

Gus Winston Cain Elementary

Campus Improvement Plan

2009-10

Gus Winston Cain Elementary believes in "Every child, every chance, every day."

Gus Winston Cain Campus Improvement Plan 2009-2010

District Mission Statement: The Whitehouse Independent School District is dedicated to preparing all students through the shared responsibility of teachers, students, parents and community to live successfully in today's society.

Campus Mission Statement: Gus Winston Cain Elementary School shares the responsibility with families to prepare all students to function successfully in our changing society.

District Administrators:

Daniel DuPree, Superintendent of Schools
Richard Peacock, Assistant Superintendent

Tony Black, Director of Support Services
Sherrie Lloyd, Executive Director of Budget & Finance
Betty Lough, Executive Director of Curriculum & Instruction
Doris Pitts, Executive Director of Special Programs
Bob Arnold, Director of Technology
Monet Brown, Director of Personnel

WISD Board of Trustees:

Patrick Moran
Wade Weathers
Vince Primo, President
Kevin Cashion
Darrell Crymes, Secretary
Jason Wade, Vice President
Howard Patterson

Campus Improvement Committee Members:

Angie Tucker, teacher	Kizzie Neal ,parent
Kara Partin, teacher	Katie McGraw, teacher
Robyn Seal, teacher	Tammy Henderson, teacher
Staci Mayo, teacher	Cindy Wingate, assistant principal
Peggy Craft, teacher	Celeste Majors, teacher
Kay Quick, teacher	Preston Smith, community
Susan Roberts, counselor	Cindy Smith, teacher
Sherri Randall, principal	
Dr. Kay Steelman, central office administrator	
Kevin Musselwhite, business	

District Improvement Committee Members:

Cindy Wingate, Assistant principal
Peggy Craft, teacher
Staci Mayo, teacher

**Gus Winston Cain Elementary
Comprehensive Needs Assessment Tools**

Student Assessments:

Achievement Tests
Texas Primary Reading Inventory (TPRI)
Locally Developed Benchmark Tests
Rigby Benchmark Tests
Oral and Written Language Assessments (IPT/IDEA)
Attendance Accounting
Special Education Data
504 Data
SIT Data
Teacher Observations
Cognitive Abilities Test
G/T Matrix
Dyslexia Screening

Texas Assessment of Knowledge and Skills (TAKS)
Texas Assessment of Knowledge and Skills (TAKS-M)
Texas Assessment of Knowledge and Skills (TAKS-A)
KDI (Kindergarten Diagnostic Inventory)
TELPAS
CIRCLE

Teacher Assessments:

Professional Development and Appraisal System (PDAS)
Formal and Informal Walkthroughs
Staff Development Survey

District and Campus Assessments:

District/Campus Rating
Academic Excellence Indicator System (AEIS)
Number of At-Risk Students
Program Evaluations

Survey:

Parent Survey

**Gus Winston Cain Elementary
At Risk Programs**

Dyslexia Learning Lab:	All students at-risk	Comp Ed. Funded
School Wide Pull Out:	All students at-risk	Title I Funded
At Risk:	All students at-risk	Federal Stimulus Funds/District Funds
ESL:	All identified students	Comp. Ed Funded

Ten Components of school wide services:

1. Comprehensive needs assessment
2. School wide reform strategies
3. Instruction by highly qualified professional staff
4. Ongoing professional development
5. Strategies to attract highly qualified teachers
6. Parental involvement
7. Transition activities for preschool children
8. Inclusion of teachers in academic assessment decisions
9. Assistance strategies for students experiencing difficulties mastering the proficient and advanced levels of achievement standards
10. Coordination of integration of federal, state, and local service programs

Gus Winston Cain Comprehensive Needs Assessment

Goal One: All students will meet or exceed state and district educational standards.

Based on last year's TAKS results and other data, goal one will be continued. Individual assessments are important when determining the needs of each student. Therefore, the results of TPRI, Benchmarks, and other assessments are used to identify needs and drive instruction. Instruction that develops higher order thinking skills in all academic areas will help give students strategies to grow academically and improve their scores on assessment instruments. TARGET math will be used in all classrooms and teachers will be trained in using Textteams strategies.

On-going staff development is provided to help teachers improve their teaching strategies in reading, writing, math, science, and social studies for all population groups so that our campus will maintain its exemplary status.

Science Curriculum will be enhanced through the use of FOSS kits. The hands-on activities and experiments in the Science Lab will help identify needs and drive instruction to meet or exceed state and district educational standards in Science.

Goal Two: Vertical and horizontal curriculum alignment will be emphasized to assure equitable student achievement for all students.

Based on TAKS results and other district data, it has been determined that curriculum alignment needs to be continued during the 2009-2010 school year. Since TEKS were aligned for all subjects by 6 weeks during the 04-05 school year and benchmark tests developed, the tests will continue to be revised and improved in the core subjects to test the TEKS that are taught during the 6 weeks. Utilize DMAC for Benchmark evaluations in grades 3-5.

Because reading/LA skills are so important to student success, the WISD three-year literacy plan will continue to be updated and implemented. Balanced literacy strategies should be implemented in grades K-3. Reading and Language Arts Benchmarks will be rewritten to reflect the implementation of the 2009 TEKS.

District-wide vertical alignment meetings for health and PE curriculum will be held. Horizontal/vertical science curriculum will be strengthened with inquiry and investigation activities.

Goal Three: Learners will have appropriate technological resources to support the district's educational performance goals.

Due to the fact that technology plays such an important role in the world today and in the educational process, WISD should continue to provide quality technological support. Teachers will continue to be trained on Skyward gradebook software. Teachers will be updated to utilize hand-held to administer TPRI. Teachers will be utilizing the STaR chart survey via the computer. State-adopted technology applications will be implemented. Teachers will practice setting up their classroom web pages. We will utilize a SmartBoard in 5th grade to enhance Science and Math instruction.

Goal Four: Federal compliance standards will be met in order to increase student achievement.

Based on analysis of TAKS and other assessment results, it is determined that Title and special education funds need to be used to pay quality staff that can provide supplemental instruction in the areas of reading and math. Staff will provide Title services and special education services in an effort to increase students' academic achievement. Staff development will provide these teachers with better teaching strategies to meet diverse needs. Documentation of ARD's, 504's and SIT (Student Intervention Team) meetings will be kept. Title students are tracked for identification and progress. Training will provide teachers with knowledge of the Three Tier Instructional Model.

Goal Five: State compliance standards will be met in order to increase student achievement. (Compensatory Education Funds and Programs)

State compensatory funds will support educational programs which focus on students falling below the 40th percentile on an achievement test, students not reaching at least their grade level on the TPRI, students failing a subject area or students meeting any other at-risk criteria. TAKS results and other data from the AEIS should be documented on the district matrix. The district will continue to maintain a tracking system that will provide adequate data on at-risk students. This will allow teachers from grade to grade to better meet the needs of the students. Compensatory Education funds need to be used to support highly qualified staff who can meet the needs of all at-risk students and increase student achievement. Learning Lab will be continued to assist dyslexia students. We will continue to provide schoolwide pullout services for identified at-risk students.

Goal Six: State compliance standards will be met in order to increase student achievement. (Special Programs, ARI, AMI, ESL, and GT)

According to state guidelines, ARI/AMI funds, if available, should be used K-5 to provide supplemental help for students that need acceleration in reading and math. Part-time teachers will be employed to provide additional instruction for these at-risk students if funds are available. Based on the results of a district-wide staff development survey, staff should be given training in teaching strategies targeting the at-risk reader, the second language learner, and the gifted learner. Staff should also be trained in the identification of these same students. Teachers need to be given information concerning the identification of the at-risk students using the compensatory education criteria. Copies of the 504, ESL, GT, and dyslexia manual are available to all teachers. This will enable them to have a better understanding of the needs of these students. ESL and GT are tracked for identification and progress. Rosetta Stone will be loaded on all ESL teachers' student computers and used with some ESL students. Appropriate personnel will be trained for TELPAS. Teachers in K-5 will implement math centers for a 30 minute period, one day a week to increase one-on-one time with a student. GT students will attend a pullout program weekly.

Goal Seven: A safe, drug-free and orderly learning environment will be provided for students.

Based on state requirements that all students receive instruction in the area of character education, a district-wide character education program has been implemented. Cain Elementary participates in the district-wide program. This should provide uniformity and consistency within the district and ensure that all students at all grade levels receive this type of instruction. Due to the

requirement that all campuses have a Crisis Intervention Team, new members will be trained and current team members will receive their yearly update.

The Campus Crisis Plan will be updated and security visits will be continued. The District Disciplinary Code of Conduct and Campus Handbook will be made available on the district website. Disciplinary Alternative Education Program (DAEP) will be utilized. Due to a grant, we will continue the CATCH program. We will participate in the district-wide Prevention of Bullying training. Cool Cats of Outstanding Character will be recognized each 6 weeks. The Kats Connections will be formed to give some students another caring adult on campus.

Goal Eight: Our campus will work to attract and maintain the highest level of qualified personnel.

Based on the requirements of No Child Left Behind, the district must continue to hire only the most highly qualified teachers. The campus interview team will screen, interview, and select only the most highly qualified teachers. All teachers will receive high quality staff development. All students must be taught by highly qualified teachers. Teacher and paraprofessional improvement should continue to be targeted through consistent staff evaluations, walkthroughs, and staff development through Region VII and within the district. Assist teachers in maintaining or attaining GT certification and ESL certification.

Goal Nine: Our campus will have a parent involvement program.

Gus Winston Cain Elementary values parental and community involvement. The success of an instructional program is always significantly influenced by how well parents and community support the school, such as in PTO or through Junior Achievement. Providing accurate and timely information to parents is always important. Parents come to “Meet the Teacher” the week before school starts. Teachers inform parents of class expectations and campus policies and procedures at “Parent Orientation” within the first 2 weeks of school. The school marquee is used to inform parents of monthly character words. Due to importance of TAKS and other assessments, information is sent home to parents in a campus newsletter and is posted on the school’s website. Scheduled parental informational sessions are held to inform parents about ESL, Title, and GT. Cain Elementary strongly believes that parents should be well informed of the TAKS and should play an important role in the education of their child. Therefore, we provide multiple sources to inform parents concerning the importance of assessments.

PERFORMANCE OBJECTIVES MATRIX FOR TAKS
Campus: Gus Winston Cain Elementary
Grade Level: Based on grades 3-5

Student Group/Program	2009	2010	2011		Student Group/Program	2009	2010	2011
Mathematics – 3-5					Reading – 3-5			
Total	*98				Total	*99		
White	*99				White	*100		
African-American	90				African-American	90		
Hispanic	93				Hispanic	100		
Eco. Disadvantaged	*95				Eco. Disadvantaged	*97		
Special Education					Special Education			
ESL/Bilingual					ESL/Bilingual			
At Risk					At Risk			

* Analysis groups used to determine rating: Exemplary

Student Group/Program	2009	2010	2011		Student Group/Program	2009	2010	2011
Writing – 4th gr.					Science – 5th gr.			
Total	*99				Total	*94		
White	*100				White	*97		
African-American	86				African-American	80		
Hispanic	100				Hispanic	71		
Eco. Disadvantaged	93				Eco. Disadvantaged	86		
Special Education					Special Education			
ESL/Bilingual					ESL/Bilingual			
At Risk					At Risk			

PERFORMANCE OBJECTIVES MATRIX
Campus: Gus Winston Cain Elementary
Grade Level: EE-5

Student Group/Program	2009	2010	2011		Student Group/Program			
Attendance	96.56 %							
Tardies								
Discipline Referrals								
Violence Incidents								

**Whitehouse ISD
Gus Winston Elementary Campus Improvement Plan
2009-2010**

Goal One: **All students will meet or exceed state and district educational standards.**

Objective: **Target reading, writing, math, science and social studies to promote student success on assessment instruments**

District Goal Reference: One

Effective School Correlate: Assessment

IMPLEMENTATION

Evaluation

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Target performance of all subgroups and other identified at-risk students on all assessment instruments (TAKS, TPRI, TELPAS, Benchmark Tests, Rigby) (SW8)	Campus principal Teachers IC's	2009-2010	Assessment Results Campus funds AEIS	Administer tests Lists of targeted students	Results of TAKS, Benchmark tests, TPRI, Rigby, TELPAS
Provide instruction and practice using higher order thinking skills in all academic areas targeting the TEKS (SW4)	Campus principal Teachers	Weekly	Region VII Independent workshops TARGET math Teacher materials	Activities using higher order thinking skills that target the TEKS	Assessment results Curriculum alignment documents Lesson Plans Walkthroughs
Provide staff development targeting reading, writing, math, science, social studies, TELPAS Training, Rosetta Stone, TAKS (SW4)	Executive Director of Curriculum Team leaders Campus principal Reading , Math and Science IC's	2009-2010	District funds Campus funds Region VII Conferences Special Ed	List of workshops and conferences attended On-line certification	Data base of teacher attendance On-line certificates Student assessment results TELPAS results
Continue to develop a plan to improve the vertical alignment of math curriculum for grades K-5 (SW4)	Executive Director of Curriculum Math IC Principal Teachers	May 2010	Research information New textbook adoption	Math Committee meetings	Teacher attendance record Assessment results Math Curriculum alignment

Implement plan to improve vertical alignment of science curriculum and assessment (SW4)	Executive Director of Curriculum Science IC Principal Teachers	May 2010	Research information FOSS kits TEKS Science activities	Schedule of staff development Activities Lesson plans	Record of teacher attendance for training Assessment results
Continue to improve Science skills through use of FOSS kits in Science labs (SW9)	Principal Executive Director of Curriculum	2009-2010	District funds	FOSS kits	Benchmark test results FOSS experiments TAKS Science scores

**Whitehouse ISD
Gus Winston Cain Elementary Campus Improvement Plan
2009-2010**

Goal Two: **Vertical and horizontal curriculum alignment will be emphasized to assure equitable student achievement for all students.**

Objective: **Complete the curriculum alignment framework in the core subject areas of language arts, math, social studies and science**

District Goal Reference: Two

Effective School Correlate: Curriculum

IMPLEMENTATION

Evaluation

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Continue to align the curriculum vertically and horizontally in math, language arts, social studies, science (SW8)	Executive Director of Curriculum Campus principal Teachers, IC's	2009-2010	TEKS Campus budget	Schedule of work days for horizontal and vertical teams	District curriculum document Notes from campus vertical alignment
Continue to implement the three-year literacy plan that supports the aligned curriculum for prekindergarten through 5th grade (SW2)	Campus principals Teachers Reading IC	2009-2010	Three Year Literacy Plan Campus budgets	Agendas from K-5 campus meetings Walkthrough documentation Rigby Benchmarks TAKS practices	Lesson plans Rigby Benchmarks Staff development PO's PDAS documentation TAKS scores
Continue to revise and improve Benchmark tests by six-weeks in math, language arts, social studies, science (SW8)	Executive Director of Curriculum IC's Campus Principal Teachers	Each 6 weeks	TEKS	Schedule of work days for teachers to align TEKS and develop tests	Completed TEKS alignment forms Benchmark tests
Strengthen the science curriculum with inquiry and investigation activities, utilizing the Science labs K-5 (SW3)	Teachers Principal Science IC Executive Director of Curriculum	Each 6 weeks	Workshops Science textbook Campuswide experiments FOSS kits	Record of teacher attendance at workshops Documentation of Scientific Process by students Scheduled days for teacher training	Science Benchmarks
Utilize DMAC for Benchmark evaluation in grades 3-5 (SW9)	Teachers IC's	Each 6 weeks	DMAC sheets Technology	Updated Benchmark tests	Benchmark scores Planning based on scores

Continue to participate in district-wide vertical alignment meetings for health and physical education curriculum based on the audit report (SW4)	Principal PE/Health Teacher Exe. Dir. of Curriculum PE IC	2009-2010	TEKS District funds Audit report	Schedule of meetings Lesson Plans	Agendas Sign-in sheets
Revise Reading/Language Arts Benchmarks to reflect implementation of 2009 TEKS. (SW8)	Teachers IC	2009-2010	TEKS	Schedule of Meetings Benchmark	Agendas Sign-in sheets
Implement Alpha Phonics in grades K-2. (SW9)	Teachers IC Principal	2009-2010	Alphabetic Phonics Curr.	Lesson Plans SIT referrals	TPRI scores Numbers in Special Programs

**Whitehouse ISD
Gus Winston Cain Elementary Campus Improvement Plan
2009-2010**

Goal Three: **Learners will have appropriate technological resources to support the district’s educational performance goals.**

Objective: **Provide access to technology in order to assist the district’s preparation to meet academic expectations**

District Goal Reference: Three

Effective Schools Correlate: Technology

IMPLEMENTATION

Evaluation

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Provide students with appropriate software applications for research/inquiry and skills development (SW9)	Director of Support Services Director of Technology Principal	2009-2010	District funds Campus funds Title II, Part D	Purchase order for purchase of software	Record of installation of software
Continue to train staff in the use of district software applications such as DMAC, TPRI, Gradebook, and Skyward (SW4)	Director of Support Services Director of Technology	2009-2010	District network and software	Schedule of training sessions	Sign-in sheets List of trained staff
Continue to improve the use of attendance and grading programs for teachers to use from each classroom (SW4)	Director of Support Services Director of Technology Campus principal Teachers PEIMS Coordinator	2009-2010	Skyward software	Schedule of training sessions	Written evaluation of programs Attendance and grading records
Provide students with opportunities each 6 weeks to create a technology project (SW3)	Teachers Technology Committee	2009-2010	Computer lab	Lesson Plans	Completed projects
Continue to train teachers in the use of handhelds to administer TPRI and Skyward Gradebook (SW4)	Reading and Math IC’s Exec. Dir. of Curriculum Dir. of Support Services Tech. Dept.	2009-2010	District Technology Funds	Schedule of training sessions	Documented used of TPRI handhelds and Skyward Gradebook
Utilize Rosetta Stone software (SW9)	Exe. Dir. of Curr. Teachers	2009-2010	ESL funds	Computer acquisition	Assessment results

Utilize the Smart Board in 5 th grade to enhance Sci. and math (SW9)	Teachers IC	2009-2010	Technology funds	Lesson Plans	Walkthroughs TAKS results
Utilize mClass CIRCLE with Headstart. (SW7)	Teacher Principal	2009-2010	Campus funds Tech. funds	Purchase handheld Purchase software	Test scores
Utilize Kidspiration in grades 2-5 in the computer lab.	Teacher Principal	2009-2010	Campus funds	Purchase software	Lesson plans

**Whitehouse ISD
Gus Winston Cain Elementary Campus Improvement Plan
2009-2010**

Goal Four: **Federal compliance standards will be met in order to increase student achievement.**
 Objective: **Provide supplementary services for at-risk students through the use of federal funds**
 District Goal Reference: Four
 Effective School Correlates: Instruction and Assessment

Strategies/Initiatives	Person Responsible	Time Line	Resources	Evaluation	
				Formative	Summative
Expend Federal Grant funds to improve student achievement through employment of highly qualified staff, purchase of teaching materials and staff development (SW10)	Exe. Director of Special Programs Executive Director of Budget and Finance Principal Executive Dir. of Curriculum	2009-2010	Title I: FTE's:	Benchmark tests results Student grades each six-weeks Number of students referred to special programs and services	Improved student performance on various assessments: Achievement tests, TPRI, TAKS, and Benchmark tests Improved student passing rate in all subject areas
Maintain a tracking system at each campus and provide sufficient documentation for identification and progress of special education and 504 students (SW10)	Exe. Director of Special Programs Principal Counselor Teachers	2009-2010	504 Manual Special Ed. guidelines	Supporting documentation for identification of special education, and 504 students SIT team	ARD and 504 Committee notes SIT team notes List of identified students
Make available to staff the policies and procedures for identification of special education and 504 students (SW4)	Executive Director of Curriculum Exe. Director of Special Programs Principal	2009-2010	Copy of 504 and Special Ed. manuals and policies	Manuals of policies and procedures	List of identified at-risk students List of students identified for special programs and services
Training for staff in how to support identified special population students in order to improve student performance (SW4)	Executive Director of Curriculum Principal Exe. Dir. of Special Programs	2009-2010	District funds Campus funds Title funds Region VII Special Ed.funds	Posting of available workshops District and campus staff development schedule	Documentation of training Sign-in sheets Student assessment results
Assist the district in developing a Comprehensive Analysis Program to address the needs of the Special Ed. population (SW4)	Principal SIT Teachers Counselor, ARD committee	Spring ARD's	Sp. Ed. Funds District funds Campus funds	Goals and objectives on IEP Schedule of classes ARD's	Mastery of IEP goals Assessment results ARD notes

Assist with Special Ed. students in regular classroom (SW4)	Exe. Dir. of Curr. Exe. Dir. of Sp. Ed. Principal Sp. Ed. teachers Regular Ed. teachers	August 2009	Sp. Ed. funds Sp. Ed. personnel	Student schedules Sp. Ed. teachers' schedules	Assessment results
Review 3-Tier Model with teachers (SW4) (SW8)	Counselor	October 2009	Campus personnel	3-Tier Packets	SIT referrals
Continue the Headstart program (SW7)	Headstart site coordinator Teacher Principal	2009-2010	Federal funds District funds State funds	Qualifications for Headstart	List of students

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Goal Five: **State compliance standards will be met in order to increase student achievement.**

Objective: **Provide supplementary services for at-risk students through the use of State Compensatory Funds**

District Goal Reference: Five

Effective School Correlates: Instruction and Assessment

Strategies/Initiatives	Person Responsible	Time Line	Resources	Evaluation	
				Formative	Summative
Expend State Compensatory (SW10) Education funds to improve performance of students identified at-risk through qualified staff and supplemental programs as addressed in the campus plans Target improved performance on: six-weeks grades, benchmark tests, Achievement tests, TPRI, TAKS, and TELPAS	Executive Director of Curriculum Executive Director of Budget and Finance Principal	May 2010	Comp. Ed: FTE's FTE's Dyslexia: FTE's:	Benchmark tests results Student passing rate each six-weeks List of students identified at-risk List of students participating in special programs List of qualified staff	Improved student performance on various assessments as documented on matrix: TAKS Achievement tests TPRI Benchmark tests Six-weeks grades TELPAS TAKS results
Maintain a tracking system and provide sufficient documentation for identification and progress of at-risk students. (TEC 29.081) (SW2)	Principal Teachers Counselor	2009-2010	At-risk criteria PEIMS report	Supporting documentation for identification of at-risk students	List of at-risk students from each campus as documented in PEIMS
Instruct staff in policies and procedures for identification of at-risk students (SW4)	Executive Director of Curriculum Principal Counselor	2009-2010	Copies of 504, ESL, Dyslexia, and Comp. Ed. Criteria SIT forms	Updated manuals of policies and procedures	List of identified at-risk students (PEIMS report) List of students identified for special programs and services
Provide supplemental tutorial extended year for students identified at-risk (as determined by the district) (SW9)	Principal Teachers	June 2010	Comp Ed. funds: FTE's: 2	Goals and objectives of extended year Pretests TAKS	Class lists Post tests TAKS results
Continue Learning Lab to assist students identified as dyslexic (SW9)	Principal Teachers Exe. Dir. of Curr.	2009-2010	Local funds Title funds	List of students receiving assistance	Assessment results

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Goal Six: **State compliance standards will be met in order to increase student achievement.**

Objective: **Provide supplementary services for at-risk students through special programs.**

District Goal Reference: Six

Effective School Correlate: Instruction and Assessment

IMPLEMENTATION

Evaluation

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Expend Accelerated Reading/Math Instruction (ARI/AMI) funds for additional staff and materials to improve student achievement in reading and math (SW3,8,10) (if available)	Executive Director of Curriculum Principal	Oct. 2009- Apr. 2010	ARI/AMI funds: FTE's:	Personnel records Schedules of ARI/AMI teachers' time with students	Results on TPRI, 6 wks.' Grades. Benchmarks, achievement tests TAKS
Maintain a tracking system to provide documentation for identification and progress of ARI/AMI students (SW8,10)(if program is funded)	Executive Director of Curriculum Campus principal Teachers	2009-2010	ARI/AMI funds ARI/AMI guidelines Rigby Assessments TPRI	List of reading and math at-risk students	Results on TPRI, 6 wks.' Grades. Benchmarks, achievement tests, Rigby TAKS
Maintain a tracking system for identification and progress of ESL, dyslexic, 504, and GT students (SW4)	Ex. Dir. Curr. GT IC Principal Counselor Teachers	2009-2010	ESL manual GT manual Dyslexia manual 504 manual Skyward	Documentation for identification of ESL, dyslexia, and GT students	LPAC notes, GT and ESL lists, TPRI, 6 wks.' Grades, benchmarks, achievement tests, TELPAS, GT re-evaluation results TAKS results
Make available to staff the policies and procedures for identification of ESL, dyslexia, 504, and GT students (SW4)	Ex. Dir. Curr. GT IC Principal Counselor	August 2009	Copy of ESL, GT manual, Dyslexia manual, 504 manual	Manuals of policies and procedures	List of students identified for special programs and services ESL and GT program evaluations
Provide GT pull out program for identified students (SW8)	GT IC GT teachers Principal Ex. Dir. Curr.	Sept. 2009	GT materials District funds	List of GT students	GT projects

Train Campus Testing Coordinators and ESL teachers (Raters) concerning completion of TELPAS (SW4)	Executive Director of Curriculum, Principals, counselor, teacher TELPAS raters	2009-2010	Region VII TEA materials On-line training	Documentation of training sessions	Documentation of the administration of TELPAS Assessment results
Implement teaching strategies to improve LEP student success on TELPAS (SW9)	Executive Director of Curriculum Principal ESL teachers	2009-2010	Staff development funds	Lesson Plans Staff development documentation	Assessment results
Provide training for staff in how to support identified special population students in order to improve student performance, including GT (SW4)	Executive Director of Curriculum Principal	2009-2010	District funds Campus funds Region VII	Posting of available workshops District and campus staff development schedule	Documentation of training Budget summaries Sign-in- sheets Student testing/screening results
Utilize SIT team for assistance in identifying at-risk students (SW8,9)	SIT team	2009-2010	SIT forms	Referrals for SIT team	Minutes on SIT team meetings
Provide on-going Rosetta Stone training for teachers (SW9)	Principal Teachers	2009-2010	Rosetta Stone Software Computers	Inservice agenda	Sign-in sheets Lesson Plans
Continue the implementation of Rosetta Stone software for the ESL students (SW9)	Principal Teachers	2009-2010	Rosetta Stone software	Lesson Plans	Assessment results
Utilize a part-time district wide ESL liaison (SW9)	Teachers Principal	2009-2010	ESL funds	Schedule of students	Assessment results
Utilize math centers for 30 minutes a week (K-5) (SW9)	Teachers Math IC Principal	2009-2010	Teacher resources	Lesson Plans	Assessment Results

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Goal Seven: **A safe, drug-free and orderly learning environment will be provided for our students.**

Objective: **Reduce drug use, violence and/or disruptive behavior by students**

District Goal Reference: Seven

Effective School Correlate: School Climate and Violence Intervention and Prevention

Strategies/Initiatives	Person Responsible	IMPLEMENTATION		Evaluation	
		Time Line	Resources	Formative	Summative
Continue the district-wide Character Education Program (SW2)	Executive Director of Curriculum Counselor	Daily	Character Education materials	Announcements Marquees	Documentation of discipline referrals Lesson plans Counselors' class schedules and plans
District-wide participation in the Drug Free Initiative (Red Ribbon Week activities, speakers) (SW10)	Assist. Supt. Principal Counselor	2009-2010	Region VII Community resources Title IV, Part A	Listing of programs, activities, and presentations concerning the prevention of drug abuse Title IV, Part 4 budget	Documentation of number of students participating in various activities Purchase orders
Recertify and train Crisis Prevention Intervention and Texas Behavior Modification Intervention (TBMI) teams (SW4)	Assist. Supt. Executive Director of Curriculum Principal	One day training as set by district	Region VII Campus staff dev. funds	Schedule of training sessions	Certificates of Completion
Implement WISD Emergency Operations Plan (EOP) (SW10)	Campus Principal Assist. Supt.	2009-2010	District plan State guidelines	Copy of plan	Schedule of drills
Update and distribute District Disciplinary Code of Conduct through WISD website and paper copy as requested (SW10)	Assist. Supt. Principal	August 2009	State guidelines District policy	Send home notice with student of website posting	Student/parent signature sheets
Utilize Disciplinary Alternative Education Program (DAEP) when needed (SW10)	Principal	2009-2010	State Comp. Ed. Funds	Disciplinary documentation	List of students referred to DAEP
Participate in on-going training for Prevention of Bullying (SW10)	TOT Exe. Dir. of Curr. Counselor Teachers	2009-2010	Region VII	Documentation of TOT training	Staff dev. agendas

Provide classroom guidance and student sessions to support overall student emotional welfare (SW10)	Nurse Counselor Teachers	2009-2010	Character Education materials Morris Brothers materials	Notes from sessions Lessons from Morris Brothers website	Reduced number of incidents of student conflicts and self-esteem issues
Continue visits by District Security (SW10)	Assist. Supt. District Security officer	2009-2010	District funds Title IV – Part A	On-campus visitations	Logs of campus visits
Utilize the Raptor scan-in system for security	Secretaries	2009-2010	District funds	Numbers of guests	Log of guests in Raptor
Continue recognition of Cool Cats of Outstanding Character (SW6)	Teachers Principal	Each 6 wks	Campus	Teacher recommendations	Pictures on board in office Newspaper articles End of yr. recognition celebration
Form a KATS (Kids and Teachers & Staff) Connection group of teachers and students (SW6)	All staff	2009-2010	Campus	Teacher recommendation	List of assigned students
Provide information to students on drugs, bullying, and character education.	Counselor Principal Teachers	2009-2010	Drug free monies District funds Campus	Book the Morris Brothers Presentations by counselor in classroom lessons Morning announcements Classroom lesson plans	Documentation of presentations Reduced number of incidents involving self-destructive behaviors Documentation of lessons in weekly plans

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Goal Eight: **Our campus will work to attract and maintain the highest level of qualified personnel.**

Objective: **Provide academic instruction by highly qualified personnel.**

District Goal Reference: Eight

Effective School Correlate: Professional Development (building the capacity of professionals)

IMPLEMENTATION

Evaluation

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Interview and select the most highly qualified individuals to teach (SW 3,5)	Principal Counselor Interview team	July 2009	Applications	Screen and interview applicants	Choose the most highly qualified individual
Provide opportunities for high-quality professional development through Region VII and within district (SW4)	Principal Teachers Exe. Director of Curriculum	2009- 2010	Region VII Workshops Campus funds District funds	Schedule workshops	List of workshops attended Student assessment results
Ensure that students throughout the district are taught by teachers that meet the criteria for “highly qualified” as established by No Child Left Behind (NCLB) (SW3)	Principal Director of Personnel	August 2009	Central Office Applications NCLB criteria Region VII	Highly qualified teacher list	Class rosters Teacher certification documentation NCLB Highly Qualified Teachers Program Compliance
Evaluate professional staff through frequent walkthroughs and formal observations (SW3)	Principal Assistant Principal	September 2009-May 2010	Walkthroughs PDAS guidelines/ forms	Written walkthrough reports to Superintendent	Contracts
Ensure that students throughout the district are assisted by educational aides that meet the criteria for “highly qualified” as established by NCLB (SW3)	Director of Personnel Exe. Dir. of Curr. Exe. Dir. of Sp. Ed. Principal	2009-2010	NCLB criteria Region VII District criteria District funds Campus funds	List of staff not meeting criteria for “highly qualified” and their assignments	Paraprofessional certification documentation Title I, Part A Compliance Report Class Rosters

Ensure that 100% of teachers receive high-quality staff development (SW5)	Dir. of Personnel Exe. Dir. of Curr. Principal	2009-2010	Region VII Conferences Workshops	Listing of staff dev. opportunities	Certificates from workshops
Assist teachers in maintaining or attaining GT certification and ESL certification (SW4)	Principal Dir. of Personnel	2009-2010	Training programs Region VII	Staff development records	Certification records

Whitehouse ISD
Winston Gus Cain Elementary Campus Improvement Plan
2009-2010

Goal Nine: **Our campus will have a parent involvement program.**

Objective: **Involve parents to help meet the educational needs of their children.**

District Goal Reference: Nine

Effective School Correlate: Parental Involvement

IMPLEMENTATION

Evaluation

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Schedule parent information time to inform parents of teacher expectations and campus policies and procedures (SW6)	Principal Counselor Teachers	August 2009	Student handbooks Class procedures	Schedule of Meet the Teacher Grade level Parent Orientation meeting	Parent sign in sheets
Schedule second grade classes to participate in Junior Achievement (SW6,9)	Campus principal Teachers	Spring 2010	Jr. Achievement kits	List of volunteers	Schedule of sessions in classes
Inform parents through newsletters and school marquee of PTO meetings (SW6)	PTO President Counselor Principal	2009-2010	PTO newsletter Campus newsletter	Schedule of meetings Send home newsletters Marquee	Copy of newsletters
Schedule ESL, Title, and GT parent information sessions (SW6)	Executive Director of Curriculum Principal Teachers	2009- 2010	Teachers Program manuals and guidelines Grades K-5	Agendas	Parent sign-in sheets
Inform parents and students of the importance of the TAKS and other assessments (SW6)	Campus principal Teachers Counselor	2009-2010	Campus budgets	Campus newsletters District website Additional information sent home	Distribution of information Assessment results
Update the District Code of Conduct and Campus Handbook to the district web page (SW10)	Director of Technology Principal Assist. Supt.	Minimum Annually	State and District guidelines Code of Conduct Handbooks	Materials placed on WISD web site	Record number of times the materials are accessed Parent signature sheets

Update the campus webpage monthly with newsletter and pictures (SW6)	Counselor Principal	2009-2010	Website Campus newsletter	Documentation on website	Record the number of times the materials are accessed
Utilize the Internet for each classroom teacher to create a web page (SW3)	Teachers	2009-2010	Available free websites	Website	Create classroom page
Provide parents with information to sign for Family Access (SW6)	Principal Assist. Supt.	2009-2010	Skyward	Enrollment forms	Numbers of parents enrolled
Provide Kindergarten parents with a preview of 1 st gr. TEKS (SW6)	1 st grade teachers	Spring 2010	Campus	Orientation program	Parent sign-in sheets
Provide 2 nd grade parents with information on how to help their children at home with reading (SW6)	2 nd gr. teachers	Fall 2009	Campus	Reading information packets	Parent sign-in sheets
Provide 3 rd gr. parents with TAKS information and how to help at home (SW6)	3 rd gr. teachers	Fall 2009	Campus	Agenda	Parent sign-in sheets

