



# Jones Elementary 2006-07 Campus Improvement Plan

Committee: All Instructional Staff  
Parent: Yvette Clementz, Teresa Quiroz

**Campus Improvement Plan Review**

Campus:

Contact:

All districts receiving federal funds must adopt the following **No Child Left Behind (NCLB)** 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 2005-2006, 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.

*The goals should be reflected in the campus plans, as appropriate.*

In addition, districts will also be required to adopt the NCLB performance targets, at a minimum, for the 2005-2006 school year.

State and Federal Mandate	CIP Required Component	Evidence/Comments	Recommendations
SB1  Title I	<b>Needs Assessment:</b> Each CIP must assess the academic achievement for each student group using the AEIS.  <b>Needs Assessment:</b> Schoolwide programs must include a comprehensive needs assessment of the entire school based on student performance data related to state content standards (TEKS) and performance standards (TAKS) (Note: Most of the federal programs require LEAs to conduct needs assessments to determine appropriate allocations and expenditures of funds.)	__ Clearly Evident __ Somewhat Evident __ Not Evident  Comments:	__ No Recommendations

SB 1  All Federal Programs	<p><b>Long Range Goals:</b> The board of trustees shall annually approve district and campus performance objectives and shall ensure that district and campus improvement plans, at a minimum, support the state goals (TEKS) and objectives under Chapter 4.</p> <p>(Note: Include NCLB goals above.)</p>	<p><input type="checkbox"/> Clearly Evident  <input type="checkbox"/> Somewhat Evident  <input type="checkbox"/> Not Evident</p> <p>Comments:</p>	<p><input type="checkbox"/> No Recommendations</p>
SB 1  All Federal Programs	<p><b>Performance Objectives:</b> Each CIP must set the campus performance objectives based on the AEIS, including objectives for special needs students (special populations).</p> <p>(Note: Include NCLB information regarding performance indicators above.)</p>	<p><input type="checkbox"/> Clearly Evident  <input type="checkbox"/> Somewhat Evident  <input type="checkbox"/> Not Evident</p> <p>Comments:</p>	<p><input type="checkbox"/> No Recommendations</p>
SB 1  Title I	<p><b>Strategies, Activities, Implementation Timelines:</b> Each CIP must</p> <ul style="list-style-type: none"> <li>▪ identify how the campus goals will be met for each student</li> <li>▪ identify staff needed to implement the plan</li> <li>▪ set timelines for reaching the goal.</li> </ul> <p><b>Schoolwide Reform Strategies:</b> Each CIP must should include strategies that:</p> <ul style="list-style-type: none"> <li>▪ provide opportunities for all students to meet the state performance standards (TAKS)</li> <li>▪ are based on effective methods and use instructional strategies that are based on scientifically based research that: <ul style="list-style-type: none"> <li>- strengthen the core academic program in the school;</li> <li>- increase the amount and quality of learning time (extended school year, before- and after-school</li> </ul> </li> </ul>	<p><input type="checkbox"/> Clearly Evident  <input type="checkbox"/> Somewhat Evident  <input type="checkbox"/> Not Evident</p> <p>Comments:</p>	<p><input type="checkbox"/> No Recommendations</p>

	<ul style="list-style-type: none"> <li>programs, and summer programs)</li> <li>- provide enriched and accelerated curriculum</li> <li>- include strategies for meeting the needs of historically underserved populations;</li> <li>- 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; and</li> <li>- the integration of vocational and technical education programs.</li> </ul>		
Title I	<p><b>Instruction by Highly Qualified Teachers and Strategies to Attract High-Quality Qualified Teachers to High-Need Schools, Especially for High-Need Schools.</b> 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).</p>	<input type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident  Comments:	<input type="checkbox"/> No Recommendations
Title I	<p><b>Transition of Preschool Children from Early Childhood Programs to Local Elementary School:</b> Each CIP must include strategies/activities for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or other state programs to local elementary school program.</p>	<input type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident  Comments:	<input type="checkbox"/> No Recommendations
Title I	<p><b>Activities to Ensure Additional Assistance to Students Who Experience Difficulty Mastering Content and Performance Standards (TEKS- TAAS/TAKS):</b> Activities should include</p> <ul style="list-style-type: none"> <li>▪ measure to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which</li> </ul>	<input type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident  Comments:	<input type="checkbox"/> No Recommendations

	<p>to base effective assistance</p> <ul style="list-style-type: none"><li>▪ staff development for teachers related to identification of learning and academic difficulties</li><li>▪ teacher/parent conferences to discuss<ul style="list-style-type: none"><li>– what the school will do to help the student meet the standards</li><li>– what the parents can do to help the student's performance, and</li><li>– additional assistance at the school or elsewhere in the community.</li></ul></li></ul>		
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SB 1	<p><b>Parental Involvement:</b> The board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of the district, parents, and community members.</p>	<p><input type="checkbox"/> Clearly Evident  <input type="checkbox"/> Somewhat Evident  <input type="checkbox"/> Not Evident</p>	<p><input type="checkbox"/> No Recommendations</p>
Title I	<p><b>Parental Involvement:</b> 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. Parent Involvement must also include:</p> <ul style="list-style-type: none"> <li>- An annual meeting to inform parents of their child’s participation in Title I, Part A, program requirements, and their right to be involved;</li> <li>- Flexible number of meetings, e.g., morning and evening (the campus may provide transportation, child care, or home visits);</li> <li>- Their involvement in an organized, ongoing, timely way, in the planning, review and improvement of the Title I, Part A program, including the development of the parent involvement policy and the schoolwide plan;</li> <li>- Providing parents with timely information about the Title I, 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</li> <li>- Sharing information about professional qualifications of</li> </ul>	<p>Comments:</p>	

Title I	<p>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 a teacher who is not highly qualified, as defined by NCLB.</p> <p>At the beginning of each year, the LEA must notify the parents of each student attending any Title I, 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.</p> <p>(The schoolwide campus must also jointly develop a <b>School-Parent Compact</b> that is signed by the school and parents. This document should be placed in the students’ cumulative record folder.)</p>		
SB 1  Title I	<p><b>Staff Development:</b> The SBDM committee must decide approve staff development.</p> <p><b>Professional Development:</b> 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.</p>	<p><input type="checkbox"/> Clearly Evident  <input type="checkbox"/> Somewhat Evident  <input type="checkbox"/> Not Evident</p> <p>Comments:</p>	<p><input type="checkbox"/> No Recommendations</p>
SB 1  Title I	<p><b>Resource Allocation:</b> Each CIP must determine the resources needed to implement the plan.</p> <p><b>Resource Allocation:</b> The schoolwide CIP must list all federal, state, and local programs that are included in the schoolwide program and describe how the school will use resources from</p>	<p><input type="checkbox"/> Clearly Evident  <input type="checkbox"/> Somewhat Evident  <input type="checkbox"/> Not Evident</p> <p>Comments:</p>	<p><input type="checkbox"/> No Recommendations</p>

	<p>Title I with other resources to implement all the CIP components.</p> <p><b>Coordination and Integration of Federal, State, and local services and programs:</b> Each CIP must identify how programs and services are integrated at the campus.</p>		
SB 1	<p><b>Evaluation:</b> Each CIP must measure progress toward the performance objectives periodically to ensure that the information included in the CIP is resulting in academic improvement. Each CIP must provide for formative and summative evaluation measures.</p>	<p><input type="checkbox"/> Clearly Evident  <input type="checkbox"/> Somewhat Evident  <input type="checkbox"/> Not Evident</p> <p>Comments:</p>	<p><input type="checkbox"/> No Recommendations</p>
Title I	<p><b>Evaluation:</b> Student assessment in at least reading and mathematics must be included. This assessment will be the primary means of determining the yearly performance of each campus.</p> <p>Under NCLB, campuses are required to demonstrate Annual Yearly Progress (AYP), while narrowing the achievement gaps for the campus. Each LEA must review annually the progress of each campus served with Title I, Part A funds to determine whether the campus is making AYP. If the campus does not meet AYP for two or more consecutive years, the campus will enter School Improvement status under NCLB. (Additional guidance regarding AYP is expected from USDE and TEA.)</p>		

Notes / Other Considerations:

- The Title I Schoolwide Plan should reflect all fund sources combined in the implementation of this plan, e.g., **State Compensatory Education funds** and other eligible funds.
- If the campus is combining State Compensatory Funds (SB 702), the plan must reflect:



- The intent to combine the fund sources;
- The size and scope of the SCE budget; and
- FTEs funded from SCE.

The information may be provided either in the “Resource” column **or** via a preface or an appendix page.

- Program Coordination – Campus improvement plans should reflect coordinated/integrated professional development activities, e.g., Title II, Part A and Title II, Part D, etc.
- Title II, Part A (Teacher and Principal Training and Recruiting Fund) program activities for recruiting and retaining staff, providing professional development, improving the quality of the work force, and reducing class size should be included in the plan, as appropriate.
- Title IV (Safe and Drug Free Schools) fund expenditures for allowable activities should be noted in the CIP, when appropriate, including progress toward reducing violence and illegal drug use.
- Special Education – Include any of the five (5) areas of CAP, as appropriate. Include strategies/activities for addressing training for SB1196 (Texas Behavior Support Initiative) and SB1727 (support for general education teachers who provide instruction for special education students).
- SB1 – Include strategies/activities to address conflict resolution, discipline, and technology training.

**Comments:**

**Reviewed by:**

## CAMPUS IMPROVEMENT PLAN 2006-07

### TECHNOLOGY

CAMPUS-GOAL: Jones Elementary staff and students will continue to use technology as a teaching and learning tool.

LONG-RANGE GOAL: Increased and successful use of technology by staff and students.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMENT	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Staff will participate in staff development planned to increase educators' effectiveness in the use of technology. 4hrs/month  Word, Excel, AR, Grade Speed, Web Search Power Point, Desktop Organizing Network	Local Technology \$	Technology director – Noe Maldonado Principal	August 2006 – May 2007	Staff will continue to become more proficient at utilizing technology.	Sign-in logs of training presented.
Purchase technology as prioritized in the District Technology Plan.	Local Technology \$	Technology director – Noe Maldonado	August 2006– May 2007	Improve student performance.	Purchase of equipment and software.
Every classroom will be equipped with 5 computers, grade level software and printers.  Update older model computers with new computers. (Priority)  Work towards two printers in each classroom.  Check out carts available for teachers with play stations, DANA's and Achieve Now Software computer discs.	Technology \$	Technology director – Noe Maldonado	August 2006– May 2007   September 06 – May 07	Reinforce language arts, math, science, social studies skills and develop computer skills.	Lesson plans Computer software Internet use
Teachers and students will have access to the Distance Learning Lab	Region 20	Teachers		On site Lessons	
Lesson Plan on Gradespeed	Gradespeed	Tech Director – Noe		Teacher record lesson plans on	

		<b>Maldonado</b>		Gradespeed	
Lap top computers for every teacher	<b>Tech \$</b>	<b>Tech Director – Noe Maldonado</b>		Teacher access web-based Grading system	

### CAMPUS IMPROVEMENT PLAN 2006-07

#### SAFE AND DRUG FREE SCHOOLS

CAMPUS GOAL: Jones will provide a safe and drug-free learning environment for students and staff.

LONG-RANGE GOAL: BISD will be a drug and violence free district.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMENT	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Provide character education for all students.	Character Education	Principal Counselor Teachers	(Principal's daily message) and classroom activities.	An increase in students' respect to peers and staff will be evident.	
All students will be informed about the characteristics and negative effects of bullying.	Counselor's office library	Counselor/Teachers	Sign-in sheets (class presentations)	A reduction in the frequency and severity of bullying-related incidents.	
Teach students ways of showing respect for students of the opposite gender.	Life-skills literature	Principal Counselor Social Worker	Less plans Parent conference documentation	Reduced number of gender-related misbehaviors reported to the principal's office.	
Monitor traffic in/out of the building.		Office staff	Provide badges and book for visitors to sign in and receive badge.	All visitors must sign in at the office and receive a visitor or volunteer badge. They must sign out when leaving and leave their badge.	Logs of sign in/out
Provide a safe learning environment for students and staff.	No cost	All staff	Review the code of conduct and procedures	The code of conduct will be enforced. Parents and students will be informed of and given copies of the code in student handbooks.	Decrease in office/incident referrals.



## CAMPUS IMPROVEMENT PLAN 2006-07

### STAFF DEVELOPMENT

**GOAL:** The staff of Jones Elementary will better understand the goals of our district. We will be better prepared to meet the needs of our diverse student population.

**LONG-RANGE GOAL:** Recruit, retain, and retrain highly qualified teachers.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMENT	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Campus Staff Development in August 2006: 2 days PDAS Safety Employee Handbook Student Handbook Parent Communication Campus Procedures and information Drug & Safe Schools update Special Programs: Regulations, Mandates and Accountability Inclusion PMAS TAKS DATA Analysis Classroom Behavior Management	Local	Principal Special Programs Coordinators	Campus expectations for the school year. Safety goals for the year.  PDAS Requirements Weekly Progress Reports  Review student and employee handbooks	<b>Campus staff will be knowledgeable of campus operations and procedures in all of the areas listed.</b>	School will begin in a safe and orderly fashion with all stakeholders involved.  Spring 2007 TAKS scores will improve for each subgroup.  Increased teacher collaboration and collaborative interventions.
6 Hours GT recertification required for all GT trained staff.	Local	GT Coordinator	May 2006	More effective utilization of GT resources and opportunities for identified students.	PDAS Documentation  Lesson Plans
Continue professional development for all core subject teachers for Gifted/Talented (30 hours).	Local	GT Coordinator Principal	August – December 2006	Teachers will be prepared to meet the needs of the gifted student.	ECS Certification

Dyslexia strategies for the classroom and strategies for the dyslexic reader.	Local	Teachers	Spring 07	More effective instruction for dyslexic or struggling readers.	Sign in sheets.
TAKS & TEKS Specific workshops by content or grade area.	ARI/AMI	ECS Fall & Spring Offerings	Spring 07 TAKS data	Staff will be prepared to meet the short and long-term goals of our campus/district. We will be better prepared to meet the needs of our diverse student population.	ECS Certificates PDAS

### CAMPUS IMPROVEMENT PLAN 2006-07

#### MATH

**CAMPUS GOAL:** By the end of the 2006-07 school year, a minimum of 85% of all students at each TAKS grade level and 80% in each student subgroup will pass the TAKS Math test.

**LONG-RANGE GOAL:** By the end of the 2007 – 08 school year, 85% of all students and 80% of all subgroups will pass the TAKS Math test at the 5<sup>th</sup> grade level.

ACTIVITIES/STRATEGIES	RESOURCE S	PERSON RESPONSIBLE	FORMATIVE ASSESSMENT	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Formal and informal teacher discussions (Examining and sharing of student data towards mastery of TAKS objectives) to increase the effectiveness of instruction.	No Cost	Math teachers	Math 6 week tests	Improve ability of staff in making formative assessments of individual students in order to make timely interventions for student success	Spring 2007TAKS Math results
Continue implementation and improvement of the daily Math Skills at grades K – 6 <sup>th</sup> with Math Investigations.	No Cost	Teachers	Daily Unit tests 6 week tests	Improve students' understanding of written and oral language skills and concepts involving math; improve students' understanding of effective problem solving.	Spring 2007TAKS Math results
Students at grades K – 6 who have been identified at risk will be identified. Tutored in school or after school	No Cost	Teachers CARE Team Special Programs	Daily grades Unit tests	Increased number of students will master the TEKS.	Spring 2007TAKS Math results

will be monitored every 6 weeks.		<b>teachers</b>	<b>6 week tests</b>		
Use the CEI lab to assess, prescribe lessons, and evaluate students' progress in math. Incorporate instruction from Lightspan and Power Plus Media and My Skills Tutor.com	<b>Title 1:</b>	<b>Teachers CEI Instructional aide</b>	<b>September 2006 (pretests) – May 2006(posttests)</b>  <b>Various reports available to teachers throughout the year</b>	Improve use of software as a diagnostic and remediation tool for individual student growth	Spring 2007 TAKS Math results  TMDS
Teachers will incorporate creative and abstract problem solving activities into their daily lessons.	<b>No cost</b>	<b>Teachers</b>	<b>Daily grades</b>  <b>Unit grades</b>  <b>6 week test grades</b>	Improved creativity and problem solving skills in daily use and testing situations.	Spring 2007 TAKS Math results
In school/after school tutorials	<b>Local</b>	<b>Teachers</b>	<b>November 2006– May 2007</b>	Improved 6 weeks grades	Spring 2007TAKS Math results

CAMPUS IMPROVEMENT PLAN 2006-07

GOAL #

ACADEMIC EXCELLENCE INDICATOR:

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMENT	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Administer Math Benchmark at least once before Math TAKS TEST.	<b>No Cost</b>	<b>Teacher</b>	<b>Released TAKS TEST</b>	<b>To show students mastery of TAKS objectives</b>	Spring 2007 TAKS MATH Results
Use Quick Flip Questions for Critical Thinking	<b>No Cost</b>	<b>Teacher</b>	<b>None</b>	Higher Level Thinking in students	Spring 2007 TAKS MATH Results
St. Henry de Oso Project for identified at risk students in 1 <sup>st</sup> and 2 <sup>nd</sup> Grades	<b>Community Volunteers Project Leaders</b>	<b>Dr. Smith Teachers</b>	<b>None</b>	To teach the parents how to help their children with school work. To improve on parent teacher communication	Student Progress – Report Card
Summer School for students identified at risk  Math Academies  STAFF Development Resource Mary Cook • Creating a classroom of Algebraic thinkers	<b>Local or Title 1 or Stage 1</b>  <b>Stage 1 Funds</b>	<b>Teachers</b>  <b>Math Teachers</b>		Improve students understanding of effective various math objective for lower achieving students.  To learn strategies for improvement TAKS objectives	Spring 2007 Math TAKS Results



## CAMPUS IMPROVEMENT PLAN 2006-07

### READING

**CAMPUS GOAL:** By the end of the 2006-07 school year, a minimum of 80% of all students at each TAKS grade level will pass the Reading test; 80% of the students in all sub-groups will pass the TAKS Reading test.

**LONG –RANGE GOAL:** By the end of the 2007 – 08 school, 85% of all students and 80% of all subgroups will pass the Reading test at the 3<sup>rd</sup> & 5<sup>th</sup> grade levels.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMENTS	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
<u>Professional Development</u> 1. Region 20 Workshops 2. Virtual Workshops through Library 3. K-6 <sup>th</sup> Teacher Reading Academy - online	<b>Academy</b>	<b>Principal Classroom teachers</b>	<b>Implement New Materials</b>	<b>Student Performances</b>	TAKS TPRI'S
<u>Curriculum</u> 1. Grades Pre-K- 6 <sup>th</sup> will utilize a consistent and research –based reading method at their level 2. Implement Saxon Phonics –K – 3 <sup>rd</sup> Grade 3. Edcon Reading Comprehension Vocabulary Development Series for At-Risk Students		<b>Principal Classroom teachers</b>	<b>6 Weeks Test Weekly Assessments</b>	Increased Mastery of Reading Objectives aligned with the TAKS	Spring 2006 TAKS scores in Reading TRPI
Technology		<b>Classroom Teachers Librarian</b>		Completed projects through technology assistance	TAKS and TPRI

Enrichment 1. Accelerated Reading Program 2. TEXAS BLUEBONNET AWARD Reading Program 3. Weekly Reader 4. Drop Everything and Read (DEAR TIME ) 5. Mari Carbo (Taped book method) 6. Six Flags 6 Hour Reading Program 7. Flash Light Reading 8. Camp Read A Lot Develop Student At-Risk Folders (SAR)	<b>Books \$300</b>    <b>Intervention Programs</b>	<b>Classroom Teachers</b>  <b>Librarian</b>  <b>Librarian</b>  <b>Classroom Teachers</b> <b>Classroom Teachers</b>  <b>Teachers Care Team</b>	<b>Star Diagnostic Testing Fall &amp; Spring</b>  <b>August 2006 – Jan 2007</b>  <b>Improved TAKS Scores</b>  <b>Care Team</b>	mproved reading comprehension skill, 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.  Enhance reading abilities  Use of all intervention programs	AR Growth Report  Bluebonnet Certificate of Participation Participation in LSL program – meeting goals  TAKS
Tutorials / Remediation CEI Reading Lab – prescribe lessons, and evaluate students progress in reading and to target specific skills	<b>Title 1 FTE 1.00</b> <b>\$15,000</b>	<b>Principal</b> <b>Title 1 Computer Aide</b>	<b>Teacher recommendation or CARE Team recommendation to the program.</b> <b>Progress reported to teacher.</b>	Increase mastery of reading objectives	TPRI End of Year scores for K – 2 <sup>nd</sup> Spring 2006 TAKS scores in Reading
Parents 1. Continue the 2x2 Reading Program for Pre-K-through 2 <sup>nd</sup> Grade	<b>Books \$250</b>	<b>Librarian</b> <b>Parents</b>	<b>August 2006- May 2007</b>	Increase at home reading between parents and students  Provide students the opportunity to select books for their personal library at a reasonable cost; Increase in reading and vocabulary enrichment	End of Year TPRI for K-2  Student booklist of offering
Community Jones Elementary will continue partnership with the St. Henry de Osso Early Literacy Project	<b>No Cost</b>	<b>Principal</b> <b>1<sup>st</sup> and 2<sup>nd</sup> Grade Teachers</b>	<b>September – December 2006</b>	In-Home reading tutoring for recommended 1 <sup>st</sup> and 2 <sup>nd</sup> grade and their parents	TPRI Scores

CAMPUS IMPROVEMENT PLAN 2006-07

WRITING

CAMPUS GOAL: At the end of the 2006-07 school year, 85% of all students will pass the 4<sup>th</sup> grade TAKS Writing test; 80% of students in all subgroups will pass the TAKS Writing test.

LONG-RANGE GOAL: By the end of the 2007 –08 school year, 90% of all students and 85% of all subgroups will pass the 4<sup>th</sup> grade TAKS Writing test.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMENTS	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Formal and informal teacher discussions (examining and sharing of student data towards mastery of TAKS objectives) to increase the effectiveness of instruction. (6-week cluster meetings.)	No cost	Teachers	Vertical Alignment meetings 2X 6-week tests	Improve ability of staff in making formative assessments of individual students in order to make timely interventions of student success.	Spring 2007 TAKS writing results
Students will have regular opportunities to practice all modes of process writing (progressively increase length of compositions)	No cost	Teachers	Lesson Plans Walk-through observations Completed projects	Students being tested in grade 4 will be able to master TAKS writing objectives and there will be an increase in the number of students scoring a 3 or better on the writing prompt	Spring 2007 TAKS writing results
Campus-wide journal writing at least 2 times week		Teachers	August 2006 – May 2007	Improved written compositions.	Spring 2007 TAKS writing results
Tutorials	Local	Teachers	August 2006 – May 2007	Improved 6 weeks grades	Improved Spring 2007 TAKS writing scores

Continue using Shurly grammar and spelling programs. Saxon Phonics in 3 <sup>rd</sup> , and Spalding Phonics in 5 <sup>th</sup> will be used as supplemental resources. Grammar practice student/teacher conferencing 6 Traits of Writing – Pre-K – 6 <sup>th</sup>		<b>Teachers</b>	<b>August 2006 – May 2007</b>	Improved writing skills, vocabulary reading comprehension, word meaning. Improved spelling skills, mechanics, editing skills	Improved Spring TAKS and Writing scores  Improved grades
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### CAMPUS IMPROVEMENT PLAN 2006-07

#### SCIENCE

**CAMPUS GOAL:** By the end of the 2006-07 school year, a minimum of 80% of all students and all subgroups will pass the 5<sup>th</sup> grade TAKS Science test.

**LONG-RANGE GOAL:** By the end of the 2007-08 school year, 80% of all students and all subgroups will pass the 5<sup>th</sup> grade TAKS Science test.

ACTIVITIES/STRATEGIES	RESOURCE S	PERSON RESPONSIBLE	FORMATIVE ASSESSMENT	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Teachers in grades K –6 <sup>th</sup> are to follow the Science TEKS for their grade level. Teachers will implement different kinds of technology devices as teaching strategies. Ex. Digital Curriculum, internet, etc.	<b>No cost</b>	<b>Teachers</b>  <b>Principal</b>	<b>August 2006 – May 2007 lesson plans.</b>  <b>Unit tests</b>	<b>Increased alignment of Science to TEKS.</b>  <b>Grades K – 4 will contribute to the mastery of science in grade 5.</b>  <b>Grade 6 will contribute to the mastery of science on grade 7</b>	Spring 2007 5 <sup>th</sup> grade TAKS Science results.
Increase in the use of Science labs as a teaching strategy.	<b>Consumable materials</b>	<b>Teachers</b>	<b>August 2006 – May 2007 lesson plans.</b>	Improve students' knowledge and understanding of lab equipment and the scientific process.	Spring 2007 5 <sup>th</sup> grade TAKS Science results.

			<b>Unit tests</b> <b>Lab activities</b>	
All students in grades K – 6 will participate in campus level Spring Science Fair. Participation by grades K – 4 <sup>th</sup> is voluntary.	<b>Consumable materials</b>	<b>Teachers</b>	<b>Science Fair Guidelines</b> <b>Project grades</b>	Improve students' understanding of science concepts in relations to the scientific process.
				Spring 2006 5 <sup>th</sup> grade TAKS Science results

## CAMPUS IMPROVEMENT PLAN 2006-07

### SOCIAL STUDIES

CAMPUS GOAL: Jones Elementary students will show an annual mastery of Social Studies TEKS per grade level.

LONG-RANGE GOAL: By 2007, former Jones Elementary students will pass the 8<sup>th</sup> grade TAKS Social Studies test.

ACTIVITIES/STRATEGIES	RESOURCE S	PERSON RESPONSIBLE	FORMATIVE ASSESSMEN T	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
A review of the maps and globes being used in classrooms will continue. As many as possible will be replaced yearly.	<b>Local</b>	<b>Principal</b>	<b>As needed and May 2007</b>	Outdated maps and globes will be phased out of use.	Plan for replacement is in place.
Teachers will continue to integrate the instruction of social studies with Reading and Language Arts.	<b>No cost</b>	<b>Teachers</b>	<b>6 week tests Grades 1</b>	Increased integrations of language arts and social studies. More emphasis on units. Increased use of trade books in both LA and Social studies as needed	Spring 2007TAKS Reading results
Social studies and Reading teachers will use Weekly Reader newspaper to teach current events in grades K – 6. National Geographic Let's Find Out	<b>Title 1 \$1,200.</b>	<b>Teachers</b>	<b>Weekly</b>	Increase knowledge of current events around the world. Reinforce social studies, Reading, Math and LA TEKS.	Report Cards Spring 2007 3 <sup>rd</sup> – 6 <sup>th</sup> Reading & Math TAKS. TPRI results

Scholastic

CAMPUS IMPROVEMENT PLAN 2006-07

GOAL #

ACADEMIC EXCELLENCE INDICATOR:

ACTIVITIES/STRATEGIES	RESOURCE S	PERSON RESPONSIBLE	FORMATIVE ASSESSMEN T	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Character Education will be integrated into the curriculum.	<b>No Cost</b>	<b>Teachers Counselor</b>	<b>Weekly</b>	<b>Increase Knowledge on students own actions and manners. Reinforce good choices</b>	Teachers evaluates
Ag Day- Shows community workers and support  Veterans Day Program	<b>No Cost</b>	<b>County Extension Agent  Teacher/Principal</b>	<b>1 time a year Grades K- 4<sup>th</sup></b>	<b>Increase knowledge of community workers / jobs and supports involvement  Awareness of Veterans Day</b>	None / teachers choice



## CAMPUS IMPROVEMENT PLAN 2006-07

### ECONOMICALLY DISADVANTAGED AND AT RISK

CAMPUS GOAL: Jones Elementary economically disadvantaged and at risk students will be monitored in order to be successful.

LONG-RANGE GOAL: BISD economically disadvantaged and at risk students will be taught the skills to succeed socially, emotionally, and academically.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMENT	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Provide economically disadvantaged students with necessary school supplies; medical services, eyeglasses, and supportive experiences.	Local businesses and service clubs	Nurse Francine Collins Counselor Principal	Aug 06 – May 07	Focus on economically disadvantaged students having what they need to be able to get the full benefit of school	Attendance  Spring 2007 TAKS results
Students will participate in counseling sessions as needed or as scheduled per parent, teacher, ARD or CARE team request.	Local	Counselor	August 2006 – May 2007	Students will gain knowledge of skills for being more successful socially, emotionally, and academically.	Counselor log of activities.
Specialized instruction will be given for those students identified by the 504 or ARD committees as qualifying for dyslexia instruction.	Local	Principal Diagnostician	August 2006 – May 2007	District identified dyslexic students will be able to perform satisfactorily in academic classes as well as on TAKS/SDAA.	Spring TAKS/SDAA 2007 results.
Accelerated Reading instruction will be offered to those students that do not perform satisfactorily on the TPRI or at the recommendation of the CARE team.	Title 1 Reading:	ARI Instructor	August 2006 – May 2007	Interventions will be made in a timely manner to enable all students to succeed.	May 2006 TPRI results  Spring 206 3 <sup>rd</sup> grade TAKS reading results
Title 1 Reading and CEI Math (Grades 3 – 6 <sup>th</sup> ) instruction will be offered to those students that do not perform satisfactorily on TAKS tests or benchmark tests given by the classroom teacher or at the		Title 1 Reading  CEI 1 Math	August 2006 – May 2007	Interventions will be made in a timely manner to enable all students to succeed.	Spring 2007 3 <sup>rd</sup> – 6th grade TAKS Reading and Math results

recommendation of the CARE team.					
Offer extended school year program (summer school) for those students who have not mastered TEKS for their grade level.	<b>OEY</b>	<b>Principal</b>	<b>June 2007</b>	Mastery of TEKS; reduction in number of students retained.	Summer school promotion lists.

## CAMPUS IMPROVEMENT PLAN 2006-07

### ATTENDANCE

**CAMPUS GOAL:** Jones Elementary will attain an attendance rate of 98% for the 2006-07 school year.

**LONG-RANGE GOAL:** By the end of the 2007-08 school year, Jones Elementary will maintain an attendance rate of 98% for the year.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMENT	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Home visits	None	Counselor Social Worker	Documentation of parent conferences held at homes	A positive change in attendance pattern for students deemed at-risk of retention due to attendance	
Students with perfect attendance will receive a perfect attendance award at end of each 6 weeks.  Drawing for Free School Supplies Students with perfect attendance will have their name printed in the Brackett News.	No cost	Principal	August 2006 – May 2007	Improve weekly attendance.	Daily attendance.
6-week celebration for the class with the highest percentage attendance for each 6-weeks. There will be a PK – 3 <sup>rd</sup> grade division and a 4 <sup>th</sup> -6 <sup>th</sup> division.	Activity Fund	Principal	August 2006 – May 2007	Improve attendance of all populations.	Improved attendance rate each 6-weeks.

Awards ceremony at the end of the year for perfect attendance.	<b>No cost</b>	<b>Principal</b>	<b>May 2007</b>	Students will receive recognition with their peers for perfect attendance.	Awards
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## CAMPUS IMPROVEMENT PLAN 2006-07

### CRISIS MANAGEMENT

CAMPUS GOAL: Jones Elementary will have a trained crisis team available for crisis situations.

LONG-RANGE GOAL: By 2010, Jones Elementary will have all staff trained to be crisis team members.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMENT	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Teacher education	None	Principal Counselor Social worker	Lesson plans Sign-in sheets	An increase in the number concerns expressed by teachers to the principal, counselor, or social worker	
Maintain a campus Crisis Team to assist staff in the event of a crisis situation.	Local	Counselor	Fall 06 Training	To assure the parents, students, and staff that Jones Elementary is a safe place to be.	Crisis Team in place Documentation of incidents.
All certified staff will be recertified for CPR training.	Local	Brackett EMTs Principal	Fall 06 Training	All teachers that go on field trips with students will be CPR trained.	Training participation certificates

## CAMPUS IMPROVEMENT PLAN 2006-07

### CAMPUS MANAGEMENT

CAMPUS GOAL: Jones Elementary staff will develop, encourage, and promote more effective means of communication and knowledge of school policies.

LONG-RANGE GOAL: Staff will communicate in an effective manner about school policies at school, with parents and in the community.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMENT	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Update, redistribute, and review a campus emergency plan.	<b>Local</b>	<b>Principal</b>	<b>November 2006</b>	<b>Organized response to a crisis.</b>	Completed and distributed plan; monthly fire drills; at least one Code Red drill per semester.
Staff orientation for all new employees and assigned to a mentor teacher.	<b>Local</b>	<b>Principal</b> <b>Counselor</b> <b>Central Office</b>	<b>August 2006</b> <b>Mentor program – August 2006 –May 07</b>	Staff awareness of organizational procedures. Staff awareness of campus resources, materials, procedures, and expectations.	Increased effectiveness of teachers; effort toward campus procedures being uniform will continue to progress.  Increased retention of quality staff.
All teachers will use the GRADESPEED program to enter grades and distribute progress reports to all students.	<b>No cost</b>	<b>Teachers</b>	<b>Weekly progress reports.</b> <b>3-week progress reports with pass/fail.</b>	More consistency in grading and reports going home. Increased awareness of student's individual progress.	Spring 2007 TAKS scores will show gains in all subgroups.  TPRI scores will show gains in all areas.
Provide more staff development on classroom management. In service for administrators on DAEP placement..	<b>Local</b>	<b>Principal</b> <b>OCS teacher as needed (sub)</b>	<b>August 2006 – May 2007 Evaluation of referrals</b>	Number of discipline referrals, suspensions, and expulsions will decrease.	06-07 referrals will decrease compared to 05-06.

Computer Lab available for all teachers to schedule for their class(es).	<b>No cost</b>	<b>Teachers</b>	<b>August 2006</b>	Improved technology and internet skills when doing research or web-based activities.	Lesson Plans
Weekly parent-teacher communication through weekly progress reports for academics and social skills (discipline).	<b>No cost</b>	<b>Librarian Teachers</b>	<b>6 weeks</b>	Increased parent communication and a decrease in discipline referrals and an increase in students' completion of assigned homework.	Fewer students failing through increased home/school communication.
Technology will be used to develop cultural awareness and expand the experience of students.	<b>No cost</b>	<b>Teachers Librarian</b>	<b>Lesson plans E-field trip schedule</b>	E-field trips will be used to extend and enhance classroom activities.	Increased cultural awareness and experiences; increase vocabulary.
Continue community involvement activities: Meet the Teacher Night Community Unity St. Henry deOsso Reading Program St. Henry deOsso Parenting Series Ag Day Red Ribbon Week Activities Kindergarten Round-UP Headstart visits Fall Open House 100 <sup>th</sup> Day of School 5 <sup>th</sup> /6 <sup>th</sup> Career Day Field Day Arts Council Spring activity PTO Parent Conferences Camp Read A Lot	<b>Local: \$500.</b>	<b>Principal Counselor Teachers</b>	<b>Fall 2006 – Spring 2007 Events calendar</b>	Provide opportunities for parents, grandparents, and patrons to visit and tour campus.	News releases Photos
Access to internet services provided for all teachers.	<b>Local</b>	<b>Technology director: Frank Taylor</b>	<b>August 2006 – May 2007</b>	Help find new teaching materials and activities to incorporate in daily lessons; explore and implement new teaching materials in all subject areas.	Lesson plans Internet use
Continue to use digital cameras by grade level	<b>Local</b>	<b>Teachers</b>	<b>August 2006– May 2007</b>	Promote pride in student performance; build students' self-esteem.	Displays in rooms, hallways, and on computers.

Continue to offer extended year program for 2 <sup>nd</sup> – 6 <sup>th</sup> students who have experienced failure or weak achievement.	<b>OEY</b>	<b>Teachers</b>	<b>June 2007</b>	Accelerate students' performance in language arts and math.	End of year report cards; summer school grades
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### CAMPUS IMPROVEMENT PLAN 2006-07

**ESL**

**CAMPUS GOAL:** Improve English language proficiency of LEP students in regular classroom settings using appropriate ESL TEKS.

**LONG-RANGE GOAL:** The number of students requiring ESL support upon entering grade 4 will continue to decline.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMENT	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Parents of migrant students will have opportunities to participate in migrant/ESL parent meetings.	<b>No cost</b>	<b>ESL coordinator Migrant coordinator</b>	<b>Scheduled meetings</b>	<b>Increased communication between school and home.</b>	ESL/migrant documentation of attendance at meetings.
More teachers are encouraged to pursue ESL certification	<b>ECS \$500</b>	<b>Principal</b>	<b>August 2006 – May 2006</b>	Improve student performance by improving teaching strategies to diverse populations.	Increase number of ESL certified teachers.
ESL staff development through ESC 20.	<b>\$200.</b>	<b>ESL coordinator</b>	<b>August 2006 – May 2007</b>	Improve ESL teaching strategies and enhance student performance.	Report cards, progress reports, proof of staff development attendance.
Translators provided for parent meetings, registration, parent conferences.	<b>No cost</b>	<b>ESL coordinator</b>	<b>August 2006 – May 2007</b>	Improve communication between home and school. Improve performance of all ESL students.	Sign in sheets, report cards, progress reports, parent conference sign in logs.



Teachers will incorporate instructional accommodations as teaching strategies that will enhance ESL students' academic performances	<b>No cost</b>	<b>ESL coordinator Classroom Teachers</b>	<b>End-of-Year LAS; Teacher assessments; Applicable State Assessment Tests.</b>	Improve ESL students' acquisition of oral/academic English.  Improve ESL students' academic performances.	State assessment tests will show "Met Expectations" ratings.
The ESL Program will make available to immigrant monolingual children (Spanish speakers) learning materials in Spanish for Grades K – 6 <sup>th</sup> , donated to the district by the Mexican Secretariat of Foreign Affairs and the Mexican Secretariat of Public Education.	<b>No Cost</b>	<b>ESL coordinator Classroom Teachers</b>	<b>Teachers' observations of ESL students' rate of academic participation in an all English curriculum setting.</b>	Enhance ESL students' social and academic development; acquisition of oral/academic English; academic performances; preparedness for applicable State Assessment Tests.	Applicable state assessment tests will show "Met Expectations" ratings.

### CAMPUS IMPROVEMENT PLAN 2006-07

#### FINE ARTS

GOAL: Jones Elementary students will have the opportunity to participate in Vocal Music at grades K – 6 and in Band or Music History at 5<sup>th</sup> & 6<sup>th</sup> grades. Students will be exposed to a variety of Fine Arts experiences.

LONG-RANGE GOAL: Former Jones Elementary students will choose to participate in the Fine Arts program at the Secondary level.

ACTIVITIES/STRATEGIES	RESOURCE S	PERSON RESPONSIBLE	FORMATIVE ASSESSMEN T	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
5 <sup>th</sup> – 6 <sup>th</sup> grade students will participate in Tech Music class for 30 minutes daily for the 2006-07 school year	<b>Local</b>	<b>Teachers</b>	<b>Lesson plans</b>	<b>5<sup>th</sup> – 6<sup>th</sup> grade students will have the opportunity to perform in vocal programs for various events.</b>	Spring 2007 TAKS Reading and Math scores.  Increased participation

K- 4 <sup>th</sup> students will participate in vocal music activities that reinforce core subjects				<b>Reading and math skills will be enhanced in the Music classroom. Language arts Social Studies</b>	in Secondary Fine Arts program.
5 <sup>th</sup> grade students will participate in Band with recorders and be introduced to instruments.  6 <sup>th</sup> grade students may participate in Band.	<b>Local</b>	<b>Band Director</b>	<b>Lesson Plans</b>	5 <sup>th</sup> & 6 <sup>th</sup> grade band students will have the opportunity to develop their instrumental and vocal skills and perform at various events. Reading and math skills will be enhanced in the Band and vocal music classrooms.	Spring 2007 TAKS Reading and Math scores.  Increased participation in Secondary Fine Arts program.
Students will be exposed to a variety of Fine Arts experiences such as plays, theatre, vocal groups, and musicals as possible.	<b>Local</b>	<b>Principal Parent Volunteers</b>	<b>Scheduled events (1 per semester)</b>	Students will develop an appreciation of the fine arts. These experiences will stimulate and/or enhance learning and increase cultural experiences.	Attendance logs
K-6 <sup>th</sup> grades may participate in musical productions for the PTO meetings.  Art Classes will be offered to students in 3 <sup>rd</sup> thru 6 <sup>th</sup> grade 2 days per month	<b>Local</b>  <b>Local</b>	<b>Principal Teachers</b>  <b>Mrs. Tate</b>	<b>Monthly</b>	Students will develop an appreciation of the fine arts. These experiences will stimulate and/or enhance learning and increase cultural experiences.	Attendance logs and scheduled PTO meetings.

CAMPUS IMPROVEMENT PLAN 2006-07

GIFTED AND TALENTED PROGRAM

CAMPUS GOAL: Jones Elementary will identify GT candidates and enhance their learning environment through the GT Program.

LONG-RANGE GOALS: Improved teaching strategies to provide a learning continuum that reinforces the strengths, needs, and interests of GT students.

ACTIVITIES/ STRAGETIES	RESOURCE(S)	PERSON(S) RESPONSIBLE	FORMATIVE ASSESSMENT(S)	EXPECTED QUALITY OUTCOME	SUMMATIVE EVALUATION
<p><b><u>Professional Development</u></b></p> <p>a. GT Library available to all staff.</p> <p>b. Intra-District Colleague Facilitators to maintain 6 hour Recertification requirements</p> <p>c. Train testing coordinator</p>	<p>1. GT Library</p> <p>2. ESC 20</p>	<p>1. GT Coordinator</p> <p>2. Principal</p> <p>3. Teachers</p>	<p>1. Sept-Dec 2006</p> <p>2. Jan-May 2007</p>	<p>1. Improve teacher performance and enhance opportunities for professional development to facilitate the natural needs of the gifted student(s).</p>	<p>1. Documentation of ongoing GT Training hours.</p>
<p><b><u>Student Assessment</u></b></p> <p>a. Students will receive at least 3 quantative and qualitative assessments.</p>	<p>1. \$4,175 for testing materials</p>	<p>1. Testing Administrator</p>	<p>1. Aprenda</p> <p>2. Stanford 10</p> <p>3. Toni</p> <p>4. Renzulli</p>	<p>1. Identify GT students in their areas of giftedness.</p>	<p>1. Testing</p> <p>2. Student Performance Evaluations</p>
<p><b><u>Curriculum &amp; Instruction</u></b></p> <p>a. Opportunities are provided for students to engage in higher level thinking skills, guided and independent research. In intellectual, creative and artistic areas as well as leadership qualities that assist in shaping career strengths.</p> <p>b. Teacher implementation of GT extensions through differentiation techniques.</p>	<p>1. No cost</p>	<p>1. GT Teachers</p>	<p>1. Lesson plans and/or the completed product or research</p>	<p>1. Teacher provides opportunities for students to use higher thinking skills in their gifted areas.</p> <p>2. Students will engage in quality activities that encourage higher thinking skills in their gifted areas.</p>	<p>1. Individual assessment of student's progress by GT teacher.</p> <p>2. Teacher evaluation</p>
<p><b><u>Family – Community Involvement</u></b></p> <p>a. The district or campus provides orientation at the beginning of the school year.</p> <p>b. GT pamphlets and handbooks will be available at each campus</p> <p>c. Surveys and questionnaires at the end of the school year</p> <p>d. Letter</p> <p>e. Parent Conference</p> <p>f. Pamphlet</p> <p>g. GT student progress report will be shared with parents every 6 weeks</p>	<p>1. No Cost</p>	<p>1. GT Coordinator</p> <p>2. GT Teacher</p> <p>3. Counselor</p> <p>4. Parents</p>	<p>1. Formative Assessment</p> <p>2. Questionnaires</p>	<p>1. Greater parent understanding of the GT program and areas in which they can assist their child in higher thinking skills</p>	<p>1. Survey</p> <p>2. Progress reports and parent feed back.</p>

<b>Campus-Wide</b> GT committee will strive for the continued improvement of the district wide program Challenge Lab where students can go and play higher level critical thinking skills	1. No Cost	1. GT Committee 2. GT Testing Administrator	1. State GT Plan	1. Increase parent/school communication about the program and services offered. 2. To enhance the learning environment of GT students	1. Meetings 2. Agendas 3. BISD Website 4. Surveys 5. Teacher in-put
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### CAMPUS IMPROVEMENT PLAN 2006– 07

#### PHYSICAL EDUCATION

**CAMPUS GOAL:** Jones Elementary will promote healthy lifestyles through daily Physical Education classes.

**LONG-RANGE GOAL:** Jones Elementary students will demonstrate healthy lifestyles by the choices they make in daily living.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMENT	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Kinder – 4 <sup>th</sup> grade students will participate in a 30 minute Physical Education class daily.  Walk for life on Wednesdays for K-4 <sup>th</sup> graders  Learn about nutrition once a week  Field Day	<b>None needed</b>    <b>None Needed</b>  <b>Text Book</b>	<b>Physical Education teacher</b>   <b>Physical Education Teacher</b>  <b>Physical Education Teacher</b>	<b>Lesson plans</b>  <b>Master schedule</b>   <b>Testing their heart rate</b> <b>Lesson Plan</b>	<b>Students will increase their knowledge of healthy lifestyles and the benefits of physical activity.</b>  <b>To develop a healthy life style at home. They will know the benefits of walk to get parental involvement with their child at home walking.</b>  <b>Make student aware of proper nutrition</b>	Improved physical stamina & agility.  Making sure the heart is at normal  See if they know the basic food groups
The Physical Education teacher will integrate classroom objectives into structured activities during PE.  An Educational Aide will be employed to assist with		<b>Physical Education teacher</b>	<b>Lesson plans</b>	Reading, language arts, and Math TEKS will be supported in the physical education curriculum.	2007 Spring TAKS Reading, Writing, & Math scores.  TPRI results

Physical Education instruction and supervision.		Principal P.E. Instructor			
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### CAMPUS IMPROVEMENT PLAN 2006-07

#### SPECIAL EDUCATION

**CAMPUS GOAL:** Jones Elementary Special Education students will be carefully evaluated on an individual basis to assure:

Students demonstrate progress on individually targeted objectives

Students are taking appropriate state mandated tests

Students are placed in the most appropriate and conducive learning environment

**LONG-RANGE GOAL:** BISD Special Education students will complete their requirements and graduate from BHS.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMENT	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Special Education staff will present information on the District's referral process to campus faculty. Staff Development on Pre-referral Process.	<b>No cost</b>	<b>Special Education director/teacher Cluster V</b>	<b>Aug/Sept 2006</b>	<b>All teachers will be familiar with the referral process</b>	Sign – in sheets
Special Education brochures will be available to faculty, parents and the community	<b>No cost</b>	<b>Special Education director/teacher</b>	<b>Aug/Sept 2006</b>	Brochures will make all more familiar with the District's Special Education program.	Brochures displayed and available
The CARE team process will be evaluated and streamlined. A pre-referral process and questionnaire will be used for each child and each child will be evaluated on an individual basis. This process will	<b>Pre-referral checklist</b>	<b>Counselor Special Education Staff</b>	<b>Aug 06-May 07 CARE team schedule</b>	Educational needs of all students met effectively, and all students assured of FAPE. And LRE. Reduce the % of students identified to receive special	CARE team referral packets

assure intervention strategies and support services will be utilized prior to considering Special Education referral.				education services.	
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	<b>State test scores Diagnostician's data Teacher information</b>	<b>ARD committee</b>	<b>As scheduled</b>	Educational needs of all students met effectively, and all students assured of FAPE. And LRE. Reduce the % of students not taking the TAKS.	Special Education student data
Continue to use CLASS software in the preparation and monitoring of IEP's.	<b>Sped Ed \$</b>	<b>Special Education Staff</b>	<b>August 2006 – May 2007</b>	Improved consistency and standardizing of IEP preparation and monitoring	Completed IEP's