



# **Jones Elementary/Intermediate 2009-2010 Campus Improvement Plan**

**Committee: All Instructional Staff**

**Parents: Leisha Ashley, Stephanie Buitron, Diana Flores, Benita  
Gonzalez, Rosario Guzman, Kristi Maddox, Donna Schuster  
Campus Improvement Plan**

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 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 Goal 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
  - Performance Goal 4: 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 2009-2010 school year.

State and Federal Mandate	CIP Required Component	Evidence/Comments	Recommendations
SB1	<b>Needs Assessment:</b> Each CIP must assess the academic achievement for each student group using the AEIS.	___ Clearly Evident ___ Somewhat Evident ___ Not Evident	___ No Recommendations
Title 1	<b>Needs Assessment:</b> School wide 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 LEA's to conduct needs assessments to determine appropriate allocations and expenditures of funds.	Comments:	
SB1	<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. (Note: Include NCLB goals above.)	___ Clearly Evident ___ Somewhat Evident ___ Not Evident	___ No Recommendations

All Federal Programs		Comments:	
SB1  All Federal Programs		<input type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident  Comments:	<input type="checkbox"/> No Recommendations
SB1  Title 1	<p><b>Strategies, Activities, Implementation Timelines:</b> Each CIP should include strategies that:</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 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</li> </ul> </li> </ul>	<input type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident  Comments:	<input type="checkbox"/> No Recommendations

	<p>any program that is included in the school wide program; and</p> <ul style="list-style-type: none"> <li>- the integration of vocational and technical education programs</li> </ul>		
Title 1	<p><b>Instruction by Highly Qualified Teachers and Strategies to Attract Highly-Quality Qualified Teachers to High-Need Schools, Especially for High-Needs School.</b></p> <p>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>	<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 1	<p><b>Transition of Preschool, Especially for High-Need School.</b></p> <p>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>	<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 1	<p><b>Activities to Ensure Additional Assistance to Students Who Experience Difficulty Mastering Content and Performance Standards (TEKS-TAAS/TAKS).</b></p> <p>Activities should include:</p> <ul style="list-style-type: none"> <li>• Measure to ensure that student’s difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.</li> <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>	<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>SB1</p>	<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.</p> <p>Parental 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 1, 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 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;</li> <li>- 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</li> <li>- 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.</li> </ul> <p>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.</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>
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Title 1	(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.)		
SB1	<b>Staff Development:</b> The SBDM committee must decide approve staff development	<input type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident	<input type="checkbox"/> No Recommendations
Title 1	<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.	Comments:	
SB1	<b>Resource Allocations:</b> Each CIP must determine the resources needed to implement the plan.	<input type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident	<input type="checkbox"/> No Recommendations
Title 1	<b>Resource Allocations:</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 Title 1 with other resources to implement all the CIP components.  <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.	Comments:	
SB1	<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.	<input type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident	<input type="checkbox"/> No Recommendations
Title 1	<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.  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 1, Part A finds 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	Comments:	

AYP is expected from USDE and TEA.)		
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Notes / Other Considerations:

- The Title 1 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
  - FTE’s 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. 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 2009 - 2010

### 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
New Teachers  Word, AR, Grade Book, Web Search, Power Point, Desktop School Networking, Smart Boards	Local Technology \$	Technology Director – Noe Maldonado Principal	August 2009 – May 2010	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 2009 – May 2010	Improve student performance	Purchase of equipment and software
Update older model computers with new computers. (Priority)  Work towards two printers in each classroom.  Smart Boards 3 <sup>rd</sup> – 6 <sup>th</sup>	Technology \$	Technology Director – Noe Maldonado	August 2009 – May 2010   Aug. '09 – May '10	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	
Word Processing for students 1 day per week				Teacher record lessons plans on	
Lab top computers for every teacher	Tech \$	Technology Director – Noe Maldonado		Teacher access web-based Grading system	
C-Scope	Local	RtI Specialist	August '09 –	Web-based lessons on C-	Increase student

<p>TANGO PALMS  Success Maker  Progress Mon (Data Collection) Math &amp; Reading  Add 4 SMART Boards:  3rd, 4th, 5th, 6th &amp; Science Lab.</p>	<p><b>Stimulus Funds  Technology  Funds</b></p>	<p><b>Technology Director</b></p>	<p><b>May '10</b></p>	<p>Scope  Students using labs for  Success Maker  Use of Smart Boards in  classrooms to enhance  lessons</p>	<p>achievement</p>
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## CAMPUS IMPROVEMENT PLAN 2009-2010

### SAFE AND DRUG FREE SCHOOLS

**CAMPUS GOAL:** Jones Elementary 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.	<b>Character Education</b>	<b>Counselor Teachers</b>	<b>Classroom activities</b>	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.	<b>Counselor</b>	<b>Counselor/Teachers</b>	<b>Sign-in sheets (class presentations)</b>	A reduction in the frequency and severity of bullying-related incidents.	
Teach students ways of showing respect for students of the opposite gender.	<b>Life-skills literature</b>	<b>Principal Counselor Teachers</b>	<b>Less Plans Parent conference Documentation</b>	Reduced number of gender-related misbehaviors reported to the principal's office.	
Monitor traffic in/out of the building		<b>Office Staff</b>	<b>Provide badges and book for visitors to sign in and receive a badge.</b>	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.	<b>No cost</b>	<b>All staff</b>	<b>Review the code of conduct and procedures</b>	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
Red Ribbon Week Drug Dog Visits	<b>Local</b>	<b>Administrator Counselor</b>	<b>Unscheduled visits from drug dog.</b>	The company to do unscheduled sweeps of the	Reports from the drug dog sweeps.

			<b>Red Ribbon Week Character Education Activities in lesson plans</b>	building with the drug dog will continue. Red Ribbon Week and character education activities will raise students' awareness of supporting a drug and violence free lifestyle and being a good person.	Red Ribbon Week Activities sheets
Safe passage of students traveling from classrooms to campus destinations (i.e. library, nurse, etc.)	<b>No cost</b>	<b>All staff</b>	<b>Buddy passes</b>	Pre – K through 3 <sup>rd</sup> grade students will use the buddy system when traveling to destinations outside their classroom. 4 <sup>th</sup> – 6 <sup>th</sup> grade students will have a hall pass when out of the classroom.	Accountability and safe travel around the campus.
Establish traffic patterns that will increase safety of students during drop-off and pick-up times.	<b>No cost</b>	<b>Principal Maintenance Supervisor</b>	<b>August '09 – May '10</b>	Pre-K thru 6 <sup>th</sup> grades will arrive and leave from school safely.	No student injuries/accidents
Verify and account for student absences and tardiness	<b>No cost</b>	<b>Teachers Office staff</b>	<b>Review procedures in handbook with parents.</b>	Parents should notify the school when their child will be absent. Late students(after 8:05 a.m.) will be check in at the office and receive a tardy slip.	Accountability of students. Reduced numbers of tardies from fall to spring semester.
Intercom – Installed Outside		<b>Principal</b>			

## CAMPUS IMPROVEMENT PLAN 2009-2010

### 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 2009: 2 days PDAS Safety Employee Handbook Student Handbook Parent Communication Campus Procedures and Information Drug and Safe Schools update Special Programs: Regulations, Mandates and Accountability Inclusion PBMAS TAKS DATA Analysis Classroom Behavior Management MANDT Success Maker Response to Intervention Training TANGO/Dibels C-Scope	<b>Local</b>	<b>Principal Special Programs Coordinators</b>	<b>Campus expectations for the school year.</b> <b>Safety goals for the year.</b>  <b>PDAS Requirements</b> <b>Weekly Progress Reports</b>  <b>Review student and employee handbooks</b>	Campus staff will be knowledgeable of campus operations and procedures in all of the areas listed.	School will begin in a safe and orderly fashion with all stakeholders involved.  Spring 2010 TAKS scores will improve for each subgroup.  Increased teacher collaboration and collaborative interventions.
6 Hours GT recertification required for all GT trained staff.	<b>Local</b>	<b>GT Coordinator</b>	<b>May 2010</b>	More effective utilization of GT resources and	PDAS Documentation

				opportunities for identified students.	Lesson Plans
Continued professional development for all core subject teachers for Gifted/Talented (30 hours).	<b>Local</b>	<b>GT Coordinator Principal</b>	<b>August – December 2009</b>	Teachers will be prepared to meet the needs of the gifted students.	CPE Hours
Dyslexia strategies for the classroom and strategies for the dyslexia reader.	<b>Local</b>	<b>Teachers</b>	<b>Spring '10</b>	More effective instruction for dyslexic or struggling readers.	Sign in sheets
TAKS & TEKS Specific workshops by content or grade area.	<b>Title I</b>	<b>ECS Fall &amp; Spring Offerings</b>	<b>Spring '10 TAKS data</b>	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.	CPE Hours PDAS
Continued professional development to enable teachers to become highly qualified and successful in the classroom.	<b>Local</b>	<b>Teachers</b>	<b>Spring '10 TAKS Data</b>	More effective teaching strategies. More diverse curriculum.	Certification

## CAMPUS IMPROVEMENT PLAN 2009-2010

### MATH

**CAMPUS GOAL:** By the end of the 2009-2010 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 2010-2011 school year, 85% of all students and 83% of all subgroups will pass the TAKS Math Test at the 5<sup>th</sup> grade level.

ACTIVITIES/STRATEGIES	RESOURCES	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 9 weeks test	Improve ability of staff in making formative assessments of individual students in order to make timely interventions for student success	Spring 2010 TAKS Math results
Continue implementation and improvement of the daily Math Skills at grades 2-5 <sup>th</sup> and 4-6 <sup>th</sup> with Daily Math Reinforcers-ADD. Target Math C-Scope Spiraling – Glencoe 5 minutes/websites	No Cost	Teachers	Daily Unit tests 9 weeks tests	Improve students' understanding of written and oral language skills and concepts involving math; improve students' understanding of effective problem solving.	Spring 2010 TAKS Math results
Students at grades K – 6 <sup>th</sup> who have been identified at risk will be tutored in school or after school and will be monitored every 9 weeks.	No Cost	Teachers CARE Team Special Programs Teachers	Daily grades Unit tests 9 weeks tests	Increased number of students will master the TEKS.	Spring 2010 TAKS Math results
Use the lab to assess, prescribe lessons, and evaluate students' progress in math. Incorporate instruction from Power Plus	Title 1	Teachers Lab Instructional aide	September 2009 (pretests) – May 2010 (posttests)	Improve use of software as a diagnostic and remediation tool for	Spring 2010 TAKS Math results TMSDS

Media and Study Island (2 <sup>nd</sup> -6 <sup>th</sup> ) and TMSDS. Web CAT Success Maker			<b>Various reports available to teachers throughout the year</b>	individual student growth.	
Teachers will incorporate creative and abstract problem solving activities into their daily lessons problem solving charts from Region 20.	<b>No Cost</b>	<b>Teachers</b>	<b>Daily grades Unit grades 9 week test grades</b>	Improve creativity and problem solving skills in daily use and testing situations.	Spring 2010 TAKS Math results
In school/after school tutorials	<b>Local</b>	<b>Teachers</b>	<b>September 09 – May 2010</b>	Improved 9 weeks grades	Spring 2010 TAKS Math results
Community/Parental Involvement. Family Math Mania Night	<b>No Cost</b>	<b>Teachers</b>	<b>TAKS results</b>	Increase parental involvement.	
Administer Math Benchmark	<b>No Cost</b>	<b>Teachers</b>	<b>Released TAKS TEST</b>	To show students mastery of TAKS objectives	Spring 2010 TAKS Math results
Use Quick Flip Questions for Critical Thinking	<b>No Cost</b>	<b>Teachers</b>	<b>None</b>	Develop higher level thinking in students.	Spring 2010 TAKS Math results
Summer School for students identified at risk  Math Academics	<b>Local or Title I</b>	<b>Teachers  Math Teachers</b>	<b>TAKS Benchmark</b>	Improve students understanding of effective various math objectives for lower achieving students.	Spring 2010 TAKS Math results

## CAMPUS IMPROVEMENT PLAN 2009-2010

### READING

**CAMPUS GOAL:** By the end of the 2009-2010 school year, a minimum of 90% of all students at each TAKS grade level will pass the Reading test; 85% of the students in all sub-groups will pass the TAKS Reading test.

**LONG-RANGE GOAL:** By the end of the 2010-2011 school year, 93% of all students and 88% of all subgroups will pass the TAKS Reading Test

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMENT	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>Region 20</b> <b>Marie Carbo</b>	<b>Principal</b> <b>Classroom Teachers</b>	<b>Implement New</b> <b>Materials</b>	Student Performances	TAKS, TPRI'S
Curriculum 1. Grades K-6 <sup>th</sup> will utilize a consistent and research – based reading method at their level 2. Implement Saxon 3. Edcon Reading Comprehension Vocabulary Development Series for At-Risk Students 4. Better Test Scores 5. TAKS Master 6. Gayle Fuller – Step up to the TAKS 7. Kamico Development Series (3rd – 6th)		<b>Principal</b> <b>Classroom Teachers</b>	<b>9 weeks test</b> <b>Weekly</b> <b>Assessments</b>	Increased Mastery of Reading Objectives aligned with the TAKS	Spring 2010 TAKS scores in Reading TPRI

8. PAS Series (5th) 9. Success Maker 10. C-Scope					
Technology		<b>Classroom Teachers Librarian Computer Lab</b>		Completed projects through technology assistance	TAKS and TPRI  Increase TAKS results
Enrichment 1. Accelerating Reader Enterprise 2. TEXAS BLUEBONNET AWARD Reading Program 3. Weekly Reader 4. Drop Everything and Read (DEAR TIME) 5. Marie Carbo (taped book method) 6. Camp Read A Lot 7. Study Island (2-6) Develop Student At-Risk Folders (SAR)	<b>Books \$300</b>         <b>Intervention Programs</b>	<b>Classroom Teachers Librarian Classroom Teachers  Teachers Care Team</b>	<b>Star Diagnostic Testing Fall &amp; Spring</b>  <b>August 2009 – Jan 2010</b>  <b>Improved TAKS Scores</b>  <b>Care Team</b>	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.  Enhance reading abilities  Use of all intervention programs	AR Growth Report  Bluebonnet Certificate of Participation          TAKS
Tutorials / Remediation Success Maker Reading Lab – prescribe lessons, and evaluate student programs in reading and to target specific skills	<b>Title 1</b>	<b>Principal Title 1 Computer Aide</b>	<b>Teacher recommendation or CARE Team recommendation to the program. Progress reported to teacher.</b>	Increase mastery of reading objectives	TPRI End of Year scores for K-2 <sup>nd</sup> Spring 2010 TAKS scores in reading
Parents 1. Continue the 2x2 Reading Program for Pre-K through 2 <sup>nd</sup> grades	<b>Library</b>	<b>Librarian Parents</b>	<b>August 2009 – May 2010</b>	Increase at home reading between parents and students.	End of Year TPRI for K-2

				Provide students the opportunity to select books for their personal library at a reasonable cost, increase in reading and vocabulary enrichment	Student booklist of offering
Community Family Reading Night	No Cost	Principal PK-6 <sup>th</sup> Teachers	September 09 – May 2010	In-Home reading tutoring for recommended 1 <sup>st</sup> and 2 <sup>nd</sup> grade and their parents	TPRI Scores

## CAMPUS IMPROVEMENT PLAN 2009-2010

### WRITING

**CAMPUS GOAL:** At the end of the 2009-2010 school year, 90% of all students will pass the 4<sup>th</sup> grade TAKS Writing Test; 85% of students in all subgroups will pass the TAKS Writing Test.

**LONG-RANGE GOAL:** By the end of the 2010-2011 school year, 95% of all students and 90% of all subgroups will pass the 4<sup>th</sup> grade TAKS Writing Test.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMENT	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Formal and informal teacher discussion (examining and sharing of student data towards mastery of TAKS objectives) to increase the effectiveness of instruction. (6-weeks cluster meetings)	No Cost	Teachers	Dept. Head Mtgs.  9-weeks test	Improve the ability of staff in making formative assessments of individual students in order to make timely interventions of student success.	Spring 2010 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 numbers of students scoring a 3 or better on the writing prompt.	Spring 2010 TAKS Writing results
Campus-wide journal writing at least 2 times a week		Teachers	August 2009- May 2010	Improved written compositions	Spring 2010 TAKS Writing results

Tutorials	<b>Local</b>	<b>Teachers</b>	<b>August 2009- May 2010</b>	Improved 9 weeks grades	Improved Spring 2010 TAKS writing scores
<ol style="list-style-type: none"> <li>1. Publish in local newspaper</li> <li>2. Have “Author of the Quarter” for entire 6 grades with each class submitting writing for bulletin board in the hall.</li> <li>3. Vocabulary Program grades 2nd – 6th</li> </ol>	<b>Local</b>	<b>Teachers</b>	<b>August 2009-2010</b>	Improved 9 weeks grades	Improved Spring 2010 TAKS writing scores
<p>Continue using various grammar and spelling programs. Saxon Phonics will be used as supplemental resources. Grammar practice student/teacher conferencing</p> <p>6 Traits of Writing – Pre-K-6<sup>th</sup></p> <p>4<sup>th</sup> grade Study Island</p> <p>Explore having published authors come speak 2 times yearly.</p>		<b>Teachers</b>	<b>August 2009 – May 2010</b>	Improved writing skills, vocabulary, reading comprehension, word meaning. Improved spelling words, mechanics, editing skills.	Improved Spring TAKS and Writing scores  Improved grades
Write to our troops at least once a year	<b>No Cost</b>	<b>Teachers</b>			Improved writing skills
Students participate in the SWTJC Writing Contest	<b>No Cost</b>	<b>Teachers</b>			Improved writing skills

## CAMPUS IMPROVEMENT PLAN 2009-2010

### SCIENCE

**CAMPUS GOAL:** At the end of the 2009-2010 school year, a minimum of 85% of all students and 80% of students in all subgroups will pass the 5<sup>th</sup> grade TAKS Science test.

**LONG-RANGE GOAL:** By the end of the 2010-2011 school year, 86% of all students and all subgroups will pass the 5<sup>th</sup> grade TAKS Science Test.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMENT	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
TMSDS –Texas Science & Math Diagnostic System, 5 <sup>th</sup> & 6 <sup>th</sup>  Ed. Helper  Weekly Reader – 3 <sup>rd</sup>  National Geographic – Kinder, 1 <sup>st</sup>  Scholastic News – 2 <sup>nd</sup> , 5 <sup>th</sup> and 6 <sup>th</sup>  Study Island – 2 <sup>nd</sup> thru 6 <sup>th</sup>  Optional Science Tutorials FOSS Kits/DELTA Science Staff Development Web CAT	<b>No Cost</b>	<b>Teachers Principal</b>	<b>August 2009- May 2010 lesson plans</b>  <b>Unit tests</b>	Increased alignment of Science to TEKS  Grade K-4 <sup>th</sup> will contribute to the mastery of science in grade 5.  Grade 6 <sup>th</sup> will contribute to the mastery of science in grade 7 <sup>th</sup>  Improved science skills  Knowledge of Lab. procedures	Science 2010 TAKS Results

<p>Increase in the use of Science labs as a teaching strategy.</p>	<p><b>Consumable materials</b></p>	<p><b>Teachers</b></p>	<p><b>August 2009- May 2010 lesson plans</b></p> <p><b>Unit tests</b></p> <p><b>Lab activities</b></p>	<p>Improve students' knowledge and understanding of lab equipment and the scientific process.</p>	<p>Spring 2010 - 5<sup>th</sup> grade TAKS Science results</p>
<p>All students in K-6<sup>th</sup> will participate in campus level Spring Science Fair. Participation by grades K-4<sup>th</sup> is voluntary.</p> <p>Bingo – Vocabulary</p>	<p><b>Consumable materials</b></p> <p><b>Consumable materials</b></p>	<p><b>Teachers</b></p> <p><b>Teachers</b></p> <p><b>Teachers</b></p>	<p><b>Science Fair Guidelines</b></p> <p><b>Project grades</b></p>	<p>Improve students' understanding of science concepts in relations to the scientific process.</p> <p>Knowledge of Science, Hands- on</p>	<p>Spring 2010 5<sup>th</sup> grade TAKS Science results</p>

## CAMPUS IMPROVEMENT PLAN 2009-2010

### SOCIAL STUDIES

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

**LONG-RANGE GOAL:** By 2012, former Jones Elementary students will pass the 8<sup>th</sup> grade TAKS Social Studies test.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMENT	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
A review of the maps and globes being used in classrooms will continue	<b>Local</b>	<b>Principal</b>	<b>As needed</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>9 week tests Grades 1 - 6</b>	Increased integration of language arts and social studies. Increased use of trade books in both L.A. and Social Studies as needed.	Spring 2010 TAKS Reading results
Social Studies and Reading teachers will use Weekly Reader newspaper to teach current events in grades K-6 <sup>th</sup> . National Geographic Let's Find Out Scholastic News Local Newspaper Weekly Reader/ Studies Weekly	<b>Title 1</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 2010 3 <sup>rd</sup> -6 <sup>th</sup> Reading & Math TAKS. TPRI results
Character Education will be integrated into the curriculum.	<b>No Cost</b>	<b>Teachers Counselor</b>	<b>Weekly</b>	Increase knowledge on student's own actions and manners. Reinforce good choices.	Teacher evaluates

## CAMPUS IMPROVEMENT PLAN 2009-2010

### 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.	<b>Local businesses and service clubs</b>	<b>Nurse Counselor Principal</b>	<b>August 2009 – May 2010</b>	Focus on economically disadvantaged students having what they need to be able to get the full benefit of school.	Attendance  Spring 2010 TAKS results
Students will participate in counseling sessions as needed or as scheduled per parent, teacher, ARD or CARE team request.	<b>Local</b>	<b>Counselor</b>	<b>August 2009 – May 2010</b>	Student 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.	<b>Local</b>	<b>Principal Diagnostician</b>	<b>August 2009 – May 2010</b>	District identified dyslexic student will be able to perform satisfactorily in academic classes as well as on TAKS	Spring TAKS 2010 results
RTI Tier 2 at risk student that do not perform satisfactorily on yearly TPRI, Reading/Math TAKS or at the recommendation CARE Team will receive additional 30 minutes daily of	<b>RtI Specialist  Instruction by Interview Specialist</b>	<b>Teachers  Reading Intervention Specialist</b>	<b>August 2009 – May 2010</b>	Interventions will be made in a timely manner to enable all students to succeed.	May 2010 TPRI results  Spring 2010 3 <sup>rd</sup> grade TAKS reading results

intensive Reading/Math.  RtI and Success Maker 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 the recommendation of the CARE team.		<b>RtI Success Maker</b>	<b>August 2009 – May 2010</b>	Interventions will be made in a timely manner to enable all students to succeed.	Spring 2010 3 <sup>rd</sup> – 6 <sup>th</sup> grade TAKS Reading and Math results
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 2010</b>	Mastery of TEKS; reduction in number of students retained.	Summer school promotion lists.

## CAMPUS IMPROVEMENT PLAN 2009-2010

### ATTENDANCE

**CAMPUS GOAL:** Jones Elementary will attain an attendance rate of 97% for the 2009-2010 school year.

**LONG-RANGE GOAL:** By the end of the 2010-2011 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
Attendance Cards	None	Attendance Clerk	None	Improve attendance rate	Attendance records
Home visits	None	Counselor Teachers	Documentation of parent conferences held at homes	A positive change in attendance pattern for students deemed at-risk of retention due to attendance.	
Student with perfect attendance will receive a perfect attendance award at end of 9 weeks.  Students with perfect attendance will have their name printed in the Brackett News.	No cost	Principal	August 2009- May 2010	Improve weekly attendance	Daily attendance
Classes with best monthly attendance will be announced	No cost	Principal	August 2009- May 2010	Improve attendance	Improved attendance rate each month.

## CAMPUS IMPROVEMENT PLAN 2009-2010

### CRISIS MANAGEMENT

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

**LONG-RANGE GOAL:** By 2011, 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/Awareness of counselor services	<b>None</b>	<b>Principal Counselor</b>	<b>Lesson Plans Sign-In Sheets</b>	Appropriate and timely response to school crises	
Maintain a campus Crisis Team to assist staff in the event of a crisis situation.		<b>Certified Crisis Team Trainer</b>	<b>Summer 09 Training and on going as needed</b>	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	<b>Local</b>	<b>School Nurse Principal</b>	<b>Summer 09 Training</b>	All teachers that go on school sponsored field trips with students will be CPR trained.	Training participation certificates

## CAMPUS IMPROVEMENT PLAN 2009-2010

### 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/STARTEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMMENT	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Update, redistribute, and review a campus emergency plan.	<b>Local</b>	<b>Principal</b>	<b>November 2009</b>	Organized responses to a crisis	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 2009</b> <b>Mentor Program</b> <b>– August 2009-</b> <b>May 2010</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 GRADEBOOK Program to enter grades and distribute progress reports to all students.	<b>No cost</b>	<b>Teachers</b>	<b>Weekly progress reports.</b>  <b>4-week progress reports with</b>	More consistency in grading and reports going home. Increased awareness of student's individual progress.	Spring 2010 TAKS scores will show gains in all subgroups.  TPRI scores will show gains in all areas.

			<b>pass/fail.</b>		
Provide more staff development on classroom management.	<b>Local</b>	<b>Service Center</b>	<b>August 2009 – May 2010 evaluation of referrals</b>	Number of discipline referrals, suspensions, and expulsions will decrease.	09-10 referrals will decrease compared to 08-09.
Computer Lab available for all teachers who schedule for their class (es).  Weekly parent-teacher communication through weekly progress reports for academics and social skills (discipline).	<b>No cost</b>  <b>No cost</b>	<b>Teachers</b>  <b>Librarian Teachers</b>	<b>August 2009</b>  <b>9 weeks</b>	Improved technology and internet skills when doing research or web-based activities. Increase parent communication and a decrease in discipline referrals and an increase in students' completion of assigned homework.	Lesson Plans  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</b> <b>Librarian</b>	<b>Lesson Plans</b>  <b>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 Ag Day Red Ribbon Week Activities Pre-K – Kindergarten Round-Up	<b>Local</b>	<b>Principal</b> <b>Counselor</b> <b>Teachers</b>	<b>Fall 2009 Spring 2010 Events calendar</b>	Provide opportunities for parents, grandparents, and patrons to visit and tour campus.	News releases Photos

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 Family Night: Math Mania, Reading and Science					
Access to internet services provided for teachers	<b>Local</b>	<b>Technology director: Noe Maldonado</b>	<b>August 2009 – May 2010</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 2009 – May 2010</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 2010</b>	Accelerate students' performance in language arts and math.	End of year report cards; summer school grades

## CAMPUS IMPROVEMENT PLAN 2009-2010

### 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>	Increased communication between school and home.	ESL/migrant documentation of attendance at meetings
More teachers are encouraged to pursue ESL certification	<b>ESC</b>	<b>Principal</b>	<b>August 2009 – May 2010</b>	Improve student performance by improving teaching strategies to diverse populations.	Increase number of ESL certified teachers
ESL staff development through ESC 20	<b>Fees and dues</b>	<b>ESL coordinator</b>	<b>August 2009 – May 2010</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 2009 – May 2010</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.
Rosetta Stone Language Learning Software	<b>ESL Funds</b>	<b>ESL Teacher</b>	<b>LAS, TELPAS TOP</b>	Facilitate & Accelerate ESL Student's Acquisition of oral academic English	

<p>Teachers will incorporate instructional accommodations as teaching strategies that will enhance ESL students' academic performances.</p>	<p><b>No cost</b></p>	<p><b>ESL coordinator</b></p>	<p><b>End-of-Year LAS; Teacher Assessments; Applicable State Assessment Tests.</b></p>	<p>Improve ESL students' acquisition of oral/academic English</p>	<p>State assessment tests will show "Met Expectations" ratings.</p>
<p>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.</p>	<p><b>No cost</b></p>	<p><b>ESL coordinator Classroom Teachers</b></p>	<p><b>Teachers' observations of ESL students' rate of academic participation in an all English curriculum setting.</b></p>	<p>Enhance ESL students' social and academic development, acquisition of oral/academic English; academic performances, preparedness for applicable State Assessment Tests.</p>	<p>Applicable state assessment tests will show "Met Expectations" ratings.</p>

## CAMPUS IMPROVEMENT PLAN 2009-2010

### FINE ARTS

**CAMPUS GOAL:** Jones Elementary students will have the opportunity to participate in Vocal Music at grades PreK – 6<sup>th</sup> in Art Classes and 3<sup>rd</sup> – 6<sup>th</sup> in Band. 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/STARTEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMMENT	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
Pre-4 <sup>th</sup> students will participate in vocal music activities that reinforce core subjects.	<b>Local</b>	<b>Teachers</b>	<b>Lesson Plans</b>	PK-6 <sup>th</sup> grade students will have the opportunity to perform in vocal programs for various events.	Spring 2010 TAKS Reading and Math Scores  Increased participation in Secondary Fine Arts program.
5 <sup>th</sup> & 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 2010 TAKS Reading and Math results  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	<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	Attendance logs

possible.				will stimulate and/or enhance learning and increase cultural experiences.	
K-6th grades may participate in musical productions for the PTO meetings and student assemblies.	<b>Local</b>	<b>Principal Teachers</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 2009-2010

### GIFTED AND TALENTED PROGRAM

**CAMPUS GOAL:** Jones Elementary will identify GT candidates and enhance the learning environment for our GT students.

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

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE ASSESSMENT	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVALUATION
<p><b><u>Professional Development</u></b> Continue 30 hour training for all Teachers and administrators GT library available to all staff in library Educators to maintain 6 hours recertification requirements through SD</p>	<p><b>GT Library</b> <b>ESC 20</b> <b>GT Conferences</b> <b>Internet</b> <b>ESC -20 (Dr. Gwen Frank)</b></p>	<p><b>GT coordinator</b> <b>Principal</b> <b>Teachers</b> <b>Central Office</b></p>	<p><b>1st Semester completion of training</b></p>	<p>Improve teacher performance in meeting the needs of GT students. Ensure all certificates qualify for the 30 hours of GT training.</p>	<p>Certificates for training Report of all teacher's hours of training</p>
<p><b><u>Student Assessment</u></b> Students will receive at least 3 quantitative and qualitative assessments.</p>	<p><b>GT Funds</b></p>	<p><b>Test Administrator</b></p>	<p><b>Aprenda</b> <b>Stanford 10 online</b> <b>NNAT2 online</b> <b>Renzulli</b></p>	<p>Identify GT students in their areas of giftedness.</p>	<p>Testing Student Performance Evaluations</p>
<p><b><u>Curriculum &amp; Instruction</u></b> 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>No cost</b></p>	<p><b>GT Teachers</b></p>	<p><b>Lesson plans and/or the completed product or research.</b></p>	<p>Teacher provides opportunities for students to use higher thinking skills in their gifted areas.  Students will engage in</p>	<p>Individual assessment of student's progress by GT teacher.  Teacher evaluation</p>

Teacher implementation of GT extensions through differentiation techniques. Depth & Complexity Cards for GT Documentation in Lesson Plans				quality activities that encourage higher thinking skills in their gifted areas.	
<b><u>Family – Community Involvement</u></b> the district or campus provides orientation at the beginning of the school year. GT pamphlets and handbooks will be available at each campus Letter Parent Conference Pamphlet GT student progress report will be shared with parents every 9 weeks.	<b>No cost</b>	<b>GT coordinator GT Teacher Counselor Parents</b>	<b>Formative Assessment Questionnaires</b>	Greater parent understanding of the GT program and areas in which they can assist their child in higher thinking skills.	Survey  Progress reports and parent feed back.
<b><u>Campus-Wide</u></b> Field Trip		<b>GT Committee Administrator</b>	<b>State GT Plan</b>	Increase parent/school communication about the program and services offered. To enhance the learning environment of GT students.	Meetings Agendas BISD Website Surveys Teacher in-put
Living History	<b>COST Video camera 2 cameras meals accommodations</b>	<b>GT Committee Administrator</b>			



## CAMPUS IMPROVEMENT PLAN 2009-2010

### SPECIAL EDUCATION

**CAMPUS GOAL:** Jones Elementary 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**

**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 Districts referral process to campus faculty. Staff Development on Pre-referral Process.	No cost	Special Education director/teacher Cluster V	Fall 2009	All teachers will be familiar with the referral process	Sign – in sheets
Special education brochures will be available to faculty, parents, and the community.	No cost	Special education director/teacher	2009-2010	Brochures will make all more familiar with the District's Special Education Program.	Brochures displayed and available
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.	RtI Program regular conferences	Counselor Special Education Staff RtI Specialist	Aug. 09 – May 10 CARE Team schedule	Educational needs of all students met effectively, and all students assured of FAPE and LRE. Reduce the % of students identified to receive special education services.	CARE Team referral packets RtI Minutes

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</b> <b>Diagnostician's data</b> <b>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 regular TAKS.	Special education student data
Mainstreamed students IEP's 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. Class software will continue to be used when appropriate. All IEPs will be individually prepared and monitored.	<b>Sped Ed \$</b> <b>TEKS</b>	<b>Special education Staff</b>	<b>August 2009 – May 2010</b>	Improved consistency and standardizing of IEP preparation and monitoring.	Completed IEP's
Periodic Parent Informative Meeting		<b>Special Ed. Director</b> <b>Special Ed. Teacher</b>		Awareness of Program	