

Jourdanton Elementary and Jr. High qualify under the Title I Schoolwide Program. The ten components listed here are addressed within the Elementary campus plan.

1. A **comprehensive needs assessment** of the entire school (including taking into account the needs of migratory children) that is based on information on the performance of children in relation to the state content and student performance standards.
2. **Schoolwide reform strategies** that—
  - provide opportunities for all children to meet the state’s proficient and advanced levels of student performance;
  - use effective methods and instructional strategies that are based on scientifically based research that—
    - strengthen the core academic program in the school;
    - increase the amount and quality of learning time, such as providing an extended school year, before- and after-school and summer programs, and help provide an enriched and accelerated curriculum; and
    - include strategies for meeting the educational needs of historically underserved populations.
  - include strategies to address the needs of all children in the school, but particularly the needs of children 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 schoolwide program, which may include—
    - counseling, pupil services, and mentoring services;
    - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
    - the integration of vocational and technical education programs;
    - and address how the campus will determine if such needs have been met; and
  - are consistent with, and are designed to implement, the state and local improvement plans, if any.
3. Instruction by **highly qualified teachers**.
4. High-quality, ongoing **professional development** for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase **parental involvement** in accordance with Section 1118, such as family literacy services.
7. Plans for assisting preschool children in the **transition from early childhood programs**, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. Measures to **include teachers in the decisions** regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the performance of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with **effective, timely additional assistance**, which shall include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration occurs between federal, state, and local services and programs, including programs under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

<b>District Goal:</b> To provide a quality educational program for all students.				
<b>Campus Goal:</b> All students will achieve their full educational potential by being expected to meet educational performance standards.				
<b>Campus Performance Objective:</b> By spring of 2011: 100% of all 3rd, 4th and 5th grade students will meet or exceed the minimum expectations on TAKS Reading in accordance with the Student Success Initiative				
STRATEGIES/ACTIVITIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. Teachers will utilize technology through Read Naturally and Heart Beeps in the classroom to supplement reading curriculum and classroom activities.	All Classroom Teachers PreK-5th Grade	Local, Title I Funds	Program Pre-assessments	Program Post assessments TPRI EOY Results TAKS Reading Results Fluency benchmarks
2. Teachers will use state adopted reading series as an instructional tool for teaching the reading TEKS objectives	K-5th Teachers	State adopted textbooks	Anecdotal Notes    Student Profile Sheets Progress Reports Report Cards	TPRI EOY Results TAKS Results Report Cards
3. Use of Balanced Literacy/Literacy Centers/Stations in the classroom to enhance reading TEKS instruction and encourage cooperative, interactive and hands-on learning opportunities for students.	PreK- 5th Grade Teachers	Grade level lesson planning Title 1 Funds, Teacher Created Resource Materials	Anecdotal Notes    Student Profile Sheets Progress reports    Report Cards	EOY TPRI Data EOY Reading Level TAKS Results Report Card Grades
4. Provide opportunities for after school tutorial program for struggling students grades 2nd-5th to address reading fluency.	Teachers, Teacher Assistants	Title I Funds ARI/AMI Funds Local OEY Funds	Teacher Recommendation Parent Request Progress Report Report Card Grades Benchmark Performance Attendance	EOY TPRI            EOY RNFB            EOY Reading Level TAKS Reading Scores Report Card Grades
5. 1st-5th grade students will have the opportunity to benefit from in-school enrichment periods in the form of ability grouped and/or pull out instruction designed to target student's individual needs.	Teachers, Teacher Assistants	State and Local Funds	TPRI Data            Anecdotal Notes Benchmark tests Teacher Recommendation Student Profile Sheets Report Cards	EOY TPRI Data    EOY Reading Level    TAKS Results            Report Card Grades

6. Accelerated reading intervention instruction will be provided to students identified as at-risk for failing reading at the K-5th grade level.	Teacher/Teacher Assistants	Local, Title I Funds	BOY, MOY, EOY TPRI results, student profile sheets, Benchmarks, SST recommendation, Teacher Observations	TPRI EOY Results TAKS Reading Scores Report Card Grades
7. Teachers will administer weekly and/or six weeks benchmark assessments to track student progress/mastery of reading TEKS objectives, analyze the data to determine the needs of at-risk students and make adjustments to instruction for individual students' needs based on data analysis.	K - 5th Grade Teachers	Local Funds	Student Profile Sheets Progress Monitoring Data Assessment results	TPRI EOY Results TAKS Reading Scores Report Card Grades
8. Use of the Accelerated Reader program and incentives to promote independent student reading outside the school day.	K - 5th Grade Teachers	Local Funds	STAR testing Nov. 2011 AR Goal Setting	STAR Testing May 2012 EOY AR Goal
9. Teachers will begin/continue to incorporate Balance Literacy approach to reading instruction	K-5 Teachers	Title I Funds Right From The Start Instruction-Collette Consulting Group	Weekly Assessments Six Week Benchmarks Student Profile Sheets	B, M, EOY, TPRI Results Report Card Grades
10. Teachers will utilize the Read Naturally Program in the classroom to supplement reading curriculum	1st-5th grade Teachers/Teaching Assistants	Local	Fluency benchmarks	EOY RNFBFA scores Read Naturally reports
11. Utilize the CEI Lab as an intervention strategy to assist struggling readers.	CEI Program Coordinator	ESL, Title I	Student Support Team Recommendation Pre-test On-going Program Assessments Benchmarks	Post Tests Report Card Grades

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12. Provide optional extended day/year services to those students failing/or borderline at end of the year and/or who do not meet minimum expectations on the TAKS Reading test.	1-5th gr Teachers	Local Funds, ARI/AMI Funds if available	EOY Report Card Grades TAKS Results	Successful Progress/Completion Summer School Promotion/Retention
13. Work with Literacy Consultants to update reading curriculum to align with future state assessment (STAAR)	K-5 gr Teachers	Title 1 Funds Consulting Group Collette	Curriculum Document	Curriculum Document

<b>District Goal:</b> To provide a quality educational program for all students.				
<b>Campus Goal:</b> All students will achieve their full educational potential by being expected to meet educational performance standards.				
<b>Campus Performance Objective:</b> By spring of 2011: 100% of all 3rd, 4th and 5th grade students will meet or exceed the minimum expectations on TAKS Math in accordance with the Student Success Initiative.				
STRATEGIES/ACTIVITIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. Continue implementing the state adopted <b>enVision</b> Math Program through the use of enVision Math Consumable Curriculum materials in Kinder-5th grade.	K-5th Grade Teachers	<b>enVision</b> Math Curriculum Title I Funds	Lesson Plans	<b>enVision</b> Topic Tests Report Card grades TAKS Math Results
2. Teachers will administer <b>enVision</b> Math Curriculum assessments and 6 wk benchmarks @ grds 3-5 to track student progress/mastery of Math TEKS objectives, analyze the data to determine the needs of at-risk students and make adjustments to instruction for individual students based on data analysis.	K - 5th Grade Teachers	State adoption materials- <b>enVision</b> Teacher made benchmarks, released TAKS Tests	Homework assignments and <b>enVision</b> topic tests	Benchmark Results TAKS Math Results Report Card grades
3. Teachers will incorporate strategies that require student use of manipulatives in problem solving as a regular practice.	All Classroom Teachers	<b>enVision</b> manipulatives, variety of classroom manipulatives	Lesson Plans	enVision Topic Tests Benchmark Results TAKS Math Results
4. Administration of the <b>Texas Early Mathematics Inventory (TEMI)</b> diagnostic assessments @ K-2 grades for identification of students in need of early intervention.	Academic Coord, Curriculum Dir, Principal Teachers K-2	<b>TEMI</b> assessments	BOY, MOY assessments	EOY assessments
5. Implementation of the <b>TEMI</b> intervention program for K-2 students identified through TEMI assessment.	Academic Coord, Curriculum Dir, Principal Teachers K-2	<b>TEMI</b> intervention curriculum	BOY, MOY assessments Progress monitoring through weekly AIMS or unit checks	EOY assessments Report card grades

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6. Teachers will provide identified at risk students with accelerated instruction either during and/or after school to assist in the mastery of grade level specific skills.	K-5 Teachers	Local, ARI/AMI Funds <b>enVision</b> intervention kits	Lesson Plans Pre-tests	Student Profile Sheets Report Card Grades TAKS Results
7. Provide optional extended day/year services to those students failing/borderline at end of the year or who do not meet minimum expectations on the TAKS Math test.	Principal, Summer School Staff	Local Funds OEYP, ARI/AMI Funds if available	EOY Report Card Grades TAKS Results	Successful Completion Summer School Promotion/Retention

<b>District Goal:</b> To provide a quality educational program for all students.				
<b>Campus Goal:</b> All students will achieve their full educational potential by being expected to meet educational performance standards.				
<b>Campus Performance Objective:</b> By spring of 2011: 100% of all 4th grade students will meet or exceed the minimum expectations on TAKS Writing.				
STRATEGIES/ACTIVITIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. Implement activities to enable the student to respond appropriately to a prompt in a written composition through various writing styles at appropriate grade levels to include: a. Expressive Narrative b. Informative Narrative c. Composition of a Letter	Classroom Teachers Teacher Assistants	Balanced Literacy Training Title I	August through May	Writing Journals Writing Samples TAKS results 4th Grade
2. 4th grade Teachers will conduct TAKS Writing Camps (in-school) to focus on writing skills in order to prepare 4th grade students for the TAKS writing test.	4th Grade Teachers	Balanced Literacy Training Title I	Benchmarks	Increase number of 3 and 4 on TAKS essay
3. All students will participate in Writers' Workshop which includes Journal Writing to encourage and promote creative writing skills.	Kinder - 5th Grade Teachers	Balanced Literacy Training Title I	August through May	Teacher Observation and Evaluation Student work samples
4. Implement Writer's Workshop, Interactive/Shared Writing to enable the student to demonstrate control of the English language by organizing ideas and writing a composition that develops/supports/elaborates a given topic based on age appropriateness at each grade level.	Kinder - 5th Grade Teachers	Balanced Literacy Training Title I	August through May	Student Work Samples, 4th gr TAKS Composition Scores in proficient range (2) or higher
5. Implement Writer's Workshop, Interactive/Shared Writing to enable the student to demonstrate control of the English language through ability to EDIT written works.	Kinder - 5th Grade Teachers	Balanced Literacy Training Title I	August through May	Student Work Samples 4th gr TAKS Composition Scores in proficient range (2) or higher

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6. Provide students opportunities through visual aids, virtual field trips, guest speakers to create/enhance experiences to promote quality writing.	All Classroom Teachers	Local and area resources, i.e. Zoo, Witte Museum, etc. Vocal Conferencing	August through May	Student Work Samples TAKS Composition Scores
7. Work with Literacy Consultants to update writing curriculum to align with future state assessment (STAAR)	K-5 grade Classroom Teachers	Balanced Literacy Training Title I Collette Consulting Group	Ongoing	Curriculum Document

<b>District Goal:</b> To provide a quality educational program for all students.				
<b>Campus Goal:</b> All students will achieve their full educational potential by being expected to meet educational performance standards.				
<b>Campus Performance Objective:</b> By spring of 2011: 90% of 5th grade students and 90% of sub group students will meet or exceed the minimum expectations on TAKS Science.				
STRATEGIES/ACTIVITIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. Continue to supplement Science adoption with grade level specific resources to increase student's mastery of grade level TEKS	PK-5 Teachers	Lone Star Science Materials Sciencesaurus FOSS Kits Learn 360 Promethean Board activities	Lesson Plans Classroom Walk Throughs	Benchmark Results Report Card Grades Science TAKS Results
2. 5th grade teachers will administer 6wk/4th gr EOY benchmark tests to determine student progress/mastery of Science TEKS objectives, analyze data to determine areas of weakness and make adjustments to instruction.	5th Grade Teachers	No Cost	Benchmark Calendar	Benchmark Results Report Card Grades Science TAKS Results
3. Provide opportunities for students to attend curriculum specific field trips to gain a better hands on understanding of Science concepts.	Principal, Teachers, Transportation Department	Parents responsible for admission fees School provides transportation	Pre- and Post Field trip activities	Improved results on 5th Grade Science TAKS
4. 5th grade teachers are expected to use 20% of Science class time conducting lab/experiment lessons. Kinder-4th grade teachers are expected to use Science class time to conduct a minimum of one lab/experiment lesson per unit of study.	Kinder-5th Grade Teachers	Elementary Science Lab	Lesson Plans Classroom Walk Throughs	Benchmark Results Report Card Grades Science TAKS Results
5. Foss kits provided to each grade level to be utilized for hands-on experiences for students K-5	K-5 Teachers	Fund Raiser Account	Lesson Plans Classroom Walk Throughs	Improved results on benchmark and 5th grade Science TAKS

<b>District Goal:</b> To provide a quality educational program for all students.				
<b>Campus Goal:</b> All students will achieve their full educational potential by being expected to meet educational performance standards.				
<b>Campus Performance Objective:</b> To provide an education in Health and Fitness for the purpose of students participating in lifelong fitness				
STRATEGIES/ACTIVITIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. To provide opportunity during regular P.E. class time to learn and participate in skills to promote and achieve lifetime physical activity	PE Teachers/Aides	Appropriate sports equipment Local funds	Lesson Plans	Results of Fitness Gram
2. To provide students with educational health information to promote awareness to achieve a lifelong healthy lifestyle	PE Teachers/Aides	Local and State Funds: The Great Body Shop Health Curriculum	Teacher Observation	Results of Fitness Gram



<b>District Goal:</b> To provide a quality educational program for all students.				
<b>Campus Goal:</b> All students will achieve their full educational potential by being expected to meet educational performance standards.				
<b>Campus Performance Objective:</b> 1. To ensure the educational needs of all identified special education students are being met effectively and students are assured a free and appropriate public education. 2. 100% of 3rd-5th grade special education students will meet or exceed IEP expectations on TAKS, TAKS Acc, TAKS M and TAKS ALT in accordance with the state guidelines.				
STRATEGIES/ACTIVITIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. Teacher/Counselor will request a Student Support Team meeting prior to recommending student for Special Education services.	Classroom Teacher, Counselor, Administration	SST form Samples of student work Parent information	SST meeting-Review of interventions, special programs, placements, etc. currently in place for student	Initiate formal referral process or recommend alternate intervention program/strategies
2. Teachers will collaborate with Special Education Teachers to prepare student IEP's based on TEKS which align with assessment instruments. (i.e. TAKS: Accomodated, Modified, and Alternative)	Special Education and Regular Classroom Teacher	Grade Level TEKS Essence Statements Lesson Plans Curriculum Assessment Tools	IEP meeting minutes which reflect type of assessments to be administered	Results on IEP specified assessments
3. Comply with requirements for following timelines related to re-evaluation/triennial packets on Special Education students. Provide parents of Special Education students with policies, procedures and rights materials.	Special Education Teacher, Counselor, COOP Personnel, Principal	COOP required forms	Monitoring of Special Education files August-May Schedule IEP meeting as required	IEP meeting minutes reflecting proper procedures and timelines followed
4. Make recommendations for state assessment of 3rd-5th grade Special Education students based on their goals and objectives	Special Education Teacher, Regular Education Teacher and other ARD committee members	IEP's, student work samples, teacher observations	Benchmark assessments	Met ARD expectations
5. Special Education Teachers will successfully complete TAKS Alternative Module Trainings.	Special Education Teachers	Online Training Site	Module Training	Certificate of Completion
6. Begin implementation of Inclusion settings when appropriate based on student IEP.	General and Special Education Teachers Campus Administrators	Inclusion training/prof dev	Student performance	Performance on local and state grade level assessments

<b>District Goal:</b> To provide a quality educational program for all students.				
<b>Campus Goal:</b> All students will achieve their full educational potential by being expected to meet educational performance standards.				
<b>Campus Performance Objective:</b> Provide appropriate intervention programs and accommodations for students identified with dyslexic tendencies.				
<b>STRATEGIES/ACTIVITIES</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
1. Provide dyslexia screening for students referred by SST members.	Trained Personnel	KBIT, WRAT, CTOPP	SST Recommendation	Dyslexia Screening Results
2. Provide opportunities for targeted students to attend intervention programs as needed.	Trained Personnel	CEI Lab Program Read Naturally SPIRE	Dyslexia Screening	Progress Monitoring of Intervention Progress Reports Report Card Grades TAKS Results
3. Ensure appropriate state testing accommodations for identified students	Campus testing coordinator, Principal, Teacher	TEA approved dyslexia bundle accommodations	Use of accommodations on all tests	TAKS Results

<b>District Goal:</b> To provide a quality educational program for all students.				
<b>Campus Goal:</b> All students will achieve their full educational potential by being expected to meet educational performance standards.				
<b>Campus Performance Objective:</b> To provide an array of learning opportunities including differentiated curriculum in the four core academic areas for students identified as Gifted and Talented.				
STRATEGIES/ACTIVITIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. Continue providing curriculum enrichment for identified Gifted and Talented students through daily pull out program for 1st-5th grade, adding identified Kinder students after spring identification	Gifted and Talented Teacher	Local Funds	Lesson Plans Principal Walk Throughs	Gifted and Talented Progress Reports PDAS Evaluation Program Evaluation
2. Regular classroom teachers of Gifted and Talented students are expected to complete the 30 hour block of Gifted and Talented training and 6 hours training annually and are required to provide differentiated instruction of the core areas.	Gifted and Talented Certified Teachers (K-5) Gifted and Talented Teacher	Title II, Local Funds	Gifted and Talented Training Hours Lesson Plans showing documentation of Gifted and Talented modifications August through May	Certificate of Completion of Gifted and Talented Hours PDAS Evaluation Program Evaluation
3. Provide Gifted and Talented students with opportunities to work together as a group, cooperatively with other Gifted and Talented students and independently throughout the school year in the Gifted and Talented pull out and regular classroom settings.	Gifted and Talented Certified Teachers (K-5) Gifted and Talented pull out Teacher	Local	Lesson Plans Principal Walk Throughs	PDAS Evaluation Program Evaluation
4. Evaluation of the Gifted and Talented pull out program.	Gifted and Talented Teacher, Principal, Counselor, Classroom Teachers, Parents, Students	No Cost	Campus GT curriculum State guidelines	Staff, Parent and Student Survey

<b>District Goal:</b> To maintain a safe, orderly and respectful school and learning environment.				
<b>Campus Goal:</b> To provide a safe, orderly and respectful learning environment for all students.				
<b>Campus Performance Objective:</b> To assist students in obtaining the social, life skills to build/maintain positive peer/adult relationships and resist negative peer pressure.				
STRATEGIES/ACTIVITIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. Continue providing character education instruction (2nd Step) in grades PK-2nd and Anti-bullying behaviors (Steps to Respect) in grades 3rd-5th.	Counselor	Local Funds 2nd Step and Steps to Respect Curriculum	Lesson Plans	Decrease Number of Discipline Referrals
2. Collaboration between school and local agency (Connections) for counseling services to include anger management, parenting, substance abuse prevention programs.	Principal, Counselor, Connections Staff	Connections Staff	Student/Family Referrals	Annual Evaluation Between School and Connections Staff
3. Recognize and celebrate Red Ribbon Week through a variety of activities/assemblies.	Counselor, Entire Staff	Safe and Drug Free Funds- Title IV	Planning meeting to select activities for Red Ribbon Week	Program Evaluation
4. Continue behavior reflection activities for students assigned to in-school suspension.	Assistant Principal	Behavior Reflection Activity Materials	Discipline Referrals	Decrease Number of Discipline Referrals and Repeat Offenses
5. Contact parents/guardians regarding formal discipline referrals.	Teachers, Administrators	Phone Logs	Behavior Charts/Logs Discipline Referrals	Parent Conferences
6. Involve students in creating classroom rules and behavior expectations.	Teachers	Student Handbook and Code of Conduct	Classroom poster Chart of rules clearly visible	Decrease Number of Discipline Referrals Classroom Observations
7. Recognize "student of the week" each week and "star student" at six weeks assemblies. Recognition of students on individual and/or classroom level exhibiting characteristics of 6 Pillars of Character	Admin, Counselor, Teachers, Support Staff	Certificates Incentive rewards Local Funds	Behavior Charts/Logs Discipline Referrals	Decrease Number of Discipline Referrals Classroom Observations

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8. School-wide discipline management plan.	Assistant Principal, Entire Staff Principal	Staff Input, District Student Code of Conduct, Campus Specific Policies	Review previous year's discipline referral report Revisions to campus discipline management plan	Decrease Number of Discipline Referrals Classroom Observations
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<b>District Goal:</b> To promote positive self-esteem in all students.				
<b>Campus Goal:</b> All students will achieve their full educational potential by being expected to meet the state compulsory attendance requirements. Campus goal for average year attendance rate is 98%.				
<b>Campus Performance Goal:</b> Implement an incentive program for attendance and utilize the court system to enforce the state compulsory attendance regulations.				
<b>Campus Performance Base Indicators:</b>				
<b>Yearly Attendance Rates:</b> 2007-08 = 97%      2008-2009= 96%      2009-2010 = 96%				
STRATEGIES/ACTIVITIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. Attendance activities implemented school-wide: a. Announce classes with perfect attendance daily b. Provide incentives for perfect weekly attendance/six weeks by class. c. Perfect attendance awards per six weeks, year and elementary school career	Campus Secretary, Administrators	Local, Title I Funds	Daily/Weekly Six Weeks Attendance Documentation	Increase in average attendance rate for the year
2. Daily phone contact and/or home visits to parents of children absent and/or with consecutive absences.	Campus Secretary, Office Assistant, Campus Administrators	Title I Funds	Daily Attendance Records	Dated Phone Log Year End Attendance Report
3. Follow up contact with parents of children who are habitually absent by phone, mail, conference and/or home visit. Inform parents of compulsory attendance laws.	Classroom Teachers, Counselor      Campus Administrators	Title I Funds	Daily Attendance Records Certified Letters to Parents	Parent Contact Sheet Phone Log Year End Attendance Report
4. Lunch detention assigned to student after the 3rd tardy and each subsequent tardy per 6 weeks	Campus Administrators	Local Funds	Parent contact on 3rd tardy	Decrease tardies per 6 weeks Increase in average daily attendance rate for the year

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5. Enforce district policy to assign Saturday school for every excused/unexcused absence exceeding 9 absences during the school year	Campus Administrators	Local Funds	Daily Attendance Records and contact after the 5th, 7th, and 9th absence	Increase in average daily attendance rate for the year
6. File truancy court proceedings against students/parents for excessive unexcused tardies and/or absences.	Campus Secretary, Campus Administrators	Justice of Peace , 4th Court Atascosa County	Student Attendance Records Parent Contacts	Truancy Case File Court Ordered Student Attendance Criteria EOY Attendance

<b>District Goal:</b> To provide a quality educational program for all students.				
<b>Campus Goal:</b> All Elementary staff members will achieve and maintain a high quality of knowledge related to their job description and/or teaching field(s) through professional development activities.				
<b>Campus Performance Goals:</b> To provide professional development opportunities designed to have a positive impact on staff performance in the school/classroom and to contribute to continuous improvement of student success.				
STRATEGIES/ACTIVITIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. Provide New Teacher In-Service training for new and/or 1st year employees regarding district policies, procedures, PDAS, computer technology, specific campus policies/procedures.	Central Office Staff, Campus Administrators, Technology Trainers, Experienced Teachers at Campus Level	No Cost	Day prior to regular August inservice-TBA	Sign in Attendance Certificate of Professional Development Hours
2. Provide opportunities during regular hours for staff members to attend professional development activities in the core curriculum areas, Gifted/Talented, ESL, Dyslexia, Special Education, Technology, Team Building	Principal, Teachers	Title I, Title II, Fund 404, and Local Funds Substitutes for Teachers	August-May as needed Staff Development Days	Sign in Attendance Certificate of Professional Development Hours
3. Provide District-wide in-service training in the areas of Sexual Harassment, Special Education Updates.	Superintendent, Campus Administrators, Special Education COOP Director	Region XX Special Education COOP Trainings	DWAC Recommendations	Sign in Attendance Credit Professional Development Hours
4. Campus expectation that teachers complete a minimum of 30 hours of Gifted/Talented training and a yearly update of 6 hours in order to meet the needs of Gifted/Talented identified students placed in their classrooms.	CWAC, Principal, Counselor, Regular Classroom Teachers Kinder-5th	Title I, Title II, Local Funds	June 2009-May 2010	Certificate of Completion for 30 Hours Certificate of Completion for 6 Renewal Hours
5. Provide continuing professional development for K-5th grade teachers the balanced literacy approach for teaching Reading/Writing.	Principal	Title I Funds Collette Consulting Group Webinars	Training/on-site visits provided by Collette Consulting Group	Sign in sheets Certificates of completion

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6. Provide opportunities for Core Teams across grade levels to meet during regular school hours to discuss curriculum alignment concerns.	Principal, Teachers	Local Funds	Faculty Requests	Lesson Plans Curriculum Documents
7. Provide training for Inclusion teaching practices for general and special ed teachers	Principal	Local Funds Ed COOP funds	Special Registration for workshops through Region 20 service center	Certificate of Completion

<b>District Goal:</b> Emphasize the integration of technology into the instructional process and the acquisition of technology skills by staff and students.				
<b>Campus Goal:</b>				
1. Emphasize the integration of technology into the instructional process and the acquisition of technology skills by staff and students.				
2. Acquire technological equipment (i.e. Interactive White Boards, Interwrite Pads, etc.) to enhance implementation of curriculum.				
<b>STRATEGIES/ACTIVITIES</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
1. Provide opportunities for students to use technology to search for library resources in a controlled and safe internet environment.	PK - 5th Grade Teachers	Digital Knowledge Central	NCLB Technology Standards Texas LRPT	NCLB Program Evaluation Star Chart
2. Provide opportunities for students to use state-of-the-art digital media solutions that allow for the integration of standards-based multimedia into curriculum.	PK - 5th Grade Teachers	Power Media Plus	NCLB Technology Standards Texas LRPT	NCLB Program Evaluation Star Chart
3. Access to video conferencing equipment on the campus to enable student/teacher participation in distance learning.	PK - 5th Grade Teachers	ESC 20	NCLB Technology Standards Texas LRPT	NCLB Program Evaluation Star Chart
4. Provide opportunities for staff development specifically related to Instructional Technology (Interactive Boards, EXCEL, etc.)	PK - 5th Grade Teachers	District Tech Dept	NCLB Technology Standards Texas LRPT	NCLB Program Evaluation Star Chart
5. Provide opportunities for students to use technology to complete skill-based lessons and assessments in Language Arts, Math, and Science 5th grade	PK-- 5th Grade Teachers	Title I Funds Heartbeeps enVision Software	Heartbeeps Math enVision adoption software	NCLB Program Evaluation Star Chart
6. Provide opportunities for staff to record and store student grades and student attendance on computers (generate reports, attendance, progress reports, etc)	Technology Director PK- 5th Grade Teachers Campus secretary	txGradebook TxEIS-PEIMS	Staff training by Technology Director	ADA Attendance submissions, 3 weeks progress reports 6 weeks report cards
7. Provide opportunities for staff and students to use technology for instruction through the acquisition of Promethean Boards, document cameras.	District Administration	Stimulus Funds	Classroom walk throughs Technology training attendance Lesson Plans	STAR Chart Survey PDAS evaluations

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8. Provide opportunities for staff to use technology equipment to enhance classroom lessons	Technology Director Pk-5th Grade Teachers	Local Funds Smartboard Student workstations	DKC Training, EBSCO, Britannica On-Line, NEWSBANK, Learn 360	Lesson plan documentation Student products
9. Provide opportunities for staff to record and store data for progress monitoring	K-5 Teachers Counselor	TPRI, Read Naturally, TEMI, Benchmark data, AEIS IT	NCLB Tech Standards	3 week progress reports report cards ARI Evaluation TAKS reports

<b>District Goal:</b> To encourage positive community relations and productive involvement.				
<b>Campus Goal:</b> To increase parental and community participation in the education of children through the implementation and promotion of parental and community involvement activities.				
<b>Campus Performance Goals:</b> To provide opportunities for parental and community involvement in educational programs and activities at the campus level.				
STRATEGIES/ACTIVITIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. Provide opportunities for parents and community members to volunteer to assist with literacy, classroom projects, field days, fall festival, etc.	Staff	Communication awareness of campus activities through newsletters, notes home, newspaper, phone calls, etc. Marquee, email, dist call out system, dist. website	Required Criminal Background Check on Prospective Volunteers	Newspaper Articles, School Scrapbook, Parent Sign In Sheet
2. Encourage parents to participate in the Title I School/Parent Compact.	Classroom Teachers, Administrators	Title I School Compact Agreement Form	Meet The Teacher Orientation Parent/Teacher Conferences	Signed Compact Agreements
3. Provide Orientation/Meet the Teacher dates to give parents the opportunity to meet their child's teacher and obtain information regarding the upcoming year (Kinder-5th).	All Classroom Teachers (Kinder-5th), Principal	Newspaper Announcements and Mailouts Messages via the Automated Callout System Dist. Website campus/dist marquee	August dates prior to start of school	Sign In Attendance Sheets from Meet the Teacher nights
4. Parent/Teacher conferences on each student to discuss strengths, weaknesses, concerns, etc.	All Classroom Teachers	Student Work Samples Progress reports Assessments	Conferences held in conjunction with distribution of 1st six weeks report card	Documentation in writing of every parent conference/contact
5. Extend a public invitation for parents and community to attend Open House activities.	Principal, All Teachers/Staff	Communication awareness of campus activities through newsletters, notes home, newspaper, phone calls, etc. Marquee, email, dist call out system, dist. website	Spring Date TBA	Sign in Attendance Sheets

7. Host an Annual Book Fair to encourage family members to purchase quality reading materials to promote reading with their children.	Administrator, Teachers, Teacher Assistants	Library, Notices Sent Home, Library Computers Available for AR Testing That Night dist. Website, marquees	Spring Date	Parent Sign In Sheets
9. Invite parents and community to attend six week and EOY academic assemblies to share in recognition of student achievement. Invite public to attend special events/ activities such as Fall Festival, Freedom Week/Veteran's Day program, Math/Science Night, etc.	Principal, Counselor, Teachers, Title I Coordinator	No Cost, Notices Sent Home, Area Businesses Contributions Parent Contributions Parent Volunteers	Public Invitation, Notices sent home with students	Parent Sign In Sheets
10. Kinder transition activities to include open invitation for all incoming Kinder eligible students to attend an open house and early registration.	Kinder Teachers,	No cost	Dist. Website Public notice in local newspaper, invitations to local day cares, Head Start Spring Date TBA	New Student registration, Parent sign in sheets