



Comfort Elementary School

Vision—Cultivating hearts and minds.

04/16/08 *Campus Improvement Plan 2008 – 09*

Angeli Marie Willson, Principal

Comfort Elementary School 2008 – 09 Campus Improvement Team

<i>Teachers (Campus Representatives)</i>	<i>Other campus-level professional staff</i>	<i>Parent Representatives</i>	<i>Business Representatives</i>	<i>Community Representatives</i>
Anna Bennett Nicky Gilliland Letitia Vaughan Cathy Tucker Kristin Day Trudi Oliphant Vicki Warlow Amme Davis Angie Barker Yvonne Bunch	Angeli Marie Willson, Principal Robert McConnell, Assistant Principal	Norma Rivera	Chad Schmidt	Nora Lozano



Vision	Cultivating hearts and minds
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Mission	To empower every student to be the best that he or she can be.
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-----DISTRICTWIDE GOALS-----

1. To move closer to becoming a RECOGNIZED school district.
2. To employ, develop, and retain personnel who are motivated and driven to provide classroom environment conducive to quality teaching.
3. To establish consistent discipline throughout the district. The District will strive to be fair, honest and open concerning discipline.
4. To successfully complete the Bond projects;
5. To develop committees to involve parents, community members, and stakeholders to participate in the daily routes of school life;
6. To develop a system for teaching students morals, respect, ethics and self-discipline.

ELEMENTARY GOALS-----

1. To move closer to being a Recognized Campus.
2. To employ, develop and retain highly qualified personnel.
3. To implement an on-going character education program that focuses on respecting all individuals.
4. To increase the number of parents who are involved with the school.
5. To improve communication within the school system and the community.



CES Performance Objectives (to be revised at a later date)

1. The percentage of students in the aggregate and each subgroup that meet or exceed the proficiency level in TAKS Reading will meet or exceed 90% level.
Subpopulations:
 - a. 3rd, 4th, and 5th grade Hispanic scores will increase from 74% to 90%.
 - b. 3rd, 4th, and 5th grade Economically Disadvantaged scores will increase from 77% to 90%.
2. The percentage of students in the aggregate and each subgroup that meet or exceed the proficiency level in TAKS Writing will remain or exceed 91% level.
 - a. 4th grade Hispanic scores will increase from 81% to 90%.
 - b. 4th grade Economically Disadvantaged scores will increase from 89% to 90%.
3. The percentage of students in the aggregate and each subgroup that meet or exceed the proficiency level in TAKS Math will meet or exceed 75% level.
Subpopulations:
 - a. 3rd, 4th, and 5th grade Hispanic scores will increase from 65% to 75%.
 - b. 3rd, 4th, and 5th grade Economically Disadvantaged scores will increase from 68% to 75%.
4. The percentage of students in the aggregate and each subgroup that meet or exceed the proficiency level in TAKS Science will meet or exceed 75% level.
Subpopulations:
 - a. 5th grade Hispanic scores will increase from 52% to 75%.
 - b. 5th grade Economically Disadvantaged scores will increase from 60% to 75%.
5. The percentage of students in the meeting ARD expectation for SDAA II will increase will remain or exceed 90%.



DISTRICT GOAL		To move closer to becoming a RECOGNIZED school district.				
CAMPUS GOAL		To move closer to being a Recognized Campus.				
Campus Performance Objective		The percentage of students in the aggregate and each subgroup that meet or exceed the proficiency level in TAKS Reading will meet or exceed 90% level.				
Summative Evaluation Used		TAKS results, AEIS data				
Action (s) Implemented	Needs Assessment	Special Populations	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
1.1.1 Implement the vertically aligned reading / language arts curriculum for grades k-5.	District Vertical Alignment Checklist		Administrators, Classroom Teachers, Reading Specialist	<p><u>Every first day of the week:</u> Teachers will submit lesson plans, and administrators will do a one-minute walkthrough everyday and a three-minute walkthrough at least once every three weeks to determine if the curriculum is being implemented.</p> <p><u>Every week:</u> the Reading Specialist will meet with each grade level and plan lessons using the Reading curriculum. The Specialist will make adjustments to the curriculum, when needed.</p> <p><u>At the end of the year:</u> The office will have a compilation of all lesson plans submitted and a record of 3-minute walkthroughs made. The Reading Specialist will also have an updated Reading Curriculum for K to 5.</p>	Adopted Reading Series, Supplement Reading materials, Region IV Scope and Sequence with Curriculum Based Assessment / Local	
1.1.2 Implement a balanced literacy program in grades K-5 which includes: read-alouds, word work, and guided reading.			Administrators, Classroom Teachers	<p>Administrators will do a one-minute walkthrough <u>everyday</u> and a three-minute walkthrough at least once <u>every three weeks</u> to determine a balanced literacy program is being implemented.</p> <p><u>At the end of the year:</u> Administrators will have documentation of walkthroughs.</p>	Guided Reading Closet/ARI Grant	



<p>1.1.3 Implement a school wide vocabulary in Reading</p>		<p>BIL/ESL, Hispanics, Economically Disadvantaged</p>	<p>Classroom Teachers, Reading Specialist</p>	<p>8/08 – Reading Specialist will present campus-wide Reading vocabulary, including teaching strategies. Reading Specialist will also post vocabulary words throughout the school. <u>Every week:</u> teachers will teach campus-wide vocabulary and assess on Fridays. Scores will show an improvement in the students’ vocabulary.</p>	<p>ARI Grant</p>	
<p>1.1.4 Continue implementing Data Driven Instruction based on regular curriculum assessments</p>			<p>Administrators, Classroom Teachers, Reading Specialist</p>	<p>9/08: Teachers will administer the Texas Primary Reading Inventory (TPRI) or John’s Informal Reading Inventory (IRI), to determine each student’s reading level. PK will be administered the LAP-3 and the Peabody Vocabulary Test. <u>Regularly (see separate benchmark schedule):</u> Curriculum assessments and benchmarks will be given. Teachers will send a benchmark analysis summary to the Principal and will use the data to re-teach or form intervention groups. <u>Everyday, during Bobcat Block:</u> teachers, with the help of the Reading Specialist, will hold interventions. <u>At the end of the year:</u> Teachers will re-administer the TPRI, John’s IRI, LAP-3 or Peabody to determine progress in each student’s reading level.</p>	<p>Region IV Scope and Sequence with Curriculum Based Assessment, Reading Interventions (SOAR Reading Intervention, Benchmark Reading Intervention, Earobics, Study Island)/Local/ARI</p>	
<p>1.1.5 Continue having students use the Accelerated Reader program</p>			<p>Classroom Teachers, Reading Specialist</p>	<p>8/08: The Reading Specialist will post charts to show which students have reached certain Accelerated Reading levels. <u>Every week:</u> the Reading Specialist will print out a diagnostic report which will list the students who reach a certain level in AR and will post the names of the students.</p>	<p>Local/PTA</p>	



				<p><u>Every six weeks</u>: the reading specialist will issue AR certificates and hand out AR prizes (some of which are donated by the PTA). At the end of the year: all students who have reached their AR goal will go on an educational field trip.</p>		
1.1.6 Continue using the "Big 6" research model to integrate Technology, Science, Social Studies, Math, & Reading			Classroom Teachers, Math Specialist, Reading Specialist, Science Specialist, and Librarian	<p><u>At the end of every semester</u>: All classroom teachers will have their class prepare at least one project using the "Big 6" research model.</p>	Local	
1.1.7 Provide tutorials (before-school or after-school) to students who failed last year's TAKS Reading.	TAKS scores		Classroom Teachers, Reading Specialist, Principal	<p><u>8/08</u>: Teachers will analyze the previous year's TAKS scores and AEIS report. <u>9/08</u>: The Principal will send letters regarding tutorials to parents of students who failed the TAKS last year. Students whose parents give permission start tutorials. <u>Every week, from Monday to Thursday</u>: Teachers hold tutorials with students. <u>01/09</u>: All students in Grades 3 to 5 will take a released TAKS test. Teachers will re-form their tutorial groups based on the results. <u>01/09</u>: Continue tutorials until the TAKS tests.</p>	Tutorials before-school, after school, and during school/ ARI Grant	
1.1.8 CES faculty will participate in professional development activities that address reading, writing, and language arts.		BIL/ESL, Hispanics, Economically Disadvantaged	Principal, Classroom Teachers, Reading Specialist	<p><u>8/08</u>: The Reading Specialist will compile ideas for professional development and present them to the faculty. Teachers who wish to attend workshops will ask permission from the Principal. <u>Every month, at faculty meetings</u>: The Principal will give an updated list of available workshops. Some CES faculty who attend professional development activities in reading,</p>	ARI Grant/Title I	



				writing, and language arts will share what they have learned with the rest of the faculty during those meetings.		
1.1.9 Continue holding Family Reading Nights			Librarian, Reading Specialist	<u>Every last Tuesday of the month</u> : the librarian and reading specialist will organize Family Reading Nights. The sign-in sheets at the monthly Family Reading Nights will reflect increased attendance by students and teachers.	Local, PTA donations	
1.1.10 Continue to implement summer reading program			Reading Specialist	<u>5/08</u> the reading specialist will distribute a summer reading list with a checklist and summary form. Prizes will be awarded when forms are returned the first week of school.	Local	
1.1.11 Continue to implement annual Spelling Bee competition			Teacher Volunteer	<u>2/09</u> teachers will organize and conduct the Spelling Bee based on guidelines established by San Antonio competition. Prizes will be awarded for the top performances..	Local	



DISTRICT GOAL		To move closer to becoming a RECOGNIZED school district.				
CAMPUS GOAL		To move closer to being a Recognized Campus.				
Campus Performance Objective		The percentage of students in the aggregate and each subgroup that meet or exceed the proficiency level in TAKS Writing will remain or exceed 90% level.				
Summative Evaluation Used		TAKS results, AEIS data				
Action (s) Implemented	Needs Assessment	Special Populations	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
1.2.1 Continue implementing a school wide writing program (6 Traits) in grades K-5			Administrators, Classroom Teachers, Reading Specialist	<p>8/08: The reading Specialist will present the school-wide writing program, including the TAKS Writing rubric.</p> <p><u>Every first day of the week:</u> Teachers will submit lesson plans, and administrators will do a three-minute walkthrough at least once every three weeks to determine if the curriculum is being implemented.</p> <p><u>At the end of the year:</u> The office will have a compilation of all lesson plans submitted.</p>	Local/ARI Grant	
1.2.2 Continue requiring all classroom teachers to compile individual student writing folders			Classroom Teachers, Reading Specialist	<p>8/08: All classroom teachers will be given yellow folders for the student writing.</p> <p><u>Every six weeks:</u> Classroom teachers will be required to put a writing sample in the yellow folder.</p> <p>At the end of the year: Students' writings will show an improvement based on the TAKS writing rubric.</p>	Local	



DISTRICT GOAL	To move closer to becoming a RECOGNIZED school district.
CAMPUS GOAL	To move closer to being a Recognized Campus.
Campus Performance Objective	The percentage of students in the aggregate and each subgroup that meet or exceed the proficiency level in TAKS Math will meet or exceed 75% level.
Summative Evaluation Used	TAKS results, AEIS data

Action (s) Implemented	Needs Assessment	Special Populations	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
1.3.1 Continue improving a vertically aligned math curriculum for grades k-5.	District Vertical Alignment Checklist		Administrators, Classroom Teachers, Math Specialist	<p><u>Every first day of the week:</u> Teachers will submit lesson plans, and administrators will do a one-minute walkthrough everyday and a three-minute walkthrough at least once every three weeks to determine if the curriculum is being implemented.</p> <p><u>Every week:</u> the Math Specialist will meet with each grade level and plan lessons using the Math curriculum. The Specialist will make adjustments to the curriculum, when needed.</p> <p><u>At the end of the year:</u> The office will have a compilation of all lesson plans submitted and a record of 3-minute walkthroughs made. The Math Specialist will also have an updated Math Curriculum for K to 5.</p>	Region IV Scope and Sequence with Curriculum Based Assessment/Local/AMI Grant	
1.3.2 Continue implementing the school-wide problem solving process in conjunction with the use of the Math			Administrators, Classroom Teachers	Administrators will do a one-minute walkthrough everyday and a three-minute walkthrough at least once every three weeks to determine if the curriculum is being implemented.	School-wide problem-solving process ("GO BOB"), Math Wall Daily Review/Ms. Fritz problem-solving program, Drops in the Bucket recursive homework / AMI	



Wall Daily Review, the Ms. Fritz Problem-solving program, and the Drops in the Bucket recursive homework.					Grant	
1.3.3 Continue implementing Data Driven Instruction based on regular curriculum assessments.			Administrators, Classroom Teachers, Math Specialist	<p>9/08: Teachers will administer the Texas Math Diagnostic System test to determine each student's Math level. <u>Regularly (see separate benchmark schedule):</u> Curriculum assessments and benchmarks will be given. Teachers will send a benchmark analysis summary to the Principal and will use the data to re-teach or form intervention groups. <u>Everyday, during Bobcat Block:</u> Teachers, with the help of the Math Specialist, will hold interventions. At the end of the year: Teachers will re-administer the TMDS to determine progress in each student's math level.</p>	Adopted Math Series, Supplement Math materials, Region IV Scope and Sequence with Curriculum Based Assessment, Math Interventions (Understanding Math Series, Study Island) / Local	
1.3.4 Provide tutorials (before-school or after-school) to students who failed last year's TAKS Math			Classroom Teachers, Math Specialist, Administrators	<p>8/08: Teachers will analyze the previous year's TAKS scores and AEIS report. 9/08: The Principal will send letters regarding tutorials to parents of students who failed the TAKS last year. Students whose parents give permission start tutorials. <u>Every week, from Monday to Thursday:</u> Teachers hold tutorials with students. 01/09: All students in Grades 3</p>	Tutorials before-school, after school, and during school/ AMI Grant	



				to 5 will take a released TAKS test. Teachers will re-form their tutorial groups based on the results. 01/09: Continue tutorials until the TAKS tests.		
1.3.5 CES faculty will participate in professional development activities that address math.			Principal, Math Specialist	8/08: The Math Specialist will compile ideas for professional development and present them to the faculty. Teachers who wish to attend workshops will ask permission from the Principal. <u>Every month, at faculty meetings:</u> The Principal will give an updated list of available workshops. Some CES faculty who attend professional development activities in math will share what they have learned with the rest of the faculty during those meetings.	AMI Grant/Title I	
1.3.6 Hold at least one Math Night in conjunction with a Family Reading Night.			Math Specialist, Reading specialist, Librarian	1/09: The Math Specialist will coordinate with the Reading Specialist and the Librarian to hold a Math Night in conjunction with the first three Family Reading Nights of 2008. The sign-in sheets at the Math Nights will reflect increased attendance by students and teachers.	Local, PTA donations	
1.3.7 Implement a school wide vocabulary in Math.		BIL/ESL, Hispanics, Economically Disadvantaged	Classroom Teachers, Math Specialist	8/08 – The Math Specialist will present campus-wide Math vocabulary, including teaching strategies. <u>Every week:</u> teachers will teach campus-wide vocabulary and assess on Fridays. Scores will show an improvement in the students' vocabulary.	AMI Grant	



1.3.8 Continue holding a Math Olympics where students compete in groups to do Math calculations and problem-solving.			Math Specialist	<u>04/09:</u> The Math Specialist will invite students to join the Math Olympics, and hold the contest. Participation in this year's Math Olympics compared to last year's will show an increase.	Title I/Local	
1.3.9 Implement the "Just The Facts" program in Grades K to 2.			Math Specialist	<u>8/08:</u> The K to 2 teachers will be trained on "Just The Facts", <u>5/09:</u> The K to 2 teachers will meet to evaluate the program.	AMI	
1.3.10 Continue to implement a summer math program			Math Specialist	<u>5/08:</u> The Math Specialist will provide grade level teacher with material for students to work on over the summer. Upon return to school, students will be tested and prizes awarded.	Local	



DISTRICT GOAL	To move closer to becoming a RECOGNIZED school district.
CAMPUS GOAL	To move closer to being a Recognized Campus.
Campus Performance Objective	The percentage of students in the aggregate and each subgroup that meet or exceed the proficiency level in TAKS Science will meet or exceed 75% level.
Summative Evaluation Used	TAKS results, AEIS data

Action (s) Implemented	Needs Assessment	Special Populations	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
1.4.1 Continue writing a vertically aligned science curriculum for grades K-5.			Administrators, Classroom Teachers, Science Specialist	<p><u>Every first day of the week:</u> Teachers will submit lesson plans, and administrators will do a one-minute walkthrough everyday and a three-minute walkthrough at least once every three weeks to determine if the curriculum is being implemented.</p> <p><u>Every week:</u> the Science Specialist will meet with each grade level and plan lessons using the Science curriculum. The Specialist will make adjustments to the curriculum, when needed.</p> <p><u>At the end of the year:</u> The office will have a compilation of all lesson plans submitted and a record of 3-minute walkthroughs made. The Science Specialist will also have an updated Science Curriculum for K to 5.</p>	Region IV Scope and Sequence with Curriculum Based Assessment/Local	
1.4.2 Continue implementing Data Driven Instruction based on regular curriculum assessments			Administrators, Classroom Teachers, Science Specialist	<p><u>9/08:</u> Teachers will administer the Texas Science Diagnostic System (TSDS) test to determine each student's Science level.</p> <p><u>Regularly (see separate</u></p>	Region IV Scope and Sequence with Curriculum Based Assessment/Local	



				<p><u>benchmark schedule</u>): Curriculum assessments and benchmarks will be given. Teachers will send a benchmark analysis summary to the Principal and will use the data to re-teach or form intervention groups.</p> <p><u>Everyday, during Bobcat Block</u>: teachers, with the help of the Science Specialist, will hold interventions.</p> <p><u>At the end of the year</u>: Teachers will re-administer the TSDS to determine progress in the students' Science levels.</p>		
1.4.3 Integrate the science lab into the weekly science instruction			Principal, Classroom Teachers, Science Specialist	<p><u>8/08</u>: The Principal will include Science Lab in the Block Schedule so that each class gets to go every other week.</p> <p><u>Every other week</u>: The Science Specialist will meet with grade level teams to plan instruction during Science Lab classes.</p> <p><u>Every week</u>: Administrators will check the lesson plans for the integration of the use of the science lab in the science instruction.</p>	Local	
1.4.4 CES faculty will participate in professional development activities that address Science.			Principal, Science Specialist	<p><u>8/08</u>: The Science Specialist will compile ideas for professional development and present them to the faculty. Teachers who wish to attend workshops will ask permission from the Principal.</p> <p><u>Every month, at faculty meetings</u>: The Principal will give an updated list of available workshops. Some CES faculty who attend professional</p>	Local, Title I	



				development activities in math will share what they have learned with the rest of the faculty during those meetings.		
1.4.5 Hold Science Nights in conjunction with Family Reading Nights			Science Specialist, Reading specialist, Librarian	<u>1/09</u> : The Science Specialist will coordinate with the Reading Specialist and the Librarian to hold a Science Night in conjunction with the Family Reading Nights in 2009. The sign-in sheets at the Science Nights will reflect increased attendance by students and teachers.	Local, PTA donations	
1.4.6 Implement a school wide vocabulary in Science.		BIL/ESL, Hispanics, Economically Disadvantaged	Classroom Teachers, Science Specialist	<u>8/08</u> – The Science Specialist will present campus-wide Math vocabulary, including teaching strategies. <u>Every week</u> : teachers will teach campus-wide vocabulary and assess on Fridays. Scores will show an improvement in the students' vocabulary.	Local	
1.4.7 Continue holding a Science Fair.			Science Specialist	<u>12/08</u> : The Science Specialist will organize and hold the Science Fair. Participation in this year's Science Fair compared to last year's will show an increase.	Local	



DISTRICT GOAL	To move closer to becoming a RECOGNIZED school district.
CAMPUS GOAL	To move closer to being a Recognized Campus.
Campus Performance Objective	100% of students passing the Social Studies Curriculum Based Assessment
Summative Evaluation Used	TAKS results, AEIS data

Action (s) Implemented	Needs Assessment	Special Populations	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
1.5.1 Integrate Social Studies with Reading			Classroom Teachers, Reading Specialist, Principal	<u>Every week</u> : classroom teachers will meet as grade level teams to plan instruction where Social Studies is integrated with Reading. Administrators will check the lesson plans for the integration of Social Studies in Reading.	Local	



DISTRICT GOAL	To move closer to becoming a RECOGNIZED school district.
CAMPUS GOAL	To move closer to being a Recognized Campus.
Campus Objective	To implement Differentiated Instruction in every classroom.
Summative Evaluation Used	TAKS results, AEIS data

Action (s) Implemented	Needs Assessment	Special Populations	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
1.6.1 CES faculty will participate in professional development activities that address differentiated instruction for special population students including: special education, bilingual education, ESL, 504, at-risk, dyslexic, and G/T students.		Special education, bilingual education, ESL, 504, at-risk, dyslexic, and G/T students	Administrators, Teachers	8/08: Principal and staff members will do a presentation on differentiation to the staff. Every (monthly)faculty meeting: the Principal will give additional updates on differentiated instruction at CES. 10/08, 01/09, 4/09: The Principal and two other staff members will attend a Region 20 training on Differentiated Instruction Capacity Building cadres. They will present what they have learned to the staff at faculty meetings. By the end of the year: Walkthroughs and classroom observations will show all classroom teachers having implemented differentiated instruction.	Local/Title 1/ARI	
1.6.2 Differentiated instruction and instructional modifications will be fully implemented in the classroom for special population		Special education, bilingual education, ESL, 504, at-risk, dyslexic, and G/T students	Administrators, Classroom Teachers, Math Specialist, Reading Specialist, & Science Specialist	<u>Every week</u> : Administrators will check lesson plans to check for evidence of differentiated instruction and instructional modifications. They will monitor the implementation through walkthroughs and observations.	Local/Title 1	



students including: special education, bilingual education, ESL, 504, at-risk, dyslexic, and G/T students.						
1.6.3 Utilize the Teaching Assistance Team (TAT) Process to address interventions for students with academic needs.		Special education, bilingual education, ESL, 504, at-risk, and dyslexic students	TAT Committee	Every six weeks: The TAT committee will meet to discuss the students who have been brought to the attention of the TAT Committee, as needing assistance. The committee will brainstorm for interventions. The group will meet six weeks after to discuss the students' progress. They will also discuss students who haven't been previously brought to TAT meetings.	Time allocated for TAT Committee to meet	
1.6.4 The administrators will monitor implementation of Individual Education Plans (IEPs).			Administrators, Special Education teachers	Every six weeks: The administrators will meet with Special Education teachers to discuss Special Education students.	Local	
1.6.5 Continue implementing Bobcat Block - a campus-wide block of instructional time for differentiated instruction (interventions and enrichment)			Administrators, Classroom Teachers, Math Specialist, Reading Specialist, & Science Specialist, Wilson Reading teacher, GT teacher	<u>Regularly (see separate benchmark schedule):</u> Curriculum assessments and benchmarks will be given. Teachers will send a benchmark analysis summary to the Principal and will use the data to re-teach or form intervention groups. All classroom teachers will send a list of their intervention groups to the Principal. <u>Everyday, during Bobcat Block:</u> Teachers, with the help of the Reading, Math, and Science	Local/Title I/ARI/AMI	



				Specialist, as well as the Wilson Reading teacher and the GT teacher will hold interventions.		
1.6.6 CES faculty will participate in professional development activities that address "Best Practices" such as teaching approaches that stress brain-based learning techniques.			Administrators, Teachers	8/08: The Principal will do a presentation on Zimmelman's Best Practice. Everyday: Principals will monitor implementation of "Best Practices" through walkthroughs and classroom observations.	Local/Title I	
1.6.7 Continue to offer PEG (Primary Education Gifted) for K-1. PEEP (Primary Educational Enrichment Program) will be offered for 2 nd grade students and Alpha will be offered to 3 rd grade students			GT teacher	5/08: The GT committee will meet to determine which students have met the criteria for entry to the Alpha and PEEP programs 10/08: The GT committee will meet to determine which students have met the criteria for entry into the PEG program. <u>Every week</u> : The GT teacher will submit lesson plans to show that enrichment instruction is given to our GT students. At the end of the year: The office will have a compilation of GT lesson plans and all GT students in Grades 3 to 5 have attained "Exceeds Expectations" on the TAKS.	Title 1	



DISTRICT GOAL	To move closer to becoming a RECOGNIZED school district.
CAMPUS GOAL	To move closer to being a Recognized Campus.
Campus Objective	Instructional Technology will be integrated into the learning process.
Summative Evaluation Used	TAKS results, AEIS data

Action (s) Implemented	Needs Assessment	Special Populations	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
1.7.1 Do a needs-analysis and gather suggestions for requesting necessary technology for the classrooms.			Administrators	8/08: Administrators will give a survey to the staff asking for technological needs that they need to teach. Suggestions for technological improvement at CES will also be brought to the District Technology Planning committee meeting.	Local	
1.7.2 Faculty and staff will help maintain technology through the submission of technology work requests.			All Staff	All staff shall submit technology work requests throughout the online system.	Local	
1.7.3 CES faculty and staff will participate in integrate technology into their daily classroom instruction, such as the use of Smart Boards or videoconferencing.			Administrators	Every week: Lesson plans shall be checked for technology integration.	Local/Title II	
1.7.4 Purchase software that helps meet the needs of the students		G/T, special education, bilingual education, ESL, and at-risk students	Administrators, curriculum specialists	8/08: The Principal will meet with curriculum specialists to plan what software to purchase.	Local/Title II, ARI/AMI	



including special students populations such as G/T, special education, bilingual education, ESL, and at-risk.						
1.7.5 CES faculty and staff will participate in professional development activities that address their competencies on basic software programs (Microsoft Word, Excel Power Point, etc.).			Administrators, District Technology personnel	8/08: Administrators will give a survey to the staff asking for technology training they need to teach. Every second Wednesday of the month: District Technology personnel will train staff members who wish to have Technology training. Staff members who complete a training will be given a certificate of completion.	Local/Title II	



DISTRICT/CAMPUS GOAL	To move closer to becoming a RECOGNIZED school district.
CAMPUS GOAL	To move closer to being a Recognized Campus.
Campus Objective	Provide a learning environment where the students are empowered to take charge of their learning.
Summative Evaluation Used	Student participation during parent conferences

Action (s) Implemented	Needs Assessment	Special Populations	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
1.8.1 Implement program where students keep individual student goal folders. These folders will have beginning-of-the-year data, goals, and on-going progress in all subjects.			Administrators, Classroom Teachers	8/08: All classroom teachers will be given purple folders for their students. Regularly (after every benchmark): Teachers will confer with students. They will help them complete their individual student folder and set individual goals for the next benchmark.	Local	
1.8.2 Student Led Parent Conferences			Classroom Teachers, Administrators	8/08: The Principal will discuss Student-led parent conferences. 11/08 Faculty Meeting: The Principal will review student-parent conferences. At Parent Conferences, students will discuss his/her student goals and progress in attaining the goals.	Local	



DISTRICT GOAL	To move closer to becoming a RECOGNIZED school district.
CAMPUS GOAL	To establish accountability for student success at the student, teacher and administrative levels.
Campus Objective	The student attendance rate will remain above 95% throughout the school year.
Summative Evaluation Used	PEIMS data

Action (s) Implemented	Needs Assessment	Special Populations	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
1.9.1 Apply incentive programs to promote good attendance, including but not limited to a monthly bike giveaway to a student with perfect attendance and an annual Perfect Attendance medal.			Administrators	Every month: The Attendance Secretary will print out a list of students who have perfect attendance. The PTA will give rewards to the students. Attendance records will also be in the monthly Board Reports by the campus principal.	Local/PTA	



DISTRICT GOAL	To move closer to becoming a RECOGNIZED school district.
CAMPUS GOAL	To move closer to becoming a Recognized campus
Campus Objective	Make provisions for a safe learning environment for all students.
Summative Evaluation Used	

Action (s) Implemented	Needs Assessment	Special Populations	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
1.10.1 The administration shall hold monthly fire drills and will ensure that fire safety is taught to all grade levels.			Principal	<u>Every month</u> : The Principal shall hold and document monthly fire drills.	Local	
1.10.2 The administration shall hold other drills such as lockdowns and tornado drills.			Principal	<u>Every month</u> : The Principal shall hold and document other safety drills.	Local	
1.10.3 Faculty and staff will maintain facilities through the submission of work orders.			All Staff	All staff shall submit maintenance and grounds work requests throughout the online system.	Local	
1.10.4 Review and help revise the school health program.			School Health Advisory Council (SHAC) members	Faculty and staff will review and give suggestions to the School Health Advisory Council (SHAC) members.	Title IV	
1.10.5 Establish Emergency Response Teams to be trained and prepared for emergencies.			SHAC, Administrators	The CES Emergency Response Team will be organized and trained in the beginning of the year.	Title IV	



<p>1.10.6 CES, through SHAC, shall develop strategies to eliminate harassing, teasing, and bullying of students and replace those negative behaviors with appropriate positive behaviors.</p>			<p>SHAC, CIT, Administrators, Guidance Counselor</p>	<p>The CIT will plan activities to address these critical issues.</p>	<p>Title IV</p>	
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DISTRICT GOAL	To move closer to becoming a RECOGNIZED school district.
CAMPUS GOAL	To move closer to being a Recognized Campus.
Campus Objective	Establish accountability for student success at the teacher-level.
Summative Evaluation Used	

Action (s) Implemented	Needs Assessment	Special Populations	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
1.11.1 Continue having all teachers submit weekly lesson plans.			Administrators, all teachers	<u>Every week</u> : All teachers will submit a lesson plan to the office. The Principal shall review the plans and keep them in a binder.	Local	
1.11.2 Continue having all teachers use previous TAKS scores/ released test scores and current diagnostic scores (TPRI, IRI, TMDS, TSDS) to form their intervention groups.			Administrators, all teachers	<u>8/08</u> : The teachers shall form intervention groups based on the previous year's TAKS scores. They will update the groups after each benchmark. They will send their intervention group roster to the Principal.	Local	
1.11.3 Continue having all teachers administer benchmark tests and the released TAKS tests, and use the scores to inform intervention groups.			Administrators, all teachers	<u>Following the benchmark schedule</u> : Teachers shall send a Benchmark/TAKS item analysis to the Principal and shall discuss the test results with her.	Local	
1.11.4 Have teachers hold tutorials for students below grade level, before school or after school.			All teachers	<u>Every week</u> : Teachers shall send documentation of student attendance and lessons taught during these tutorials.	Local	



1.11.5 Teachers shall submit names of students who need additional support to the Teacher Assistance Team (TAT).			Guidance Counselor	<u>Every six weeks:</u> The Guidance Counselor shall maintain records on all students referred to the TAT.	Local	
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DISTRICT GOAL	To move closer to becoming a RECOGNIZED school district.
CAMPUS GOAL	To move closer to being a Recognized Campus.
Campus Objective	Establish accountability for student success at the administrator-level.
Summative Evaluation Used	

Action (s) Implemented	Needs Assessment	Special Populations	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
1.12.1 Administrators shall continue doing walkthroughs.			Administrators	<u>Every three weeks</u> : The Administrators will do one-minute walkthroughs daily, and three-minute walkthroughs every three weeks. They shall keep documentation on three-minute walkthroughs done by the Administrators.	Local	
1.12.2 Administrators shall continue meeting with grade-level teams every week.			Administrators	<u>Every week</u> : Administrators will meet with grade-level teams. Administrators will take notes on pertinent discussions during team meetings.	Local	
1.12.3 Administrators shall meet with individual teachers to discuss benchmark results			Administrators	<u>Following the benchmark schedule</u> : The Administrators shall meet with teachers to discuss benchmark results. Administrators will take notes on pertinent discussions.	Local	



DISTRICT GOAL	To employ, develop, and retain personnel who are motivated and driven to provide classroom environment conducive to quality teaching.
CAMPUS GOAL	Develop and retain qualified and highly effective personnel.
Campus Objective	Develop and retain qualified and highly effective personnel.
Summative Evaluation Used	Summary of staff development attended by personnel; Turn-over rate of staff

Action (s) Implemented	Needs Assessment	Special Populations	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
2.1.1 CES faculty and staff will participate in professional development activities that address their students' needs.			Administrators, teachers	8/08: The Principal will compile ideas for professional development and present them to the faculty. Teachers who wish to attend workshops will ask permission from the Principal. <u>Every month, at faculty meetings:</u> The Principal will give an updated list of available workshops. Some CES faculty who attend professional development activities in math will share what they have learned with the rest of the faculty during those meetings.	Local	
2.1.2 Develop a plan and provide opportunities for teachers who are not "highly qualified" to be so at the end of the school year.			Administrators, teachers	8/08: The principal shall develop a plan with teachers who are not "highly qualified" to become one at the end of the school year. <u>Every month:</u> The principal shall monitor the teachers' progress in becoming highly qualified.	Local	
2.1.3 Continue implementing the CES mentoring program for			Administrators, teachers	8/08: The assistant principal shall develop a mentor program for first year teachers at CES. <u>The last Tuesday of every</u>	Local	



teachers in their first year at CES.				<u>month</u> : The new teachers and their mentors shall meet monthly to help the teachers be successful with teaching.		
2.1.4 Give a stipend to all teachers with a certification in Bilingual education.			Principal	<u>When needed</u> : if there is an opening for a Bilingual Ed. or ESL teacher, the Principal will point out the stipend as an incentive to teach at CES. <u>5/07</u> : The Principal will give Central Office a list of teachers who qualify for the Bilingual stipend.	Title III	



DISTRICT GOAL	To employ, develop, and retain personnel who are motivated and driven to provide classroom environment conducive to quality teaching.
CAMPUS GOAL	Develop and retain qualified and highly effective personnel.
Campus Objective	Maintain high staff morale.
Summative Evaluation Used	

Action (s) Implemented	Needs Assessment	Special Populations	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
2.2.1 Continue having the CES Sunshine Committee.			Principal, selected teachers	8/08: The Principal shall disclose last year's budget expenditures made by the Sunshine Committee. All staff will be invited to donate to this year's Sunshine Committee – We Help All Teachers – W.H.A.T. Committee. <u>When needed:</u> The W.H.A.T. committee shall meet to plans for staff activities. The committee chairperson shall keep minutes of their meetings. 5/09: The W.H.A.T. Committee shall give a summary of their budget expenditures to the staff.	Sunshine Committee (W.H.A.T.) funds, Principal's Fund	
2.2.2 Continue holding Staff Social Hours every six weeks.			W.H.A.T. Committee	<u>Every six weeks:</u> The W.H.A.T. committee shall organize a Staff Social to recognize certain staff members and to build a sense of community among all staff.	Sunshine Committee funds, Principal's Fund	
2.2.3 Continue holding staff team-building activities, like the Turley Bowl and the Christmas Party.			Principal	<u>Every month:</u> The Principal will organize staff team-building activities, such as: Apple Totin' Relay (Sept.), Scarecrow Building (Oct.), Turkey Bowl (Nov.), Christmas Bingo (Dec.).	Sunshine Committee funds, Principal's Fund	
2.2.4 Continue "Group Dynamics" activity during faculty meetings.			Administrators, all staff	<u>Every month:</u> The Principal will start each faculty meeting with a "Group Dynamics" activity. The agenda shall reflect this.	Principal's Fund	



DISTRICT GOAL	To develop a system for teaching students morals, respect, ethics and self-discipline.
CAMPUS GOAL	Create an on-going character education program that focuses on respecting all individuals.
Campus Objective	Create an on-going character education program that focuses on respecting all individuals in a manner that emphasizes individuals strengths and contributions to our community.
Summative Evaluation Used	Bobcat Brags; Discipline referrals

Action (s) Implemented	Needs Assessment	Special Populations	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
3.1.1 Implement the "Essential 55"			Guidance Counselor	<u>Every week</u> : The Guidance Counselor shall incorporate the "Essential 55" into her classroom lessons. The principal shall reinforce the lessons in the Monday newsletter.	Local	
3.1.2 Continue implementing programs such as Red Ribbon Week, Anti-bullying, and Gun Safety.			Guidance Counselor, Administrators, All Staff	The Guidance Counselor shall incorporate programs such as Red Ribbon Week, Anti-bullying, and Gun Safety into her classroom lessons. The principal shall reinforce the lessons in the Monday newsletter.	Local	
3.1.3 Implement the Four Pillars of the CES Behavior Management program.			Administrators, all staff	<u>8/08</u> : The Principal will discuss the Four Pillars of the CES Behavior Management program. <u>9/08</u> : Classroom teachers will discuss the program. <u>Everyday</u> : Teachers will be on the lookout for good behavior. They will write "Bobcat Brags" on the students. These brags will be read during Morning Announcements. The Principal will send Bobcat Brag postcards to parents, informing them of their child's good behavior. The Principal will also write the names of the students on cards to be posted around the school.	Local	



DISTRICT GOAL	To develop committees to involve parents, community members, and stakeholders to participate in the daily routes of school life.
CAMPUS GOAL	Increase the number of parents who are involved with the school
Campus Objective	Increase the number of parents who are involved with the school
Summative Evaluation Used	Sign-in Sheets

Action (s) Implemented	Needs Assessment	Special Populations	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
4.1.1 Continue providing translators for all campus events and activities			Administrators, all staff	<u>When needed</u> : Bilingual personnel will be available to translate for Hispanic parents.	Title III, Title IV, Local	
4.1.2 Hold Parent Nights to meet the needs of all parents			Administrators, all staff	8/08: The School will hold a Parent Nights. Bilingual personnel will be on hand to help translate to, and welcome Hispanic parents.	Title III, Title IV, Local	
4.1.3 Continue holding GED, Adult ESL Classes, Citizenship Classes and Parenting Classes			Guidance Counselor	9/08: The Guidance Counselor will recruit adults who are interested in GED, Parenting, Citizenship and ESL classes. She will coordinate with Seguin ISD and implement the programs. 1/09: The Guidance Counselor will recruit a second group and implement the programs. 5/09: The Guidance Counselor will do an evaluation of the programs.	Title III, Title IV, Local	
4.1.4 Continue implementing the CES Parent Volunteer program			Guidance Counselor	8/08: The Guidance Counselor shall discuss the Parent Volunteer program during Parent nights. 9/08: The Guidance Counselor will train and monitor the parents in the program and will maintain a log of all volunteer jobs done by the parents.	Title IV	



DISTRICT GOAL	To develop committees to involve parents, community members, and stakeholders to participate in the daily routes of school life.
CAMPUS GOAL	To improve communication within the school system and the community.
Campus Objective	Improve communication within the school system.
Summative Evaluation Used	

Action (s) Implemented	Needs Assessment	Special Populations	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
5.1.1 Continue having teachers send a weekly newsletter to parents in both English and Spanish.			All classroom teachers	Every week: Each grade level team will meet to discuss the following week's lessons and newsletter. The team leaders shall send a copy of the weekly newsletter to the Principal.	Local	
5.1.2 Continue having a weekly Principal's newsletter to parents in both English and Spanish.			Principal	<u>Every week:</u> The Principal will write a Monday Letter to the parents of CES students. The Principal shall send a copy of her weekly newsletter to the Superintendent.	Local	
5.1.3 Continue having a weekly Principal's newsletter (FYI) to staff members.			Principal	<u>Every week:</u> The Principal will compose a newsletter for all CES staff ("FYI"). The Principal shall send a copy of her weekly FYI to the Superintendent.	Local	
5.1.4 Continue holding monthly faculty meetings			Principal	8/08: The Principal will schedule monthly meetings. She will give the schedule to all staff during In-service. Every month: The Principal will send the agenda of each faculty meeting to all staff before each meeting. The Principal shall send a copy of the agenda to the Superintendent. Attendance will be taken at each meeting.	Local	



5.1.5 Continue submitting a monthly School Board Report.			Principal	<u>Every month</u> : The Principal shall submit a report to the Superintendent for inclusion in the School Board meeting packet.	Local	
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DISTRICT GOAL	To develop committees to involve parents, community members, and stakeholders to participate in the daily routes of school life.
CAMPUS GOAL	To improve communication within the school system and the community.
Campus Objective	Improve communication with the community.
Summative Evaluation Used	

Action (s) Implemented	Needs Assessment	Special Populations	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Comments (To be written by CIT throughout the year)
5.2.1 Continue holding regular Campus Improvement Team meetings.			Administrators, selected staff members, community members	<u>Every month</u> : The Principal will hold CIT meetings. The Principal shall send a copy of the agenda of the faculty meetings to the Superintendent. Attendance and minutes shall be taken at all meetings.	Local	
5.2.2 Continue the partnership with the campus PTA.			Administrators, teacher representative, PTA Board members	<u>Every month</u> : The Administrators and teacher representative shall attend the monthly PTA meetings. The sign-in sheet shall reflect their attendance.	Local, PTA funds	
5.2.3 Continue sending news articles to the local newspapers for publication.			Principal, all staff	<u>When there is something newsworthy</u> : The Principal shall send articles on campus activities to the local newspapers.	Local	
5.2.4 Continue inviting community members to take part in campus activities, like the Health Fair and the Walk-a-thon			Principal, all staff, PTA	When needed: The Principal shall document invitations to community members to participate in campus activities.	Local, PTA funds	
5.2.5 Have all campus news be current on our campus website.			Administrators, Science/Technology specialist	Every week: The Principal shall send her Monday Letter and the campus weekly schedule to the Science/Technology specialist to post on the CES website. She will check the campus website to make sure that all news is current.	Local	

Comfort Elementary School

Campus Improvement Plan 2008-2009

"Empowering Each Child to Be the Best That He or She Can Be"

