

**EXCELLENCE STARTS WITH YOU!**



**CHINA SPRING ELEMENTARY**

Campus Improvement Plan

2009 – 2010

**China Spring Elementary  
Campus Quality Improvement Council  
2009-2010**

**EXCELLENCE STARTS WITH YOU!**

**Arlene Gilcrest – Pre-K Teacher  
Kerry Williams – Kindergarten Teacher  
Kristi Hiland – First Grade Teacher  
Shelly Tiedemann – Second Grade Teacher  
Jean Christian – Third Grade Teacher  
Suzy Wright – Fourth Grade Teacher  
Brenda Stephens -- Parent  
Stephanie McMullen -- Parent  
Kim Kazanas -- Parent  
Julie Smith -- Parent  
Mike Lucas – Business Member  
Rudy Trevino – Community Member  
Jami Bihl -- Facilitator  
Jade George – Facilitator  
Judy Weeden -- Facilitator**

**Campus Name: China Spring Elementary**

**Date of Committee Approval: May 2009**

**District Name: China Spring ISD**

**Date of Board Approval: -----**

**Goal #1 - Student Achievement:**

**Performance Objective(s): In 2009-2010 all students at China Spring Elementary School will maintain or increase mastery on district and state assessments reaching exemplary status.**

**Identified Needs: Curriculum alignment; variation in student performance; maintain effectiveness in all special programs; achieve “Exemplary” status.**

**Summative Evaluation: AEIS; TAKS; TAKS-I, TAKS-A; RPTE; PEIMS Data; Attendance Data**

**Goal 1 - Summary of Needs Assessment Findings: (Include AEIS, Adequate Yearly Progress, Drop Out Rate, Attendance, Test Participation Rate, etc.)**

1. Continue to address the needs and services students in Special Education
2. Maintain or increase TAKS scores in Math, Reading, and Writing for all students and subgroups
3. Increase Attendance

**Goal 1 - Documenting Evidence: (Data Collected/Analyzed)**

AEIS for 2008-2009                      Staff Development Recommendations  
Preliminary TAKS Results              Performance Based Monitoring Analysis System (PBMAS)

**Goal 1 – Target Actions/Implementations for 2008-2009: (Subject and Grade Specific, if applicable)**

Continue to decrease numbers in Special Education when appropriate.  
Continue to decrease referrals to Special Education when appropriate.  
Continue accelerated classes with Intervention Teachers for reading and math, with emphasis on math.  
Continue to provide training for strategies for working with economic disadvantaged students.  
Continue to provide fall conference day with **all** parents to evaluate student progress in person or by phone.  
Continue to provide informational meetings regarding the TAKS process and school attendance .  
Maintain or increase “*commended performance*” percentages in all grade levels, all subject areas, and all subgroups.  
Continue to provide and implement attendance incentives.

Initiatives Programs/Strategies	School-Wide Comp.	Timeline	Person Responsible	Resource (Human/Material/Fiscal)	Formative Evaluation (Benchmarks/Assessments)	Benchmark Dates
1.1 Provide the following <b>Gifted and Talented</b> program services: <ul style="list-style-type: none"> <li>• Screen / Test in Fall and Spring</li> <li>• Policies and procedures to parent</li> <li>• Develop curriculum syllabus and communicate to parents</li> <li>• Update annual six hour staff development</li> </ul>	SWC 1 SWC 2 SWC 10	Aug. 2009 –May 2010	J. Weeden T. Heintz T. Brummett GT Teachers	J. Smith ESC 12 Consultant State Funds— \$24,928 GT materials GT teacher	Student Product/Performance Lesson Plans Curriculum Documentation Progress Reports GT Screening Records PDAS Files <b>Benchmark Checks:</b> 1) Number of identified students 2) Number by Gender/Diversity 3) Percentage of Mastery on Benchmark Assessments <b>Program Evaluation:</b> Surveys from parents and students; TAKS; Local Program Evaluation	November November Sept.; Dec. Feb.; May May
1.2 Provide the following <b>Special Education</b> program services: <ul style="list-style-type: none"> <li>• Implement strategies from the computer analysis process</li> <li>• Continue SPREE Process</li> <li>• Team ARD</li> <li>• Transitional planning</li> <li>• Classroom modifications</li> <li>• Assistive technology</li> <li>• Resource class</li> <li>• CSI Lab</li> <li>• PPCD</li> <li>• Speech Therapy</li> <li>• Hearing Impaired</li> <li>• LOT/PT</li> <li>• Inclusion</li> <li>• Autism class</li> <li>• STARS</li> <li>• Literacy</li> </ul>	SWC 1 SWC 2 SWC 7 SWC8 SWC9 SWC 10	Aug. 2009 –May 2010	J. Weeden T. Heintz C. Hollis J. McCullough L. Stafford Staff Dr. Timmons E. Beavers	ESC 12 Consultants RBEC C. Noe	Evaluations Lesson Plans Staff Development Evaluations <b>Benchmark Checks:</b> 1) Number of identified students compared to the number of referrals 2) Number by sub-groups 3) Percent mastery on benchmark assessments 4) Percent at grade level <b>Program Evaluation:</b> TAKS; TAKS(A); TAKS(M); TAKS Alternate; Surveys; Local Program Evaluation	Aug. ; May Aug.; May Nov.; Feb. Aug.; May

Revised 2/23/05

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

Initiatives Programs/Strategies	School-Wide Comp.	Timeline	Person Responsible	Resource (Human/Material/Fiscal)	Formative Evaluation (Benchmarks/Assessments)	Benchmark Dates
<p>1.3 Provide the following <b>Career and Technology</b> program services:</p> <ul style="list-style-type: none"> <li>• Ensure compliance with requirements of Title IX (gender equality)</li> <li>• Ensure compliance of Title VI (civil rights)</li> <li>• Seek technical assistance</li> <li>• Continue technology training</li> <li>• Increase computer access</li> <li>• Provide support for grade level assessment</li> <li>• Continue development program to attract parent/community speakers to the classroom</li> </ul>	SWC 1 SWC 2 SWC 4 SWC 6 SWC 10	Aug. 2009 –May 2010	J. Weeden T. Heintz V. Loftin S. Abel	Rio Brazos Coop ESC 12 Community Members  Adopt a School Businesses Lions Club PTA	Title IX Nondiscriminatory Notice  Title VI Nondiscriminatory Notice  Sign in sheets School Calendar SST Records Student Participation  <b>Program Evaluation:</b> TAKS; Surveys; Local Program Evaluation	August  November  May
<p>1.4 Provide the following <b>ESL</b> program services:</p> <ul style="list-style-type: none"> <li>• Continue Language Proficiency</li> <li>• Continue Assessment</li> <li>• Committee Continue Home Language Survey</li> <li>• Continue Screening/Testing</li> <li>• Continue Parent Consultation</li> <li>• Continue to Provide Translator</li> <li>• Parental Involvement Notification</li> </ul>	SWC 1 SWC 2 SWC 6 SWC 10	Aug. 2009 –May 2010	J. Weeden J. Bihl D. Delgado C. Taggart	ESC 12 – Title III State Funds  Federal Funds  Special Stimulus Funds	Home Language Surveys LPAC Minutes Training Documentation Observation Protocol School Board Minutes Testing Results of the Language Proficiency Assessment  <b>Benchmark Check:</b> 1) Number of identified students  2) Transition/completion of assessment  <b>Program Evaluation:</b> TAKS; RPTE; Pre/Post Testing; Surveys; Local Program Evaluation  TELPAS	      August November April May

Revised 2/23/05

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

Initiatives Programs/Strategies	School-Wide Comp.	Timeline	Person Responsible	Resource (Human/Material/Fiscal)	Formative Evaluation (Benchmarks/Assessments)	Benchmark Dates
<p>1.5 Provide the following <b>Migrant</b> program services:</p> <ul style="list-style-type: none"> <li>• Work with ESC 12 in identification and recruitment of migrant students</li> </ul>	<p>SWC 1 SWC 2 SWC 10</p>	<p>Aug. 2009 –May 2010</p>	<p>J. Weeden B. Klatt J. Bihl J. George C. Taggart</p>	<p>ESC 12</p>	<p><b>Benchmark Checks:</b> 1) Number of identified Migrant Students 2) Parent Advisory Council identified 3) Identification of 3 and 4 yr. olds</p> <p><b>Program Evaluation:</b> Annual Performance Report; Migrant Application/Form required at Title I, Part A Schoolwide Campuses</p>	<p>Sept.; May  Sept.: May Sept.; May  May</p>
<p>1.6 Provide the following <b>At-Risk</b> (State Compensatory Education) program services: Disaggregate testing results to identify needs Provide intervention through SPREE meetings Coordinate special programs:</p> <ul style="list-style-type: none"> <li>• Pre-K/ Early</li> <li>• Accelerated Reading Instruction</li> <li>• Cougar Reading</li> <li>• Literacy groups</li> <li>• ESL groups/lab</li> <li>• Tutorials</li> <li>• Counseling/mentoring</li> <li>• PALS</li> <li>• Book Buddies</li> <li>• Jump Start Program</li> <li>• Texas Math Diagnostic System (TMDS) Access for Math, gr. 3-4</li> </ul>	<p>SWC 1 SWC 2 SWC 8 SWC 9 SWC 10</p>	<p>Aug. 2009 –May 2010</p>	<p>J. Weeden T. Heintz B. Bowden J. Bihl J. George K. Griffin Intervention Teachers Elementary Staff PTA officers</p>	<p>State Funds— Personnel  Supplies  PTA Funds</p>	<p>At-Risk Student Lists Report Cards Evaluations Discipline Data AIMS web Fluency Probes 3, 4 PAL Sign in sheets TAKS Results Progress Reports</p> <p><b>Benchmark Checks:</b> 1) Number of students identified  2) Number of students successfully completing 2 year program</p> <p><b>Program Evaluation:</b> TAKS; Surveys; Pre/Post Testing; Local Program Evaluation</p>	<p>August  May</p>

Revised 2/23/05

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<b>Initiatives Programs/Strategies</b>	<b>School-Wide Comp.</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Resource (Human/Material/Fiscal)</b>	<b>Formative Evaluation (Benchmarks/Assessments)</b>	<b>Benchmark Dates</b>
CSI Lab						
1.7 Provide the following <b>Title I</b> program services: <ul style="list-style-type: none"> <li>• Annual review of the Parental Involvement Policy</li> <li>• Annual review of the Home/School compact</li> </ul>	SWC 6	Aug. 2009 –May 2010	J. Weeden B. Bowden Campus Quality Improvement Council (CQIC)	Parental Involvement Policy Home/School Compact Federal Funds— Personnel—	Benchmark Assessments  TAKS Results  AIMS web	May
1.9 Provide the following <b>Reading</b> program/strategies for improvement: <ul style="list-style-type: none"> <li>• Literacy library</li> <li>• Cougar Reading</li> <li>• Dyslexia Classes</li> <li>• Literacy groups</li> <li>• CSI Lab groups</li> <li>• Small group instruction in classroom (guided reading)</li> <li>• Accelerated Reading (AR)</li> <li>• Brain-based strategies</li> <li>• In-school/after school tutorials</li> <li>• STAR testing</li> <li>• CScope</li> </ul>	SWC 3 SWC 9 SWC 10	Aug. 2009 –May 2010	J. Weeden T. Heintz B. Bowden J. Bihl J. George Grade level Teachers	State Compensatory Education Funds Literacy Fund Intervention Classes Tutorials ARI/AMI Grant Community Mentors ESC Region 12 Consultants Literacy Library Books Vertical Alignment Map	Tutorial Time Sheets ARI Grant Evaluation Benchmark Results Test Scores	October  January  May
1.10 Provide the following <b>Math</b> program/strategies for improvement: <ul style="list-style-type: none"> <li>• Training for new textbooks as needed</li> <li>• Problem Solving Strategies</li> <li>• Manipulatives to teach</li> <li>• Incorporate literature</li> <li>• Integrate across the curriculum</li> </ul> CScope	SWC 3  SWC 8 SWC 9	Aug. 2009 –May 2010	J. Weeden T. Heintz B. Bowden Grade level teachers	Manipulatives Problem Solving and Manipulative Training w/ textbook rep Vertical Alignment Maps Textbook Rep	Benchmark Results Test Results	August  October  January  May

Revised 2/23/05

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<b>Initiatives Programs/Strategies</b>	<b>School-Wide Comp.</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Resource (Human/Material/Fiscal)</b>	<b>Formative Evaluation (Benchmarks/Assessments)</b>	<b>Benchmark Dates</b>
1.11 Provide the following <b>Science</b> program/strategies for improvement: <ul style="list-style-type: none"> <li>• Follow TEKS based outline</li> <li>• Integrate across the curriculum</li> <li>• Increase use of Science Lab</li> <li>• Increase hands-on activities in the classroom</li> <li>• CScope</li> </ul>	SWC 3	Aug. 2009 –May 2010	J. Weeden T. Heintz B. Bowden Grade level teachers	Lab equipment Problem Solving and lab equipment Training Vertical Alignment Maps Science Labs	Benchmark Results Test Results	August  October  January  May
1.12 Provide the following <b>Social Studies</b> program/strategies for improvement: <ul style="list-style-type: none"> <li>• Follow TEKS based outline</li> <li>• Integrate across the curriculum</li> <li>• Use literature to teach</li> <li>• Field trips, speakers and community resources to teach skills</li> <li>• CScope</li> </ul>	SWC 8 SWC 9	Aug. 2009 –May 2010	J. Weeden T. Heintz B. Bowden Grade level teachers	Integrated Curriculum Social Studies Text Vertical Alignment Maps	Benchmark Results Test Results	August  October  January  May
1.13 Provide the following <b>Technology</b> program/strategies for improvement to support the overall curriculum: <ul style="list-style-type: none"> <li>• Increase computer access, i.e. better computers in the classrooms</li> <li>• Increase site license for selected software titles</li> <li>• Increase number of Elmo &amp; projectors in classrooms as possible (AverVision)</li> <li>• Continue use of technology lab to enhance curriculum in grades 1-4</li> <li>• Projectors in all classrooms</li> </ul>	SWC 1 SWC 3 SWC 9	Aug. 2009 –May 2010	J. Weeden T. Heintz V. Loftin S. Abel V. Hayworth	Computer Labs Classroom Computers Software Integrated Curriculum State Funds  PTA Donations  Increased technology budget  Stimulus funds	SST Results Student Participation Technology Training Classes Surveys Technology Log Student Products	August  November  May

Initiatives Programs/Strategies	School- Wide Comp.	Timeline	Person Responsible	Resource (Human/Material/Fiscal)	Formative Evaluation (Benchmarks/Assessments)	Benchmark Dates
<p>1.14 Provide the following <b>Staff Development</b> to support campus programs and provide for school improvement:</p> <ul style="list-style-type: none"> <li>• New Teacher Orientation</li> <li>• CS Curriculum Planning Days</li> <li>• Gifted &amp; Talented 6-hour update</li> <li>• Technology training</li> <li>• CPR training</li> <li>• Campus and Grade Level/Department Meetings</li> <li>• Gradebook computer training for teachers in grades 1-4 - update</li> <li>• CScope curriculum training</li> </ul> <p>*See Staff Development Calendar approved by the SBDM committee.</p>	SWC 4	Aug. 2009 –May 2010	J. Weeden T. Heintz J. McCullough B. Bowden Consultants Intervention Teachers Classroom Teachers Team Leaders Specials Teachers Nurse	District Personnel ESC Region 12 Personnel RBEC Personnel Consultants Student Success Initiative Funds  Title II Funds  Local Funds	Minutes/Sign-In Sheets from Staff Development sessions PDAS Files CWT Observations CQIC Minutes School Calendar Benchmark Results Test Results	Dates indicated by Staff Development Calendar
<p>1.15 Provide access to <b>Assessments</b> to benchmark student success in the curriculum areas:</p> <ul style="list-style-type: none"> <li>• AIMS web</li> <li>• Fluency probes</li> <li>• Rigby Benchmark books (1<sup>st</sup> &amp; 2<sup>nd</sup> grade)</li> <li>• TAKS Released tests</li> <li>• Universal Screening</li> <li>• Envision</li> </ul>	SWC 1 SWC 8 SWC 10	Aug. 2009 –May 2010	J. Weeden Classroom Teachers Intervention Teachers K-4	Testing Resources  TEA	Practice Test Results Lesson Plans Skills Records STAR (Standardized Testing for the Assessment of Reading)  Benchmarks administered twice before TAKS Tests  AimsWEB	See assessment calendar

<b>Initiatives Programs/Strategies</b>	<b>School-Wide Comp.</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Resource (Human/Material/Fiscal)</b>	<b>Formative Evaluation (Benchmarks/Assessments)</b>	<b>Benchmark Dates</b>
1.16 Conduct the following <b>Transition</b> activities to support campus programs/activities: <ul style="list-style-type: none"> <li>• Cross grade-level meetings</li> <li>• Cross campus orientation</li> <li>• Parent/Student Orientation</li> <li>• Parent Conferences</li> <li>• Content Mastery for all students</li> <li>• GT programs</li> </ul>	SWC 6 SWC 7	Aug. 2009 –May 2010	J. Weeden T. Heintz Classroom Teachers  CSIC personnel	Meeting Agendas and Minutes Orientation Date and Time	Meeting Minutes Sign in Sheets Grade Level Report Cards Test Results	August  May
1.17 Provide the following <b>Dropout Prevention/Recovery</b> program/strategies for improvement: <ul style="list-style-type: none"> <li>• Counseling</li> <li>• Character Counts</li> <li>• Mentoring Program – PALS program</li> </ul>	SWC 6 SWC 7	Aug. 2009 –May 2010	J. Weeden T. Heintz J. Bihl J. George  C. Davis	Guidance Curriculum Character Counts Curriculum	AEIS Data	August  May
1.18 Conduct annual review of <b>Highly Qualified Teachers</b> and <b>Paraprofessional</b> staff requirements:  Coordinate the review of personnel files	SWC 3	Aug. 2009 –May 2010	J. Weeden T. Heintz M. Banik	Personnel Records	Log of Personnel Records	August  May
1.19 Provide the following programs/activities to support overall increased <b>Attendance</b> : <ul style="list-style-type: none"> <li>• Campus and Classroom</li> <li>• Six Weeks Awards for individual students and by class</li> <li>• End of year Individual Awards</li> <li>• Address attendance in fall parent conferences</li> </ul>	SWC 6  SWC 9	Aug. 2009 –May 2010	J. Weeden T. Heintz Staff Parents	Awards Cougar Pride Jamborees Fall Conferences	Attendance for 2008-2009	August  End of each six week period  May

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Initiatives Programs/Strategies	School- Wide Comp.	Timeline	Person Responsible	Resource (Human/Material/Fiscal)	Formative Evaluation (Benchmarks/Assessments)	Benchmark Dates
1.20 Provide the following <b>Planning Opportunities</b> for all staff to promote overall campus improvement: <ul style="list-style-type: none"> <li>• Assessment/Data Analysis</li> <li>• Campus Plan Process</li> </ul> Grade Level meetings Staff meetings Mentoring Program	SWC 1	Aug. 2009 –May 2010	J. Weeden T. Heintz Staff Campus Quality Improvement Council (CQIC)	Assessments Campus Plan Grade level and staff meetings  Substitutes	TAKS Campus Plan Meeting Agendas and Minutes	Scheduled meetings throughout the year
1.21 Provide all <b>Major Campus Documents</b> in English/Spanish and in a language and format understandable to parents: <ul style="list-style-type: none"> <li>• Home Language Survey</li> <li>• Parent Involvement Policies</li> <li>• Home/School Compact</li> <li>• Lunch Forms</li> </ul> Provide an interpreter for: <ul style="list-style-type: none"> <li>• Student Handbook</li> <li>• Parents Right To Know</li> <li>• Enrollment Forms</li> <li>• Parents Rights Booklets</li> </ul>	SWC 6	Aug. 2009 –May 2010	J. Weeden T. Heintz B. Bowden D. Delgado	Major Campus Documents	Completed campus documents Interpreter meetings	August  May
1.22 Compliance with the requirements of <b>Title VI (Civil Rights)</b> : <ul style="list-style-type: none"> <li>• Posted Notice</li> <li>• Application Form</li> <li>• Student/Staff Handbooks</li> <li>• Parent Rights Booklets</li> </ul>	SWC 10	Aug. 2009 –May 2010	J. McCullough B. Bowden	Posted Notice Application Form Student/Staff Handbooks Parent Rights Booklets	Distribution of Documents	August  May

Initiatives Programs/Strategies	School- Wide Comp.	Timeline	Person Responsible	Resource (Human/Material/Fiscal)	Formative Evaluation (Benchmarks/Assessments)	Benchmark Dates
1.23 Ensure compliance with the requirements of <b>Title IX (Sexual Discrimination)</b> : <ul style="list-style-type: none"> <li>• Posted Notice</li> <li>• Application Form</li> <li>• Student/Staff Handbooks</li> <li>• Parent Rights Booklets</li> </ul>	SWC 10	Aug. 2009 –May 2010	J. McCullough T. Durham	Posted Notice Application Form Student/Staff Handbooks Parent Rights Booklets	Distribution of Documents	August May
1.24 Continue to provide a Student Council Program	SWC 7	Aug. 2009 –May 2010	J. Bihl J. George	Student Council Planning Folder	Student Council Meeting Agendas	August through May

## China Spring Elementary Staff Development Calendar 2009 – 2010

**August 13, 2009 (Thursday)**

**8:00 a.m.            New Staff Induction**

**August 14, 2009 (Friday)**

**8:00 a.m.            “How Full Is Your Bucket?”  
Celebration of CSES and CSIS Exemplary Campuses  
Welcome Back and Procedure Day**

**August 17, 2009 (Monday)**

**7:30 a.m.            Breakfast/coffee**

**8:00 a.m.            District Convocation: “Excellence Is Our Standard, Exemplary Is Our Goal”**

**August 18, 2009 (Tuesday)**

**8:00 a.m.            Teacher Workday  
Google Website Training**

**August 19, 2009 (Wednesday)**

**8:00 a.m.            Work in Classrooms**

**9:00 to 11:00 a.m.    “Recognizing Reading Difficulties” presented by Beth Olson at PAC.  
All Classroom teachers must attend except PK and K.  
Google Website Training Session**

**11:00 -12:00 p.m.    Work in Classrooms**

**12:00 - 1:00 p.m.    Lunch on your own**

**1:00 – 3:30 p.m.     Work in classrooms**

<b>August 20, 2008 (Thurs.)</b>	<b>Break Out Sessions Campus Training: PDAS, Science Update, RTI Update</b>
<b>August 21, 2008 (Fri.)</b>	<b>Campus Meeting: “It Starts With You!”</b>
<b>October 28, 2009</b>	<b>Early Dismissal for Parent/Teacher Conferences</b>
<b>November 23/24, 2009</b>	<b>Comp Days</b>
<b>December 18, 2009</b>	<b>Early Dismissal/Campus Meetings</b>
<b>January 18, 2010</b>	<b>TAKS Training/After school TAKS Tutorial planning</b>
<b>March 3, 2010</b>	<b>TAKS Writing – 4<sup>th</sup> Grade</b>
<b>April 27, 2010</b>	<b>TAKS Math – 3<sup>rd</sup> and 4<sup>th</sup> Grades</b>
<b>April 28, 2010</b>	<b>TAKS Reading – 3<sup>rd</sup> and 4<sup>th</sup> Grades</b>
<b>May 1, 2010</b>	<b>All make-up sessions for TAKS tests.</b>
<b>May 6, 2010</b>	<b>Early Dismissal/Campus Improvement Plan Meetings</b>
<b>May 28, 2010</b>	<b>Early Dismissal/Campus Meetings</b>
<b>May 29, 2010</b>	<b>End of Semester/Year – Workday</b>

**\*Approved by the CAT on April 30, 20**Goal #2 - Parent/Community Involvement:

**Performance Objective:** In 2009-2010 there will be an increase in parent/community involvement, especially in all of the opportunities listed below.

**Summative Evaluation:** AEIS; TAKS; Parental Involvement Records; Survey Information

**Goal 2 - Summary of Needs Assessment Findings:**

China Spring Elementary School will continue to ensure a partnership with family and community members to enrich the lives of our students, thereby improving student success.

**Goal 2 - Documenting Evidence: (Data Collected/Analyzed)**

TAKS Awareness, AEIS Data, Annual Parental Involvement Report, and PDAS Reports

**Goal 2 - Target Actions/Implementations for 2009-2010: (Subject and Grade Specific, if applicable)**

The 2008 -- 2009 parent/community involvement will be maintained or will increase.

<b>PARENTAL INVOLVEMENT:</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
<b>Parent / Teacher Conferences</b>	<b>550</b>	<b>572</b>	<b>799</b>	<b>762</b>	<b>733</b> (PTA night)	<b>858</b>
<b>Information session # 1: Orientation</b>	<b>450</b>	<b>600</b>	<b>660</b>	<b>660</b>	<b>661</b>	<b>791</b>
<b>Information Session #2: TAKS Test Information</b>	<b>NA</b>	<b>NA</b>	<b>263</b>	<b>142</b>	<b>171</b>	<b>122</b>
<b>Training Session #1: Literacy/Art (Grandparents' Day-- 250, Veteran's Day--96)</b>	<b>102</b>	<b>NA</b>	<b>597</b>	<b>812</b>		<b>346</b>
<b>Training Session #2: Gifted and Talented</b>	<b>90</b>	<b>100</b>	<b>132</b>	<b>46</b>		<b>21</b>
<b>Campus Volunteers</b>	<b>200</b>	<b>197</b>	<b>250</b>	<b>280</b>	<b>643</b>	<b>750</b>
<b>Returned Parent Surveys</b> *Survey conducted every two years	<b>NA</b>	<b>226</b>	<b>NA</b>	<b>383</b>	<b>NA</b>	
<b>4<sup>th</sup> Grade Exit Survey</b>						

Initiatives Programs/Strategies	School-Wide Comp.	Timeline	Person Responsible	Resource (Human/Material/Fiscal)	Formative Evaluation (Benchmarks/Assessments)	Benchmark Dates
<p>2.1 Continue the following approaches to assure <b>open and effective communication</b> between the school and home:</p> <ul style="list-style-type: none"> <li>• “Welcome to School” Postcards</li> <li>• Cougar Tracks – every 2 weeks or once a month.</li> <li>• AR Progress Reports</li> <li>• Google Websites</li> <li>• Marquee</li> <li>• Assignment Notebook</li> <li>• Provide major campus documents in English and Spanish or provide Interpreter</li> <li>• Students’ Progress</li> <li>• ARD/SPREE Meetings</li> <li>• Benchmark Test Results</li> <li>• Connect Ed Communication System</li> <li>• Universal Screening Results</li> </ul>	SWC 2 SWC 6	Aug. 2009 –May 2010	J. Weeden T. Heintz PTA B.J. Gardner	News media Technology Department, i.e. Schoolnotes.com PTA & school publications  Spec. Ed supervisor counselor	Documentation and collection of copies of all communications  Parent Feedback: surveys  Progress Reports, Report Cards	August December May
<p>2.2 Conduct parent/teacher conferences as indicated below</p> <p>Campus-wide day in the fall in person, on the phone, or at home. Provide Incentives to attend conferences: -door prizes for parents -homework passes for students</p>	SWC 6	2009-2010	J. McCullough J. Weeden	Classroom Teachers Parents School Calendar	Sign-in Sheets Surveysw	August  November  February  May
<p>2.3 Provide the following <b>opportunities</b> for parents and community members to be <b>actively involved</b> in the programs of the school:</p> <ul style="list-style-type: none"> <li>• Watch DOG Program</li> </ul>	SWC6	Aug. 2009 –May 2010	J. Weeden J. Bihl T. Heintz J. George Teachers	Community Members PTA	Sign-in Sheets Survey	September To May

Revised 2/23/05

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6- Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

Initiatives Programs/Strategies	School-Wide Comp.	Timeline	Person Responsible	Resource (Human/Material/Fiscal)	Formative Evaluation (Benchmarks/Assessments)	Benchmark Dates
<ul style="list-style-type: none"> <li>• AR Night of Reading</li> <li>• Awards' Programs</li> <li>• Opportunity to eat with child</li> <li>• Parent Mentors</li> <li>• Volunteers</li> </ul>						
<p>2.4 Provide the following <b>training/information sharing sessions</b> with parents/community members:</p> <ul style="list-style-type: none"> <li>• Watch DOG Program</li> <li>• PTA sponsored motivational speakers</li> <li>• Pre-K/Kindergarten Round Up</li> <li>• Orientation</li> <li>• G/T</li> <li>• TAKS</li> <li>• Parent TAKS Nights</li> <li>• Provide translator for TAKS Nights</li> <li>• Attendance</li> </ul>	SWC 6	Aug. 2009 –May 2010	J. Weeden T. Heintz J. George J. Bihl PTA PK/K Teachers Third and Fourth Grade Teachers	Handouts School Calendar	Sign in sheets Survey	September
<p>2.5 Provide the following <b>opportunities for parents and community members</b> to be involved in <b>planning</b> for overall school improvement:</p> <ul style="list-style-type: none"> <li>• SBDM Team (CQIC)</li> <li>• Campus Committees</li> <li>• PTA (including class party information</li> </ul> <p>And handbook) Volunteers</p>	SWC 6	August 2009 – May 2010	J. McCullough J. Weeden J. Bihl T. Heintz PTA	Handbook Minutes of meetings	Sign in sheets PTA Committee meeting minutes Volunteer forms Surveys	August November March May

Revised 2/23/05

Initiatives Programs/Strategies	School- Wide Comp.	Timeline	Person Responsible	Resource (Human/Material/Fiscal)	Formative Evaluation (Benchmarks/Assessments)	Benchmark Dates
2.6 Continue/expand <b>partnerships</b> with the local businesses and organizations: <ul style="list-style-type: none"> <li>• Report card reward coupons from businesses</li> <li>• Adopt-a- School program</li> </ul>	SWC 10	Aug. 2009 –May 2010	J. Weeden J. Bihl J. George	Minutes of meetings	District survey	August  November March  May
2.7 Maintain accurate records of parents who attend special events, have one –on--one conferences, communicate with teachers by email or telephone: <ul style="list-style-type: none"> <li>Use clickers to count attendance at events</li> <li>Maintenance of parent communications by teachers</li> </ul>	SWC 6	August 2009 – May 2010	J. Weeden T.Heintz	Agendas Sign in sheets Minutes Clickers	Documentation based on collection of sign in sheets, tally sheets.	August through May

**Goal #3 – Safe and Orderly Environment:**

**Performance Objective:** China Spring Elementary will provide a safe, orderly environment that promotes successful student learning.

**Summative Evaluation:** AEIS Data; TAKS; Annual S/DFSC Evaluation; Technology Plan/Inventory; State Disaster Report

**Goal 3 - Summary of Needs Assessment Findings:**

Continue to provide and make additions to procedures, policies, and physical properties to ensure the safety and well being of all staff, students, and community members during any school activities such as:

- Continue to provide identification badges for all teachers, staff, and personnel.
- Continue regular inspections of facilities to identify and correct safety concerns.
- Watch DOG Program with clearer guidelines.

**Goal 3 - Documenting Evidence: (Data Collected/Analyzed)**

TAKS Scores, AEIS Data, Campus Maps, Maintenance Logs, and Safety Audit, Watch DOG Program exit surveys

<b>Safe/Drug-Free Schools and Communities Data / Goals</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
<b>Number of students placed in AEP</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>Number of code of conduct violations (PEIMS 425 Code 21)</b>	<b>NA</b>	<b>171</b>	<b>234</b>	<b>183</b>	<b>435</b>
<b>Number of incidents related to tobacco (PEIMS 425 Code 33)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Number of incidents related to alcohol (PEIMS 425 Code 05, 37)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Number of incidents related to other illegal drugs (marijuana, cocaine, etc. (PEIMS 425 Codes 04, 06, 36)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Number of fights (mutual combat – PEIMS 425 Code 41)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Number of assaults or retaliation on school personnel, volunteer, and other adults (PEIMS 425 Code 08, 27, 29, 31)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Number of assaults on students (PEIMS 425 Code 28, 30)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Number of weapons (firearms, knives, clubs) on campus (PEIMS 425 Code 11, 12, 13)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Number of incidents related to targeted violence threats (PEIMS 425 Code 26, 35)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Number of incidents related to gang violence (PEIMS 425 Code 34)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Number of other felonies (PEIMS 425 Code 02, 16, 17, 18, 19, 22)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Initiatives Programs/Strategies</b>	<b>School- Wide Comp.</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Resource (Human/Material/Fiscal)</b>	<b>Formative Evaluation (Benchmarks/Assessments)</b>	<b>Benchmark Dates</b>
3.1 Continue to ensure a safe, orderly, and disciplined environment through review/revisions to the following: School-wide Discipline Plan Student Code of Conduct Student Handbook RTI Behavior Plan	SWC 2  SWC 4  SWC 10	Aug. 2009 –May 2010	J. Weeden T. Heintz Staff	TASB Procedure Notebook Posters of Behavior and Work Habits Expectations and Social Skills	Student Handbook Minutes of Meetings Parent Signature Page Letter to Parents Discipline Referral Reports Safety audit	August  November  February  May
3.2 Maintain the following activities/strategies to address Crisis Management and Violence Prevention on the campus: <ul style="list-style-type: none"> <li>• Crisis Management/Response Plan</li> <li>• Crisis Response Team/Training</li> <li>• Staff Orientation to Emergency Drills:</li> <li>• Building Evacuation (Fire); Shelter in Place (Tornado); Lockdown; BASE</li> <li>• (Building Active Shooter Emergency); Site Evacuation               <ul style="list-style-type: none"> <li>• Require all visitors and outside support staff to wear identification badges</li> <li>• Sign in desk – DL program</li> <li>• Hugs &amp; Kisses Line</li> <li>• Accountability for all students are out of building by holding up a sign or roll call during a fire or evacuation drill.</li> </ul> </li> </ul>	SWC 2  SWC 4  SWC 10	Aug. 2009 –May 2010	J. Weeden T. Heintz Staff Care Bear Team (Crisis Response Team) Community members Doug Parker	Procedure Notebook Procedure Posters Fire Drills Tornado Drills Sign-in Book Visitor Badges Volunteer Badges Substitute Teacher Badges	Assigned numbers for distribution of notebooks Number of Fire and Tornado Drills Log of Visitors, Volunteers, and Substitutes	August  January  May

<p>3.3 Conduct the following improvements to the campus facilities:</p> <ul style="list-style-type: none"> <li>• Provide the following additions/improvements:</li> <li>• Fencing completely around property</li> <li>• Lighting/Electrical</li> <li>• Updating restrooms</li> <li>• Outdoor Drainage</li> <li>• Playground Upkeep</li> <li>• System to unlock door going to gym/health/art</li> <li>• Security code lock and electric gate</li> </ul>	SWC 5	Aug. 2009 –May 2010	T. Loftin CS Maintenance	Acquisition of materials for upgrades	Completed additions/upgrades to campus	August  November  December  February  May
<p>3.4 Technology Infrastructure:</p> <ul style="list-style-type: none"> <li>• Ensure security by updating:</li> <li>• Update security system by improving public announcement systems</li> <li>• Continue to update computers</li> <li>• Provide esources and training for teachers.</li> </ul>	SWC 2	Aug. 2009 –May 2010	T. Loftin	Acquisition of PA system and additional electrical needs  Security system at entrance to building	Implementation of electrical upgrades	August through May
<p>3.5 Provide for the following improvements to the campus administration of Disaster Drills:</p> <ul style="list-style-type: none"> <li>• Practice Fire Drills each month</li> <li>• Practice Tornado Drills twice a year</li> <li>• Practice disaster Drill when students need to remain in the classroom when appropriate</li> </ul>	SWC 10	Aug. 2009 –May 2010	J. Weeden T. Heintz	Fire Bells PA System	Log of disaster drills	Monthly – Aug. to May

Initiatives Programs/Strategies	School- Wide Comp.	Timeline	Person Responsible	Resource (Human/Material/Fiscal)	Formative Evaluation (Benchmarks/Assessments)	Benchmark Dates
<p>3.6 Provide the following staff development/training to ensure student/staff safety:</p> <ul style="list-style-type: none"> <li>• Continue to provide a trained greeter to Screen visitors</li> <li>• Add security system and new set of doors to entrance of school</li> <li>• Provide a new system (card swipe) to enter building at certain outside doors</li> <li>• Increase the number of monitors for buses</li> <li>• Provide training for bus monitors f</li> <li>• Provide training for all staff to redirect any bully or taunting with programs such as “Love and Logic”</li> </ul>	SWC 2	Aug. 2009 –May 2010	J. Weeden T. Heintz  J. Bihl Staff	Training dates and times for volunteers, monitors, and staff members Written curriculum presented in each classroom Apply for possible grants	Discipline Referral Reports Counselor/Committee Reports  Security Reports	August  November  January  May
<p>3.7 Provide the following Title IV – safe and Drug Free School and Communities programs and activities:</p> <ul style="list-style-type: none"> <li>• Red Ribbon Campaign</li> <li>• Provide conflict resolution and programs to students</li> <li>• Student Essay Contest/Art Contest</li> <li>• Provide more counseling groups</li> </ul>	SWC 2	Aug. 2009 –May 2010	J. Weeden T. Heintz J. Bihl Committee PTA	Committee Recommendations Title IV activities	PTA Sign-in sheets School calendar Discipline Referral Reports Counselor notes Student essays	October  November  January

ESC Region #:	12
LEA:	China Spring ISD
Co/District #:	161-920

**Special Education Monitoring System  
2008-2009**

Stage of Intervention:	1A
Submittal Date:	?

**Continuous Improvement Plan**

<b>DESIRED RESULT</b> (Goal(s) that address each identified area of improvement)	<b>MEASURABLE EVIDENCE OF CHANGE</b> (Qualitative and/or quantitative measures of student performance/ program improvement)	<b>ACTIVITIES</b> (Initiatives planned to achieve the desired result)	<b>RESOURCES</b> (Materials/supplies, fiscal, and personnel needed to implement activities)	<b>TIMELINES</b> Initial ( <i>Beginning</i> ) Interim ( <i>Formative</i> ) and Final ( <i>Summative</i> ) for evaluation purposes
<p>The district will reduce the percent of special education students to less than 15%</p>	<p>Decrease in number of special education referrals            PBMAS            Review of number of students dismissed from special education services</p>	<p>China Spring Intervention Action Plans for each campus which outline all of the interventions which are available to a struggling student prior to making a referral to special education</p> <p>Training for faculty and staff, including, but not limited to the following:</p> <ul style="list-style-type: none"> <li>*Accommodations and modifications for students in general education</li> <li>*Classroom management strategies</li> <li>*Effective use of tutorial time</li> <li>*Intervention techniques for general education classrooms</li> <li>*SPREE procedures for new staff and review for existing staff , encouraging an ample amount of time in the school year to implement interventions prior to referring students to special</li> </ul>	<p>Campus Administrators            Special Education Supervisors            Counselors            Campus Intervention Coordinators            District Curriculum Coordinator            Teachers</p>	<p>Initial:            Interim:            Final: ?</p>

<b>DESIRED RESULT</b> (Goal(s) that address each identified area of improvement)	<b>MEASURABLE EVIDENCE OF CHANGE</b> (Qualitative and/or quantitative measures of student performance/ program improvement)	<b>ACTIVITIES</b> (Initiatives planned to achieve the desired result)	<b>RESOURCES</b> (Materials/supplies, fiscal, and personnel needed to implement activities)	<b>TIMELINES</b> Initial ( <i>Beginning</i> ) Interim ( <i>Formative</i> ) and Final ( <i>Summative</i> ) for evaluation purposes
		education * ARD Committee training on determination of educational need *Departmental/Grade level curriculum meetings Mentorship of new staff related to available interventions and special education referrals		

**Follow-Up Activities**  
*After the interim benchmark for evaluation, what will we do if the initial plan isn't working?*

**Follow-Up Activities**

*After the interim benchmark for evaluation, what will we do if the initial plan isn't working?*

**Discuss and Review the plan with the China Spring ISD Collaborative Action Team**

**Corrective Action**

**The LEA must address the status of any previous corrective action and develop a plan for any new or continuing noncompliance.**

<b>Identify Areas of Noncompliance.</b> Enter the topic and specific legal reference from the CFR, TEC, or TAC.	<b>Corrective Action Activities</b>	<b>Timeline for Implementation</b>	<b>Current Compliance Status</b> <i>(for previously identified noncompliance, state <u>when</u> noncompliance initially was identified)</i>

**Benchmark Checks:**

- 1) Number of identified Migrant Students
- 2) Parent Advisory Council identified
- 3) Identification of 3 and 4 yr. olds

**Program Evaluation:** Annual Performance Report; Migrant Application/Form required at Title I, Part A Schoolwide Campuses

Please see AEIS Report on the Texas Education Agency's website at <http://www.tea.state.tx.us/perfreport/aeis/> for more helpful information.

## Parent Involvement Policy, School Compact, & Student Handbook Acknowledgment Form

It is our goal at China Spring ISD to give parents various opportunities to become involved in their child's education. Involvement opportunities throughout the year include, but are not limited to, the following:

- Volunteers, Tutors, and Mentors
- Campus Based Advisory Council
- District Based Advisory Council
- Parent/ Teacher Conference Day
- Evening Parent Meetings
- Parent Training Sessions
- Parent Organizations
- Student Activity Booster Clubs

It is important that parents and schools work together as partners to create a positive learning environment for students. This partnership will take a commitment on the part of the principal, teacher, parent, and student. In order to help facilitate this partnership, China Spring ISD will continue to use a School Compact for the 2009-2010 school year. The compact is an agreement (or a contract) between the school and home that outlines the responsibilities of the principal, teacher, parent, and student required in order to create a successful learning environment.

A copy of the School Compact is on the back of this memo. **Parents and students should read over the responsibilities and sign in the appropriate location.** The signed School Compact will be kept at the campus level until the end of the 2009-2010 school year. If parents have any questions, they can contact their child's campus principal or classroom teacher.

In addition, parents and students should understand the contents of the Student Handbook and the Student Code of Conduct (last set of white pages within the Student Handbook). These documents contain information that parents and students may need during the school year. Students will be held accountable for their behavior and will be subjected to the disciplinary consequences outlined in these two documents. Parents should sign below acknowledging the receipt of the Student Handbook and Student Code of Conduct.

I acknowledge the receipt of the Student Handbook and the Student Code of Conduct:

\_\_\_\_\_  
Printed Name of Student

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

# China Spring Elementary School Compact

## **Student Agreement:**

*As a student I will be responsible for:*

1. Coming to class each day on time and being prepared to work;
2. Respecting the right of others to learn without distraction and disruption;
3. Showing respect for everyone in the school and for school property;
4. Completing all assignments to the best of my ability;
5. Spending time at home on daily studying or reading;
6. Conforming to the Student Code of Conduct.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Parent Agreement:**

*As a parent, I want my child to succeed. Therefore, I will be responsible for:*

1. Seeing that my child attends school regularly and on time;
2. Providing a home environment that encourages my child to learn;
3. Helping my child in any way possible to meet his/her responsibilities;
4. Staying aware of my child's progress;
5. Supporting the school discipline plan.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Teacher Agreement:**

*It is important that students achieve. Therefore, I will be responsible for:*

1. Helping each child grow to his/her fullest potential;
2. Providing an environment conducive to learning;
3. Supplying clear evaluations of student progress to both students and parents;
4. Providing instruction that will motivate and encourage my students;
5. Establishing and maintaining high academic standards for all students.

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Principal Agreement:**

*It is important for our school to be successful. Therefore, I will be responsible for:*

1. Supporting high academic standards;
2. Providing an environment that allows for positive communication between the teacher, student, and parent;
3. Providing all students with a safe environment which is conducive to learning.

Principal Signature Judy Weeden \_\_\_\_\_ Date August 2009 \_\_\_\_\_