

Campus Improvement Plan 2009-2010

Campus: Giesinger Elementary

Rating: Exemplary

Goal 1: Student Achievement and Post-Secondary Success

Giesinger 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	<p>100% percent of all students and student groups will meet or exceed performance standards in Reading/ELA on all Texas Statewide Assessments.</p> <p><i>Target areas</i></p> <p><i>Objective 1:</i> Basic Understanding. Grade 3 African American and LEP student groups</p> <p><i>Objective 2:</i> Applying knowledge of Literary Elements. Grade 3 African American, Economic Disadvantaged and LEP student groups</p> <p><i>Objective 3:</i> Using Strategies to Analyze. Grade 4 African American, Hispanic, Economically Disadvantaged, LEP, and Special Education student groups.</p> <p><i>Objective 4:</i> Application of Critical-Thinking to Analyze Text. Grade 4 Economically Disadvantaged student group</p>
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, White, 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 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 and Talented, Bilingual/ESL, At-Risk, 504, Dyslexia).</p> <p>1.1a.5 Provide intensive, systematic, research-based reading instruction to identified Dyslexic at-risk students.</p> <p>1.1a.6 Provide intensive instructional tutorial programs and ARI for at-risk students, individualized to meet the unique needs of students during and after school hours in reading.</p> <p>1.1a.7 Administer reading test and record DRA levels for 1st and 2nd grade students and 3rd and 4th grade at-risk students. Kinder students will record DRA levels 2nd semester.</p> <p>1.1a.8 Utilize the Literacy Coach to assist teachers with teaching strategies to improve student achievement in reading and to work with at-risk students on reading interventions during the school day.</p> <p>1.1a.9 Continue implementation of Response to Intervention and the RtI Committee to plan intervention strategies for students experiencing academic/behavioral difficulties.</p>

	<p>1.1a.10 Implement research-based instructional strategies to increase student understanding and achievement.</p> <p>1.1a.11 Monitor instructional programs and data and provide additional assistance as necessary.</p> <p>1.1a.12 Visit with students weekly prior to the TAKS test to monitor performance and motivate students to do their best.</p> <p>1.1a.13 Host an Academic Night to promote Reading.</p> <p>1.1a.14 Provide an accelerated reading instructional (ARI) program for students who exhibit development delayed characteristics utilizing small group instruction and flexible grouping.</p> <p>1.1a.15 All students will participate in a small reading group at least two times a week. At-risk readers will meet in small reading groups daily.</p> <p>1.1a.16 Provide anchor stations for students to differentiate learning activities</p> <p>1.1a.17 Provide a mentor for at-risk third and fourth grade students.</p> <p>1.1a.18 Students in grades 1-4 will participate in the Accelerated Reader Program</p>
Financial Resources	<p>Campus budget</p> <p>Title 1</p> <p>Title I AARA</p>
Additional Resources	<p>Curriculum: CISD READS, Early Childhood, CISD English Language Acquisition, Gifted & Talented, ELAR, SLAR</p> <p>Assessment: TAKS, TELPAS, INOVA, Benchmark Results, Stanford, DRA, QPS, PAPI</p> <p>Systems:, Eduphoria, ViewIt, Guided Reading Library</p> <p>Strategies from Sheltered Instruction Observation Protocol (SIOP) Model, Thinking Maps, Comprehension Toolkit</p> <p>Education City, Fountes & Pinnell Reading Strategies, Kilgo Questioning Stems, Tumble Books</p>
Monitoring Timeline	<p>November</p> <p>January</p> <p>March</p>
Formative Evaluation	<p>Reading/ELA Benchmarks:</p> <p>November: 60% passing Reading Benchmark at 70% passing rate</p> <p>January: 70% passing Reading Benchmark at 70% passing rate</p>
Summative Evaluation	<p>TEA Data Tables</p> <p>AEIS</p>
Project Manager(s):	<p>Principal</p> <p>Assistant Principal</p> <p>District Literacy Coach</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

1.1 Master Rigorous Academic Standards	
1.1b Writing Improvement Plan	
Objective	<p>100 percent of all students and student groups will meet or exceed performance standards in Writing on all Texas Statewide Assessments.</p> <p><i>Target areas:</i> <i>Objective 4: Correct and Effective Sentence Construction. African American, At-Risk, and LEP student Groups</i> <i>Objectives 5: Standard Usage and Appropriate Word Choice. LEP student Group</i></p>
Strategies	<p>1.1b.1 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.2 Monitor student performance through a comprehensive analysis of error patterns on the Writing Benchmark tests and writing samples.</p> <p>1.1b.3 Focus on the reciprocal aspects of reading and writing at elementary level.</p> <p>1.1b.4 A comprehensive analysis of the student performance and error patterns of TAKS for All students and student groups (African American, White, Hispanic, Economically Disadvantaged, LEP, Special Education, At-Risk) to identify strengths and weaknesses in curriculum alignment and to utilize instructional practices, instructional resources and classroom assessments.</p> <p>1.1b.5 Continue implementation of the district scope and sequence and district recommended programs in grades PK -4 to teach TEKS objectives in writing.</p> <p>1.1b.6 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>1.1b.7 Provide intensive, systematic, research-based reading/writing instruction to identified Dyslexic at-risk students in reading and writing.</p> <p>1.1b.8 Utilize Literacy Coaches to assist teachers with teaching strategies to improve student achievement in writing.</p> <p>1.1b.9 Host an Academic Night to promote Writing.</p> <p>1.1b.10 Continue implementation of Response to Intervention and the RtI Committee to plan intervention strategies for students experiencing academic/behavioral difficulties.</p>
Financial Resources	Campus budget
Additional Resources	<p>Curriculum: CISD READS Early Childhood, CISD English Language Acquisition, Gifted & Talented</p> <p>Assessment: TAKS, TELPAS, INOVA, Benchmark Results</p> <p>Systems: Eduphoria</p> <p>Lucy Calkins</p> <p>Six Traits</p> <p>Strategies from Sheltered Instruction Observation Protocol (SIOP) Model</p> <p>Daily Language</p>

Monitoring Timeline	November January March
Formative Evaluation	Common assessments Writing Benchmarks: 90% all students and student groups
Summative Evaluation	TEA Data Tables AEIS
Project Manager(s):	Principal District Literacy Coach Assistant Principal

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

1.1 Master Rigorous Academic Standards	
1.1c Mathematics Improvement Plan	
Objective	<p>100 percent of all students and student groups will meet or exceed performance standards in Math on all Texas Statewide Assessments.</p> <p><i>Target areas:</i></p> <p><i>Objective 3: Geometry and Spatial Reasoning.</i> Grades 3 and 4 African American, Economically Disadvantaged, Bilingual, Special Education and At-Risk student groups.</p> <p><i>Objective 4: Concepts and Uses of Measurement</i> Grades 3 and 4 Special Education and At-Risk students groups.</p> <p><i>Objective 5: Probability and Statistics.</i> African American, LEP, Special Education, and At-Risk student groups.</p> <p><i>Objective 6: Mathematical Processes and Tools.</i> Economically Disadvantaged, LEP, Bilingual, Special Education, and At-Risk student groups.</p>
Strategies	<p>1.1c.1 A comprehensive analysis of the student performance and error patterns on TAKS for All students and student groups (African American, White, 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 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.3 Monitor student performance through a comprehensive analysis of error patterns of the Math Benchmark tests.</p> <p>1.1c.4 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.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>1.1c.6 Provide intensive instructional Tutorial programs and AMI for at-risk students, individualized to meet the unique needs of students during and after school hours in Math.</p> <p>1.1c.7 Utilize Math coaches to assist teachers with teaching strategies to improve student achievement in math and to work with at-risk students on math interventions during the school day.</p> <p>1.1c.8 Visit with students weekly prior to the TAKS test to monitor performance and motivate students to do their best.</p> <p>1.1c.9 Host an Academic Night to promote Math.</p> <p>1.1c.10 Provide fluency exercises in math facts</p> <p>1.1c.11 Utilize Thinking Maps in all subject areas.</p> <p>1/1c.12 Provide differentiation during instruction.</p> <p>1.1c.13 Provide a mentor for third and fourth grade at-risk students</p>

Financial Resources	Campus budget
Additional Resources	Curriculum: CISD Solves, Early Childhood, CISD English Language Acquisition, Gifted & Talented Assessment: TAKS, TELPAS, INOVA, Benchmark Results, Kim Sutton, Math Storyboards, Target the TEKS, Target the Question Systems: Eduphoria Texas Core Curriculum Models: AIMS District Math Coach
Monitoring Timeline	November January March
Formative Evaluation	Common assessments Math Benchmarks: 80% all students and student groups
Summative Evaluation	TEA Data Tables AEIS
Project Manager(s):	Principal District Math Coach Assistant Principal

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

1.1 Master Rigorous Academic Standards	
1.1.d Social Studies Improvement Plan	
Objective	100 percent of all students and student groups in 2 nd and 3 rd grade will meet or exceed the passing standard on end of year benchmarks in preparation for meeting performance standards on the 8 th grade Social Studies Texas Statewide Assessments. <i>Target areas: Objective 1: Understanding of issues and events in US history. Grade 8 African American, Hispanic, ED student groups</i>
Strategies	1.1d.1 Integration of Social Studies across the curriculum to enhance critical thinking. 1.1d.2 Monitor student performance through a comprehensive analysis of error patterns on the Social Studies Benchmark tests. 1.1d.3 A comprehensive analysis of the student performance and error patterns on TAKS for All students and student groups (African American, White, 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. 1.1d.4 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) 1.1d.5 Utilize grade level newspapers for students to know current events and utilize technical reading skills.
Financial Resources	Campus budget Title 1
Additional Resources	Curriculum:, Early Childhood, CISD English Language Acquisition, Gifted & Talented Assessment: TAKS, TELPAS, INOVA, Benchmark Results, Grade Level Newspapers Systems:, Eduphoria
Monitoring Timeline	November January March
Formative Evaluation	Common assessments Social Studies Benchmarks: 80% all students and student groups
Summative Evaluation	TEA Data Tables AEIS
Project Manager(s):	Principal Assistant Principal

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

1.1 Master Rigorous Academic Standards	
1.1e Science Improvement Plan	
Objective	100 percent of all students and student groups will meet or exceed performance standards in Science on all Texas Statewide Assessments. <i>Target areas:</i> <i>Objective 4:</i> Earth Science. Grade 5, Economic Disadvantaged and Hispanic student groups.
Strategies	<p>1.1e.1 Ensure the integration of science and math lessons, grades K-4.</p> <p>1.1e.2 Ensure the integration of language arts and science lessons, grades 1-4.</p> <p>1.1e.3 Promote science vocabulary through Science Word of the Day on the morning announcements.</p> <p>1.1e.4 Monitor student performance through a comprehensive analysis of error patterns of the Science Benchmark tests.</p> <p>1.1e.5 A comprehensive analysis of the student performance and error patterns on TAKS for All students and student groups (African American, White, 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.6 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.7 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.8 Teachers will use Marzano's Vocabulary chart for students to understand meanings of words.</p> <p>1.1e.9 Teachers will incorporate hands-on learning and science experiments 40-60 percent of instructional time.</p>
Financial Resources	Campus budget
Additional Resources	Curriculum: CISD Investigates Curriculum, Early Childhood, CISD English Language Acquisition, Gifted & Talented Assessment: TAKS, TELPAS, INOVA, Benchmark Results, AIMS Systems:, Eduphoria
Monitoring Timeline	November January March
Formative Evaluation	Common assessments Science Benchmarks: 80% of all students and student groups
Summative Evaluation	TEA Data Tables AEIS
Project Manager(s):	Principal Assistant Principal

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

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 90 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 rigorous physical activity.</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 teach students about criterion referenced health standards and the types of activities needed to reach them. Activities include: easy at home exercises/activities with family, skating unit and keeping students aware of local activities/programs.</p> <p>1.1f.4 To help students track their fitness results over time by testing with the Fitnessgram once a year (Spring), and practice sessions at least once each six weeks.</p> <p>1.1f.5 To engage students regularly in activities that target their aerobic capacity (ex: walking, running).</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.</p>
Financial Resources	Campus budget
Additional Resources	District curriculum
Monitoring Timeline	November January March
Formative Evaluation	Student activity log ActivityGram
Summative Evaluation	FitnessGram
Project Manager(s):	Physical Education staff Principal Assistant Principal

Goal 1: Student Achievement and Post-Secondary Success

Giesinger 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 the Achievement Gap																																																						
Objective	100 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, Math, Social Studies, and Science.																																																					
Strategies	<p>1.2.1 Implement the Bilingual/ESL Transitional Model in fourth grade classrooms, and implement the CISD English Language Acquisition Model at Prekindergarten, Kindergarten, first and second grade levels.</p> <p>1.2.2 Provide intensive, systematic, research-based reading instruction to identified <i>dyslexic at-risk students</i>.</p> <p>1.2.3 Provide <i>materials, equipment, transportation from tutorials/home, software, incentives for at-risk students</i> to facilitate academic improvement in content areas.</p> <p>1.2.4 Provide intensive, systematic, research-based <i>accelerated reading and math instruction for identified at-risk students</i> through direct instruction during the school day and after school.</p> <p>Campus Budget</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">SCE</td> <td style="width: 30%;">\$6,588.00</td> <td style="width: 30%;">9 Tutors</td> <td style="width: 15%;">11.45% FTE</td> <td style="width: 10%;">State</td> </tr> </table> <p>1.2.5 Provide intensive instructional tutorial programs for ARI and AMI at-risk students.</p> <p>ARI/AMI</p> <p>1.2.6 As a School Wide Title I campus, all general education teachers will provide differentiated instructional strategies to improve the achievement of all at-risk students.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">SCE</td> <td style="width: 30%;">36.6 teachers</td> <td style="width: 30%;">\$1,902,884.00</td> <td style="width: 15%;">FTEs 36.6</td> <td style="width: 10%;"></td> </tr> </table> <p>1.2.7 Provide instructional materials for core academic subjects to meet the needs of our diverse at-risk population.</p> <p>ARRA</p> <p>1.2.8 Provide materials and books for teacher staff development to increase teacher effectiveness for all students.</p> <p>1.2.9 Provide communication to staff, parents and community regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, newsletters, email announcements, campus meetings, and other sources.</p>				SCE	\$6,588.00	9 Tutors	11.45% FTE	State	SCE	36.6 teachers	\$1,902,884.00	FTEs 36.6																																									
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Additional Resources	Assessment: TAKS, TELPAS, INOVA, Benchmark Results Systems:, Eduphoria
Monitoring Timeline	November January March
Formative Evaluation	Common assessments Benchmarks: 80% all students and student groups
Summative Evaluation	TEA Data Tables AEIS
Project Manager(s):	Principal Assistant Principal

Goal 1: Student Achievement and Post Secondary Success

Giesinger 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 will successfully complete high school. Maintain an attendance rate over 95%.
Strategies	<p>DROPOUT PREVENTION PROGRAM</p> <p>1.3.1 Utilize District procedures to identify, intervene, and monitor the progress of at-risk students.</p> <p>ATTENDANCE</p> <p>1.3.2 Review, revise, and implement daily attendance procedures to meet 95% average attendance.</p> <p>1.3.3 Ensure that students meet AYP attendance expectations of 95% on testing days (participation).</p> <p>1.3.4 Communicate the attendance laws to parents annually.</p> <p>1.3.5 Utilize auto-dialing phone system for contacting parents of student's absence.</p> <p>1.3.6 Provide incentives to students who maintain perfect or near perfect attendance.</p> <p>1.3.7 Communicate with parents of students about absences or tardies as they become an issue.</p> <p>1.3.8 Have perfect attendance classrooms announce their perfect attendance at the end of the school day.</p> <p>1.3.9 Promote CHS and post graduation success through "Education: Go Get It!" Week.</p> <p>1.3.10 Promote Giesinger students being Future Tigers through activities with CHS, including : football games, track meet and student visits.</p>
Financial Resources	Campus budget
Additional Resources	Curriculum Assessment: TAKS, TELPAS, INOVA, Benchmark Results Systems: ViewIt, Eduphoria, Principal's 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 Manager(s):	Principal Assistant Principal

Goal 2: Recruitment, Development, and Retention of Staff

Giesinger 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	2.1. Ensure the appropriate certification and highly qualified requirements for all professional and paraprofessional staff. 2.2 Participate in Spring Job Fair to encourage employment in CISD. 2.3 Participate in Fall and Spring Student Teacher Reception to encourage employment in CISD. 2.4 Participate in District recruitment efforts to support the employment of highly qualified teachers and staff. 2.5 Provide mentor support for beginning teachers. 2.6 Improve qualifications of teachers by providing opportunities to attend workshops and training sessions. 2.7 Provide opportunities for teachers to attend GT training to maintain HQ status in the area of GT. 2.8 Provide opportunities for teachers to acquire ESL certification 2.9 Provide encouragement activities for teachers and staff (faculty lunches, social events)
Financial Resources	Campus budget Teacher Activity Fund
Additional Resources	Position Control Reports Allocation Reports
Monitoring Timeline	November January March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	AEIS HQ Report to TEA
Project Manager(s):	Principal Assistant Principal

Goal 3: Parents and Community

Giesinger 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 Giesinger.
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 Work closely with the PTO to enhance communication and collaboration between school and home.</p> <p>3.3 Provide opportunities at school for parents to participate in academic and social events with their children such as Academic Night, School Music Programs, Movie Nights, School Carnival, Spring Family Night, Thanksgiving Feast, Veteran’s Program, etc.</p> <p>3.4 Provide opportunities for students to visit community members through field trips and programs.</p> <p>3.5 Provide information nights and parent/teacher conferences so that parents fully understand the curriculum that their children are working to master.</p> <p>3.6 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>3.7 Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses.</p> <p>3.8 Provide factual, relevant information about campus programs and initiatives to both the staff and parents/community through a variety of media.</p> <p>3.9 Provide information and communication to parents through teacher web sites, newsletters, Tuesday folders, e-mail and telephone.</p> <p>3.10 Hold monthly vertical team meetings (committee meetings) so that teachers can collaborate and understand what is going on across the grade levels.</p> <p>3.11 Hold weekly horizontal team meetings so that teachers can collaborate within the grade level.</p> <p>3.12 Provide Title I presentations to school community.</p> <p>3.13 Provide parents an opportunity to give feedback through a parent survey.</p> <p>3.14 PTO recognizes teacher appreciation through various activities.</p> <p>3.15 School staff recognizes parent appreciation through various activities.</p>
Financial Resources	<p>Campus budget</p> <p>PTO</p> <p>Title I Parent Involvement Resources and Newsletters \$2,780.00</p> <p>ARRA Parent Involvement Resources \$2,489.00</p> <p>Student Travel</p>
Additional	<p>Giesinger Gazette</p> <p>Local media</p>

Resources	Safe Schools Plan Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media Record of press releases Record of campus communication Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus
Project Manager(s):	Principal Assistant Principal Campus Key Communicator PTO President

Goal 4: Safe Schools

Giesinger 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 Ensure the safety of students by monitoring gates surrounding the building.</p> <p>4.5 Provide car arrival safety patrol to ensure that students safely enter and leave the building daily.</p> <p>4.6 Provide parents with car rider tags to ensure safety of students after school.</p> <p>4.7 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>4.8 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>4.9 Provide student education in safe school and personal safety/wellness through implementation of programs of character development, conflict resolution, drug, alcohol, and tobacco resistance; and life/coping skills.</p> <p>4.10 Provide parent education in safe school and personal safety/wellness through implementation of programs of character development, conflict resolution, drug, alcohol, and tobacco resistance; and life/coping skills.</p> <p>4.11 Require all changes in transportation before 2:15 pm.</p>				
Financial Resources	<p>Campus budget</p> <table border="0"> <tr> <td>Title IV</td> <td style="text-align: center;">\$800.00</td> <td style="text-align: center;">Federal</td> </tr> </table>	Title IV	\$800.00	Federal	
Title IV	\$800.00	Federal			
Additional Resources	Emergency operations plan				
Monitoring Timeline	<table border="0"> <tr> <td>Formative</td> <td>November, January</td> </tr> <tr> <td>Summative</td> <td>July</td> </tr> </table>	Formative	November, January	Summative	July
Formative	November, January				
Summative	July				
Formative Evaluation	<p>Committee agendas and sign-in sheets</p> <p>Record of programs/presentations/trainings for students and staff</p> <p>Quarterly reports of police activity and safety drills for campus</p>				
Summative Evaluation	Clean safety audit				
Project Manager(s):	<p>Principal</p> <p>Assistant Principal</p> <p>Counselor</p>				

Goal 5: Technology

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

Goal 5 Technology				
Objective	5. To ensure that all students and staff utilize technology as a tool for learning.			
Strategies	5.1. Increase student opportunities for utilizing technology across the curriculum areas. Title I ARRA 5.2. Within each grade level cluster, all Technology Applications TEKS are met. 5.3 Provide hands-on training in use of new technology hardware and software. 5.4 Provide opportunities for classroom integration of technology across the curriculum.			
Financial Resources	Campus budget			
	Title I ARRA	\$61,459.52	Technology	Federal
Additional Resources	Technology staff			
Monitoring Timeline	Formative	November, January		
	Summative	July		
Formative Evaluation	Records of professional development in technology Campus and District Technology Plans align with strategies			
Summative Evaluation	Meet Performance Indicators for STaR Report			
Project Manager(s):	Principal Assistant Principal Technology Liaison			

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.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

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 the Achievement Gap

Goal 1.3 Successful Completion of High School

Texas Assessment of Knowledge and Skills (All, African American, Hispanic, White, Eco. Dis.) Exemplary status on 22 of 25 measures		2009 Performance		2010 Target Performance Indicator	
		% met standard	Measure	% met standard	Measure
Reading/ELA	All and Student Groups (African American, Hispanic, White, Eco Dis)	95%	E	100%	E
	African American	97%	E	100%	E
	Hispanic	95%	E	100%	E
	White	95%	E	100%	E
	Economically Disadvantaged	92%	E	100%	E
Writing	All and Student Groups (African American, Hispanic, White, Eco Dis)	97%	E	100%	E
	African American	99%	E	100%	E
	Hispanic	97%	E	100%	E
	White	96%	E	100%	E
	Economically Disadvantaged	95%	E	100%	E
Mathematics	All and Student Groups (African American, Hispanic, White, Eco Dis)	93%	E	100%	E
	African American	90%	E	100%	E
	Hispanic	92%	E	100%	E
	White	95%	E	100%	E
	Economically Disadvantaged	89%	R	100%	E
Gold Performance Acknowledgments					
Commended Performance on TAKS Reading for All Students, AA, H, W,ED)		40%		50%	
Writing		28%		40%	
Mathematics		39%		50%	
Attendance Rate: Elementary		96%		96.5%	

Goal 2 Recruitment, Development and Retention of Staff

Highly Qualified Staff		
Highly Qualified Teachers	<u>100%</u>	<u>100 %</u>
Highly Qualified Paraprofessionals (Title I Campuses)	<u>100%</u>	<u>100%</u>
Recruitment		
CISD Job Fair	Attendance	Attendance

Goal 3 Parents and Community

Parent and Family Involvement		
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
Community and Business Partnerships		
Campus partnerships with businesses and organizations	Maintain/expand partnerships	Maintain/expand partnerships

Goal 4 Safe Schools

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

Goal 5 Technology

Maximize Teaching and Learning for students and staff		
Technology is seamlessly applied across all subject and content areas.	STaR Chart (TL) > 16	STaR Chart (TL) > 17
Enhance Professional practices		
Professional development focuses on the technology capabilities of educators	STaR Chart (EP) > 15	STaR Chart (EP) > 16

Goal 6 Communication

Internal Communications		
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
External Communications		
Campus promotes campus activities, initiatives, and programs in an accurate	Positive parent and community feedback	Positive parent and community feedback

and timely manner (website, newsletters, press releases, emails, etc.)		
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

**SCE FUNDS
2009-2010**

Program/Service	Funds Budgeted	FTEs 2009-2010	Teacher Names
Academic Tutorials	\$6,588.00	.1145	Tutors
General Education Teachers	\$1, 902,884.00	36.6	
Total Funds Budgeted and FTEs	\$1,909,472.00	36.745	

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

Program/Service	Funds Budgeted 2009-2010	FTEs
ARRA Title IA		
Technology	61,459.52	
Language Arts	19,001.82	
Parent Involvement	2,489.00	
Title IA		
Instructional Support – Teacher	72,709.50	1
Instructional Support – Paraprofessional	17,099.43	1
Instructional Supplies	31,113.27	
Parent Involvement	2,780.00	
Extra Duty	\$700.00	
Title III		
Student Materials	1,800.00	
Books	2,000.00	
Travel/Conference	200.00	
Title IV		
Why Try Kit	\$375.00	
Character Guidance Materials	\$350.00	
Small Group Materials	\$75.00	

