

Jefferson Elementary

Campus Improvement Plan

2008-09

Jefferson Elementary School is committed to developing in each child a deep and meaningful relationship with different ways of knowing and learning that will enable each child to function as a responsible citizen and will empower each child to respond and adapt to a dynamic changing world.



Jefferson Elementary Belief Statements

- 1 We believe that each student can learn and will learn.
- 2 We believe in clearly defined goals that set high expectations for student learning.
- 3 We believe in the value of parents as children's first and best teachers.
- 4 We believe in the value of each employee and the importance of their personal and professional growth.
- 5 We believe in shared decision making and personal accountability at all levels.
- 6 We believe the community must actively participate in the development of our children.
- 7 We believe that all programs and departments should be effective and efficient operations.
- 8 We believe that all environments should be safe, orderly, and culturally responsive.

Goal 1: Improve the academic achievement/performance of all students.

Correlates with:

District Goals			
1) Student Achievement			
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	
State Objectives			
2) Student Potential	4) Curriculum	5) Prepare Students	7) Student Performance
9) Instructional Techniques	10) Technology		
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English		
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress			
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

Indicator: TAKS Reading

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	90 %	2008	≥ 90 %	2013-14	≥ 90 %	2009
African American	78 %	2008	≥ 90 %	2013-14	≥ 80.4 %	2009
Economically Disadvantaged	86 %	2008	≥ 90 %	2013-14	≥ 86.8 %	2009
Hispanic	95 %	2008	≥ 90 %	2013-14	≥ 95 %	2009
White	93 %	2008	≥ 90 %	2013-14	≥ 93 %	2009
Special Ed.	30 %	2008	≥ 90 %	2013-14	≥ 42 %	2009
LEP	89 %	2008	≥ 90 %	2013-14	≥ 89.2 %	2009

Indicator: TAKS Math

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	89 %	2008	≥ 90 %	2013-14	≥ 89.2 %	2009
African American	87 %	2008	≥ 90 %	2013-14	≥ 87.6 %	2009
Economically Disadvantaged	81 %	2008	≥ 90 %	2013-14	≥ 82.8 %	2009
Hispanic	84 %	2008	≥ 90 %	2013-14	≥ 85.2 %	2009
White	95 %	2008	≥ 90 %	2013-14	≥ 95 %	2009
Special Ed.	21 %	2008	≥ 90 %	2013-14	≥ 34.8 %	2009
LEP	77 %	2008	≥ 90 %	2013-14	≥ 79.6 %	2009

Indicator: TAKS Writing

Grade: 4

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	86 %	2008	≥ 90 %	2013-14	≥ 86.8 %	2009
African American	81 %	2008	≥ 90 %	2013-14	≥ 82.8 %	2009
Economically Disadvantaged	81 %	2008	≥ 90 %	2013-14	≥ 82.8 %	2009
Hispanic	84 %	2008	≥ 90 %	2013-14	≥ 85.2 %	2009
White	95 %	2008	≥ 90 %	2013-14	≥ 95 %	2009

Strategies

Goal 1 - Strategy 1		Focused Data Analysis	
Leader(s): Principal		Brief Description: Analyze and respond to students data at campus, classroom, and individual student levels.	
Leader Progress Report Dates: Ongoing		Evaluation Benchmark: Student Data	
Resources Required:		FTE's Required:	
Outside Consultant		Number of FTE's: None	
Audio Visual Equipment		None	
Aware		Cost: None	
Campus Admin. Staff			
Central Office			
Computers			
C-Scope Unit Assessments			
District Admin. Staff			
AIMSWeb			
iNova			
TPRI			
Parent Support			
SISD Checkpoints			
Supplies			
Teachers			
Teaching Aids			
		Source of Funds:	Amount
		ARI/AMI Funds	\$910.00
			\$910.00

Goal 1 - Strategy 1		Focused Data Analysis											
TELPAS													
Time													
Title Teachers													
District Coordinator													
Timeline													
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	r	a
		n	i	g	p	t	v	c	n	b	r	p	y
Campus Instructional Progress Conversations Continue to plan for student success through monthly campus instructional progress conversations with each grade level. - August 11-October 17: TAKS, C-SCOPE, INOVA, TPRI - October 27-31st: Checkpoints, C-SCOPE, INOVA - November 3-December 17: 1st 9 Weeks, Checkpoints, C-SCOPE - January 6 -16th: 2nd 9 Weeks, C-SCOPE, TPRI - January 20 - 30th: Mock, 2nd 9 Weeks, C-SCOPE - February 2 - March 25th: 2nd 9 Weeks, C-SCOPE, INOVA - March 26 - May 8th: 3rd 9 Weeks, C-SCOPE, Prelim TAKS, TPRI, INOVA	Principal, Counselor, Teachers, C&I Staff			X	X	X	X	X	X	X	X	X	X
Analyze and disaggregate data at the campus/classroom/individual student level to determine the needs of each student and to develop individualized goals.	Principals, Team Leaders, Teacher			X	X	X	X	X	X	X	X	X	X
Participate in horizontal and vertical team planning sessions focusing on instructional strategies which target weak areas as determined through data analysis.	Principals, Teachers			X	X	X	X	X	X	X	X	X	X
Identification of weaknesses and strengths in campus wide instruction through disaggregation of TAKS data.	Principal, Teachers			X	X	X	X	X	X	X	X	X	X
Identification of areas of need for staff development through disaggregation of Checkpoint and TAKS data.	Principal, Teachers			X	X	X	X	X	X	X	X	X	X
Use data to plan interventions and monitor progress for individual	Teachers			X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 1		Focused Data Analysis											
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
students.													
Analyze and respond to data at campus, classroom, and individual student level. - disaggregation by student group, subject area, teacher, individual student - needs assessment: strengths and areas of concern - determine campus improvement goals - develop detailed instructional intervention plans - develop Effective Intervention Plans (EIPs)	Principal, Counselor, Teachers			X	X	X	X	X	X	X	X	X	X
Analyze & respond to the Checkpoint data at the campus, classroom, and individual student level. - Train staff in the use of Eduphoria AWARE and INOVA software - Make sure Scope & Sequence has been adequately taught. - Determine necessary content review. - Plan for individual student intervention. - Remediate students as needed.	Prinicpal, Teachers			X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 2		Curriculum	
Leader(s): Principal		Brief Description: Implement an aligned curriculum and assessment program that standardized, rigorous, data driven and technologically infused.	
Leader Progress Report Dates: Daily		Evaluation Benchmark: Lesson Plans C-Scope System Classroom Observations Student Performance Data	
Resources Required:		FTE's Required:	
Local Bus. Leader	Number of FTE's: None	Source of Funds:	
Campus Admin. Staff	None	Camp. Activity Fund Budget	Amount
Central Office	Cost: None	GT Budget	\$500.00
Child Nutrition Dept.		Compensatory Ed. Budget	\$600.00
Community Leader		General Budget	\$6,000.00
Community Speaker		ARI/AMI Funds	\$8,000.00
Computers			\$3,405.00
Contract Service			<hr/>
Custodial/Maint. Dept.			\$18,505.00
District Admin. Staff			
District Coordinator			
District Staff			
Audio Visual Equipment			
Library			
Volunteer Support			
Outside Consultant			
Parent Support			
Public Library			
School Commons Area			

Goal 1 - Strategy 2 Curriculum																																					
School Library Staff Supplies Teachers Teaching Aids Time Title Teachers Transportation Dept. Guest Speaker																																					
Timeline																																					
Activity	Person(s) Responsible																																				
	<table border="1"> <thead> <tr> <th>J</th><th>J</th><th>A</th><th>S</th><th>O</th><th>N</th><th>D</th><th>J</th><th>F</th><th>M</th><th>A</th><th>M</th> </tr> <tr> <th>u</th><th>u</th><th>u</th><th>e</th><th>c</th><th>o</th><th>e</th><th>a</th><th>e</th><th>a</th><th>a</th><th>a</th> </tr> <tr> <th>n</th><th>n</th><th>g</th><th>p</th><th>t</th><th>v</th><th>c</th><th>n</th><th>b</th><th>r</th><th>r</th><th>y</th> </tr> </thead> </table>	J	J	A	S	O	N	D	J	F	M	A	M	u	u	u	e	c	o	e	a	e	a	a	a	n	n	g	p	t	v	c	n	b	r	r	y
J	J	A	S	O	N	D	J	F	M	A	M																										
u	u	u	e	c	o	e	a	e	a	a	a																										
n	n	g	p	t	v	c	n	b	r	r	y																										
Monitor the implementation of the SISD Scope & Sequence for Reading, Language, and Social Studies and C-Scope for Math and Science in all grades. -Utilize common planning to coordinate and plan instruction - Review Lesson Plans - Observe classroom instruction	Principals, Team Leaders, Teachers X X X X X X X X X X X X																																				
Conduct classroom visits and informal instructional "Best Practices" discussions.	Principal,, Teachers, Instructional Coor. X X X X X X X X X X																																				
Continue to support and participate in training for higher level thinking and differentiated instruction including support for SISD initiatives. District initiatives include: C-Scope, iNova, AIMSWeb, Ruby Payne, Kilgo, Thinking Maps, Fred Jones Tools for Teaching, Bilingual/ESL Institutes, SIOP, and Write from the Beginning.	Principals, Teachers, Inst. Aides X X X X X X X X X X X X																																				
Provide resources, training, and partner support to SPED and ESL teachers on TAKS strategies to prepare to establish more	Prinicipals, Teachers X X X X X X X X X X																																				

Goal 1 - Strategy 2 Curriculum		J	J	A	S	O	N	D	J	F	M	A	M
Activity		u	u	u	e	c	o	e	a	e	a	p	a
		n	i	g	p	t	v	c	n	b	r	r	y
continuity in teaching strategies.													
Coordinate campus reading program with the Texas Reading Initiative through the use of effective pre- and post- reading benchmarks. - TPRI software available for K-2nd grade teachers on the Palms handheld devices.	Principals, Team Leaders, Teachers			X	X	X	X	X	X	X	X	X	X
Support and monitor the implementation of the C-Scope System for K-4th grades Math & Science.	Principal, Team Leaders, C-Scope Preview Team			X	X	X	X	X	X	X	X	X	X
Increase the use of technology integration as an instructional and assessment tool within the classroom.	Principal, Tech Specialist, Teachers			X	X	X	X	X	X	X	X	X	X
Provide the researched based iStation Imagination Station Reading computer program for all K-2nd students and at risk 3rd and 4th graders as a reading supplemental intervention.	Prinicpal, Teachers			X	X	X	X	X	X	X	X	X	X
Continue to provide field trips both virtual and real life experiences that integrate with the curriculum for K- 4th grades.	Principal, Teachers, Transportation					X	X	X	X	X	X	X	X
Gifted and Talented: - Identify students who demonstrate a need for advanced thinking skills. - Provide weekly pull-out classes that enrich curriculum. - Develop methods for improving and modifying services to GTstudents, through Challenge and regular classes. - Coordinate curriculum with regular teachers in ALL core subject areas.	District Committee, GT Teachers, Teachers			X	X	X	X	X	X	X	X	X	X
Implement the CATCH (Coordinated Approach To Child Health) program school wide to build an alliance of children, parents, teachers, and school staff to teach skills and behaviors associated with maintaining healthy lifestyles. CATCH Components: - Physical Education - School Nutrition	Prinicpal, P.E. Teachers, Food Service, Teachers			X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 2 Curriculum		J	J	A	S	O	N	D	J	F	M	A	M
Activity		u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
- Classroom - Family													
Continue to provide FITNESSGRAM physical fitness assessment to all 3rd and 4th grade students required by Senate Bill 530. - Provide Information to parents and students - Statistical Reports for each student	Principal, P.E. Teachers									X	X	X	X
Continue effective Reading Programs currently in place. - Reading Recovery for 1st grade - STAR Reading Diagnostic K-9 and alternative schools - Accelerated Reader K-6th - Imagination Station - Voyager	Prinicpal, Teachers			X	X	X	X	X	X	X	X	X	X
Continue effective Writing Programs currently in place. - Write from the Beginning K-5	Principals, Teachers			X	X	X	X	X	X	X	X	X	X
97% of all students will take TAKS or TAKS-Accommodated - Provide special education services in an intervention model. - Provide on-grade level instruction to students with disabilities in general education and special education settings. - Monitor progress and adjust instruction to meet mastery of grade level TEKS.	Prinicpal, Teachers, SPED Teacher			X	X	X	X	X	X	X	X	X	X
Accelerate learning and achievement for LEP (Limited English Proficient) students - Scaffold staff development of Best Practices - Track student access to tiered interventions - Coordinate common planning meetings to include BL/ESL teachers	Principal, Teachers, ESL Teacher			X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 3		Interventions															
Leader(s): Principal		Brief Description: Provide appropriate interventions to meet individual student needs and decrease achievement gaps.						Evaluation Benchmark: Intervention Plans									
Leader Progress Report Dates: ongoing																	
Resources Required:		FTE's Required:				Source of Funds:				Amount							
Supplies		Number of FTE's: None				General Budget				\$5,000.00							
Aware		None				ARI/AMI Funds				\$12,100.00							
Computers		Cost: None								\$17,100.00							
C-Scope Unit Assessments																	
iNova																	
Library																	
AIMSWeb																	
Staff																	
Volunteer Support																	
Teachers																	
Teaching Aids																	
TELPAS																	
Time																	
Title Teachers																	
TPRI																	
SISD Checkpoints																	
Timeline																	
Activity	Person(s) Responsible					J	J	A	S	O	N	D	J	F	M	A	M

Goal 1 - Strategy 3 Interventions		u	u	u	e	c	o	e	a	e	a	p	a
Train staff and implement III Tier Response to Intervention (RTI) model for students who need additional instructional support or are at risk of not passing TAKS test. - Identify at risk students through district checkpoints, C-Scope Unit Assessments, TPRI, iStation results for K-2. - Develop an intervention plan for peer-reviewed, research-based interventions. - Implement interventions - Monitor progress every 3 weeks or more as specified in plan	Principals, Student Success Team			X	X	X	X	X	X	X	X	X	X
Participate in horizontal team planning sessions which focus, in part, on instructional strategies which target weak areas as determined through data analysis.	Principal, Grade Level Chairs			X	X	X	X	X	X	X	X	X	X
Utilize data analysis of appropriate assessments to determine student placement in tutoring and special programs including Reading Recovery, Literacy Groups, ESL, G/T, and Tutoring Groups.	Principals, Teachers			X	X	X	X	X	X	X	X	X	X
Continue "Breakfast in the Classroom" program to ensure that all students are fed and ready to work in their classrooms.	Principals, Food Service Staff, Teachers			X	X	X	X	X	X	X	X	X	X
Provide students with increased community awareness through local field trips, guest speakers and real life simulations.	Principals, Teachers			X	X	X	X	X	X	X	X	X	X
Provide a variety of tutoring opportunities to At-Risk students including but not limited to before and after school in the areas of reading and math.	Principals, Teachers				X	X	X	X	X	X	X	X	X
Utilize looping from 2nd grade to 3rd grade to facilitate a developmental progression for each child.	Principals, Teachers			X	X	X	X	X	X	X	X	X	X
Dyslexia (Language Science): - Continue services utilizing MTA (Multi-Sensory Teaching Approach). - Utilize monitoring profile to assess and track student performance. - Maintain 504 Files	Principals, Language Science Teacher			X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 3 Interventions		J	J	A	S	O	N	D	J	F	M	A	M
Activity		u	u	u	e	c	o	e	a	e	a	p	a
Person(s) Responsible		n	i	g	p	t	v	c	n	b	r	r	y
<p>Reading Recovery: Provide early intervention for 1st grade struggling readers. - Recruit and train new Reading Recovery teachers for classroom instruction - Evaluate all entering first graders - Select the students in greatest need of literacy intervention. - Serve approximately 20% of the students with extensive daily intervention until they achieve a level 16 mastery or demonstrate a need for referral to Intervention Team. Monitor progress after dismissal and provide literacy group support as needed.</p>	Principals, Reading Recovery Teachers			X	X	X	X	X	X	X	X	X	X
<p>Develop, schedule and implement intervention groups or SSG (Student Success Groups) for all students. SSG will address all students from the gifted and talented to SPED students. Each grade level will have a designated 45 minute time block for SSG. The classroom teacher will work with the Tier II and/or Tier III students from their classroom. Other teachers, specialists and instructional aides will also be used during this time to work with groups as well. The classroom teacher is responsible for assessing their students, identifying the objectives to be addressed during SSG, and grouping the students accordingly.</p>	Principal, Teachers, Instructional Aides	X	X	X	X	X	X	X	X	X	X	X	X
<p>Develop an Intervention Plan and implement interventions for students who need additional instructional support or are at risk of not passing the TAKS test. - Identify at risk students through district checkpoints, unit tests, and/or TPRI results for K-2. - Develop an intervention plan for peer-reviewed, research-based interventions. - Implement interventions Monitor progress using assessment such as AIMSWeb curriculum-based measurements. AIMSWeb: Tool to measure student progress in weekly</p>	Principal, Counselor, Teachers			X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 3 Interventions		J	J	A	S	O	N	D	J	F	M	A	M
Activity		u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
increments in remediation efforts (K-8 Spec Ed students and K-8 intervention students) - Evaluate effectiveness of plan and adjust the plan or goal as needed to achieve grade level mastery.													
Plan and implement before, during and after-school tutorials for at-risk students who have not mastered the most recent TAKS and/or who are failing subjects in a core content area.	Prinicpal, Teachers, Transpotation					X	X	X	X	X	X	X	X
Disaggregate and analyze Reading assessments by student groups. Grade-level and vertical teams will study assessment data for TAKS student expectations, item analysis, gap analysis, checkpoints, and mock tests to determine instructional focus and specific plans for student intervention.	Prinicpals, Counselor, Teachers			X	X	X	X	X	X	X	X	X	X
Disaggregate and analyze Writing assessments by student groups. Grade-level and vertical teams will study assessment data for TAKS student expectations, item analysis, gap analysis, checkpoints, and mock tests to determine instructional focus and specific plans for student intervention.	Principal, Counselor, Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Disaggregate and analyze Math assessments by student groups. Grade-level and vertical teams will study assessment data for TAKS student expectations, item analysis, gap analysis, checkpoints, and mock tests to determine instructional focus and specific plans for student intervention.	Prinicpal, Counselor, Teachers	X	X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 4		Attendance												
Leader(s): Principal		Brief Description: Increase student achievement through improved attendance rate.					Evaluation Benchmark: Attendance Records							
Leader Progress Report Dates: Ongoing														
Resources Required:		FTE's Required:			Source of Funds:							Amount		
Staff		Number of FTE's: None			None							_____ \$0.00		
Computers		None										_____ \$0.00		
Campus Admin. Staff		Cost: None												
Timeline														
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	
		u	u	u	e	c	o	e	a	e	a	p	a	
		n	i	g	p	t	v	c	n	b	r	r	y	
Promote improved attendance, punctuality, and dependability through appropriate recognition and intervention strategies.	All Staff			X	X	X	X	X	X	X	X	X	X	
Jefferson Celebrates Learning: Assemblies at the end of the nine weeks focused on student achievement and the importance of attendance.	Prinicpal, Teacher					X	X	X	X	X	X	X	X	
The school will notify parents by mail of child's unexcused absences on a monthly basis.	Principal, Attendance Clerk			X	X	X	X	X	X	X	X	X	X	
The school will notify community resource officer of excessive unexcused absences.	Prinicpal, Attendance Clerk			X	X	X	X	X	X	X	X	X	X	
The school will notify court system of students with excessive unexcused absences.	Prinicpal, Attendance Clerk			X	X	X	X	X	X	X	X	X	X	

Goal 2: Develop mechanisms to ensure continuous improvement of campus instruction.

Correlates with:

District Goals			
2) Continuous Improvement of Instruction			
State Objectives			
6) School Personnel	8) School Environment	9) Instructional Techniques	10) Technology
NCLB/ESEA Goals and Indicators			
3) Highly Qualified Staff			
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	
Title I - Schoolwide Programs			
1) Needs Assessment	3) Instructional	4) Professional Development	5) Professional Staff
8) Include Teachers in Decisions			

Strategies

Goal 2 - Strategy 1		Staff Recruitment and Hiring															
Leader(s): Principal		Brief Description: Recruit, develop and retain the highest quality staff.						Evaluation Benchmark: PDAS Staff Development Records									
Leader Progress Report Dates: Ongoing																	
Resources Required:		FTE's Required:				Source of Funds:				Amount							
Transportation Dept.		Number of FTE's: None				None				\$0.00							
Title Teachers		None								\$0.00							
Time		Cost: None															
Teachers																	
Staff																	
School Commons Area																	
District Staff																	
District Coordinator																	
District Admin. Staff																	
Computers																	
Central Office																	
Campus Admin. Staff																	
Timeline																	
Activity		Person(s) Responsible				J	J	A	S	O	N	D	J	F	M	A	M
						u	u	u	e	c	o	e	a	e	a	p	a
						n	l	g	p	t	v	c	n	b	r	r	y

Goal 2 - Strategy 1 Staff Recruitment and Hiring		J	J	A	S	O	N	D	J	F	M	A	M
Activity		u	u	u	e	c	o	e	a	e	a	p	a
Person(s) Responsible		n	l	g	p	t	v	c	n	b	r	r	y
Value the expertise and knowledge of staff members. Promote the sharing of information/ideas learned in workshops and other training with teammates and other staff members.	Principal, Teachers			X	X	X	X	X	X	X	X	X	X
Campus administration will seek faculty input, attend job fair(s), utilize district HR hiring procedures and hire highly qualified faculty and staff members.	Principal			X	X	X	X	X	X	X	X	X	X
In order to retain highly qualified staff we will support teachers new to the district in meeting SISD expectations through monthly induction meetings and assigning campus mentors.	Director of Staff Development, Principals			X	X	X	X	X	X	X	X	X	X
Train staff, develop and support professional learning communities throughout the campus to improve student achievement and encourage teacher efficacy.	Principal, Teachers, Staff				X	X	X	X	X	X	X	X	X
Assist new teachers in developing an understanding of the Jefferson community, philosophy and organization. Provide assistance with instructional planning and materials.	Principal, Support Staff, Team Members, Mentors			X	X	X	X	X	X	X	X	X	X
Provide a supportive environment and value all staff members' contributions.	Principal	X	X	X	X	X	X	X	X	X	X	X	X

Goal 2 - Strategy 2		Staff Development															
Leader(s): Principal		Brief Description: Provide opportunities for staff development and collaboration to ensure continuous instructional improvement.						Evaluation Benchmark: PDAS Data Student Performance Data									
Leader Progress Report Dates: Ongoing																	
Resources Required:		FTE's Required:				Source of Funds:				Amount							
TPRI		Number of FTE's: None				General Budget				\$3,200.00							
Time		None								\$3,200.00							
TELPAS		Cost: None															
Staff																	
SISD Checkpoints																	
Outside Consultant																	
Guest Speaker																	
District Coordinator																	
District Admin. Staff																	
C-Scope Unit Assessments																	
Contract Service																	
Computers																	
Campus Admin. Staff																	
Aware																	
AIMSWeb																	
Timeline																	
Activity		Person(s) Responsible				J	J	A	S	O	N	D	J	F	M	A	M
						u	u	u	e	c	o	e	a	e	a	a	a
						n	l	g	p	t	v	c	n	b	r	r	y

Goal 2 - Strategy 2 Staff Development		J	J	A	S	O	N	D	J	F	M	A	M
Activity		u	u	u	e	c	o	e	a	e	a	p	a
Person(s) Responsible		n	l	g	p	t	v	c	n	b	r	r	y
Provide staff development for the teacher in content enrichment, differentiation strategies and behavioral expectations.	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Designate a grade level representative K-4th to be a member of the district C-Scope Preview Committee to ensure that we collaborate district wide, monitor pacing and adjustments according to committee decisions.	Principal, C-Scope Preview Team				X	X	X	X	X	X	X	X	X
Continued C-Scope training throughout the year to ensure that all teachers understand the IFD Instructional Focus Documents, 5E Model, assessment, how to spiral in homework as well as other math models and expertise.	Principal, Teachers					X	X	X	X	X	X	X	X
Provide small group instruction training for instructional aides: - Guided Reading - Appropriate questioning techniques - Math games - Management skills	Principal, Reading Specialist			X	X	X	X	X	X	X	X	X	X
Facilitate and/or deliver training for higher level thinking and differentiated instruction including support for SISD current and new initiatives.	Prinicpal	X	X	X	X	X	X	X	X	X	X	X	X

Goal 3: Increase opportunities to build and strengthen parent, community and business partnerships.

Correlates with:

District Goals			
4) Partnerships			
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	5) Prepare Students	7) Student Performance
8) School Environment			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	4) Safe, Drug Free Learning Environments		
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	7) Home-School Relations	
Title I - Schoolwide Programs			
1) Needs Assessment	6) Parental Involvement	7) Student Transition to Elementary Programs	

Strategies

Goal 3 - Strategy 1		Communication & Partnerships															
Leader(s): Principal		Brief Description: Increase positive interactions with parents and community members.					Evaluation Benchmark: Spring Survey										
Leader Progress Report Dates: Ongoing																	
Resources Required:		FTE's Required:			Source of Funds:					Amount							
Volunteer Support		Number of FTE's: None			General Budget					\$1,000.00							
Title Teachers		None			PTA Funds					\$2,000.00							
Time		Cost: None			Compensatory Ed. Budget					\$1,000.00							
Teachers												<hr/>					
Parent Support												\$4,000.00					
Guest Speaker																	
Computers																	
Community Speaker																	
Campus Admin. Staff																	
Timeline																	
Activity		Person(s) Responsible				J	J	A	S	O	N	D	J	F	M	A	M
						u	u	u	e	c	o	e	a	e	a	p	a
						n	i	g	p	t	v	c	n	b	r	r	y
Continue to share in campus improvement planning with the Campus Site-Based Committee. Meetings to be held quarterly or one per each nine weeks.		Principal, Site Based Team							X	X	X	X	X	X	X	X	X
Continue to promote the PTA Parent Teacher Association and		Principal, PTA Board &						X	X	X	X	X	X	X	X	X	X

Goal 3 - Strategy 1 Communication & Partnerships		J	J	A	S	O	N	D	J	F	M	A	M
Activity		u	u	u	e	c	o	e	a	e	a	p	a
Person(s) Responsible		n	l	g	p	t	v	c	n	b	r	r	y
provide opportunities for parents/guardians and teachers to work together for the success of the students. Plan to increase memberships and participation with the hispanic families. PTA Events such as: - Family Reading Night - Projects for Dads - Family Craft Night - Santa Store	members												
Provide a translator for Spanish speaking parents and community members. Translation provided for: - Campus Notes & flyers - Web Page - Parent Communication during conferences, ARDs, Open House, & all school events	Principal, Translator, Teachers			X	X	X	X	X	X	X	X	X	X
Hold a kindergarten and new student orientation allowing parents and students to come into the building, meet the teachers and tour the school building.	Principal, Teachers, Interpreters			X									
All teachers will make a positive contact with each child's parent/guardian within the first two weeks of school.	Teachers			X	X								
Continue to send grade reports to parents at three week intervals and technologies competencies each semester as well as provide online grade book with parent and student access.	Principal, Teachers					X	X	X	X	X	X	X	X
Continue established relationships and activities with Austin College (buddies, LOGO, tutors, teacher education program placements); Big Brothers Big Sisters, parent and community volunteers, Chick-Fil-A Character Ed. Program, Community Reading Program, Sherman High School volunteers, Sherman Garden Community, JOLT and school adopters.	Principal, Staff			X	X	X	X	X	X	X	X	X	X
Provide opportunities to have guest speakers in the classrooms	Principal, Teachers			X	X	X	X	X	X	X	X	X	X

Goal 3 - Strategy 1		Communication & Partnerships											
Activity	Person(s) Responsible	J u n	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y
throughout the year.													
All campus faculty welcome and greet students, parents, and community members that enter the building following the customer care expectations.	Campus Faculty			X	X	X	X	X	X	X	X	X	X
Provide monthly Jefferson School newsletters, calendar of events, as well as a dynamic web page that keeps parents/guardians, community, staff, and students informed.	Principal, Tech Specialist, Secretary	X	X	X	X	X	X	X	X	X	X	X	X
Initiate campus developed mentoring programs to assist students in need of support as determined by the campus principal and site-based team.	Principial & Counselor				X	X	X	X	X	X	X	X	X

Goal 4: Provide a safe and welcoming environment for students, staff and community.

Correlates with:

State Objectives			
8) School Environment			
NCLB/ESEA Goals and Indicators			
4) Safe, Drug Free Learning Environments			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	4) Clear and Focused Mission	7) Home-School Relations
Title I - Schoolwide Programs			
1) Needs Assessment	4) Professional Development	5) Professional Staff	10) Federal, State, and Local Programs

Strategies

Goal 4 - Strategy 1		Crisis Management												
Leader(s): Principal		Brief Description: Implement updated Crisis Management Plan.					Evaluation Benchmark: Drill Logs							
Leader Progress Report Dates: Monthly														
Resources Required: None		FTE's Required: Number of FTE's: None None Cost: None			Source of Funds: SDFSC Title IV General Budget						Amount \$331.00 \$200.00 <hr/> \$531.00			
Timeline														
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	
		u	u	u	e	c	o	e	a	e	a	p	a	
		n	l	g	p	t	v	c	n	b	r	r	y	
Crisis Management Team in place to review current emergency policies, plan, and procedures and to make any necessary changes as well as train staff and students on the campus crisis plan procedures.	Principal, Crisis Management Team				X	X	X	X	X	X	X	X	X	X
All building doors except West door next to office will remained locked until dismissal for the safety of the students and staff.	Principal, Custodians			X	X	X	X	X	X	X	X	X	X	X
Training and participation in monthly effective safety drills.	Prinicpal, Staff			X	X	X	X	X	X	X	X	X	X	X
All campus staff will wear a district issued SISD ID badge. All guests to the campus will sign-in and wear a visitor badge.	Principal, Receptionist, and staff			X	X	X	X	X	X	X	X	X	X	X
Develop and implement safe and orderly dismissal procedures in	Principal, Teachers, Staff			X	X	X	X	X	X	X	X	X	X	X

Goal 4 - Strategy 1 Crisis Management		J	J	A	S	O	N	D	J	F	M	A	M
Activity		u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
order to create safe zones of passage. - Kindergarten dismissal 2:50 p.m. - 1st-4th dismissal 3:00 p.m. All students dismissed from the gym under the supervision of their classroom teacher. Each family will be issued a car tag which states grade level, students' names as well as teacher's name. Parents use the campus pull through driveway; principal, counselor and other staff members utilize walkie-talkies to call for the students and students are escorted to their cars. Parents/guardians who walk-up use door on the east side of the gym. Walk-up parents also use the tags to identify themselves, students are called by the staff on duty at the east door and dismissed safely. Teachers and staff in the gym monitor all students. At 3:15 p.m. all remaining students are escorted to the office, parents/guardians are contacted and sign their children out.													
Provide safety programs and assemblies such as: Stanger Danger, Bicycle Safety & Internet Safety - Sherman Police Department Fire Safety - Program Sherman Fire Department	Principal, Teachers				X	X				X	X		
Continue to provide conflict management lessons for grades 2nd -4th grades based on the research and model of Dr. Eric Cupp. http://www.ericcuppseminars.com/	Principal						X	X	X				

Goal 4 - Strategy 2		Welcoming Environment													
Leader(s): Prinicpal and Assistant Principal Leader Progress Report Dates: Spring 2008 (survey) Daily		Brief Description: Create an atmosphere that is conducive to learning.						Evaluation Benchmark: Spring Survey Discipline Records PDAS							
Resources Required: None		FTE's Required: Number of FTE's: None None Cost: None				Source of Funds: General Budget				Amount \$1,000.00 <hr/> \$1,000.00					
Timeline															
Activity		Person(s) Responsible		J	J	A	S	O	N	D	J	F	M	A	M
				u	u	u	e	c	o	e	a	e	a	a	a
				n	l	g	p	t	v	c	n	b	r	r	y
Develop and support customer care expectations with all staff to ensure a friendly and inviting school climate.		Prinicpal, Staff				X	X	X	X	X	X	X	X	X	X
Displays of student work in the classrooms, hallways and campus to ensure a positive environment.		Principal, Teachers				X	X	X	X	X	X	X	X	X	X
Pictures of students success displayed in the hallways and on a slide show through the campus TV bulletin system to celebrate student acheivement, activities, and friendship.		Principal, Staff				X	X	X	X	X	X	X	X	X	X