

Campus Improvement Plan 2009-2010

Campus: Galatas Elementary

Rating: Exemplary

Goal 1: Student Achievement and Post-Secondary Success

Galatas Elementary will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.1 Master Rigorous Academic Standards
1.1a Reading/English Language Arts Improvement Plan

Objective	100 percent of all students and student groups will meet or exceed performance standards in Reading/ELA on all Texas Statewide Assessments. The commended rates will increase from 73% to 77% in Reading/ELA and the AEIS Gold Acknowledgement in Reading will be maintained. <i>Target areas</i> <i>Objective 3: Analysis Using Reading Strategies. Grade 4 Hispanic group</i>
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Strategies	<p>1.1a.1 A comprehensive analysis of the student performance and error patterns on TAKS for all students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, Special Education, At-Risk) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1a.2 Monitor student performance through a comprehensive analysis of error patterns on the Reading Benchmark tests.</p> <p>1.1a.3 Implement research-based instructional strategies to support co-curricular collaboration in teaching science and social studies TEKS through reading strategies (non-fiction).</p> <p>1.1a.4 The LA Cadre will attend meetings and bring the information back to the staff in the form of staff development, modeling and guidance.</p> <p>1.1a.5 Staff development will address T³, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia).</p> <p>1.1a.6 Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.</p> <p>1.1a.7 Provide intensive instructional tutorial programs and ARI for at-risk students, individualized to meet the unique needs of students before, during, and after school hours in Reading.</p> <p>1.1a.8 Provide supplemental tutoring in fluency and comprehension through the use of Reading Plus to students prior to school.</p> <p>1.1a.9 Provide Ellis program to build reading and speaking vocabulary for ESL students prior to school.</p> <p>1.1a.10 Visit with students prior to the TAKS test to monitor performance and motivate students to do their best (TAKS Talks).</p>
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	<p>1.1a.11 Write all special education IEP goals for inclusion students from grade level benchmark results.</p> <p>1.1a.12 Continue implementation of Response to Intervention and the RtI Committee to plan intervention strategies for students experiencing academic/behavioral difficulties.</p> <p>1.1a.13 Assign Staff Mentors as needed to encourage students and monitor individual student progress.</p> <p>1.1a.14 Host an annual Reading Week, author visit, Read for a Better Life and Bedtime Story Night and Football Readers to promote Reading and encourage parents to read to students at home.</p> <p>1.1a.15 Monitor instructional programs and data and provide additional assistance as necessary.</p>
Financial Resources	<p>Campus budget</p> <p>PTO Funds</p>
Additional Resources	<p>Curriculum: CISD READS, Early Childhood, CISD English Language Acquisition, Gifted & Talented, Reading Plus, Ellis Program</p> <p>Assessment: TAKS, TELPAS, INOVA, Benchmark Results, Stanford, DRA, QPS, PAPI</p> <p>Systems: ViewIt, Eduphoria</p> <p>Strategies from Sheltered Instruction Observation Protocol (SIOP) Model</p>
Monitoring Timeline	<p>November</p> <p>January</p> <p>April</p>
Formative Evaluation	<p>Reading/ELA Benchmarks:</p> <p>November: 75% passing Reading Benchmark at 70% passing rate</p> <p>January: 85% passing Reading Benchmark at 70% passing rate</p>
Summative Evaluation	<p>TEA Data Tables</p> <p>AEIS</p>
Project Managers	<p>Principal</p> <p>Assistant Principal</p> <p>Reading, Cadre Reps</p> <p>E/LA Vertical Team</p>

Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

<p>1.1 Master Rigorous Academic Standards</p> <p>1.1b Writing Improvement Plan</p>	
<p>Objective</p>	<p>100 percent of all students and student groups will meet or exceed performance standards in Writing on all Texas Statewide Assessments. The commended rate will increase from 55% to 60% and the AEIS Gold Acknowledgement in Writing will be maintained.</p> <p><i>Target areas:</i></p> <p><i>Written Composition: Increase % of students scoring a 4 on the written composition from 10% to 15% and increase the number of students scoring 3 on the written composition from 45% to 50%.</i></p> <p><i>Objective 5: Standard Usage/Word Choice. Grade 4 Special education student group</i></p>
<p>Strategies</p>	<p>1.1b.1 Monitor student performance through a comprehensive analysis of error patterns on the Writing Benchmark tests and writing samples.</p> <p>1.1b.2 A comprehensive analysis of the student performance and error patterns on TAKS for all students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, Special Education, At-Risk) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1b.3 Continue implementation of the use of rubrics, such as those utilized in the Six Traits model and by TEA in TAKS essay scoring.</p> <p>1.1b.4 Focus on the reciprocal aspects of reading and writing at elementary level.</p> <p>1.1b.5 The LA Cadre will attend meetings and bring the information back to the staff in the form of staff development, modeling and guidance.</p> <p>1.1b.6 Utilize Thinking Maps to assist students in organizing ideas prior to writing.</p> <p>1.1b.7 Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students to assist in the development of writing skills.</p> <p>1.1b.8 Utilize district writing coach to provide individualized writing instruction to students to help them improve their compositions.</p> <p>1.1b.9 Utilize the Lucy Calkins writing kits in grades K – 4 to promote sequential development of writing skills.</p> <p>1.1b.10 Utilize writing consultant to assist teachers with teaching strategies to improve student achievement in writing.</p> <p>1.1b.11 Write all special education IEP goals for inclusion students from grade level benchmark results.</p> <p>1.1b.12 Visit with students prior to the TAKS test to monitor performance and motivate students to do their best (TAKS Talks).</p> <p>1.1b.13 Continue implementation of Response to Intervention and the RtI Committee to plan intervention strategies for students experiencing academic/behavioral difficulties.</p> <p>1.1b.14 Assign staff Mentors as needed to encourage students and monitor individual student progress.</p>

	<p>1.1b.15 Showcase monthly student writing in Greyhounds Gab newsletter that goes home to all students to encourage and motivate students to write.</p> <p>1.1b.16 Monitor instructional programs and data and provide additional assistance as necessary.</p>
Financial Resources	<p>Campus budget Student Activity Fund District Funds for Literacy Coach one day/week PTO Funds</p>
Additional Resources	<p>Curriculum: CISD READS/Writes, Early Childhood, CISD English Language Acquisition, Gifted & Talented, ELAR, SLAR Assessment: TAKS, TELPAS, INOVA, Benchmark Results Systems: ViewIt, Eduphoria Lucy Calkins Writing Kits Six Traits Strategies from Sheltered Instruction Observation Protocol (SIOP) Model</p>
Monitoring Timeline	<p>November January March</p>
Formative Evaluation	<p>Common assessments Writing Benchmarks: 80% all students and student groups</p>
Summative Evaluation	<p>TEA Data Tables AEIS</p>
Project Managers	<p>Principal Assistant Principal E/LA Cadre Reps E/LA Vertical Team</p>

Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
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<p>1.1 Master Rigorous Academic Standards</p> <p>1.1c Mathematics Improvement Plan</p>	
<p>Objective</p>	<p>100 percent of all students and student groups will meet or exceed performance standards in Math on all Texas Statewide Assessments. Commended rates will increase from 76% to 80% and the AEIS Gold Acknowledgement in Math will be maintained.</p> <p><i>Target areas:</i></p> <p><i>Objective 4:</i> Concepts and Uses of Measurement. Grades 3 and 4 Hispanic and LEP student groups</p> <p><i>Objective 5:</i> Probability and Statistics. Grade 3 LEP and Special Education student groups</p> <p><i>Objective 6:</i> Mathematical Processes and Tools. Grade 3 Hispanic and LEP student groups</p>
<p>Strategies</p>	<p>1.1c.1 A comprehensive analysis of the student performance and error patterns on TAKS for all students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, Special Education, At-Risk) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1c.2 Monitor student performance through a comprehensive analysis of error patterns on the Math Benchmark tests.</p> <p>1.1c.3 Staff development will address T³, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia).</p> <p>1.1c.4 The Math Cadre will attend meetings and bring the information back to the staff in the form of staff development, modeling and guidance.</p> <p>1.1c.5 Ensure that ESL certified and non-certified teaching staff attends staff development in sheltered instruction.</p> <p>1.1c.6 Ensure the incorporation of writing in the mathematics class and using literature and “math talk” in problem-solving activities for teachers K-4.</p> <p>1.1c.7 Provide intensive instructional tutorial programs and AMI for at-risk students, individualized to meet the unique needs of students before, during, and after school hours, in Math.</p> <p>1.1c.8 Continue implementation of Response to Intervention and the RtI Committee to plan intervention strategies for students experiencing academic/behavioral difficulties.</p> <p>1.1c.9 Introduce all new concepts through manipulatives to support students from the concrete through the abstract stage to ensure student success by developing a conceptual understanding of mathematics.</p> <p>1.1c.10 Employ Marcy Cook and CISD problem solving map as strategies to differentiate instruction in mathematics.</p> <p>1.1c.11 Use Mad Minutes or other strategies to ensure that students have memorized math facts.</p> <p>1.1c.12 Write all special education IEP goals for inclusion students from grade level benchmark results.</p> <p>1.1a.13 Visit with students prior to the TAKS test to monitor performance and motivate students to do their best (TAKS Talks).</p>

	<p>1.1c.14 Assign Mentors as needed to monitor individual student progress.</p> <p>1.1c.15 Monitor instructional programs and data and provide additional assistance as necessary.</p>
Financial Resources	<p>Campus budget</p> <p>PTO Funds</p>
Additional Resources	<p>Curriculum: CISD Solves, Early Childhood, CISD English Language Acquisition, Gifted & Talented</p> <p>Assessment: TAKS, TELPAS, INOVA, Benchmark Results</p> <p>Systems: ViewIt, Eduphoria</p> <p>Marcy Cook Strategies</p> <p>CISD Problem Solving Map</p> <p>Texas Core Curriculum Models: AIMS</p> <p>District Math Coach</p>
Monitoring Timeline	<p>November</p> <p>January</p> <p>March</p>
Formative Evaluation	<p>Common assessments</p> <p>Math Benchmarks: 80% all students and student groups</p>
Summative Evaluation	<p>TEA Data Tables</p> <p>AEIS</p>
Project Managers	<p>Principal</p> <p>Instructional Coach</p> <p>Assistant Principal</p> <p>Math Vertical Team</p>

Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

<p>1.1 Master Rigorous Academic Standards</p> <p>1.1.d Social Studies Improvement Plan</p>	
<p>Objective</p>	<p>100 percent of all students and student groups in 2nd and 3rd Grade will meet or exceed the passing standard on end of year benchmarks in preparation for meeting performance standards on the 8th Grade Social Studies Texas Statewide Assessments.</p> <p><i>Target areas:</i> <i>Objective 1: Understanding of issues and events in US History. Grade 8 African American, Hispanic, ED student groups</i></p>
<p>Strategies</p>	<p>1.1d.1 Monitor student performance through a comprehensive analysis of error patterns on the Social Studies Benchmark tests.</p> <p>1.1d.2 A comprehensive analysis of the student performance and error patterns on TAKS for all students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, Special Education, At-Risk) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1d.3 Staff development will address T³, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia).</p> <p>1.1d.4 Develop strategies to integrate Social Studies across the curriculum to enhance critical thinking skills and make connections.</p> <p>1.1d.5 Ensure the integration of language arts and social studies lessons through the teaching on nonfiction strategies and SQRRL strategies in Reading, grades 1-4.</p> <p>1.1d.6 Utilize news magazines to teach current events in grades K – 4.</p> <p>1.1d.7 Present weekly “What in the World” segments on the morning announcements and utilize Geography Cards to promote knowledge of geography and customs in other countries.</p> <p>1.1d.8 The Social Studies Cadre will attend meetings and bring the information back to the staff in the form of staff development, modeling and guidance.</p> <p>1.1d.9 Ensure that ESL certified and non-certified teaching staff attends staff development in sheltered instruction.</p> <p>1.1d.10 Implement and support content writing in all grade levels.</p>
<p>Financial Resources</p>	<p>Campus budget Student Activity Fund</p>
<p>Additional Resources</p>	<p>Curriculum: CISD Adventures, Early Childhood, CISD English Language Acquisition, Gifted & Talented Assessment: TAKS, TELPAS, INOVA, Benchmark Results Systems: ViewIt, Eduphoria</p>
<p>Monitoring Timeline</p>	<p>November January March</p>

Formative Evaluation	Common assessments Social Studies Benchmarks: 80% all students and student groups
Summative Evaluation	TEA Data Tables AEIS
Project Managers	Principal Assistant Principal Social Studies Vertical Team

Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
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- 1.3 Successful completion of high school

<p>1.1 Master Rigorous Academic Standards</p> <p>1.1e Science Improvement Plan</p>	
<p>Objective</p>	<p>90 percent of all students and student groups in 1st through 4th Grade will meet or exceed the passing standard on end of year benchmarks in preparation for meeting performance standards on the 5th Grade Science Texas Statewide Assessments.</p> <p><i>Target areas:</i> <i>Objective 4: Earth Science. Grade 5</i></p>
<p>Strategies</p>	<p>1.1e.1 Monitor student performance through a comprehensive analysis of error patterns on the Science Benchmark tests.</p> <p>1.1e.2 A comprehensive analysis of the student performance and error patterns on TAKS for all students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, Special Education, At-Risk) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1e.3 Staff development will address T³, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia).</p> <p>1.1e.4 Ensure the integration of Science and Math lessons through use of the AIMS curriculum in grades K-4.</p> <p>1.1e.5 Ensure the integration of Language Arts and Science lessons through the teaching on nonfiction strategies and SQRRL strategies, grades 1-4.</p> <p>1.1e.6 Host an annual Science Camp and participate in Sci/Tech to motivate students and highlight the importance of science in everyday life.</p> <p>1.1e.7 Promote science vocabulary through Science Word of the Day on the morning announcements.</p> <p>1.1e.8 The Science Cadre will attend meetings and bring the information back to the staff in the form of staff development, modeling and guidance.</p> <p>1.1e.9 Ensure that ESL certified and non-certified teaching staff attends staff development in sheltered instruction.</p> <p>1.1e.10 Implement and support content writing in all grade levels.</p>
<p>Financial Resources</p>	<p>Campus budget Student Activity Fund</p>
<p>Additional Resources</p>	<p>Curriculum: CISD Investigates Curriculum, Early Childhood, CISD English Language Acquisition, Gifted & Talented Assessment: TAKS, TELPAS, INOVA, Benchmark Results Systems: ViewIt, Eduphoria</p>
<p>Monitoring Timeline</p>	<p>November January March</p>
<p>Formative Evaluation</p>	<p>Common assessments Science Benchmarks: 80% all students and student groups</p>

Summative Evaluation	TEA Data Tables AEIS
Project Managers	Principal Assistant Principal Science Vertical Team

Goal 1: Student Achievement and Post-Secondary Success

- 1.1 Master rigorous academic standards
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1.1 Master Rigorous Academic Standards 1.1f Coordinated Health Program	
Objective	To facilitate learning about physical activity and physical fitness concepts and to increase the likelihood that students will develop lifetime patterns of physical activity, 100 percent of all students will meet or exceed their personal Healthy Fitness Zone standards.
Strategies	<p>1.1f.1 To ensure students participate regularly in moderate to vigorous physical activity by coordinating lesson plans that have students involved in MVPA for at least 65% of class time.</p> <p>1.1f.2 To help students evaluate their personal level of health related fitness by setting goals (short term and long term) and testing with Fitnessgram.</p> <p>1.1f.3 To ensure students are well informed of physical activity that can be performed outside of the Phys. Ed. classroom in order to keep them physically active throughout their lifetime. Activities include: easy at home exercises/activities with family, Fun Runs (Fall and Spring), Skating unit, Golf unit, expert visitors - Karate, Tennis Coach, Lacrosse Coach, Jump Rope Team, etc., and keeping students aware of local activities/programs.</p> <p>1.1f.4 To help students track their fitness over time by testing for Fitnessgram two times a year (Fall and Spring), and practice sessions at last once each 6 weeks.</p> <p>1.1f.5 To engage students regularly in activities that target their aerobic capacity by having all students involved in the Running Club, where students are given incentives and are motivated to walk/run weekly the entire year.</p> <p>1.1f.6 To engage students regularly in activities that target their muscular strength, endurance and flexibility by providing class time for exercising, stretching and running in a standard format, as well as games and activities in class daily.</p>
Financial Resources	Campus budget Grant from CB&I PTO Funds
Additional Resources	District curriculum Running Log
Monitoring Timeline	November January March
Formative Evaluation	Running Log
Summative Evaluation	Fitnessgram
Project Managers	Physical Education staff Principal

Goal 1: Student Achievement and Post-Secondary Success

Galatas Elementary will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.2 Close Achievement Gap	
Objective	90 percent of economic disadvantaged, African American, Hispanic, Limited English Proficient, and special education students will meet or exceed performance standards on all Texas Statewide Assessments in the areas of Reading/ELA, Writing and Math.
Strategies	<p>1.2.1 Implement the Bilingual/ESL Transitional Model in fourth grade classrooms and implement the CISD English Language Acquisition Model at Pre-kindergarten, Kindergarten, first, and second grade levels.</p> <p>1.2.2 Provide intensive, systematic research-based instruction to ESL students to increase reading and speaking vocabularies.</p> <p>1.2.3 Provide intensive, systematic, research-based accelerated reading and math instruction for identified at-risk students through direct instruction for at-risk students.</p> <p>1.2.4 Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.</p> <p>1.2.5 Provide materials, equipment, software, incentives for at-risk students to facilitate academic improvement in reading and math.</p>
Financial Resources	<p>Campus budget</p> <p>ARI/AMI</p> <p>PTO funds</p> <p>SCE \$3,690.00 Tutor .69 FTE</p> <p>Title III \$3000 Extra duty Pay, books, and materials</p>
Additional Resources	<p>Assessment: TAKS, TELPAS, INOVA, Benchmark Results</p> <p>Systems: ViewIt, Eduphoria</p> <p>Ellis Program</p>
Monitoring Timeline	<p>November</p> <p>January</p> <p>March</p>
Formative Evaluation	<p>Common assessments</p> <p>Benchmarks: 80% all students and student groups</p>
Summative Evaluation	<p>TEA Data Tables</p> <p>AEIS</p>
Project Managers	<p>Principal</p> <p>Assistant Principal</p>

Goal 1: Student Achievement and Post Secondary Success

Galatas Elementary will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

1.3 Successful Completion of High School	
Objective	100 percent of all students and all student groups in The Woodlands High School feeder will successfully complete high school. Galatas Elementary will: Increase the attendance rate from 96.9% to 97.5%. Promote successful completion of high school and post-secondary success.
Strategies	1.3.1 Utilize District procedures to identify, intervene, and monitor the progress of at-risk students. 1.3.2 Review, revise, and implement daily attendance procedures to meet 97.5% average attendance. 1.3.3 Ensure that students meet AYP attendance expectations of 95% on testing days (participation). 1.3.4 Communicate the attendance laws to parents annually, and reinforce the importance of regular school attendance. 1.3.5 Utilize auto-dialing phone system for contacting parents of student's absence or tardy. 1.3.6 Provide incentives to students who maintain perfect or near perfect attendance. 1.3.7 Communicate with parents of students about absences or tardies as they become an issue. 1.3.8 Promote TWHS and post graduation success through "Education: Go Get It!" Week.
Financial Resources	Campus budget Student Activity Fund
Additional Resources	Curriculum Assessment: TAKS, TELPAS, INOVA, Benchmark Results Systems: ViewIt, Eduphoria, Principals' Dashboard
Monitoring Timeline	November January March
Formative Evaluation	Item analysis and data disaggregation of Benchmark assessments Monitor attendance reports Staff Development: track teachers attending; target for specific department/teacher needs
Summative Evaluation	TEA Data Tables AEIS (academic and attendance data)
Project Managers	Principal Assistant Principal

Goal 2: Recruitment, Development, and Retention of Staff

Galatas Elementary will employ, develop, and retain highly qualified staff to maximize learning for all students.

Goal 2 Recruitment, Development, and Retention of Staff	
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Strategies	<p>2.1. Ensure the appropriate certification and highly qualified requirements for all professional and paraprofessional staff.</p> <p>2.2 Participate in Spring Job Fair to encourage employment in CISD.</p> <p>2.3 Participate in Fall and Spring Student Teacher Reception to encourage employment in CISD.</p> <p>2.4 Participate in District recruitment efforts to support the employment of highly qualified teachers and staff.</p> <p>2.5 Provide mentor support for beginning teachers.</p> <p>2.6 Provide professional staff development by offering staff members opportunities to attend workshops and training sessions.</p> <p>2.7 Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT.</p> <p>2.8 Provide opportunities for teachers to acquire ESL certification.</p> <p>2.9 Provide appreciation activities for teachers and staff (faculty lunches, social events, etc.).</p> <p>2.10 Utilize the Organizational Health Inventory to retain highly qualified staff.</p>
Financial Resources	<p>Campus budget</p> <p>Teacher Activity Fund</p> <p>PTO Funds</p>
Additional Resources	<p>Position Control Reports</p> <p>Allocation Reports</p>
Monitoring Timeline	<p>November</p> <p>January</p> <p>March</p>
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	<p>AEIS</p> <p>HQ Report to TEA</p>
Project Managers	<p>Principal</p> <p>Assistant Principal</p>

Goal 3: Parents and Community

Galatas Elementary will work jointly with parents and the community to maximize learning for all students through two-way communication, collaborative partnerships and unity of purpose.

Goal 3 Parents and Community	
Objective	To enhance communication, collaboration, and involvement among the staff, parents, and community to support the students of Galatas Elementary.
Strategies	<p>3.1. Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, newsletters, email announcements, campus meetings, and other sources.</p> <p>3.2 Retain and expand the campus partnerships with Amegy Bank to support the educational achievement of all students.</p> <p>3.3 Utilize parents and community members as Guest Readers to read to students.</p> <p>3.4 Utilize volunteers to teach the Junior Achievement program.</p> <p>3.5 Work closely with the PTO to enhance communication and collaboration between school and home.</p> <p>3.6 Provide parenting / informational programs for all parents (Muffins with Marlene).</p> <p>3.7 Provide opportunities at school for parents to participate in academic and social events with their children such as: Bedtime Story Night, Open House, Family Movie Night, Veteran’s Day, Reading Week, Creepy Crawler Day, Science Camp, and Field Day.</p> <p>3.8 Provide education sessions and information about the Parent Resource Center for parents of students with disabilities.</p> <p>3.9 Provide opportunities for students to visit community members through field trips and programs.</p> <p>3.10 Provide information nights, curriculum nights, and parent/teacher conferences so that parents fully understand the curriculum that their children are working to master.</p> <p>3.11 Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life threatening situations, disaster/life threatening situations.</p> <p>3.12 Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses.</p> <p>3.13 Develop plans for assisting students in transition to better adjust to the next educational level.</p> <p>3.14 Provide factual, relevant information about campus programs and initiatives to both the staff and parents/community through a variety of media.</p> <p>3.15 Provide information and communication to parents through teacher web sites, newsletters, PAWS folders, parent library, weekly email, etc.</p> <p>3.16 Utilize parent volunteers and students to collect new and used books, coats, food, and toys to help others in the community and assist with worthy causes.</p> <p>3.17 Maintain and enhance the parent information library.</p>

	<p>3.18 Hold vertical team meetings so that teachers can collaborate and understand what is going on across the grade levels.</p> <p>3.19 Hold weekly horizontal team meetings so that teachers can collaborate within the grade level.</p>
Financial Resources	Campus budget
Additional Resources	<p>Campus Key Communicators</p> <p>Translation services</p> <p>Local media</p> <p>Safe Schools Plan</p> <p>Technology</p>
Monitoring Timeline	<p>Formative November, January</p> <p>Summative July</p>
Formative Evaluation	<p>Record of contact with media</p> <p>Record of press releases</p> <p>Record of campus communication</p> <p>Website information is current and accurate</p>
Summative Evaluation	Meet Performance Indicators for Campus
Project Managers	<p>Principal</p> <p>Campus Key Communicator</p>

Goal 4: Safe Schools

Galatas Elementary will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Goal 4 Safe Schools	
Objective	To provide a safe school environment for all students and staff.
Strategies	<p>4.1 Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members.</p> <p>4.2 Provide programs for student/staff awareness of sexual abuse and of the dangers of drugs, alcohol, and tobacco.</p> <p>4.3 Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.</p> <p>4.4 Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.</p> <p>4.5 Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services.</p> <p>4.6 Involve parents and community members in activities to support a safe school environment (parent trainings, Walk to School Day, Red Ribbon Week).</p> <p>4.7 Provide car arrival/dismissal safety patrol to ensure that students safely enter and exit the building daily.</p> <p>4.8 Provide parents with car rider slips to ensure safety of students after school.</p> <p>4.9 Ensure the safety of students by requiring all visitors to sign in with a valid, government issued ID and wear visitor badges in the school.</p> <p>4.10 Require parents to pick up students prior to 2:45 for appointments. After 2:45, parents must wait for the end of the day.</p> <p>4.11 Request that parents not walk their children to class in order to maintain security in the building during school.</p> <p>4.12 Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills.</p> <p>4.13 Provide parent education in safe schools and personal safety/wellness through programs on students in crisis; conflict resolution; parenting skills; and life/coping skills.</p> <p>4.14 Utilize the Montgomery County Fire Marshall to provide staff development on fire safety.</p> <p>4.15 Provide opportunities for students to get involved at school (Technology Club, Safety Patrol).</p> <p>4.16 Use safety cameras throughout the school to monitor doors and school security.</p>
Financial Resources	<p>Campus budget</p> <p>PTO Funds</p> <p>Title IV \$588.00 Why Try Curriculum</p>

Additional Resources	Emergency Operations Plan DEA Red Ribbon Week Program Why Try, WHO, Child Lures, Kelso's Choice, Get Real About Violence, and Project Wisdom Curriculums Motivational Productions Inc.
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Committee agendas and sign-in sheets Record of programs/presentations/trainings for students and staff Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Managers	Principal Assistant Principal Counselor

Goal 5: Technology

Galatas Elementary will utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Goal 5 Technology	
Objective	To ensure that all students and staff utilize technology as a tool for learning.
Strategies	<p>5.1 Increase student opportunities for utilizing technology across the curriculum areas.</p> <p>5.2 Within each grade level cluster, all Technology Applications TEKS are met.</p> <p>5.3 Provide staff training in use of new technology hardware and software, as well as integration of technology across the curriculum through staff development (Tech Tuesdays).</p> <p>5.4 Provide opportunities for classroom integration of technology across the curriculum through weekly Technology lessons co-taught by Tech Teacher and classroom teacher.</p> <p>5.5 Work with CISD Technology Department and PTO to update hardware in the classrooms.</p> <p>5.6 Utilize tech programs to improve students' acquisition of skills in reading, fluency, and vocabulary (Reading Plus, Ellis).</p> <p>5.7 Engage students regularly in the use of technology in the classroom, helping them create their own websites, use Word, Excel, Nettracker, use the keyboard effectively, conduct research on the web, create Power Points to present information, and to introduce, enhance, and check for understanding of math concepts.</p> <p>5.8 Utilize CISD, Galatas, and teacher websites and parent e-mail to promote campus events and provide information to parents.</p> <p>5.9 Showcase student technology projects at Open House.</p>
Financial Resources	<p>Campus budget</p> <p>CISD/ State Technology Funds</p> <p>PTO Funds</p>
Additional Resources	Technology staff
Monitoring Timeline	<p>Formative November, January</p> <p>Summative July</p>
Formative Evaluation	<p>Records of professional development in technology</p> <p>Campus and District Technology Plans align with strategies</p>
Summative Evaluation	Meet Performance Indicators for STaR Report
Project Managers	<p>Principal</p> <p>Associate Principal</p> <p>Technology Liaison</p>

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

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Campus Performance Indicators 2009 and 2010

Goal 1 Student Achievement and Post-Secondary Success

Goal 1.1 Master Rigorous Academic Standards

Goal 1.2 Close Achievement Gap

Goal 1.3 Successful Completion of High School

TAKS		2009 Performance		2010 Target	
Reading/ELA	All Students	99%	E	100%	E
	White	99%	E	100%	E
Writing	All Students	97%	E	100%	E
	White	97%	E	100%	E
Mathematics	All Students	99%	E	100%	E
	White	100%	E	100%	E
Commended Performance on TAKS(R, W, M, SS, S) for All Students, AA, H, W,ED)		R = 73% W = 55% M = 76%		R = 77% W = 60% M = 80%	
Attendance Rate: Elementary		96.9%		97.5%	

Goal 2 Recruitment, Development and Retention of Staff

Highly Qualified Teachers	100%	100%
CISD Job Fair	Attendance	Attendance

Goal 3 Parents and Community

Campus Web Page	Maintain up-to-date information	Maintain up-to-date information
Campus educational programs	Maintain programs	Maintain programs
Campus information for parents new to community	Available online and print	Available online and print
Volunteer opportunities	Maintain volunteer log	Maintain volunteer log
Campus partnerships with businesses and organizations	Maintain/expand partnerships	Maintain/expand partnership
Campus emails, letters, and webpage information are timely and accurate	Employee feedback	Employee feedback
Grade level/grade department meetings are conducted throughout year	Record of meetings	Record of meetings
Vertical team meetings are conducted throughout year	Record of meetings	Record of meetings
Campus promotes campus activities, initiatives, and programs in an accurate and timely manner (website, newsletters, press releases, emails, etc.)	Positive parent and community feedback	Positive parent and community feedback

Communication vehicle for eliciting input from parents and community members utilized as appropriate (website, newsletter, survey, councils, committees, etc.)	Parent and community input	Parent and community input
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Goal 4 Safe Schools

Safe Schools Plan implemented	Compliance in Safe Schools Audit	Compliance in Safe Schools Audit
Conduct safety and disaster drills	100% compliance at all campuses	100% compliance at all campuses

Goal 5 Technology

Technology is seamlessly applied across all subject and content areas	STaR Chart (TL) > 16	STaR Chart (TL) > 17
Professional development focuses on the technology capabilities of educators	STaR Chart (EP) > 15	STaR Chart (EP) > 16

**ARRA Title I and TITLE I - IV FUNDS
2009-2010**

Program/Service	Funds Budgeted 2009-2010	FTEs
ARRA Title IA		
Technology		
Student Materials		
Parent Involvement		
Title IA		
Instructional Support – Teacher		
Instructional Support – Paraprofessional		
Extra Duty – Tutorials		
Student Travel		
Parent Involvement		
Title III	\$3000	
Books	\$1000	
Extra Duty	\$1000	
Student Materials	\$1000	
Title IV	\$588	
Why Try Curriculum	\$375	
Supplies for Counselor	\$213	

**SCE FUNDS
2009-2010**

Program/Service	Funds Budgeted	FTEs 2009-2010	Teacher Names
Academic Tutorials	\$3,690.00	.69	Sheila Galey
Accelerated Instruction			
At-Risk Counselor			
At-Risk Paraprofessionals			
Credit Recovery (dropout recovery program)			
Reduced Class Size			
Instructional Coaches			
Instructional Materials			
Supplies and Equipment			
Transportation			
Total Funds Budgeted and FTEs	\$3,690.00	.69	