Recognized Campus and to experience higher levels of achievement in math and science.
2. To improve the quality of special programs, such as bi-lingual/ESL and Gifted/Talented programs.
3. To employ, develop and retain highly qualified personnel who are motivated and driven to provide classroom environment conducive to quality teaching.
4. To maintain consistent discipline throughout the campus. CES will strive to be fair, honest and open concerning discipline.
5. To maintain productive communication and to increase involvement between the community and school.
6. To continue implementing an on-going character education program that focuses on respect, responsibility, having a teachable attitude, and doing one's personal best.



CES Performance Objectives (to be revised at a later date)

1. The percentage of students in the aggregate and each subgroup that meet or exceed the proficiency level in TAKS Reading will meet or exceed 90% level.
Subpopulations:
 - a. 3rd, 4th, and 5th grade Hispanic scores will increase from 80% to 90%.
 - b. 3rd, 4th, and 5th grade Economically Disadvantaged scores will increase from 77% to 90%.

2. The percentage of students in the aggregate and each subgroup that meet or exceed the proficiency level in TAKS Writing will remain or exceed 92% level.
 - a. 4th grade Hispanic scores will remain or exceed 93% level.
 - b. 4th grade Economically Disadvantaged scores will remain or exceed 91% level.

3. The percentage of students in the aggregate and each subgroup that meet or exceed the proficiency level in TAKS Math will meet or exceed 90% level.
Subpopulations:
 - a. 3rd, 4th, and 5th grade Hispanic scores will increase from 76% to 90%.
 - b. 3rd, 4th, and 5th grade Economically Disadvantaged scores will increase from 75% to 90%.

4. The percentage of students in the aggregate and each subgroup that meet or exceed the proficiency level in TAKS Science will meet or exceed 75% level.
Subpopulations:
 - a. 5th grade Hispanic scores will increase from 64% to 75%.
 - b. 5th grade Economically Disadvantaged scores will increase from 68% to 75%.



DISTRICT GOAL	To move closer to becoming a RECOGNIZED school district.
CAMPUS GOAL	To move closer to being a Recognized Campus.
Campus Performance Objective	The percentage of students in the aggregate and each subgroup that meet or exceed the proficiency level in TAKS Reading will meet or exceed 90% level.
Summative Evaluation Used	TAKS results, AEIS data

Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
1.1.1 Implement a vertically aligned reading / language arts curriculum for grades K-5.	Administrators, Classroom Teachers, Reading Specialist	<u>Every first day of the week:</u> Teachers will submit lesson plans, and administrators will do a one-minute walkthrough everyday and a three-minute walkthrough at least once every three weeks to determine if the curriculum is being implemented. <u>At least once a month:</u> The Reading Specialist will meet with either each of the grade level team leaders or each of the teams, and plan lessons using the Reading curriculum. The Specialist will make adjustments to the curriculum, when needed. <u>At the end of the year:</u> The office will have a compilation of all lesson plans submitted and a record of 3-minute walkthroughs made. The Reading Specialist will also have an updated Reading Curriculum for K to 5.	Adopted Reading Series, Supplement Reading materials, Region IV Scope and Sequence with Curriculum Based Assessment / Local	
1.1.2 Implement a balanced literacy program in grades K-5 which includes: read-alouds, word work, and guided reading.	Administrators, Classroom Teachers	Administrators will do a one-minute walkthrough <u>everyday</u> and a three-minute walkthrough at least once <u>every three weeks</u> to determine a balanced literacy program is being implemented. <u>At the end of the year:</u> Administrators will have documentation of walkthroughs.	Guided Reading Closet/ ARI Grant	
1.1.3 Implement a school wide vocabulary in Reading.	Classroom Teachers, Reading Specialist	<u>8/09</u> – Reading Specialist will present campus-wide Reading vocabulary, including teaching strategies. Reading Specialist will also maintain the vocabulary words that are posted throughout the school. <u>Every week:</u> Teachers will teach campus-wide vocabulary and assess on Fridays. Scores will show an improvement in the students' vocabulary.	ARI Grant	
1.1.4 Continue implementing Data Driven Instruction based on regular curriculum assessments	Administrators, Classroom Teachers, Reading Specialist	<u>9/09:</u> Teachers will administer the Texas Primary Reading Inventory (TPRI) or John's Informal Reading Inventory (IRI), to determine each student's reading level. PK will be administered the LAP-3 and the Peabody Vocabulary Test. <u>Regularly (see separate benchmark schedule):</u> Curriculum	Region IV Scope and Sequence with Curriculum Based Assessment, Reading Interventions (SOAR	



		<p>assessments and benchmarks will be given. Teachers will send a benchmark analysis summary to the Principal and will use the data to re-teach or form intervention groups.</p> <p><u>Everyday, during Bobcat Block:</u> Teachers, with the help of the Reading Specialist, will implement interventions.</p> <p><u>At the end of the year:</u> Teachers will re-administer the TPRI, John's IRI, LAP-3 or Peabody to determine progress in each student's reading level.</p>	<p>Reading Intervention, Benchmark Reading Intervention, Earobics, Study Island)/Local/ARI</p>	
<p>1.1.5 Continue having students use the Accelerated Reader program</p>	<p>Classroom Teachers, Reading Specialist</p>	<p><u>8/09:</u> Classroom teachers will discuss the AR program and provide encouragement and opportunities for students to participate in it.</p> <p><u>Every week:</u> The Reading Specialist will print out a diagnostic report which will list the students who reach a certain level in AR and will post the names of the students.</p> <p><u>Every six weeks:</u> The reading specialist will issue AR certificates and hand out AR prizes.</p> <p>At the end of the year: all students who have reached their AR goal will go on an educational field trip.</p>	<p>Local/PTA</p>	
<p>1.1.6 Continue using the "Big 6" research model to integrate Technology, Science, Social Studies, Math, & Reading</p>	<p>Classroom Teachers, Math Specialist, Reading Specialist, Science Specialist, and Librarian</p>	<p><u>At the end of every semester:</u> All classroom teachers will have their class prepare at least one project using the "Big 6" research model.</p>	<p>Local</p>	
<p>1.1.7 Provide tutorials (before-school or after-school) to students who failed last year's TAKS Reading.</p>	<p>Classroom Teachers, Reading Specialist, Principal</p>	<p><u>8/09:</u> Teachers will analyze the previous year's TAKS scores and AEIS report.</p> <p><u>9/09:</u> The Principal will send letters regarding tutorials to parents of students who failed the TAKS last year. Students whose parents give permission start tutorials.</p> <p><u>Every week, from Monday to Thursday:</u> Teachers hold tutorials with students.</p> <p><u>01/10:</u> All students in Grades 3 to 5 will take a released TAKS test. Teachers will re-form their tutorial groups based on the results.</p> <p><u>01/10:</u> Continue tutorials until the TAKS tests.</p>	<p>Tutorials before-school, after school, and during school/ ARI Grant</p>	
<p>1.1.8 CES faculty will participate in professional development activities that address reading, writing, and language arts.</p>	<p>Principal, Classroom Teachers, Reading Specialist</p>	<p><u>8/09:</u> The Reading Specialist will compile ideas for professional development and present them to the faculty. Teachers who wish to attend workshops will ask permission from the Principal.</p> <p><u>Every month, at faculty meetings:</u> The Principal will give an updated list of available workshops. Some CES faculty who attend professional development activities in reading,</p>	<p>ARI Grant/Title I</p>	



		writing, and language arts will share what they have learned with the rest of the faculty during those meetings.		
1.1.9 Continue holding Family Reading Nights.	Librarian, Reading Specialist	<u>Every second Tuesday of the month:</u> The librarian and reading specialist will organize Family Reading Nights. The sign-in sheets at the monthly Family Reading Nights will reflect increased attendance by students and teachers.	Local, PTA donations	
1.1.10 Continue to implement summer reading program.	Reading Specialist	<u>5/10</u> The reading specialist will distribute a summer reading list with a checklist and summary form. Prizes will be awarded when forms are returned the first week of school.	Local	
1.1.11 Continue to implement annual Spelling Bee competition.	Teacher Volunteers	<u>1/10</u> Teachers will organize and conduct the Spelling Bee based on guidelines established by San Antonio competition. Prizes will be awarded for the top performances.	Local	

DISTRICT GOAL	To move closer to becoming a RECOGNIZED school district.
CAMPUS GOAL	To move closer to being a Recognized Campus.
Campus Performance Objective	The percentage of students in the aggregate and each subgroup that meet or exceed the proficiency level in TAKS Writing will remain or exceed 92% level.
Summative Evaluation Used	TAKS results, AEIS data

Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
1.2.1 Continue implementing a school wide writing program (6 Traits) in grades K-5	Administrators, Classroom Teachers, Reading Specialist	<u>8/09:</u> The Reading Specialist will review the school-wide writing program, including the TAKS Writing rubric. <u>Every first day of the week:</u> Teachers will submit lesson plans, and administrators will do a three-minute walkthrough at least once every three weeks to determine if the curriculum is being implemented. <u>At the end of the year:</u> The office will have a compilation of all lesson plans submitted.	Local/ARI Grant	
1.2.2 Continue requiring all classroom teachers to include at least one writing sample in each of the students' folders	Classroom Teachers	<u>Every six weeks:</u> Classroom teachers will collect a writing sample for each of their students. <u>At the end of the year:</u> Classroom teachers will put a representative writing sample in each of the student folders.	Local	



DISTRICT GOAL	To move closer to becoming a RECOGNIZED school district.
CAMPUS GOAL	To move closer to being a Recognized Campus.
Campus Performance Objective	The percentage of students in the aggregate and each subgroup that meet or exceed the proficiency level in TAKS Math will meet or exceed 90% level.
Summative Evaluation Used	TAKS results, AEIS data

Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
1.3.1 Continue improving a vertically aligned math curriculum for grades k-5.	District Vertical Alignment Checklist	<u>Every first day of the week:</u> Teachers will submit lesson plans, and administrators will do a one-minute walkthrough everyday and a three-minute walkthrough at least once every three weeks to determine if the curriculum is being implemented. <u>At least once a month:</u> The Math Specialist will meet with either each of the grade level team leaders or each of the teams, and plan lessons using the Math curriculum. The Specialist will make adjustments to the curriculum, when needed. <u>At the end of the year:</u> The office will have a compilation of all lesson plans submitted and a record of 3-minute walkthroughs made. The Math Specialist will also have an updated Math Curriculum for K to 5.	Region IV Scope and Sequence with Curriculum Based Assessment/Local/AMI Grant	
1.3.2 Continue implementing the school-wide problem solving process in conjunction with the use of the Just the Facts Program, Math Wall Daily Review, the Ms. Fritzi Problem-solving program, and the Drops in the Bucket recursive homework.	Administrators, Classroom Teachers	Administrators will do a one-minute walkthrough everyday and a three-minute walkthrough at least once every three weeks to determine if the curriculum is being implemented.	School-wide problem-solving process ("GO BOB"), Just the Facts Program, Math Wall Daily Review/Ms. Fritzi problem-solving program, Drops in the Bucket recursive homework / AMI Grant	
1.3.3 Continue implementing Data Driven Instruction based on regular curriculum assessments.	Administrators, Classroom Teachers, Math Specialist	<u>9/09:</u> Teachers will administer the Envision Beginning of the Year Diagnostic test to determine each student's Math level. <u>Regularly (see separate benchmark schedule):</u> Curriculum assessments and benchmarks will be given. Teachers will send a benchmark analysis summary to the Principal and will use the data to re-teach or form intervention groups. <u>Everyday, during Bobcat Block:</u> Teachers, with the help of the Math Specialist, will hold interventions.	Adopted Math Series (Envision Math Program), Supplement Math materials, Region IV Scope and Sequence with Curriculum Based Assessment, Math Interventions (Understanding Math Series, Study Island),	



		At the end of the year: Teachers will administer the Envision End of the Year Diagnostic test to determine progress in each student's math level.	Accelerated Math Program / Local	
1.3.4 Provide tutorials (before-school or after-school) to students who failed last year's TAKS Math.	Classroom Teachers, Math Specialist, Administrators	8/09: Teachers will analyze the previous year's TAKS scores and AEIS report. 9/09: The Principal will send letters regarding tutorials to parents of students who failed the TAKS last year. Students whose parents give permission start tutorials. Every week, from Monday to Thursday: Teachers hold tutorials with students. 01/10: All students in Grades 3 to 5 will take a released TAKS test. Teachers will re-form their tutorial groups based on the results. 01/10: Continue tutorials until the TAKS tests.	Tutorials before-school, after school, and during school/ AMI Grant	
1.3.5 CES faculty will participate in professional development activities that address math.	Math Specialist	Every third Tuesday of the month: The math specialist will organize Family Math Nights. The sign-in sheets at the Math Nights will reflect increased attendance by students and teachers.	AMI Grant/Title I	
1.3.6 Continue holding Family Math Nights.	Classroom Teachers, Math Specialist	8/09 – The Math Specialist will present campus-wide Math vocabulary, including teaching strategies. Every week: teachers will teach campus-wide vocabulary and assess on Fridays. Scores will show an improvement in the students' vocabulary.	Local, PTA donations	
1.3.7 Implement a school wide vocabulary in Math.	Math Specialist	04/10: The Math Specialist will invite students to join the Math Olympics, and hold the contest. Participation in this year's Math Olympics compared to last year's will show an increase.	AMI Grant	
1.3.8 Continue holding a Math Olympics where students compete in groups to do Math calculations and problem-solving.	Math Specialist	5/10: The Math Specialist will provide grade level teacher with material for students to work on over the summer. Upon return to school, students will be tested and prizes awarded.	Title I/Local	
1.3.9 Continue to implement a summer math program			Local	



DISTRICT GOAL	To move closer to becoming a RECOGNIZED school district.
CAMPUS GOAL	To move closer to being a Recognized Campus.
Campus Performance Objective	The percentage of students in the aggregate and each subgroup that meet or exceed the proficiency level in TAKS Science will meet or exceed 75% level.
Summative Evaluation Used	TAKS results, AEIS data

Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
1.4.1 Continue writing a vertically aligned science curriculum for grades K-5.	Administrators, Classroom Teachers, Science Specialist	<p><u>Every first day of the week:</u> Teachers will submit lesson plans, and administrators will do a one-minute walkthrough everyday and a three-minute walkthrough at least once every three weeks to determine if the curriculum is being implemented.</p> <p><u>Every week:</u> The Science Specialist will meet with either each of the grade level team leaders or each of the teams in grades 3 to 5, and plan lessons using the Science curriculum. The Specialist will make adjustments to the curriculum, when needed.</p> <p><u>Every two weeks:</u> The Science Specialist will meet with either each of the grade level team leaders or each of the teams in grades K to 2, and plan lessons using the Science curriculum. The Specialist will make adjustments to the curriculum, when needed.</p> <p><u>At the end of the year:</u> The office will have a compilation of all lesson plans submitted and a record of 3-minute walkthroughs made. The Science Specialist will also have an updated Science Curriculum for K to 5.</p>	Region IV Scope and Sequence with Curriculum Based Assessment, Forde-Ferriere Science materials/Local	
1.4.2 Continue implementing Data Driven Instruction based on regular curriculum assessments	Administrators, Classroom Teachers, Science Specialist	<p><u>Regularly (see separate benchmark schedule):</u> Curriculum assessments and benchmarks will be given. Teachers will send a benchmark analysis summary to the Principal and will use the data to re-teach or form intervention groups.</p> <p><u>Everyday, during Bobcat Block:</u> teachers, with the help of the Science Specialist, will hold interventions.</p>	Region IV Scope and Sequence with Curriculum Based Assessment, Study Island, Forde-Ferriere Science materials/Local	
1.4.3 Integrate the science lab into the weekly science instruction	Principal, Classroom Teachers, Science Specialist	<p><u>8/09:</u> The Principal will include Science Lab in the Block Schedule so that each class gets to go every other week.</p> <p><u>At least once a month:</u> The Science Specialist will meet with grade level teams to plan instruction during Science Lab classes.</p> <p><u>Every week:</u> Administrators will check the lesson plans for the integration of the use of the science lab in the science</p>	Local	



		instruction.		
1.4.4 CES faculty will participate in professional development activities that address Science.	Principal, Science Specialist	8/09: The Science Specialist will compile ideas for professional development and present them to the faculty. Teachers who wish to attend workshops will ask permission from the Principal. <u>Every month, at faculty meetings:</u> The Principal will give an updated list of available workshops. Some CES faculty who attend professional development activities in math will share what they have learned with the rest of the faculty during those meetings.	Local, Title I	
1.4.5 Hold regular Family Science Nights.	Science Specialist		Local, PTA donations	
1.4.6 Implement a school wide vocabulary in Science.	Classroom Teachers, Science Specialist	8/09 – The Science Specialist will present campus-wide Science vocabulary, including teaching strategies. <u>Every week:</u> teachers will teach campus-wide vocabulary and assess on Fridays. Scores will show an improvement in the students' vocabulary.	Local	
1.4.7 Continue holding a Science Fair.	Science Specialist	4/10: The Science Specialist will organize and hold the Science Fair. The Science Specialist will work with students to promote participation.	Local	

DISTRICT GOAL	To move closer to becoming a RECOGNIZED school district.
CAMPUS GOAL	To move closer to being a Recognized Campus.
Campus Performance Objective	The percentage of students passing the Social Studies Curriculum Based Assessment will meet or exceed 75% level.
Summative Evaluation Used	Benchmarks, Unit Tests

Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
1.5.1 Integrate Social Studies with Reading	Classroom Teachers, Reading Specialist, Principal	<u>Every week:</u> Classroom teachers will meet as grade level teams to plan instruction where Social Studies is integrated with Reading. Administrators will check the lesson plans for the integration of Social Studies in Reading.	Local	

DISTRICT GOAL	To move closer to becoming a RECOGNIZED school district.
CAMPUS GOAL	To move closer to being a Recognized Campus.
Campus Performance Objective	Instructional Technology will be integrated into the learning process.
Summative Evaluation Used	TAKS results, AEIS data



Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
1.6.1 Do a needs-analysis and gather suggestions for requesting necessary technology for the classrooms.	Administrators	8/09: Administrators will give a survey to the staff asking for technological needs that they need to teach. Suggestions for technological improvement at CES will also be brought to the District Technology Planning committee meeting.	Local	
1.6.2 Faculty and staff will help maintain technology through the submission of technology work requests.	All Staff	All staff shall submit technology work requests throughout the online system.	Local	
1.6.3 CES faculty and staff will participate in integrating technology into their daily classroom instruction, such as the use of Smart Boards or videoconferencing.	Administrators	Every week: Lesson plans shall be checked for technology integration.	Local	
1.6.4 Purchase software that helps meet the needs of the students including special students populations such as G/T, special education, bilingual education, ESL, and at-risk.	Administrators, curriculum specialists	8/09: The Principal will meet with curriculum specialists to plan what software to purchase.	Local, ARI/AMI	
1.6.5 CES faculty and staff will participate in professional development activities that address their competencies on basic software programs (Microsoft Word, Excel Power Point, etc.).	Administrators, District Technology personnel	8/09: Administrators will give a survey to the staff asking for technology training they need to teach. Every second Wednesday of the month: District Technology personnel will train staff members who wish to have Technology training. Staff members who complete a training will be given a certificate of completion.	Local	

DISTRICT GOAL	To move closer to becoming a RECOGNIZED school district.
CAMPUS GOAL	To move closer to being a Recognized Campus.
Campus Performance Objective	Various interventions will be employed to address the different needs of the students.
Summative Evaluation Used	TAKS scores, benchmark scores, Special Ed referrals

Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
1.7.1 CES faculty will implement	Administrators	8/09: The Principal will review the RtI process.	Local	



the Response to Intervention program.				
1.7.2 Continue having all teachers use previous TAKS scores/ released test scores and current diagnostic scores (TPRI, IRI, STAR Reading, STAR Math) to form their intervention groups.	Administrators, all teachers	8/09: The teachers shall form intervention groups based on the previous year's TAKS scores. They will update the groups after each benchmark. They will send their intervention group roster to the Principal.	Local	
1.7.3 Continue having all teachers administer benchmark tests and the released TAKS tests, and use the scores to inform intervention groups.	Administrators, all teachers	Following the benchmark schedule: Teachers shall send a Benchmark/TAKS item analysis to the Principal and shall discuss the test results with her.	Local	
1.7.4 Have teachers hold tutorials for students below grade level, before school or after school.	All teachers	Every week: Teachers shall send documentation of student attendance and lessons taught during these tutorials.	Local	
1.7.5 Teachers shall submit names of students who need additional support to the Teacher Assistance Team (TAT).	Guidance Counselor	Every six weeks: The Guidance Counselor shall maintain records on all students referred to the TAT.	Local	

DISTRICT GOAL	To move closer to becoming a RECOGNIZED school district.
CAMPUS GOAL	To move closer to becoming a Recognized campus
Campus Objective	Make provisions for a safe learning environment for all students.
Summative Evaluation Used	Log of fire drills, tornado drills, lockdowns, etc.

Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
1.8.1 The administration shall hold monthly fire drills and will ensure that fire safety is taught to all grade levels.	Principal	Every month: The Principal shall hold and document monthly fire drills.	Local	
1.8.2 The administration shall hold other drills such as lockdowns and tornado drills.	Principal	Every month: The Principal shall hold and document other safety drills.	Local	
1.8.3 Faculty and staff will maintain facilities through the submission of work orders.	All Staff	All staff shall submit maintenance and grounds work requests throughout the online system.	Local	



1.8.4 Review and help revise the school health program.	School Health Advisory Council (SHAC) members	Faculty and staff will review and give suggestions to the School Health Advisory Council (SHAC) members.	Title IV	
1.8.5 Establish Emergency Response Teams to be trained and prepared for emergencies.	SHAC, Administrators	The CES Emergency Response Team will be organized and trained in the beginning of the year.	Title IV	
1.8.6 CES, through SHAC, shall develop strategies to eliminate harassing, teasing, and bullying of students and replace those negative behaviors with appropriate positive behaviors.	SHAC, CIT, Administrators, Guidance Counselor	The CIT will plan activities to address these critical issues.	Title IV	

DISTRICT GOAL	To move closer to becoming a RECOGNIZED school district.
CAMPUS GOAL	To establish accountability for student success at the student, teacher and administrative levels.
Campus Objective	The student attendance rate will remain above 95% throughout the school year.
Summative Evaluation Used	PEIMS data

Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
1.9.1 Apply incentive programs to promote good attendance, including but not limited to a monthly bike giveaway to a student with perfect attendance and an annual Perfect Attendance medal.	Administrators	Every month: The Attendance Secretary will print out a list of students who have perfect attendance. The PTA will give rewards to the students. Attendance records will also be in the monthly Board Reports by the campus principal.	Local/PTA	

DISTRICT GOAL	To move closer to becoming a RECOGNIZED school district.
CAMPUS GOAL	To move closer to being a Recognized Campus.
Campus Objective	Establish accountability for student success at the administrator-level.
Summative Evaluation Used	



Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
1.10.1 Administrators shall continue doing walkthroughs.	Administrators	<u>Every three weeks:</u> The Administrators will do one-minute walkthroughs daily, and three-minute walkthroughs every two weeks. They shall keep documentation on the three-minute walkthroughs.	Local	
1.10.2 Administrators shall continue meeting with staff every week.	Administrators	<u>Every week:</u> Administrators will meet with curriculum specialists, team leaders, and/or grade-level teams. Administrators will take notes on pertinent discussions during team meetings.	Local	
1.10.3 Administrators shall meet with individual teachers to discuss benchmark results	Administrators	<u>Following the benchmark schedule:</u> The Administrators shall meet with teachers to discuss benchmark results. Administrators will take notes on pertinent discussions.	Local	

DISTRICT GOAL	To improve the quality of special programs, such as bi-lingual/ESL classes, career and technology classes, dropout recovery, and advanced classes at all grade levels.
CAMPUS GOAL	To improve the quality of special programs, such as bi-lingual/ESL classes and advanced classes at all grade levels.
Campus Objective	CES will meet the various needs of special population students
Summative Evaluation Used	TAKS results, AEIS data

Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
2.1.1 CES faculty will participate in professional development activities that address special population students including: special education, bilingual education, ESL, 504, at-risk, dyslexic, and G/T students.	Administrators, Teachers	<u>8/09:</u> Principal and staff members will do a presentation on special programs (BIL/ESL, G/T, etc.) <u>Every month during faculty meetings:</u> The Principal and staff will give additional updates on these programs.	Local/Title 1/ARI	
2.1.2 Differentiated instruction will be fully implemented in the classroom for special population students including: special education, bilingual education, ESL, 504, at-risk, dyslexic, and G/T students.	Administrators, Classroom Teachers, Math Specialist, Reading Specialist, & Science Specialist	<u>8/09:</u> Principal and staff members will do a presentation on Differentiated Instruction and Best Practices to address the needs of all students. <u>Every week:</u> Administrators will check lesson plans to check for evidence of differentiated instruction and instructional modifications. They will monitor the implementation through walkthroughs and observations.	Local/Title 1	



<p>2.1.3 Utilize the Teacher Assistance Team (TAT) Process to address interventions for students with academic needs.</p>	<p>Administrators, Counselor, Teachers</p>	<p>The TAT Committee will follow Response to Intervention (RtI) procedures (see separate CES RtI Procedures form). <u>Every six weeks:</u> The TAT committee will meet to discuss the students who have been brought to the attention of the TAT Committee, as needing assistance. The committee will brainstorm for interventions. The group will meet six weeks after to discuss the students' progress. They will also discuss students who haven't been previously brought to TAT meetings.</p>	<p>Time allocated for TAT Committee to meet</p>	
<p>2.1.4 Implement the Individual Education Plans (IEPs) of Special Ed. Students.</p>	<p>Administrators, Special Education teachers</p>	<p><u>8/09:</u> Classroom teachers will review the IEPs of Special Ed. Students in their class. They will implement the IEPs, with the help of the Special Ed. Teachers. <u>Every six weeks:</u> The Special Education teachers meet to discuss the progress of Special Education students.</p>	<p>Local</p>	
<p>2.1.5 Continue implementing Bobcat Block – a campus-wide block of instructional time for differentiated instruction (interventions and enrichment)</p>	<p>Administrators, Classroom Teachers, Math Specialist, Reading Specialist, & Science Specialist, Wilson Reading teacher, GT teacher</p>	<p><u>Regularly (see separate benchmark schedule):</u> Curriculum assessments and benchmarks will be given. Teachers will send a benchmark analysis summary to the Principal and will use the data to re-teach or form intervention groups. All classroom teachers will send a list of their intervention groups to the Principal. <u>Everyday, during Bobcat Block:</u> Teachers, with the help of the Reading, Math, and Science Specialist, will hold interventions. The Wilson Reading teacher and the GT teacher will hold their respective classes at this time, too.</p>	<p>Local/Title I/ARI/AMI</p>	
<p>2.1.6 Continue to offer PEG (Primary Education Gifted) for K-1. PEEP (Primary Educational Enrichment Program) will be offered for 2nd grade students and Alpha will be offered to 3rd to 5th grade students</p>	<p>GT teacher</p>	<p><u>5/09:</u> The GT committee will meet to determine which students have met the criteria for entry to the Alpha and PEEP programs <u>3/10:</u> The GT committee will meet to determine which students have met the criteria for entry into the PEG program. <u>Every week:</u> The GT teacher will submit lesson plans to show that enrichment instruction is given to our GT students. <u>At the end of the year:</u> The office will have a compilation of GT lesson plans and all GT students in Grades 3 to 5 have attained "Exceeds Expectations" on the TAKS. <u>End of the Year:</u> Parents, teachers, and students evaluate the GT program.</p>	<p>Local</p>	



DISTRICT GOAL	To employ, develop, and retain personnel who are motivated and driven to provide classroom environment conducive to quality teaching.
CAMPUS GOAL	Develop and retain qualified and highly effective personnel.
Campus Objective	Develop and retain qualified and highly effective personnel.
Summative Evaluation Used	Summary of staff development attended by personnel; Turn-over rate of staff

Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
3.1.1 CES faculty and staff will participate in professional development activities that address their students' needs.	Administrators, teachers	<u>8/09</u> : The Principal will compile ideas for professional development and present them to the faculty. Teachers who wish to attend workshops will ask permission from the Principal. <u>Every month, at faculty meetings</u> : The Principal will give an updated list of available workshops. Some CES faculty who attend professional development activities in math will share what they have learned with the rest of the faculty during those meetings.	Local	
3.1.2 Develop a plan and provide opportunities for teachers who are not "highly qualified" to be so at the end of the school year.	Administrators, teachers	<u>8/09</u> : The principal shall develop a plan with teachers who are not "highly qualified" to become one at the end of the school year. <u>Every month</u> : The principal shall monitor the teachers' progress in becoming highly qualified.	Local	
3.1.3 Continue implementing the CES mentoring program for teachers in their first year at CES.	Administrators, teachers	<u>8/09</u> : The assistant principal shall develop a mentor program for first year teachers at CES. <u>The last Tuesday of every month</u> : The new teachers and their mentors shall meet monthly to help the teachers be successful with teaching.	Local	
3.1.4 Give a stipend to all teachers with a certification in Bilingual education.	Principal	<u>When needed</u> : if there is an opening for a Bilingual Ed. Or ESL teacher, the Principal will point out the stipend as an incentive to teach at CES. <u>3/10</u> : The Principal will give Central Office a list of teachers who qualify for the Bilingual stipend.	Title III	

DISTRICT GOAL	To employ, develop, and retain personnel who are motivated and driven to provide classroom environment conducive to quality teaching.
CAMPUS GOAL	Develop and retain qualified and highly effective personnel.
Campus Objective	Maintain high staff morale.
Summative Evaluation Used	



Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
3.2.1 Continue having the CES Sunshine Committee.	Principal, selected teachers	<u>8/09</u> : The Principal shall disclose last year's budget expenditures made by the Sunshine Committee. All staff will be invited to donate to this year's Sunshine Committee – We Help All Teachers – W.H.A.T. Committee. <u>When needed</u> : The W.H.A.T. committee shall meet to plans for staff activities. The committee chairperson shall keep minutes of their meetings. <u>5/09</u> : The W.H.A.T. Committee shall give a summary of their budget expenditures to the staff.	Sunshine Committee (W.H.A.T.) funds, Principal's Fund	
3.2.2 Continue holding Staff Social Hours every six weeks.	W.H.A.T. Committee	<u>Every six weeks</u> : The W.H.A.T. committee shall organize a Staff Social to recognize certain staff members and to build a sense of community among all staff.	Sunshine Committee funds, Principal's Fund	
3.2.3 Continue holding staff team-building activities, like the Turley Bowl and the Christmas Party.	Principal	<u>Every month</u> : The Principal will organize staff team-building activities, such as: Apple Totin' Relay (Sept.), Scarecrow Building (Oct.), Turkey Bowl (Nov.), Christmas Bingo (Dec.).	Sunshine Committee funds, Principal's Fund	
3.2.4 Continue "Group Dynamics" activity during faculty meetings.	Administrators, all staff	<u>Every month</u> : The Principal will start each faculty meeting with a "Group Dynamics" activity. The agenda shall reflect this.	Principal's Fund	

DISTRICT GOAL	To maintain consistent discipline throughout the district. The District will strive to be fair, honest and open concerning discipline.
CAMPUS GOAL	To maintain consistent discipline throughout the campus. The District will strive to be fair, honest and open concerning discipline.
Campus Objective	
Summative Evaluation Used	Discipline and Bus Referrals

Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
4.1.1 Implement a Character Education Program.	Counselor, Assistant Principal, CES Staff	<u>08/09</u> : All staff will review the CES Character education Program (Four Pillars, Building Custom Kids, etc.). <u>Back-to-School Nights</u> : Classroom teachers will orient parents with their classroom procedures. <u>First week of school</u> : Teachers will orient/review students with the program. <u>Throughout the Year</u> : Counselor will teach character development and other topics to individual classes at least		



		once every two weeks.		
4.1.2 Utilize the Teacher Assistance Team (TAT) to address behaviors that interfere with learning.	Administrators, Counselor, Teachers	The TAT Committee will follow Response to Intervention (RtI) procedures. <u>Every six weeks:</u> The TAT committee will meet to discuss the students who have been brought to the attention of the TAT Committee, as needing assistance. The committee will brainstorm for interventions. The group will meet six weeks after to discuss the students' progress. They will also discuss students who haven't been previously brought to TAT meetings.		

DISTRICT GOAL	To establish productive communication and involvement between community and school.
CAMPUS GOAL	To maintain productive communication and involvement between community and school.
Campus Objective	Increase the number of parents who are involved with the school
Summative Evaluation Used	Sign-in Sheets

Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
5.1.1 Continue providing translators for all campus events and activities	Administrators, all staff	<u>When needed:</u> Bilingual personnel will be available to translate for Hispanic parents.	Title III, Title IV, Local	
5.1.2 Hold Parent Nights to meet the needs of all parents	Administrators, all staff	<u>8/09:</u> The School will hold a Parent Nights. Bilingual personnel will be on hand to help translate to, and welcome Hispanic parents.	Title III, Title IV, Local	
5.1.3 Maintain campus and staff webpages.	Administrators (campus webpage); all staff (staff webpages)	<u>8/09:</u> All staff will be given time during in-services to update their webpages. <u>Throughout the Year:</u> All staff will be expected to keep their webpages. Updated:		
5.1.4 Continue holding GED, Adult ESL Classes, Citizenship Classes and Parenting Classes	Guidance Counselor	<u>9/09:</u> The Guidance Counselor will recruit adults who are interested in GED, Parenting, Citizenship and ESL classes. She will coordinate with Seguin ISD and implement the programs. <u>1/09:</u> The Guidance Counselor will recruit a second group and implement the programs. <u>5/09:</u> The Guidance Counselor will do an evaluation of the programs.	Title III, Title IV, Local	
5.1.5 Continue implementing the CES Parent Volunteer program	Guidance Counselor	<u>8/09:</u> The Guidance Counselor shall discuss the Parent Volunteer program during Parent nights. <u>9/09:</u> The Guidance Counselor will train and monitor the parents in the program and will maintain a log of all volunteer jobs done	Title IV	



	by the parents.		
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DISTRICT GOAL	To establish productive communication and involvement between community and school.
CAMPUS GOAL	To maintain productive communication and involvement between community and school.
Campus Objective	To maintain communication within the school system.
Summative Evaluation Used	

Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
5.2.1 Continue having teachers send a weekly newsletter to parents in both English and Spanish.	All classroom teachers	Every week: Each grade level team will meet to discuss the following week's lessons and newsletter. The team leaders shall send a copy of the weekly newsletter to the Principal.	Local	
5.2.2 Continue having a weekly Principal's newsletter to parents in both English and Spanish.	Principal	<u>Every week</u> : The Principal will write a Monday Letter to the parents of CES students. The Principal shall send a copy of her weekly newsletter to the Superintendent.	Local	
5.2.3 Continue having a weekly Principal's newsletter (FYI) to staff members.	Principal	<u>Every week</u> : The Principal will compose a newsletter for all CES staff ("FYI"). The Principal shall send a copy of her weekly FYI to the Superintendent.	Local	
5.2.4 Continue holding monthly faculty meetings	Principal	8/09: The Principal will schedule monthly meetings. She will give the schedule to all staff during In-service. Every month: The Principal will send the agenda of each faculty meeting to all staff before each meeting. The Principal shall send a copy of the agenda to the Superintendent. Attendance will be taken at each meeting.	Local	
5.2.5 Continue submitting a monthly School Board Report.	Principal	<u>Every month</u> : The Principal shall submit a report to the Superintendent for inclusion in the School Board meeting packet.	Local	

DISTRICTGOAL	To establish productive communication and involvement between community and school.
CAMPUS GOAL	To maintain productive communication and involvement between community and school.
Campus Objective	To improve productive communication and involvement between community and school.
Summative Evaluation Used	



Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
5.3.1 Continue holding regular Campus Improvement Team meetings.	Administrators, selected staff members, community members	<u>Every month</u> : The Principal will hold CIT meetings. The Principal shall send a copy of the agenda of the faculty meetings to the Superintendent. Attendance and minutes shall be taken at all meetings.	Local	
5.3.2 Continue the partnership with the campus PTA.	Administrators, teacher representative, PTA Board members	<u>Every month</u> : The Administrators and teacher representative shall attend the monthly PTA meetings. The sign-in sheet shall reflect their attendance.	Local, PTA funds	
5.3.3 Continue sending news articles to the local newspapers for publication.	Principal, all staff	<u>When there is something newsworthy</u> : The Principal shall send articles on campus activities to the local newspapers.	Local	
5.3.4 Continue inviting community members to take part in campus activities, like the Fall Carnival, Health Fair, and the Walk-a-thon	Principal, all staff, PTA	When needed: The Principal shall document invitations to community members to participate in campus activities.	Local, PTA funds	
5.2.5 Have all campus news be current on our campus website.	Administrators, Science/Technology specialist	Every week: The Principal shall send her Monday Letter and the campus weekly schedule to the Science/Technology specialist to post on the CES website. She will check the campus website to make sure that all news is current.	Local	

DISTRICT GOAL	To continue to emphasize the importance of teaching students' morals, respect, ethics and self-discipline.
CAMPUS GOAL	To continue implementing an on-going character education program that focuses on morals, respect, ethics, and self-discipline.
Campus Objective	
Summative Evaluation Used	Bobcat Brags

Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
6.1.1 Implement the "Essential 55"	Guidance Counselor	<u>Every week</u> : The Guidance Counselor shall incorporate the "Essential 55" into her classroom lessons. The principal shall reinforce the lessons in the Monday newsletter.	Local	
6.1.2 Continue implementing programs such as Red Ribbon	Guidance Counselor,	The Guidance Counselor shall incorporate programs such as Red Ribbon Week, Anti-bullying, and Gun Safety into	Local	



Week, Anti-bullying, and Gun Safety.	Administrators, All Staff	her classroom lessons. The principal shall reinforce the lessons in the Monday newsletter.		
6.1.3 Implement the Four Pillars of the CES Behavior Management program.	Administrators, all staff	8/09: The Principal will discuss the Four Pillars of the CES Behavior Management program. 9/09: Classroom teachers will discuss the program. Everyday: Teachers will be on the lookout for good behavior. They will write "Bobcat Brags" on the students. These brags will be read during Morning Announcements. The Principal will send Bobcat Brag postcards to parents, informing them of their child's good behavior. The Principal will also write the names of the students on cards to be posted around the school.	Local	

DISTRICT/CAMPUS GOAL	To continue to emphasize the importance of teaching students' morals, respect, ethics and self-discipline.
CAMPUS GOAL	To continue implementing an on-going character education program that focuses on morals, respect, ethics, and self-discipline.
Campus Objective	Provide a learning environment where the students are empowered to take charge of their learning.
Summative Evaluation Used	Student participation during parent conferences

Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
6.2.1 Implement program where students keep individual student goal folders. These folders will have beginning-of-the-year data, goals, and on-going progress in all subjects.	Administrators, Classroom Teachers	8/09: All classroom teachers will be given purple folders for their students. Regularly (after every benchmark): Teachers will confer with students. They will help them complete their individual student folder and set individual goals for the next benchmark.	Local	
6.2.2 Student Led Parent Conferences	Classroom Teachers, Administrators	8/09: The Principal will discuss Student-led parent conferences. 11/09, 4/10 Faculty Meeting: The Principal will review student-parent conferences. At Parent Conferences, students will discuss his/her student goals and progress in attaining the goals.	Local	