

**Brackett Independent School District
Jones Elementary/Intermediate School
2013-2014 Campus Improvement Plan**

Accountability Rating: Met Standard



Mission Statement

The mission of BISD, in partnership with parents and community, is to enable students to be safe and obtain the knowledge, desire and integrity to pursue meaningful and productive lives.

Vision

Stakeholders will Ensure Diverse Experiences Resulting in Productive, Successful Citizens

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jones Elementary/Intermediate is located in Brackettville, Texas between Del Rio and Uvalde. The school currently serves 298 students which is about average for the 2013-2014 school year. The number of students served varies throughout the school years as the student population is very mobile. The area surrounding Jones Elementary is rural and is only 34 miles from the Rio Grande which borders Mexico.

Students attending Jones Elementary/Intermediate are predominately either Hispanic or White and there is a small percentage of African Americans. 73% of the students are economically disadvantaged. Attendance rate has been 96% for the past three years. The number of students attending Jones Elementary/Intermediate with limited English ranges from 30-35 students. All ESL students claim Spanish as their native language.

Demographics Strengths

Students that attend Jones Elementary/Intermediate enjoy many benefits from being in a rural area. Students enjoy the many educational opportunities that this region has to offer.

Demographics Needs

- All staff need to understand the effects of poverty on teaching and learning
- Increase of student attendance

Student Achievement

Student Achievement Summary

Jones Elementary/Intermediate **Met Standard.**

2013 STAAR Results based on 1st Adm. for 5th Grade.

Reading

Grade Level	% Passing	% Advanced
3 rd	89%	26%
4 th	72%	17%
5 th	75%	15%

Math

Grade Level	% Passing	% Advanced
3 rd	79%	16%
4 th	54%	7%
5 th	64%	7%

Writing

4 th	70%	3%
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Science

5 th	62%	5%
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Student Achievement Strengths

Jones Elementary/Intermediate's success can be traced to the following:

- Departmentalization beginning at 1st grade
- Three teachers per grade level
- Team Leaders and Department Heads
- Curriculum a priority
- Collaboration between teachers
- Mandatory tutorials as part of the school day for immediate remediation
- RtI Program in place
- Participation in UIL

Student Achievement Needs

While Jones Elementary/Intermediate has performed well during the past three years, improvement is needed in the following areas to maximize student potential:

- Teachers need a deep understanding of the STAAR Readiness, Supporting and Process standards including how learning builds between grades and depends on earlier grades.
- Teachers need training on how STAAR will assess eligible TEKS at a higher cognitive level, in novel contexts, and how to teach those skills to students.
- Data Analysis to evaluate sub-group performances in specific standards, align instructional strategies to better meet needs, and close educational gaps.
- Strong vocabulary program throughout all core subjects
- Instructional tools and interventions are needed to support Hispanic and Economically Disadvantaged students in Math and Science.
- Parents need information concerning the STAAR assessments

School Culture and Climate

School Culture and Climate Summary

Jones Elementary/Intermediate school environment is very positive. Students are excited about being at school. An open door atmosphere is always welcoming to parents, faculty, and staff. Parents feel comfortable visiting and participating in school activities. Students feel safe. Safety drills are practiced throughout the school year.

School Culture and Climate Strengths

Teachers and staff are committed to "whatever it takes" for students to be successful. They routinely work with students before and after school, during lunch, during conference periods, and during recess. They understand the value of building relationships with students as a step in creating higher student achievement. Paraprofessionals are highly visible on campus before and after school to ensure student safety as they arrive and leave from school. Strengths can be traced to the following:

- Parent/teacher communication - Wednesday Folders, Parent Conferences, Volunteers, Daily Planners
- Local decision-based committee
- Parental involvement: Donuts with Dad, Muffins with Mom, Open House, Thanksgiving Dinner, Homecoming Activities, Back to School Night
- Teacher Collaboration
- Hospitality Luncheons
- Reading, Math, Science Night

School Culture and Climate Needs

Although students feel safe and parents are welcome, the following are areas that could improve:

- More parental involvement
- Accommodate mono-lingual speakers
- Out Reach Programs
- Additional Community Support
- Additional Volunteers

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

A review of the AEIS data reveals that Jones Elementary/Intermediate has a low student-staff ratio. Staff for 2013-2014 include

PK	2 Teacher
Kinder	3 Teachers
1st Grade	3 Teachers
2nd Grade	3 Teachers
3rd Grade	3 Teachers
4th Grade	3 Teachers
5th Grade	3 Teachers
Spec. Ed.	1 Teacher
Paraprofessionals	10
RtI Specialist	1
GCS	1
PE Coach	1
ESL Teacher	1

The campus has a good balance of experienced teachers. For 2013-2014, there are four first year teachers. 4 teachers have 2 to 5 years experience. The rest of the faculty have more than 5 years teaching experience. The average teaching experience is 10-13 years. All teachers are highly qualified. Jones Elementary 2 Hispanic teachers, and 9 Hispanic paraprofessionals.

Staff Quality, Recruitment, and Retention Strengths

Our Team Leaders and Department Heads help support teachers new to the profession or campus and the staff reports that they feel like "family" and are highly motivated to see all succeed.

Title 1 funds provide extensive staff development for teachers. The successful implementation of staff development is evident in the following:

- Increasing assessment scores of students;
- Teacher and Student awareness of STAAR.

Staff Quality, Recruitment, and Retention Needs

Equal representation of diverse learners by race and gender.

Retention of teachers

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

We use CScope Year at a Glance and teacher developed scope and sequences. Teachers have the flexibility of incorporating adopted textbooks, on line resources, teacher made lessons, and STAAR Readiness materials. RtI program is incorporated in the students' day. Teachers use current research based methodologies to instruct. Jones Elementary/Intermediate gives Universal Screenings, Progress Monitoring, Benchmarks, 9 weeks assessments, and Assessments. Students are referred to the RtI process based on performance assessments/universal screenings. The CARE Team meets regularly to review student progress. At risk students have a folder that contains all documentation of interventions throughout their elementary grades.

Curriculum, Instruction, and Assessment Strengths

Teachers understand that a major benefit of CScope and teacher developed scope and sequences is that the implementation results are much more rigorous lessons. They also understand that this is increasingly more important due to the uncertainty of STAAR requirements. Teachers desire to continue to strengthen their skills and to use assessment data at a deeper level. There is growing consistency and understanding about the depth and rigor requirements for instruction and a willingness to learn more. Teachers believe that students are more highly engaged and are learning more at the conceptual level than they were just a few years ago. Students and staff are being stretched to meet the demands of the new STAAR assessments and also for a college-ready culture. Scheduling and consistency with all assessments and interventions: Flexibility with use of curriculum resources; Awareness of changes at state level; Collaboration on state level requirements. Support from school board and administration. The entire staff recognizes the need for vertical conversations about building background knowledge and the vocabulary being used at different grade levels.

Curriculum, Instruction, and Assessment Needs

- Additional awareness on the identification of Heat Maps and the best intervention strategies once the Maps are created
- How to match the rigor in the classroom to what will be required on the STAAR Assessments
- Professional development on STAAR Content Areas
- Strategies need to be developed to increase challenge and differentiation for high-achieving levels

Family and Community Involvement

Family and Community Involvement Summary

Jones Elementary/Intermediate enjoys strong parent and community support. Parents want a strong partnership with the school and they participate in a variety of ways.

Family and Community Involvement Occur:

- Meet the Teacher Night
- Open House
- Donuts with Dad
- Muffins with Mom
- Homecoming Events
- 1st Quarter Parent Conferences
- 3rd Quarter Parent Conferences
- Thanksgiving Dinner
- AG Day
- Red Ribbon Week
- Fire Prevention Week
- Veteran's Day Program
- Health Fair
- Fall Festival
- Awards
- Field Day
- Math/Reading/Science Night/Science Show

Family and Community Involvement Strengths

Many opportunities exist to involve parents and the community of Brackett ISD, some of which were mentioned in the summary. Campus events that include student performances are always well attended.

Family and Community Involvement Needs

- Parents are interested in learning how to better assist their children
- Get more community businesses to support the school district
- Inform parents about STAAR and Rigor of the test

Technology

Technology Summary

Jones Elementary/Intermediate has made great strides in the world of technology and education. The administration, staff and teachers believe that technology must be an ever-increasing and integral part of the educational process. Jones Elementary/Intermediate has one computer lab that is used for Kinder thru 4th grade students for 30 minutes daily. There is also a Computer on Wheels Cart that 5th graders can use in their classrooms. Each teacher has a laptop, infocus projector, smart board/mimio, and document camera that are used daily to further enhance the education of every child. Special Education has several iPads for the students and a poster maker.

Technology Strengths

Teachers continue to train on technology and the many uses of technology in the classroom. Innovative new ideas are shared with the faculty. Internet access and connectivity is fair. The availability of technology via computers, iPads, mobile labs, etc. is strong.

Teachers are knowledgeable about the use of SMART boards and they incorporate those into their daily lessons. They are continuing to learn and share new tools and tips with each other.

Technology Needs

- Strategies for using technology to better communicate with parents
- Additional strategies to support technology use by parents
- Continued training for teachers to better understand the technology tools in their classrooms
- Strategies to incorporate greater student use of technology in their learning
- Band Width

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

- Campus goals
- AEIS data - current
- AYP data
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.
- Attendance data
- Discipline records
- Campus leadership and/or department meetings
- Student failure and/or retention rates
- Prior year(s) campus and/or district improvement plans
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- Texas English Language Proficiency Assessment System (TELPAS) results
- Campus committee meeting discussions
- RTI Committee Minutes & Intervention Processes






Goals

Goal 1: By 2015-2016, all students will reach high standards, at a minimum attaining proficiency or better in reading.

Performance Objective 1: During the 2013-2014 school year, all classroom teachers will use the CScope or teacher or developed scope and sequence on a weekly basis to ensure the planned lessons meet the necessary rigor, pacing and purpose to prepare students for STAAR.

Summative Evaluation: STAR Early Literacy, Spring 2014 STAAR scores in Reading, STAR Early Literacy, AR Growth Report, Bluebonnet Certificate of Participation and STAR Early Literacy End of Year scores for K-2nd.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Professional Development 1. Region 20 Workshops - STAAR 2. Virtual Workshops through Library 3. Discovery Writing 4. Project Share	Principal Classroom Teachers	Student Performance				
2) Curriculum 1. Grade K-5th will utilize a consistent and research based reading method at their level 2. STARR Master step up to the TEKS 3. Eduphoria 4. Motivation Reading 5. McGraw/Hill 6. Success Maker 7. C-Scope	Principal Classroom Teachers	Increased Mastery of Reading Objectives aligned with the STAAR				
3) Enrichment 1. Accelerating Reader Enterprise 2. TEXAS BLUEBONNET AWARD Reading Program 3. Study Island (2-5) 4. Develop Student At-Risk Folders (SARS) 5. Brainpop Jr. UIL Oral Reading 6. Success Maker 7. Read to Succeed Discovery Education Streaming	Teachers	Improved reading comprehension skills, increased interest in reading, encourage Texas children to read more books, to explore a variety of current books and to identify their favorite books through the voting process and enhance reading abilities				

<p>4) Tutorials / Remediation</p> <ol style="list-style-type: none"> 1. Success Maker Reading Lab (prescribe lessons and evaluate student programs in reading and to target specific skills 2. Books on CD 3. Develop Student At-Risk Folders (SARS) 4. Guided Reading 5. Edcon Reading 6. STAR Enterprise 7. GCS 8. Read Natural 9. Daily 5 10. Read to Succeed 	<p>CARE TEAM</p> <p>Teachers</p> <p>Principal</p> <p>Title 1</p> <p>Computer Aide</p> <p>RtI Specialist</p>	<p>Use of all intervention programs</p> <p>Increase Mastery of Reading Objectives</p>				
<p>5) Parents continue the 2x2 Reading Program for Pre-K through 2nd grades</p>	<p>Librarian</p> <p>Parents</p>	<p>Increase at home reading between parents and students.</p>				
<p>6) Community Family Reading Night</p>	<p>Principal</p> <p>PK-6th Grade Teachers</p>	<p>Encourage parents to read with their children at home</p>				
<p style="text-align: center;">  = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished </p>						

Goal 2: By 2015-2016, all students will reach high standards, at a minimum attaining proficiency or better in language arts.

Performance Objective 1: During the 2013 - 2014 school year, all classroom teachers will use the CScope or Teacher developed scope and sequence on a weekly basis to ensure the planned lessons meet the necessary rigor, pacing and purpose to prepare students for STAAR.

Summative Evaluation: Spring 2014 STAAR Writing results, Improved Spring 2014 STAAR writing scores, Improved grades and Improved writing skills.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Formal and informal teacher discussion (examining and sharing of student data towards mastery of STAAR standards) to increase the effectiveness of instruction. (6-weeks cluster meetings)	Teachers	Improve the ability of staff in making formative assessments of individual students in order to make timely interventions of student success.				
2) Students will have regular opportunities to practice all modes of process writing.	Teachers	Students being tested in grade 4 will be able to master STAAR writing objectives and there will be an increase in the numbers of students scoring a 3 or better on the writing prompt.				
3) Campus-wide journal writing at least 2 times a week	Teachers	Improved written compositions				
4) Tutorials for 4th graders	Teachers	Improved 9 weeks grades				
5) Writing Activities 1. Publish in local newspaper 2. Have "Author of the Month" for entire 5 grades with each class submitting writing for bulletin board in the hall. 3. Vocabulary Unplugged (grades 3-5)	Teachers Local Newspapers	Improved 9 weeks grades				
6) Continue using various grammar and spelling programs. 1. Grammar practice 2. Student/teacher conferencing 3. 6 Traits of Writing for Pre-K-5th 4. 4th grade Study Island 5. Explore having published authors come speak 2 times yearly Spelling city.com	Teachers	Improved writing skills Improved vocabulary Improved reading comprehension Improved word meaning Improved spelling words Improved mechanics Improved editing skills				
7) Write to our troops at least once a year at Christmas, in the Spring time or Veterans Day	Teachers	Improved writing skills				

8) Enrichment 1. Students participate in the SWTJC Writing Contest 2. UIL: Ready Writing, Storytelling and Spelling	Teachers	Improved writing skills and improved spelling skills				

Goal 3: By 2015 - 2016, all students will reach high standards, at a minimum attaining proficiency or better in mathematics.

Performance Objective 1: During the 2013 - 2014 school year, all classroom teachers will use CScope or teacher developed scope and sequence on a weekly basis to ensure the planned lessons meet the necessary rigor, pacing and purpose to prepare students for STAAR.

Summative Evaluation: 2014 STAAR Math results, TMSDS and Benchmark results.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Formal and informal teacher discussions (Examining and sharing of student data towards mastery of STAAR reporting categories) to increase the effectiveness of instruction.	Math Teachers	Improved ability of staff in making formative assessments of individual students in order to make timely interventions for student success.				
2) Continue implementation and improvement of 2-5th Target Math; 3, &5, C-Scope Spiraling; Glencoe 5 minutes/websites; Rapid Recall; and Motivation Math - 2-5th	Teachers	Improve student's understanding of written and oral language skills, vocabulary and concepts involving math; improve student's understanding of effective problem solving.				
3) Students at grades K thru 5th who have been identified at risk will be tutored in school or after school and will be monitored every 9 weeks.	Teachers CARE Team Special Programs Teachers	Increased number of students will master the TEKS.				
4) Use the lab to assess, prescribe lessons, and evaluate students progress in Lonestar AR Target Math. Incorporate instruction from Discovery Education, Study Island (2nd -5th) and TMSDS.	Teachers Lab Instructional aide	Improve use of software as a diagnostic and remediation tool for individual student growth.				
5) Success Maker	Teachers Lab Instructional Aide	Improve use of software as a diagnostic and remediation tool for individual student growth.				
6) Community/Parental Involvement: Open House	Teachers	Increase parental involvement.				
7) Administer Math Benchmark: 3-5th	Teachers	To show students' mastery of grade level standards				
8) Use Quick Flip Questions for Critical Thinking - Kinder thru 5th	Teachers	Develop higher level thinking in students.				
						

Goal 4: All limited English proficiency 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 Objective 1: Improve English language proficiency of LEP students in regular classroom settings using appropriate ESL TEKS.

Summative Evaluation: ESL/migrant documentation of attendance at meetings. Increase number of ESL certified teachers. Report cards, progress reports, proof of staff development attendance.


Sign in sheets, report cards, progress reports, parent conference sign in logs. English proficiency progression in cumulative graph form. State assessment tests will show "Met Expectations" ratings. Applicable state assessment tests will show "Met Expectations" ratings.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Parents of migrant students will have opportunities to participate in migrant/ESL parent meetings.	ESL coordinator Migrant coordinator	Increased communication between school and home.				
2) More teachers are encouraged to pursue ESL certification	ESL Coordinator	Improve student performance by improving teaching strategies to diverse populations.				
3) ESL staff development through ESC 20	ESL coordinator	Improve ESL teaching strategies and enhance student performance.				
4) Translators provided for parent meetings, registration, parent conferences	ESL coordinator	Improve communication between home and school. Improve performance of all ESL students.				
5) Rosetta Stone Language Learning Software	ESL Teacher	Facilitate & Accelerate ESL Students Acquisition of oral academic English				
6) Teachers will incorporate instructional accommodations as teaching strategies that will enhance ESL student's academic performances.	ESL coordinator	Improve ESL student's acquisition of oral/academic English				
7) The ESL Program will make available to immigrant monolingual children (Spanish speakers) learning materials in Spanish for Grades K-5th, donated to the district by the Mexican Secretariat of Foreign Affairs and the Mexican Secretariat of Public Education.	ESL coordinator Classroom Teachers	Enhance ESL student's social and academic development, acquisition of oral/academic English; academic performances, preparedness for applicable State Assessment Tests.				

Goal 5: By 2015-2016, all students will reach high standards, at a minimum attaining proficiency or better in science.

Performance Objective 1: During the 2013-2014 school year, all classroom teachers will use the CScope and teacher developed scope and sequence on a weekly basis to ensure the planned lessons meet the necessary rigor, pacing and purpose to prepare students for STAAR.

Summative Evaluation: STAAR Science Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Ed. Helper Study Island - 2nd thru 5th Optional Science Tutorials FOSS Kits/DELTA Science Staff Development District Resources Brain Pop Jr. com Discovery Learning CScope Lessons Assessments	Teachers Principal	Increased alignment of Science to TEKS Grade K-4th will contribute to the mastery of science in grade 5. Grade 6 will contribute to the mastery of science in grade 7/8 Improved science skills Knowledge of Lab. Procedures and safety				
2) Increase in the use of Science labs as a teaching strategy.	Teachers	Improve student's knowledge and understanding of lab equipment and the scientific process.				
3) Science Projects will be handled as whole class projects in each grade level. Bingo - Vocabulary on intercom! 4 wks before STAAR TEST!	Teachers	Improve student's understanding of science concepts in relations to the scientific process. Knowledge of Science, Hands- on				
4) Science Share Science Projects (individual and class)	Teachers	Improve student's understanding of science concepts in relations to the scientific process				
						

Goal 6: By 2015-2016, all students will reach high standards, at a minimum attaining proficiency or better in social studies to be prepared for the first administration of STAAR.

Performance Objective 1: By 2014, all classroom teachers will be using the CScope YAG on a weekly basis to ensure the planned lessons meet the necessary rigor, pacing and purpose to prepare former Jones Elementary Students to pass the 8th grade STAAR Social Studies Test.

Summative Evaluation: Plan for replacement is in place:

Eduphoria Information, Spring 2014 STAAR Reading results, Report Cards, Spring 2014 3rd-5th Reading & Math STAAR, STAR Reading Literacy Program, Teacher evaluates.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) A review of the maps and globes being used in classrooms will continue	Principal	Outdated maps and globes will be phased out of use.				
2) Social Studies will be taught using current TEKS. It can also be integrated with other subjects that share similar TEKS ex. Research, Maps and Graphs.	Teachers	Increased integration of language arts and social studies. Increased use of trade books in both L.A. and Social Studies as needed.				
3) Social Studies Staff Development - Leadforward Internet sources for current events Library Page Discovery Education Local Newspaper	Teachers	Increase knowledge of current events around the world. Reinforce Social Studies, Reading, Math and LA TEKS.				
4) Character Education will be integrated into the curriculum. Use Brain Pop Jr.	Teachers Counselor	Increase knowledge on student's own actions and manners. Reinforce good choices.				

Goal 7: Jones Elementary/Intermediate Special Education students will be carefully evaluated on an individual basis to assure:

Students demonstrate progress in individual/targeted objectives.


Students are taking appropriate state mandated tests.

Students are placed in the most appropriate and conducive learning environment.

Performance Objective 1: BISD Special Education students will complete their requirements and graduate from BHS.

Summative Evaluation: Sign in sheets

IEP Progress/Grades

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Special Education staff will present information on the District's referral process to campus faculty. Staff Development on Pre-referral Process.	Special Education director/teacher Cluster V	All teachers will be familiar with the referral process				
2) Special education brochures will be available to faculty, parents, and the community.	Special education director/teacher	Brochures will make all more familiar with the District's Special Education Program.				
3) RtI/CARE meeting will serve as the pre-referral process. Each child will be evaluated on an individual basis. This process will assure intervention strategies and support services will be utilized prior to considering Special education referral. Care team meetings will be scheduled as needed as a follow up to RtI meetings when applicable.	Counselor Special Education Staff RtI Specialist	Educational needs of all students met effective/and all students assured of FAPE and LRE. Reduce the % of students identified to receive special education services.				
4) ARD Meetings will evaluate each student at least once yearly prior to and during annual ARD to ascertain possible changes in students' placement and progress in current program. Student data will be reviewed carefully-LRE and possible dismissal from Special Education will be assessed as will state mandated testing.	ARD Committee	Educational needs of all students met effectively/and all students assured of FAPE and LRE. Reduce the % of students not taking the regular STARR.				
5) Mainstreamed students IEPs will be the grade level TEKS. If teachers delete or modify TEKS, a copy of changes will be included in the ARD as the IEP. Special Ed. Manager/computer program will continue to be used. All IEPs will be individually prepared and monitored.	Special education Staff	Improved consistency and standardizing of IEP preparation and monitoring.				
						

State Compensatory

Budget for Jones Elementary/Intermediate School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-61xx-xx-101-424000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$236,239.00
6100 Subtotal:		\$236,239.00

Personnel for Jones Elementary/Intermediate School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adela Avila	Paraprofessional	RtI	
Amber Davis	2nd Grade Teacher		
Angie Meeks	5th Grade Teacher		
Candy Hobbs	RtI Specialist	RtI	
Carolyn Conoly	5th Grade Teacher		
Catherine Kepler	3rd Grade Teacher		
Christy Palmer	1st Grade Teacher		
Christy Price	Grand Central Station	RtI	
Diana Flores	Paraprofessional	S.M.I.L.E.	
Elia Gutierrez	Paraprofessional	Computer Lab	
Hector Jimenez	ESL Teacher	ESL	
Jana Ford	Kinder Teacher		
Jennifer Baggett	PreKinder Teacher		
Jill Rodriguez	Headstart Teacher		
Josie Hermanson	2nd Grade Teacher		
Julia Terrazas	Paraprofessional	Headstart	
Kimberly Ilse	Counselor		
Kimberly Ramirez	4th Grade Teacher		
Kristi Maddox	Kinder Teacher		
Lily Castillo	Paraprofessional	S.M.I.L.E.	
Maria Molinar	Paraprofessional		
Maxine Bonner	2nd Grade Teacher		
Melissa Bean	Sp. Ed. Teacher	Special Education	
Monica Saldivar	Kinder Teacher		

Myrna Rodriguez	Paraprofessional	S.M.I.L.E.	
Sue Ann Rose	4th Grade Teacher		
Tami Bonner	1st Grade Teacher		
Tara Massingill	3rd Grade Teacher		
Tina Meek	1st Grade Teacher		
Tommie Parker	3rd Grade Teacher		
Twilley Young	5th Grade Teacher		
Zoe Facilla	4th Grade Teacher		

Title I

Schoolwide Program Plan

Ten Schoolwide Components

1: Comprehensive Needs Assessment

2: Schoolwide Reform Strategies

Schoolwide Reform Strategies: Each CIP must should include strategies that:

- Provide opportunities for all students to meet the state performance standards (STAAR)
- Are based on effective methods and use instructional strategies that are based on scientifically based research that:
 - strengthen the core academic program in the school.
 - increase the amount and quality of learning time (extended school year, before-and after-school programs, and summer programs)
 - provide enriched and accelerated curriculum
 - include strategies for meeting the needs of historically underserved populations

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

3: Instruction by highly qualified professional teachers

Instruction by Highly Qualified Teachers and Strategies to Attract Highly-Quality Qualified Teachers to High-Need Schools, Especially for High-Needs School.

Each CIP must identify how the campus will recruit high-quality qualified teachers and ensure that instruction will be provided by highly qualified teachers (as defined by NCLB).

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Professional Development: Each schoolwide campus must provide high-quality, ongoing professional development for teachers, principals,

paraprofessionals, and if appropriate, other pupil services personnel, parents, and school staff to enable all children in the school to meet the state's student academic and achievement standards.

5: Strategies to attract highly qualified teachers

6: Strategies to increase parental involvement

Parental Involvement: Each school shall jointly develop with and distribute to parents of participating students a written parental involvement policy, agreed upon by such parents and agreed upon periodically. The school parental involvement policy should describe parental involvement strategies related to the school-parent compact, capacity-building, and accessibility.

Parental Involvement must also include:

- An annual meeting to inform parents of their child's participation in Title 1, Part A, program requirements, and their right to be involved;
- Flexible number of meetings, e.g., morning and evening (the campus may provide transportation, child care, or home visits);
- Their involvement is an organized, ongoing, timely way, in the planning, review and improvement of the Title 1, Part A, program, including the development of the parent involvement policy and the schoolwide plan;
- Providing parents with timely information about the Title 1, Part A, program; a description and explanation of the curriculum; forms of academic assessment used to measure student progress, and proficiency levels students are expected to meet; and if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children; and
- Sharing information about professional qualifications of their child's teachers; achievement level of their child in each of the state's academic assessments (including RPTe and TPRI); and timely notice that their child has been assigned to or has been taught for four or more consecutive weeks by teachers who are not highly qualified, as defined by NCLB.

At the beginning of each year, the LEA must notify the parents of each student attending any Title 1, Part A, campus that the LEA will provide the parents in a timely manner upon request by the parent, information regarding the professional qualifications of the student's classroom teachers.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Transition of Preschool, Especially for High-Need School.

Each CIP must identify how the campus will recruit high-quality qualified teachers and ensure that instruction will be provided by highly qualified teachers (as defined by NCLB).

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Activities to Ensure Additional Assistance to Students Who Experience Difficulty Mastering Content and Performance Standards (STAAR).

Activities should include:

- Measure to ensure that student's difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- Staff development for teachers related to identification of learning and academic difficulties
- Teacher/parent conferences to discuss

- what the school will do to help the student meet the standards
- what the parents can do to help the student's performance, and
- additional assistance at the school or elsewhere in the community

10: Coordination and integration of federal, state and local services and programs

Coordination and Integration of Federal, State, and Local services and programs: Each CIP must identify how programs and services are integrated at the campus.

2013-2014 Campus Advisory Committee

Committee Role	Name	Position	Signature
Business Representative	Kris Fowler		
Classroom Teacher	Christy Price		
Community Representative	Nicole Campos		
Community Representative	Kelly Sobieski		
Non-classroom Professional	Alma Gutierrez		
Parent	April Grigg		
Parent	Vanessa Hernandez		
Parent	Kristen Melton		

Addendums