

**CARRIZO SPRINGS
CONSOLIDATED
INDEPENDENT SCHOOL
DISTRICT**

CAMPUS IMPROVEMENT PLAN

**BIG WELLS ELEMENTARY SCHOOL
2011-2012**

Our vision is to provide a happy, caring, and academically stimulating environment where children will achieve their fullest potential.

BOARD APPROVED SEPTEMBER 20, 2011

**CARRIZO SPRINGS C.I.S.D.
BIG WELLS ELEMENTARY SCHOOL
SPECIAL COMMITTEES
2011-2012**

CAMPUS ADVISORY TEAM

Sofia Morones	Principal
Julissa Cruz	Pre-K Teacher
Maria Mata	Kinder Teacher
Isaneli Ortiz	1 st & 2 nd Grade Teacher
Eliseo Talamantes III	Business Representative
Russell Calais Sr.	Community Member
Debbie DeLeon	Parent

DAT

Sofia Morones	Principal
---------------	-----------

SHAC

Maria Mata (BWE)	Teacher
------------------	---------

Our vision is to provide a happy, caring, and academically stimulating environment where children will achieve their fullest potential.

Carrizo Springs CISD
Superintendent's Goals SY 2011-2012
"We're Celebrating Change at CSCISD"

- ***Goal 1 - Enhance Academic and Community Accountability***
 - a. Provide options for a rich, engaging, useful, and rigorous curriculum that is supported by the community
 - b. Increase attendance rate
 - c. Improve completion rate
 - d. Increase student interest and performance in STEM (science, technology, engineering, and math) areas
 - e. Prepare students to enter the workforce and/or higher education
 - Increase awareness of and interest in Career Technology Education Programs
 - Provide additional teacher and support professionals in areas that are considered barriers for successful college entry (college math)
 - f. Implement character education in all schools to include awareness and prevention of bullying

- ***Goal 2 – Maximize fiscal and human resources***
 - a. Hire instructional staff that is qualified and certified, clerical staff that is proficient, and support staff that is skilled and experienced
 - b. Sustain and improve all school facilities
 - Assess all school facilities
 - Educate the community on the present condition of facilities
 - Develop master plan to improve district facilities
 - Gather data on funding options
 - Implement funding option chosen by board and community
 - c. Improve and maintain the fleet of buses by ordering at least one new bus per year
 - d. Maintain a balanced budget
 - e. Provide sufficient financial analysis and data for management decision-making
 - f. Ensure that grant monies are allocated and expended to meet the intent and purpose set forth by the grantee
 - g. Provide a practical fiscal framework for transparent and sound investment of school funds

“Educating every student to exceed community, state and federal expectations”

Big Wells Elementary Goals and Objectives

Sofia Morones—Principal

District Goal 1

Enhance Academic and Community Accountability

TARGET 1-All student population and sub-groups will demonstrate academic achievement.

(special programs: GT, At-risk, ELL, special education/504, and economic disadvantaged)

Performance Objective 1: To improve reading scores on TPRI fluency and comprehension to 70%.

Performance Objective 2: To meet state standards and AYP with a more rigorous curriculum.

Performance Objective 3: BWE will increase writing by implementing a writing process.

Performance Objective 4: BWE will increase science and social studies performance.

Performance Objective 5: BWE will increase parental involvement to support student achievement.

District Goal 2

Maximize fiscal and human resources

TARGET 1: BWE will prepare students to work in a global society.

Performance Objective 1: BWE will have access to technology resources in all classrooms.

TARGET 2: BWE will effectively meet fiscal resource goals.

Performance Objective 1: BWE student attendance will achieve 96%. ATTENDANCE MATTERS!

Attendance: 2009/10—91.67% 2010-2011 GOAL: 94% 2010/11 ACTUAL: 96.73%

Performance Objective 2: 100% of teachers and staff will be certified and highly qualified

Performance Objective 3: BWE will align expenditures to meet campus goals and CIP.

TARGET 3: BWE will provide a safe and orderly environment that supports academic success

Performance Objective 1: BWE will enforce the standardized dress code.

Performance Objective 2: Update crisis intervention plan and procedures (safety drills).

Performance Objective 3: BWE will provide a character education program to include anti-bullying strategies

Carrizo Springs Big Wells Elementary School
Campus Improvement Plan
2011-2012

District Goal I		Carrizo Springs CISD will enhance Academic and Community Accountability						
Target 1		AE will improve the academic performance of all students and meet state/federal standards.						
Performance Objective 1		STAAR reading scores will meet state standards and TPRI fluency of 70%						
Summative Evaluation		TPRI and STAAR						
SW Comp	Actions or Implementations	Needs Asses s	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
CNA, M, RS	Reintroduced/implement Accelerated Reader Program (AR)	TE	1 st and 2 nd grades	Campus Administrator Teacher	AR Program AR Rewards Local and campus funds	6 weeks	Walk Through, AR bulletin board	AR Reports
CNA, RS, PCI	RTI implementation YEAR 2	SD	ALL	Campus Administrator, Region 20 Consultant	Teacher, Tier 2 and Tier 3 intervention materials	Monthly	Walk Through Progress Monitoring Staffing meetings	Lesson Plans, Progress Monitoring documents
PCI, M	Maintenance of Effort for Sustainable Program Support <ul style="list-style-type: none"> • Comprehension Activities • HOTS • Phonemic Awareness • AR • Circle Program • Star • Frog Street curriculum • Pearson assessment kit 	SD, TPRI	ALL	Campus Administrator	Teachers, Computer Software, Circle Products Local=\$460 Federal=\$309 SCE=\$304	6 weeks	Walk Through, Benchmarks, Pre-K Checklist	Lesson Plans

School wide Components = SW Comp.

CNA	Comp. Needs Assess	HQ	Highly Qualified	R/R	Recruit & Retention	T	Transition	M	Assistance for Mastery
RS	Reform Strategies	PD	Prof. Development	PI	Parent Involvement	A	Teacher Inv. In Assess	PCI	Program Coordination & Integration

Needs Assessment

AEIS= Academic Excellence Indicator System; TPRI = Texas Proficiency Reading Inventory; SS= Student Survey; PS= Parent Survey; DR= Discipline Report; FS= Faculty Survey; A/S= ACT/SAT Survey; AC= Advanced Courses; TE= Teacher Experience; SD= Staff Development; TS= Technology Survey; BS= Business Survey; CS= Community Survey

Special Populations

GT= Gifted/Talented; LEP= Limited English Proficient; AR= At Risk; SE = Special Education; ED= Economically Disadvantaged; ALL= Every Student

Motto: It TAKES a VILLAGE

Carrizo Springs Big Wells Elementary School
Campus Improvement Plan
2011-2012

District Goal I		Carrizo Springs CISD will enhance Academic and Community Accountability						
Target 1		BWE will improve the academic performance of all students to meet state/federal standards.						
Performance Objective 2		STAAR math scores will meet state standards.						
Summative Evaluation		STAAR						
SW Comp	Actions or Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
CNA	Analyze student objectives as defined in the TEKS Develop timelines and assessments to reflect new standards	TE, SD, AEIS	Kinder, 1 st and 2 nd grades	Campus Administrator, Teachers	Teachers, Math Manipulatives, L. Wilson math standards/training	6 weeks	Timeline, benchmarks	Lesson plans, AWARE reports
RS, M	Implement TARGET the TEKS/QUESTION	TE	Kinder-2 nd gradees	Campus Administrator Teachers	Lone Star Learning, Teacher	6 weeks	Walk Through -	Bulletin Board, Lesson Plans
CNA, PCI, PI	Maintenance of Effort for Sustainable Program Support <ul style="list-style-type: none"> • Math Vocabulary • HOTS • Problem Solving • Math night • Benchmarks 	SD, TE	ALL	Campus Administrator	Classroom Materials, Teachers	6 weeks	Walk Through	Lesson Plans

School wide Components = SW Comp.

CNA	Comp. Needs Assess	HQ	Highly Qualified	R/R	Recruit & Retention	T	Transition	M	Assistance for Mastery
RS	Reform Strategies	PD	Prof. Development	PI	Parent Involvement	A	Teacher Inv. In Assess	PCI	Program Coordination & Integration

Needs Assessment

AEIS= Academic Excellence Indicator System; TPRI = Texas Proficiency Reading Inventory; SS= Student Survey; PS= Parent Survey; DR= Discipline Report; FS= Faculty Survey; A/S= ACT/SAT Survey; AC= Advanced Courses; TE= Teacher Experience; SD= Staff Development; TS= Technology Survey; BS= Business Survey; CS= Community Survey

Special Populations

GT= Gifted/Talented; LEP= Limited English Proficient; AR= At Risk; SE = Special Education; ED= Economically Disadvantaged; ALL= Every Student

Motto: It TAKES a VILLAGE

Carrizo Springs Big Wells Elementary School
Campus Improvement Plan
2011-2012

District Goal I		Carrizo Springs CISD will enhance Academic and Community Accountability						
Target 1		BWE will improve the academic performance of all students to meet state/federal standards.						
Performance Objective 3		BWE will increase writing performance in all curriculum areas						
Summative Evaluation		STAAR, TPRI						
SW Comp	Actions or Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
CNA, RS	Implementation of Writing Process	TE, SD	Kinder - 2 nd grades	Campus Administration Teachers	Teachers, Writing Materials	Monthly	Collection of Writing Samples	Portfolios
PCI, M	Maintenance of Effort for Sustainable Program Support <ul style="list-style-type: none"> • Alphabet Identification • Circle Program • Portfolios • Frog Street Curriculum • Writing is Exciting 	TE	ALL	Campus Administrator	Teachers	6 weeks	Walk Through	Lesson Plans

School wide Components = SW Comp.

CNA	Comp. Needs Assess	HQ	Highly Qualified	R/R	Recruit & Retention	T	Transition	M	Assistance for Mastery
RS	Reform Strategies	PD	Prof. Development	PI	Parent Involvement	A	Teacher Inv. In Assess	PCI	Program Coordination & Integration

Needs Assessment

AEIS= Academic Excellence Indicator System; TPRI = Texas Proficiency Reading Inventory; SS= Student Survey; PS= Parent Survey; DR= Discipline Report; FS= Faculty Survey; A/S= ACT/SAT Survey; AC= Advanced Courses; TE= Teacher Experience; SD= Staff Development; TS= Technology Survey; BS= Business Survey; CS= Community Survey

Special Populations

GT= Gifted/Talented; LEP= Limited English Proficient; AR= At Risk; SE = Special Education; ED= Economically Disadvantaged; ALL= Every Student

Motto: It TAKES a VILLAGE

Carrizo Springs Big Wells Elementary School
Campus Improvement Plan
2011-2012

District Goal I		Carrizo Springs CISD will enhance Academic and Community Accountability						
Target 1		BWE will improve the academic performance of all students to meet state/federal standards.						
Performance Objective 4		BWE will increase Science and Social Studies performance in all curriculum areas						
Summative Evaluation		STAAR						
SW Comp	Actions or Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
CNA, PCI, M	Continue with science vocabulary usage	TE, SD	K-2 nd grades	Campus Administrator, Teachers	Teachers, Lone Star Learning	6 weeks	Oral and Written Language, Walk Through	Journals, Lesson Plans
PD, PCI, M	Implement Stemscope curriculum	TE, SD	1 st – 2 nd	Campus Administrator	Stemscope curriculum on-line resources Local and federal funds	6 weeks	Walkthrough, benchmarks	Lesson plans
PCI, M	Provide Significant Information about Historical American Heroes	TE, SD, A	1 st – 2 nd	Campus Administrator	Teachers	6 weeks	Walk Through	Lesson Plans
PCI, M	Maintenance of Effort for Sustainable Program Support <ul style="list-style-type: none"> • Hands on Labs • C-Scope • Multi media resources 	TE	1 st -2 nd	Campus Administrator	Teachers Local=\$460 Federal=\$309 SCE=\$304	6 weeks	Walk Through	Lesson Plans, bulletin board displays

School wide Components = SW Comp.

CNA	Comp. Needs Assess	HQ	Highly Qualified	R/R	Recruit & Retention	T	Transition	M	Assistance for Mastery
RS	Reform Strategies	PD	Prof. Development	PI	Parent Involvement	A	Teacher Inv. In Assess	PCI	Program Coordination & Integration

Needs Assessment

AEIS= Academic Excellence Indicator System; TPRI = Texas Proficiency Reading Inventory; SS= Student Survey; PS= Parent Survey; DR= Discipline Report; FS= Faculty Survey; A/S= ACT/SAT Survey; AC= Advanced Courses; TE= Teacher Experience; SD= Staff Development; TS= Technology Survey; BS= Business Survey; CS= Community Survey

Special Populations

GT= Gifted/Talented; LEP= Limited English Proficient; AR= At Risk; SE = Special Education; ED= Economically Disadvantaged; ALL= Every Student

Motto: It TAKES a VILLAGE

Carrizo Springs Big Wells Elementary School
Campus Improvement Plan
2011-2012

District Goal I		Carrizo Springs CISD will enhance Academic and Community Accountability						
Target 1		BWE will become an Exemplary Campus						
Performance Objective 5		BWE will increase parental involvement to support student achievement.						
Summative Evaluation		Parental Involvement Satisfaction Survey						
SW Comp	Actions or Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
PI, RS	Utilize the C-scope Parental Portal	TE	1 st -2 nd	Campus Administrator	C-scope Parental Portal Teachers,	Ongoing	Parent Survey	Parent memo- August
CNA, PI, PD	Maintenance of Effort for Sustainable Program Support <ul style="list-style-type: none"> •Book Fair •Book-It •Grandparent's Day •Family Reading Night •Science Fair •Veteran's Day •Website Updates •Parent/student conferences •Pumpkin Carving •Halloween/Festival Parade •Gingerbread Project •Christmas Program •Open House •August 15th Title I Parent training with teachers •AR Reading Program •Public School Week •Red Ribbon Week •Report Card Night (2nd and 5th six weeks) •Library Night •Donuts Dad/Muffins Mom •Math Night •Awards Day 	TE., SD	All	Campus Administrator Campus staff	Teachers, Federal funds: parental involvement	Ongoing	Parent Survey	Crate, parent sign-in sheets

School wide Components = SW Comp.

CNA	Comp. Needs Assess	HQ	Highly Qualified	R/R	Recruit & Retention	T	Transition	M	Assistance for Mastery
RS	Reform Strategies	PD	Prof. Development	PI	Parent Involvement	A	Teacher Inv. In Assess	PCI	Program Coordination & Integration

Needs Assessment

AEIS= Academic Excellence Indicator System; TPRI = Texas Proficiency Reading Inventory; SS= Student Survey; PS= Parent Survey; DR= Discipline Report; FS= Faculty Survey; A/S= ACT/SAT Survey; AC= Advanced Courses; TE= Teacher Experience; SD= Staff Development; TS= Technology Survey; BS= Business Survey; CS= Community Survey

Special Populations

GT= Gifted/Talented; LEP= Limited English Proficient; AR= At Risk; SE = Special Education; ED= Economically Disadvantaged; ALL= Every Student

Motto: It TAKES a VILLAGE

Carrizo Springs Big Wells Elementary School
Campus Improvement Plan
2011-2012

District Goal II		Carrizo Springs CISD will maximize fiscal and human resources.						
Target 2		BWE will prepare students for working in a global society.						
Performance Objective 1		BWE will have access to technology resources in all classrooms						
Summative Evaluation		STAR, TPRI						
SW Comp	Actions or Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
C N A, M	Increase the use of smartboard activities	TE, TS, LEP	K-2	Campus Administrator	Smartboard, Teachers, on-line resources	6 weeks	Benchmarks, walkthrough	Lesson Plans
RS, PCI	Provide Leap Frog laptops	TE At-risk/migrant	K-2	Campus Administrator	Migrant funds	6 weeks	Walk through	Lesson Plans
	Maintenance of Effort for Sustainable Program Support: Software				Local/Federal/Technology funds	Ongoing/as needed	6 weeks	Lesson plans

School wide Components = SW Comp.

CNA	Comp. Needs Assess	HQ	Highly Qualified	R/R	Recruit & Retention	T	Transition	M	Assistance for Mastery
RS	Reform Strategies	PD	Prof. Development	PI	Parent Involvement	A	Teacher Inv. In Assess	PCI	Program Coordination & Integration

Needs Assessment

AEIS= Academic Excellence Indicator System; TPRI = Texas Proficiency Reading Inventory; SS= Student Survey; PS= Parent Survey; DR= Discipline Report; FS= Faculty Survey; A/S= ACT/SAT Survey; AC= Advanced Courses; TE= Teacher Experience; SD= Staff Development; TS= Technology Survey; BS= Business Survey; CS= Community Survey

Special Populations

GT= Gifted/Talented; LEP= Limited English Proficient; AR= At Risk; SE = Special Education; ED= Economically Disadvantaged; ALL= Every Student

Motto: It TAKES a VILLAGE

Carrizo Springs Big Wells Elementary School
Campus Improvement Plan
2011-2012

District Goal II		Carrizo Springs CISD will maximize fiscal and human resources.						
Target 2		BWE will effectively meet fiscal resource goals						
Performance Objective 1		BWE student attendance will improve to 96%.						
Summative Evaluation		AEIS						
SW Comp	Actions or Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
C N A, PI, RS, M	Campus staff will meet to review excessive absences	AEIS, TE	All	Campus Administrator, Teachers	Teachers Attendance Committee CSCISD Police Dept., District Attendance Officer	Ongoing Quarterly	Campus attendance rate	Campus attendance reports
RS, PI	Attendance Matters Program/Initiatives	AEIS, TE	All	Campus Administrator, Teachers	Bulldog Incentive Program, Teachers Local Campus activity fund	Ongoing Per six weeks	Teacher and Parent Survey	Crate, Campus attendance reports

School wide Components = SW Comp.

CNA	Comp. Needs Assess	HQ	Highly Qualified	R/R	Recruit & Retention	T	Transition	M	Assistance for Mastery
RS	Reform Strategies	PD	Prof. Development	PI	Parent Involvement	A	Teacher Inv. In Assess	PCI	Program Coordination & Integration

Needs Assessment

AEIS= Academic Excellence Indicator System; TPRI = Texas Proficiency Reading Inventory; SS= Student Survey; PS= Parent Survey; DR= Discipline Report; FS= Faculty Survey; A/S= ACT/SAT Survey; AC= Advanced Courses; TE= Teacher Experience; SD= Staff Development; TS= Technology Survey; BS= Business Survey; CS= Community Survey

Special Populations

GT= Gifted/Talented; LEP= Limited English Proficient; AR= At Risk; SE = Special Education; ED= Economically Disadvantaged; ALL= Every Student

Motto: It TAKES a VILLAGE

Carrizo Springs Big Wells Elementary School
Campus Improvement Plan
2011-2012

District Goal II		Carrizo Springs CISD will maximize fiscal and human resources.						
Target 2		BWE will effectively meet fiscal resource goals						
Performance Objective 2		100% of teachers and staff will be certified and highly qualified						
Summative Evaluation		AEIS – HQ report						
SW Comp	Actions or Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
CNA, PD, R/R, RS	Maintenance of Effort for Sustainable Program Support <ul style="list-style-type: none"> • Professional Development • District Inservice • GT training • Reading Process • Stemscope training • Birthday Bash • Door Prizes • Wednesday planning • Vertical/horizontal planning • Early release 	TE SC	All	Campus Administrator	Local/federal funds (door prizes purchased by campus principal) (birthday bash funded by staff)	As Presented	Staff retention rate, Training survey	Crate

School wide Components = SW Comp.

CNA	Comp. Needs Assess	HQ	Highly Qualified	R/R	Recruit & Retention	T	Transition	M	Assistance for Mastery
RS	Reform Strategies	PD	Prof. Development	PI	Parent Involvement	A	Teacher Inv. In Assess	PCI	Program Coordination & Integration

Needs Assessment

AEIS= Academic Excellence Indicator System; TPRI = Texas Proficiency Reading Inventory; SS= Student Survey; PS= Parent Survey; DR= Discipline Report; FS= Faculty Survey; A/S= ACT/SAT Survey; AC= Advanced Courses; TE= Teacher Experience; SD= Staff Development; TS= Technology Survey; BS= Business Survey; CS= Community Survey

Special Populations

GT= Gifted/Talented; LEP= Limited English Proficient; AR= At Risk; SE = Special Education; ED= Economically Disadvantaged; ALL= Every Student

Motto: It TAKES a VILLAGE

Carrizo Springs Big Wells Elementary School
Campus Improvement Plan 2011-2012

District Goal II		Carrizo Springs CISD will maximize fiscal and human resources.						
Target 2		BWE will effectively meet fiscal resource goals						
Performance Objective 3		BWE will have a balanced budget without over expenditures in all areas.						
Summative Evaluation		Expenditure and budget reports (RSCCC)						
SW Comp	Actions or Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
CAN, R/R,	Maintenance of Effort for Sustainable Program Support <ul style="list-style-type: none"> • Substitutes • Teachers • Field Trips • Office Supplies • Office Staff • Nurse Supplies • Child Nutrition • Classroom Materials • Student T-shirts • Awards • Misc. Exp. • Support Personnel • Library • Payroll • Nurse/Principal supplies • 199 (36,51,53) 	Data Sheet	ALL	Campus Administrator	TxEIS/Campus budget: Local, Federal, SCE, Migrant, LEP	Monthly	Monthly Budget Report— (reports will indicate no over-expenditures)	Crate TxEIS budget

School wide Components = SW Comp.

CNA	Comp. Needs Assess	HQ	Highly Qualified	R/R	Recruit & Retention	T	Transition	M	Assistance for Mastery
RS	Reform Strategies	PD	Prof. Development	PI	Parent Involvement	A	Teacher Inv. In Assess	PCI	Program Coordination & Integration

Needs Assessment

AEIS= Academic Excellence Indicator System; TPRI = Texas Proficiency Reading Inventory; SS= Student Survey; PS= Parent Survey; DR= Discipline Report; FS= Faculty Survey; A/S= ACT/SAT Survey; AC= Advanced Courses; TE= Teacher Experience; SD= Staff Development; TS= Technology Survey; BS= Business Survey; CS= Community Survey
Special Populations GT= Gifted/Talented; LEP= Limited English Proficient; AR= At Risk; SE = Special Education; ED= Economically Disadvantaged; ALL= Every Student

Motto: It Takes a Village

Carrizo Springs Big Wells Elementary School
Campus Improvement Plan
2011-2012

District Goal I		Carrizo Springs CISD will maximize fiscal and human resources.						
Target 3		BWE will provide safe and orderly environment that supports academic success						
Performance Obj. 1,2, 3		BWE will re-enforce the district standardized dress code, update crisis procedures, and provide character education						
Summative Evaluation		PEIMS discipline report						
SW Comp	Actions or Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
PCI, CNA, PI	ICU-Behaving like a Champion Program	TE	All	Campus Administrator, Teachers	Program description/goals Campus activity funds, Local funds	Ongoing	Teacher Survey Campus discipline management	Crate. PEIMS
CNA, PI	Implement a district Anti-Bullying Program	TE, PD	All	Campus Administrator, Teachers	Parent Institute Program Federal Funds	Ongoing	Program activities Observations	Lesson Plans, PEIMS
CNA, PD	Maintenance of Effort for Sustainable Program Support <ul style="list-style-type: none"> • Emergency Management Plan • Campus drills • August in-service update • Standardized dress code • Oct. 11th PD workshop: Bully-Proofing the Classroom 	SD, TE	ALL	Campus Administrator Campus Police	District's Police Dept., Federal funds	Monthly	Teacher Questioning Activity	Crate

School wide Components = SW Comp.

CNA	Comp. Needs Assess	HQ	Highly Qualified	R/R	Recruit & Retention	T	Transition	M	Assistance for Mastery
RS	Reform Strategies	PD	Prof. Development	PI	Parent Involvement	A	Teacher Inv. In Assess	PCI	Program Coordination & Integration

Needs Assessment

AEIS= Academic Excellence Indicator System; TPRI = Texas Proficiency Reading Inventory; SS= Student Survey; PS= Parent Survey; DR= Discipline Report; FS= Faculty Survey; A/S= ACT/SAT Survey; AC= Advanced Courses; TE= Teacher Experience; SD= Staff Development; TS= Technology Survey; BS= Business Survey; CS= Community Survey
Special Populations: GT= Gifted/Talented; LEP= Limited English Proficient; AR= At Risk; SE = Special Education; ED= Economically Disadvantaged; ALL= Every Student

Big Wells Elementary School Campus Improvement Plan 2011-2012

Superintendent Goal II									
Target									
Performance Objective									
Summative Evaluation									
SW Comp	Actions or Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented	

School wide Components = SW Comp.

CNA	Comp. Needs Assess	HQ	Highly Qualified	R/R	Recruit & Retention	T	Transition	M	Assistance for Mastery
RS	Reform Strategies	PD	Prof. Development	PI	Parent Involvement	A	Teacher Inv. In Assess	PCI	Program Coordination & Integration

Needs Assessment

AEIS= Academic Excellence Indicator System; TPRI = Texas Proficiency Reading Inventory; SS= Student Survey; PS= Parent Survey; DR= Discipline Report; FS= Faculty Survey; A/S= ACT/SAT Survey; AC= Advanced Courses; TE= Teacher Experience; SD= Staff Development; TS= Technology Survey; BS= Business Survey; CS= Community Survey

Special Populations

GT= Gifted/Talented; LEP= Limited English Proficient; AR= At Risk; SE = Special Education; ED= Economically Disadvantaged; ALL= Every Student

Big Wells Elementary School Campus Improvement Plan 2011-2012

Superintendent Goal II									
Target									
Performance Objective									
Summative Evaluation									
SW Comp	Actions or Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented	

School wide Components = SW Comp.

CNA	Comp. Needs Assess	HQ	Highly Qualified	R/R	Recruit & Retention	T	Transition	M	Assistance for Mastery
RS	Reform Strategies	PD	Prof. Development	PI	Parent Involvement	A	Teacher Inv. In Assess	PCI	Program Coordination & Integration

Needs Assessment

AEIS= Academic Excellence Indicator System; TPRI = Texas Proficiency Reading Inventory; SS= Student Survey; PS= Parent Survey; DR= Discipline Report; FS= Faculty Survey; A/S= ACT/SAT Survey; AC= Advanced Courses; TE= Teacher Experience; SD= Staff Development; TS= Technology Survey; BS= Business Survey; CS= Community Survey

Special Populations

GT= Gifted/Talented; LEP= Limited English Proficient; AR= At Risk; SE = Special Education; ED= Economically Disadvantaged; ALL= Every Student

Big Wells Elementary School Campus Improvement Plan 2011-2012

Superintendent Goal II									
Target									
Performance Objective									
Summative Evaluation									
SW Comp	Actions or Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented	

School wide Components = SW Comp.

CNA	Comp. Needs Assess	HQ	Highly Qualified	R/R	Recruit & Retention	T	Transition	M	Assistance for Mastery
RS	Reform Strategies	PD	Prof. Development	PI	Parent Involvement	A	Teacher Inv. In Assess	PCI	Program Coordination & Integration

Needs Assessment

AEIS= Academic Excellence Indicator System; TPRI = Texas Proficiency Reading Inventory; SS= Student Survey; PS= Parent Survey; DR= Discipline Report; FS= Faculty Survey; A/S= ACT/SAT Survey; AC= Advanced Courses; TE= Teacher Experience; SD= Staff Development; TS= Technology Survey; BS= Business Survey; CS= Community Survey

Special Populations

GT= Gifted/Talented; LEP= Limited English Proficient; AR= At Risk; SE = Special Education; ED= Economically Disadvantaged; ALL= Every Student

Big Wells Elementary School Campus Improvement Plan 2011-2012

Superintendent Goal II									
Target									
Performance Objective									
Summative Evaluation									
SW Comp	Actions or Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented	

School wide Components = SW Comp.

CNA	Comp. Needs Assess	HQ	Highly Qualified	R/R	Recruit & Retention	T	Transition	M	Assistance for Mastery
RS	Reform Strategies	PD	Prof. Development	PI	Parent Involvement	A	Teacher Inv. In Assess	PCI	Program Coordination & Integration

Needs Assessment

AEIS= Academic Excellence Indicator System; TPRI = Texas Proficiency Reading Inventory; SS= Student Survey; PS= Parent Survey; DR= Discipline Report; FS= Faculty Survey; A/S= ACT/SAT Survey; AC= Advanced Courses; TE= Teacher Experience; SD= Staff Development; TS= Technology Survey; BS= Business Survey; CS= Community Survey

Special Populations

GT= Gifted/Talented; LEP= Limited English Proficient; AR= At Risk; SE = Special Education; ED= Economically Disadvantaged; ALL= Every Student

Big Wells Elementary School Campus Improvement Plan 2011-2012

Superintendent Goal II									
Target									
Performance Objective									
Summative Evaluation									
SW Comp	Actions or Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented	

School wide Components = SW Comp.

CNA	Comp. Needs Assess	HQ	Highly Qualified	R/R	Recruit & Retention	T	Transition	M	Assistance for Mastery
RS	Reform Strategies	PD	Prof. Development	PI	Parent Involvement	A	Teacher Inv. In Assess	PCI	Program Coordination & Integration

Needs Assessment

AEIS= Academic Excellence Indicator System; TPRI = Texas Proficiency Reading Inventory; SS= Student Survey; PS= Parent Survey; DR= Discipline Report; FS= Faculty Survey; A/S= ACT/SAT Survey; AC= Advanced Courses; TE= Teacher Experience; SD= Staff Development; TS= Technology Survey; BS= Business Survey; CS= Community Survey

Special Populations

GT= Gifted/Talented; LEP= Limited English Proficient; AR= At Risk; SE = Special Education; ED= Economically Disadvantaged; ALL= Every Student

Big Wells Elementary School Campus Improvement Plan 2011-2012

Superintendent Goal II									
Target									
Performance Objective									
Summative Evaluation									
SW Comp	Actions or Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented	

School wide Components = SW Comp.

CNA	Comp. Needs Assess	HQ	Highly Qualified	R/R	Recruit & Retention	T	Transition	M	Assistance for Mastery
RS	Reform Strategies	PD	Prof. Development	PI	Parent Involvement	A	Teacher Inv. In Assess	PCI	Program Coordination & Integration

Needs Assessment

AEIS= Academic Excellence Indicator System; TPRI = Texas Proficiency Reading Inventory; SS= Student Survey; PS= Parent Survey; DR= Discipline Report; FS= Faculty Survey; A/S= ACT/SAT Survey; AC= Advanced Courses; TE= Teacher Experience; SD= Staff Development; TS= Technology Survey; BS= Business Survey; CS= Community Survey

Special Populations

GT= Gifted/Talented; LEP= Limited English Proficient; AR= At Risk; SE = Special Education; ED= Economically Disadvantaged; ALL= Every Student

District Mission Statement

Carrizo Springs CISD will educate every student to exceed community, state and federal expectations

State at-risk Criteria used by CSCISD

1. Did not perform satisfactorily on Readiness Test (PK-grade 3 Only)
2. Failed 2 or more core subjects during a semester in preceding or current school year or is not maintaining a 70 in 2 or more subjects in the current semester? (7-12)
3. Was not advanced from one grade to the next for one or more school years?
4. Did not perform satisfactorily on state assessment? Or has failed TAAS/TAKS in prior year and currently has passed; however, has not passed by the 110% rule? (please circle)
5. Is pregnant or is a parent?
6. Is/Was in D.A.E.P in preceding or current year?
7. Is/Was expelled (J.J.A.E.P.) in preceding or current year?
8. Is currently on parole, probation, deferred prosecution, or other conditional release?
9. Was previously reported to PEIMS as a dropout?
10. Is student Limited English Proficient (LEP)?
11. Is in custody or care of Dept. of Protective and Regulatory Services, or has in current school year been referred to DPRS by school official, officer of juvenile court, or officer of law?
12. Is homeless, as defined by U.S.A.C. section 11302?
13. Resided in preceding or current year in residential placement facility in the district, including a foster group home?

Strategies CSCISD uses to improve student performance for at-risk students

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organize

Strategies for Dropout reduction/ preventions we incorporate into our plans**The Basic Core Strategies**

- Mentoring/Tutoring
- Service Learning
- Alternative Schooling
- After School Opportunities

Early Interventions

- Early Childhood Education
- Family Engagement
- Early Literacy Development

Making the Most of Instruction

- Professional Development
- Active Learning
- Educational Technology
- Individualized Instruction

Making the Most of the Wider Community

- Systemic Renewal
- School-Community Collaboration
- Career and Technical Education
- Safe School

Comprehensive Needs Assessment

Big Wells Elementary met in the Spring of 2011 to review campus data. This information was gathered to inform decisions about budget appropriations and planning for the 2011-2012 school year. Through weekly meetings data sheets were created which noted areas of concerns to address as well as areas of strengths to maintain.

Higher Education Texas Grant Program - PROGRAM PURPOSE

The purpose of the program is to encourage students to become certified teachers and to encourage these newly certified teachers to teach in a field having a critical shortage of teachers or in communities having a critical shortage of teachers.

The maximum amount that may be awarded to a student in a given semester or term is equal to two times the average amount of the TEXAS Grant for a fulltime student (12 or more semester hours.) Based on this average the Teach for Texas Conditional Grant award for a fulltime student is \$2,500 per semester or \$5,000 annually. Awards may be prorated for less than full-time but at least 3/4 time. **ELIGIBLE STUDENTS MUST:**

- obtain recommendation from the dean of the college/school/ or department of education. meet ALL the requirements of the TEXAS Grant, including but not limited to: Texas residency, a GPA of 2.5 on a 4.0 scale, satisfactory academic progress as defined in statute and rule, financial need, and application for any available financial aid or assistance. have applied for and been accepted into the educator certification program and be enrolled at least 3/4 time at an approved institution as a junior or senior in a baccalaureate degree program or a renewal recipient in the final fifth year required by some institutions in order to be recommended for certification (**this is not a post-baccalaureate program**) if:
- the degree program is in a teaching field certified as having a critical shortage of teachers in Texas in the year in which the person begins the educator certification program; or the recipient agrees to teach in a Texas community certified as experiencing a critical shortage of teachers in any year in which the person receives a grant or in any subsequent year in which the person fulfills the teaching obligation. enter into an agreement with the Coordinating Board committing to teach full-time for five years at the preschool, primary, or secondary level in a public school in Texas in the person's chosen critical shortage field or in a community experiencing a critical teacher shortage.
- sign a promissory note acknowledging the conditional nature of the grant and promising to repay the grant plus interest at an annual fixed interest rate of 7 percent and other charges stated in the promissory note.

FIRST TIME APPLICANTS SEPTEMBER 1, 2001, OR LATER MUST ALSO: receive a TEXAS Grant. This requirement does not apply to current juniors, seniors or a renewal recipient in the final fifth year required by some institutions in order to be recommended for certification.

Higher Education Requirements are located at <http://www.theceb.state.tx.us/>

The Texas Higher Education Coordinating Board is dedicated to meeting the goals of the state's higher education plan, [Closing the Gaps by 2015](#). If Texas achieves these goals, the state's economy will experience estimated increases of \$489 billion in total spending, \$194 billion in gross state product, and \$122 billion in personal income as well as the creation of over 1,023,000 new jobs by the year 2030. The state's return on its investment in higher education is estimated at \$8.08 for every \$1 invested.* Policymakers, education leaders, the business community, students and families – in fact, all Texans - have a vested interest in meeting the goals of Closing the Gaps to help ensure a prosperous future for our great state.

Parental involvement programs

The District's Title I Program shall be planned, designed, and implemented with meaningful consultation with parents of participating students. This consultation shall be organized, systematic, on/going, informed, and timely in relation to decisions about the program. To this end, the District shall:

Develop written policies, after consultation with and review by parents, to ensure parental involvement, including the District's commitment to give timely responses to recommendations by parents, and make those policies available to parents of participating students.

Convene an annual meeting, to which all parents of participating students are invited to explain the programs and activities provided in the Title I program.

Provide parents with reports of participating students progress. (Parent Connect, 3rd Week Progress Report, Six Weeks Report Cards

To the extent practical, conduct a parent/teacher conference with the parents of each student to discuss the student's progress, placement, and methods the parent can use to complement instruction.

Make Title I personnel (counselor, teachers, aides) readily accessible to parents.

Permit parents to observe Title I program activities.

If parents desire, provide opportunities for regular parent meetings to formulate input to the program.

Provide parents with timely information about the program.

Make parents aware of parental involvement requirements and other relevant program matters. (Home/School Compact)

Provide reasonable support for parental involvement activities, as parents may request. (Parent conferences)

Coordinate, to the extent possible, parental activities.

To the extent practicable, provide information, programs and activities for parents in a language and form that the parents understand.

Through consultation with parents, annually assess the effectiveness of the parents involvement program and determine what action needs to be taken, if any, to increase parental participation.

Train parents to work with their child at home.

Class Size Reduction

The Class-Size Reduction Program was incorporated into the new ESEA Title II Teacher Quality block grant. States and local education agencies may use any portion of the nearly \$3 billion in Title II funds to, among other purposes, hire qualified teachers to reduce class size. Visit the [No Child Left Behind Act web site](#) for current information about Title II, and other Elementary and Secondary Education programs reauthorized by the *No Child Left Behind Act of 2001*.

McKinney-Vento Act

The McKinney-Vento Homeless Assistance Act includes a definition of who is considered homeless for the purposes of this subtitle of the Act and, therefore, eligible for the rights and protections it provides. The guiding phrase of the definition states that children and youth who "lack a fixed, regular, and adequate nighttime residence" are considered homeless. The definition then specifies some living arrangements that would be considered a homeless situation due to not meeting the fixed, regular, and adequate standard. Examples include children and youth who are sharing the housing of others due to loss of housing, economic hardship, or a similar reason; children and youth who are staying in a motel or hotel due to lack of adequate alternative accommodations; children and youth who are living in an emergency or transitional shelter; and many other situations.

Texas Behavior Support Initiative

The TBSI training modules are designed to assist campus teams in developing and implementing a wide range of behavior strategies and prevention-based interventions. These skills help educators establish school-wide, classroom and individual student level systems of support. The TBSI: School-wide Discipline Project and TBSI Interventions for Statewide with chronic behavior were developed based on needs assessment data collected during the 2002-03 school year.

Coordinated School Health

A quality CSH program is an integrated set of planned, sequential, school-affiliated strategies, activities and services designed to promote the optimal physical, emotional, social and educational development of students. The program involves and is supportive of families and is determined by the community. It is based on local needs, resources, standards and values. It is coordinated by a multidisciplinary team (CSH Leadership Team) that is accountable to the community for program quality and effectiveness. By addressing health-related issues, schools not only foster students' academic achievements, but also help to establish healthy behaviors that last a lifetime.

School Health Advisory Councils (SHAC)

A SHAC is a group of individuals representing segments of the community, appointed by the school district board of trustees to serve at the district level, to provide advice to the district on coordinated school health programming and its impact on student health and learning. SHAC's provide an efficient, effective structure for creating and implementing age-appropriate, sequential health education programs, and early intervention and prevention strategies that can easily be supported by local families and community stakeholders. SHAC Laws – Every independent school system is required by law to have a School District Health Advisory Council; of which the majority of members must be parents who are not employed by the school district.

Suicide prevention

We use a guide called the Youth Suicide Prevention School-Based Guide which is designed to provide accurate, user-friendly information. The Guide is not a program but a tool that provides a framework for schools to assess their existing or proposed suicide prevention efforts (through a series of checklists) and provides resources and information that school administrators can use to enhance or add to their existing program. First, checklists can be completed to help evaluate the adequacy of the schools' suicide prevention programs. Second, information is offered in a series of issue briefs corresponding to a specific checklist. Each brief offers a rationale for the importance of the specific topic together with a brief overview of the key points. The briefs also offer specific strategies that have proven to work in reducing the incidence of suicide, with references that schools may then explore in greater detail. A resource section with helpful links is also included. The Guide will help to provide information to schools to assist them in the development of a framework to work in partnership with community resources and families.

Conflict resolution/Discipline Management/Violence Prevention/ Harassment and dating violence

Project Wisdom is one of the oldest and most respected character education programs in the nation. There are three key components to this nationally-recognized, proven-effective program that comprise our approach to character education. Each component supports the other. The centerpiece of the program is a library of thought-provoking, inspirational messages which are narrated over your PA or in-house television system. In just one minute a day, you can reach every student and every staff member with a few words of wisdom that uplift and encourage. We offer three series of proven-effective broadcast messages. Each series comes with a binder containing enough messages to narrate for an entire school year. Your whole campus will start the day on a positive note that encourages everyone to do and be their personal best. Through this comprehensive program we are addressing various drug and violence prevention categories for our students daily. Project Wisdom encourages students to reflect upon the meaning of civic and personal values and the application of those values in their daily lives. Our data indicate reductions in discipline referrals as well as strong improvements in teacher morale, school climate, and social-emotional competencies. Current evidence suggests that good character education raises student grades and test scores.

Pregnancy-related services

Pregnancy Related Services are support services the pregnant student may receive to help her adjust and stay in school during pregnancy and postpartum. Support services continue, as much as possible, while the student receives home instruction. Compensatory Education Home Instruction is provided during the postpartum period and upon physician's order during the pregnancy. Other **PRS** offered may include: counseling services, including individual, peer, self-help and career guidance; assistance in obtaining services from government agencies and community service organizations such as health and nutrition programs; instruction related to knowledge and skills in child development, parenting, home and family living and job readiness training; assistance in selection and obtaining child care; case management and service coordination; monitoring of student attendance and academic progress; school and other health services. Other services, such as tutorials and TAKS remediation may be utilized as needed.

DAEP

Since adoption of the Texas Safe Schools Act in 1995, all Texas public school districts have been required to provide disciplinary alternative education programs (DAEPs). DAEPs serve as alternative education settings for students temporarily removed for disciplinary purposes from their regular instructional settings. Chapter 37 of the Texas Education Code (TEC, 2005) stipulates that school districts must meet the educational and behavioral needs of students assigned to DAEPs but leaves program design and content to local discretion. TEC Chapter 37 defines DAEPs by physical setting and a limited set of requirements associated with curriculum and teachers. Each DAEP must:

- ✓ be provided in a setting other than a student's regular classroom;
- ✓ separate students assigned to the program from those not assigned to the program;
- ✓ focus academically on English language arts, mathematics, science, history, and self-discipline;
- ✓ provide for the educational and behavioral needs of students;
- ✓ provide supervision and counseling;
- ✓ require each teacher in the program to be certified in accordance with TEC Chapter 21, Sub-chapter B; and
- ✓ require each teacher in the program with a special education assignment to be appropriately certified or permitted for the assignment.

Our DAEP is located near the high school campus and provides service for the junior high and high school. The school district allocates to a DAEP the same expenditure, including federal, state, and local funds, per student attending the DAEP that would be allocated to the student's school if the student were attending his or her regularly assigned education program, including a special education program.

Dyslexia Services

The Goals of the Dyslexia program are:

1. Develop and implement strategies for the appropriate identification and placement of all students who demonstrate characteristics of dyslexia.
2. Develop and implement procedures to monitor and record student's progress in the instructional program.
3. Ensure that the instructional programs utilized meet the components of an appropriate program as deemed by the Texas Education Agency to successfully serve our students.
4. Provide staff development to enable district personnel to implement dyslexia services.
5. Increase public awareness and understanding of dyslexia.

Objectives:

1. Students will learn and understand the English Language better.
2. Students will become successful readers.
3. Students will become more successful at the concepts of phonemic awareness, phonics, fluency, vocabulary, and comprehension.
4. Students handwriting and spelling skills will improve and be more successful.

Technology Integration Plan

GOAL 1: CSCISD will shift traditional learning and teaching process that flows from teacher to student to a student centered system that empowers students for a global and digital world of information

OBJECTIVE 1.1: Integrate technology into the regular classroom curriculum

OBJECTIVE 1.2: Access to the Internet, distance learning, and interactive videoconferencing, information systems, data banks and resources will be enhanced and expanded

OBJECTIVE 1.3: All students will learn and demonstrate the importance of ethical behavior relevant to technology and Internet usage

GOAL 2: CSCISD will provide the necessary support and professional development that will prepare administrators, teachers, and staff for significantly different roles, different students, and different learning tools

OBJECTIVE 2.1:

Build capacity in the instructional staff that will encourage and promote the development of the effective integration of technology through research-based instructional methods and strategies

OBJECTIVE 2.2:

Encourage all instructional staff to meet SBEC standards for technology literacy

GOAL 3: CSCISD will provide a district and campus support system that will afford the necessary visionary leadership and requisite skills needed to lead the process of integrating technology into the classroom

OBJECTIVE 3.1:

Coordinate the use of electronic data to support research-based decision making focused on student performance

OBJECTIVE 3.2:

Utilize technology at all as a tool to establish communication between the community and the schools to increase awareness and involvement

OBJECTIVE 3.3:

Develop a comprehensive technology plan that is reviewed and revised year

GOAL 4: CSCISD will support, enhance, and maintain the existing infrastructure for the present and evolving technologies necessary to educate the students of today and tomorrow

OBJECTIVE 4.1:

Ensure that all curricular and administrative areas have hardware and software to support goals and objectives of the District

OBJECTIVE 4.2:

.2. Maintain, update, support all campus and district telecommunication systems, network applications, Internet connectivity, and distance learning systems to ensure reliable communication and to meet the requirements of CSCISD's curriculum

CTE Plan

CTE students will be enrolled in a coherent and rigorous academic CTE courses. The students and parents are given the opportunity to choose a program of study with an identified sequence of courses based on recommended high school graduation plans. These activities will promote seamless transition from high school to college and career. The courses will provide opportunities for students to learn all aspects of an industry, including industry-recognized certifications if appropriate. We feature career clusters in Agriculture, food, and natural resources; Architecture and Construction; Business, Management, and Administration; Education and Training; and Health Science. Academic competencies in basic and higher-order skills have been identified by CTE teachers and incorporated into the curriculum, including instructional activities that lead students from theory to application. Academic teachers have identified, developed, and implemented classroom activities that provide real-world career applications.

Gifted and Talented

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services. Students may be nominated for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons. Written parental consent shall be obtained before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL. Criteria to identify gifted and talented students shall be established in the Board-approved program for the gifted and talented. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities. Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but not be limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, teacher nominations based on classroom observations, student/parent conferences, and available student work products. A selection committee shall evaluate each nominated student according to the established criteria and shall select those students for whom gifted program placement is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students and shall be established for the District. Parents and students shall be notified in writing of selection for the gifted program. Participation in any program or services provided for gifted students is voluntary. The District shall obtain written permission of the student and the parents before a student is placed in a gifted program.

Migrant ID and R Plan

Goal:	Identify and recruit migrant families residing in the district to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.				
Objective:	Ensure all eligible migrant families residing in the district are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on COEs and 100% adherence to Initial Compliance Review Indicators for the 2011-2012 school year.				
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Analysis of Program & Impact (Evaluation)
Required Training	Attend Identification & Recruitment (ID&R) Training & attend New Generation Training (NGS) offered by TEA	July and August	Migrant Staff	Region 20 Educational Specialist	Certificates
Identification & Recruitment	Brainstorm and plan recruitment strategies to include in the ID&R Plan for the district and review role & responsibilities of each migrant staff member.	July- October	Federal Director	ID&R Manual new guidelines – Migrant Staff	Meeting agenda and notes with ID& R plan
	Finalize all forms, documents and logs that will be utilized	By August 31	Federal Director	ID&R Manual	Review strategies and techniques and make changes as necessary.
	Establish on-going recruitment efforts in school/campus and throughout the community.	year round	Federal Director	Family Surveys Regional Mapping agencies – Migrant Staff	Recruiter logs and letters sent to parents. Liaison with community agencies.
	Recruiter will complete COEs and Supplemental Documentation form for all families with a new QAD and submit to Eligibility Reviewer within 4 days	September - August	Federal Director	ID&R Manual Certificate of Eligibility (COE) – Migrant Staff	100 percent accuracy in identification of migrant families
	Reviewers will review COEs and Supplemental Documentation Form for all families with a new QAD. Return to recruiter if additional information is needed. Enter into New Generation System within 5 days	September - August and	Federal Director	COE ID&R Manual NGS Guidelines – Migrant Staff	100 percent accuracy in identification of migrant families and data entry into NGS
	Conduct Residency Verification to verify continued residency for all currently eligible children who have not made a new qualifying move	Sept 1 – Nov 1	Federal Director	Migrant Staff NGS Guidelines	100 percent accuracy in identification of migrant families and data entry
	Migrant Staff will maintain log of all potential new students and weekly recruitment schedules.	Year Round	Migrant Staff	ID&R Manual	Ensure district staff are aware of family eligibility
	Send copy of COE to family and ensure appropriate district personnel receive notification of new families through reports	September - August	Federal Director	ID&R Manual	Ensure district staff are aware of family eligibility

Interagency Coordination	Network with TMC to provide services to migrant workers and their families by meeting with staff.	September - August	Federal Director	ID&R Manual Resource Manual – Migrant Staff	Increase in services provided to migrant families
	Invite local/regional organizations to participate in the Parental Involvement Activities at each campus	September - May	Federal Director	Campus Staff	Increase in services provided to migrant families
Quality Control	Follow protocol for COEs that warrant further review by TEA as outlined in the ID&R Manual	September - August	Federal Director	Region 20 staff	Compliance with TEA requirements
	Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven years from the date eligibility ends.	September – August	Ex. Director of Curriculum	ID&R Manual Migrant Staff	Compliance with TEA requirements
	Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes in subsequent ID&R plan for continuous improvement.	Spring 2012	Federal Director	PAC Parent Survey Local Needs Assessment	Identify strengths and weaknesses to redesign the services provided by MEP.

Migrant Priority of Services

Goal:	Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.				
Objective:	Ensure all eligible migrant families residing in the district are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on COEs and 100% accuracy in meeting the Migrant Performance Based Monitoring criteria by June 30, 2012.				
Evidence of Need	Activity	Timeline	Staff Responsible	Resource	Analysis of Program & Impact
Priority For Service Students As a result of migrant students moving from school to school, students are often failing or at risk of failing. We will identify these students' academic needs to enable them to meet the State content standards and master the State assessment.	Provide district staff criteria for Priority for Service (PFS) and a list Priority for Services Students through the Migrant Counselor	Monthly	Federal Director	PFS Report Migrant Staff	100% of PFS students obtained above and beyond services
	Identify students in need of priority for services and provide priority placement instructional intervention programs	Monthly	Federal Director	PFS Report Migrant Staff	100% of PFS students obtained above and beyond services
	Provide appropriate placement/ programs for students not meeting the State content standards or mastering TEKS objectives.	Year Round	Campus administrators and District Migrant Staff	Graduation Plans TAKS/STAARScores Transcripts Campus Counselors	Increase in number of students completing partial credit and/or passing TAKS/STAAR
	Collect and analyze sources of student data to determine progress toward graduation.	Year Round	Migrant Counselor Educational Spec	Graduation Plans Transcripts TAKS/STAAR Scores Campus Counselors	Increase in number of students completing partial credit and/or passing TAKS/STAAR
	Provide an opportunity for counselors to analyze migrant student educational data.	Year Round	Campus Counselors	Graduation Plans Transcripts Campus counselors	Counselor evaluations Student feedback
	Ensure students have an opportunity to continue the class from previous school/school district/state.	Year Round	Campus Counselor	Transcripts	Counselor follow-up
	Provide parents with the knowledge of local and state requirements for promotion, graduation, academic progress of their child, PFS criteria and community or social services.	Year Round	Campus Counselor	PAC meeting Referrals Home/school visits	Parent evaluations Counselor follow-up
	Provide opportunities for teachers to attend staff development for enhancing their knowledge of the migrant student population.	Year Round	Federal Director	District training and Region Service Center	Participant evaluations
8	Provide direct counseling services to priority for service students.	Year Round	Federal Director	District Migrant Counselor	Increase number of PFS students passing TAKS/STAAR
	Provide district personnel with Priority for Services criteria and a plan of how PFS students will be serviced.	August and January	Federal Director	PFS document	Increase campus knowledge of PFS students

	Provide district PEIMS contact NGS reports and review PEIMS data for NGS accuracy.	Monthly	Federal Director	NGS specialist	100% of accuracy of migrant coding
	Identify all dropout students and help them enroll in a high school and/or GED program.	Year Round	Federal Director	NGS Reports PEIMS Reports Migrant counselor	Increase of dropout students who enroll in high school or GED program
	Maintain a PFS plan for all PFS students	Year round	Federal Director	PFS Report Migrant Counselor	Increase number of PFS students passing TAKS/STAAR