



Castleman Creek Elementary

**2011-2012**

Campus Improvement Plan

# CASTLEMAN CREEK ELEMENTARY CAMPUS IMPROVEMENT PLAN 2011-2012

Date of Committee Approval: September 19, 2011

Date of Board Approval:

## Vision Statement

Midway ISD, in partnership with our community, provides a safe, pleasant, attractive and technologically advanced environment. A curriculum, taught through a variety of strategies, results in a challenging learning experience for our diverse student population, allowing them to be well-adjusted and to achieve their full potential.

## Core Beliefs

1. Every person has inherent worth.
2. Every person can learn and has unique academic, social, spiritual and physical needs.
3. A well-educated citizenry is central to a free society.
4. Students' needs are the foundation for actions.
5. Students learn best in a partnership between the home, the community, and the school district that shares accountability and high expectations for a quality educational experience.
6. Rules and laws combined with personal responsibility are the foundation for a quality educational experience.
7. Efficiency and effectiveness are fundamental to a successful organization.
8. Personal integrity is essential to maintain trust.
9. Respect for others is essential for a well-functioning society.
10. Good role models are crucial to the positive development of our children; parents, guardians and district personnel are among the most influential role models.

## Mission Statement

The mission of Midway ISD, a district at the forefront of educating today's youth and tomorrow's leaders, is to maximize individual potential within a learner-centered environment to prepare citizens who excel in a global society.

## Goals

1. Meet the academic, social, spiritual and physical needs of a diverse student population.
2. Provide influential role models through the recruitment and retention of highly qualified faculty and staff.
3. In partnership with our community, provide a safe, pleasant, attractive and technologically advanced environment for all students.

# Castleman Creek Elementary Campus Advisory Committee

2011-2012 School Year

<b>Campus Relationship</b>	<b>Name</b>
Parent Representative	Tomekia Chaney
Parent Representative	Kristin Jack
Business Representative	David Trevino
District Representative	Sandra Hansen
PTA Representative	Jon Polk
Instructional Facilitator	Collin Peters
MAST Committee Representative	Melonie Cox
MAST Committee Representative	Jennifer Miller
MAST Committee Member	Ebony Cousins
Campus Representative	Natalie Gutierrez
Campus Representative	Christy Baish
Campus Representative	Meghann Giesecke
Campus Representative	Miranda Bennett
Campus Representative	Vicki Stephenson
Campus Representative	Jessica Fasani
Counselor	Christy Bowling
Administrative Representative	Sharron Zachry
Administrative Representative	Shelley Polk

## TAKS DATA Castleman Creek

2009

\*\* 5th grade Science Data is provided for elementary schools to aid in science lesson plans

Student Population	3rd Math		3rd Reading		4th Math		4th Reading		4th Writing		5th Science**		
	%Met/Commended Standards	%Met	%Comma	%Met	%Comm	%Met	%Comm	%Met	%Comm	%Met	%Comm	%Met	%Comm
All Students													
African American					New Campus Opened 2009-2010								
Hispanic													
White													
Economically Dis													
ALL MISD STUDENTS													

2010

\*\* 5th grade Science Data is provided for elementary schools to aid in science lesson plans

Student Population	3rd Math		3rd Reading		4th Math		4th Reading		4th Writing		5th Science**		
	%Met/Commended Standards	%Met	%Comm	%Met	%Comm	%Met	%Comm	%Met	%Comm	%Met	%Comm	%Met	%Comm
All Students		96%	56%	99%	62%	92%	38%	90%	36%	92%	28%	94%	60%
African American		79%	43%	100%	38%	75%	17%	67%	8%	83%	25%	81%	30%
Hispanic		94%	50%	93%	47%	88%	38%	88%	25%	100%	38%	46%	55%
White		100%	60%	100%	67%	96%	41%	96%	43%	91%	22%	97%	68%
Economically Dis		92%	53%	100%	50%	88%	33%	82%	21%	94%	22%	90%	37%
ALL MISD STUDENTS		91%	38%	97%	49%	91%	38%	97%	49%	97%	45%	91%	39%

2011

\*\* 5th grade Science Data is provided for elementary schools to aid in science lesson plans

Student Population	3rd Math		3rd Reading		4th Math		4th Reading		4th Writing		5th Science**		
	%Met/Commended Standards	%Met	%Comm	%Met	%Comm	%Met	%Comm	%Met	%Comm	%Met	%Comm	%Met	%Comm
All Students		97	51	95	49	94	36	90	34	96	26	91	48
African American		100	43	100	36	86	21	71	29	86	7	79	33
Hispanic		93	57	93	64	93	30	85	7	96	15	84	31
White		96	50	95	46	96	41	96	43	98	29	95	54
Economically Dis		100	57	94	43	95	38	83	29	97	21	85	30
ALL MISD STUDENTS		90	37	95	44	90	37	95	44	96	44	83	23

# Castleman Creek Elementary Campus Improvement Plan

## 2011-2012 School Year

### Goal 1: Meet the academic, social, spiritual and physical needs of a diverse student population

#### Summary of Comprehensive Needs Assessment:

- Special education and general education teachers will be provided with time and space to collaborate and discuss interventions in order to improve Reading (SPED, AA, Hispanic, ECO, LEP), Writing (AA, SPED), Math (SPED, AA, Hispanic, ECO, LEP), Commended percentages on TAKS (3<sup>rd</sup> Grade RDG and Math, 4<sup>th</sup> Grade RDG), and continued success on Science scores.
- Establish a plan to effectively involve and communicate with parents and community (taking into consideration the other languages spoken by CCE parents) in order to improve Reading Scores for 4<sup>th</sup> grade (SPED, AA, Hispanic, ECO), Writing Scores (AA, SPED), Math Scores for 4<sup>th</sup> grade (SPED, AA, Hispanic), Commended percentages on TAKS (3<sup>rd</sup> Grade RDG and Math, 4<sup>th</sup> Grade RDG), and continued success on Science scores.
- Increase utilization of the behavior coach at Tier 2 and Tier 3 to facilitate support of teachers, staff, and students to reduce the number of students placed in an ISS or OSS setting to increase the amount of time students are in the classroom receiving quality instruction to improve Reading Scores for 4<sup>th</sup> grade (SPED, AA, Hispanic, ECO), Writing Scores (AA, SPED), Math Scores for 4<sup>th</sup> grade (SPED, AA, Hispanic), Commended percentages on TAKS (3<sup>rd</sup> Grade RDG and Math, 4<sup>th</sup> Grade RDG), and continued success on Science scores.
- Continue to implement effective strategies to enhance the RTI process and improve Reading (SPED, AA, Hispanic, ECO, LEP), Writing (AA, SPED), Math (SPED, AA, Hispanic, ECO, LEP), Commended percentages on TAKS (3<sup>rd</sup> Grade RDG and Math, 4<sup>th</sup> Grade RDG), and continued success in Science scores.
- Increase utilization of campus parent liaison to improve Reading (SPED, AA, Hispanic, ECO, LEP), Writing (AA, SPED), Math (SPED, AA, Hispanic, ECO, LEP), Commended percentages on TAKS (3<sup>rd</sup> Grade RDG and Math, 4<sup>th</sup> Grade RDG), and continued success on Science scores.

Objectives	Improvement Strategies	Person Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
<p><u>Desired State:</u> Increase student performance for all sub groups to reach advanced status on STAAR in reading and math.</p> <p><u>As Is:</u> Math TAKS: 3<sup>rd</sup>- 97% 4<sup>th</sup>- 94%</p> <p>Reading: 3<sup>rd</sup>- 95% 4<sup>th</sup>- 90%</p> <p><u>As Is:</u> Math Commended %: 3<sup>rd</sup>- 51% 4<sup>th</sup>- 36%</p> <p>Reading Commended %: 3<sup>rd</sup>- 49% 4<sup>th</sup>- 34%</p>	Continue professional development opportunities in Guided Reading/Balanced Literacy	CCE Administration	Title I Budget Campus Budget	Aug -May	Lesson plans Classroom walkthroughs
	Meet regularly with teachers to analyze data from TPRI (Tango reports), Fountas and Pinnell Benchmark Assessment, and TEMI) to diagnostically determine instruction.	CCE Administration Classroom Teachers	Campus Budget	Aug-May	Agendas Sign-in sheets Classroom walkthroughs
	Administer academic simulation assessments	Classroom teachers CCE Administration	Campus Budget	Aug. - May	Assessment results/ data
	Hire a highly qualified math/reading paraprofessional	CCE Administration	State Compensatory Budget	Aug.-May	Assessment results
	Purchase STAR Enterprise reading/math software	CCE Administration	Title I Budget	September, 2011	STAR reports
	3-part Webinar: <b>Ready for STAAR</b>	CCE Administration	Campus Budget	Sept-Oct, 2011	Evaluation of webinar
	Continue <i>Margaret Kilgo Data Driven</i> training	CCE Administration	Campus Budget Title I Budget	Aug.-May	Assessment results
	Implement targeted interventions to accelerate mastery	CCE Administration Classroom teachers	Campus Budget	Aug - May	Evidence of implementation in classrooms
	Implement scientifically-based research programs that emphasize individualized, intensive, multisensory and phonetic methods to support students with dyslexic characteristics (Lexia, Read Naturally, LiPS)	CCE Administration Campus ELL/ESL Specialist	Campus Budget	Aug-May	EOY assessments Progress monitoring documents
	Schedule an evening math event for parents and students	CCE Administration Classroom teachers	Campus Budget	Aug-May	Parent sign-in sheets
Schedule two evening literacy events for parents and students	CCE Administration Media Specialist	Campus Budget Title I Budget	Aug-May	Parent sign-in sheets	

Objectives	Improvement Strategies	Person Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
	Design and equip a math resource/literacy center	CCE Administration Math Specialist	Campus Budget	Aug-May	Check-out logs
	Schedule daily school-wide small group instruction in grades 1-4 in reading, writing, & math: <b>S</b> study time (homework) <b>T</b> tutorials/reteach <b>I</b> interventions <b>R</b> read	CCE Administration Classroom teachers	Campus Budget	Aug-May	Improved student achievement Teacher evaluations
	Utilize progress monitoring data to assign students to flexible groups during <b>STIR</b>	CCE Administration Classroom teachers	Campus Budget	Aug-May	Progress monitoring data Student grouping data
	Implement <i>Reader's Response Journals</i> in classrooms	CCE Administration Classroom teachers	Campus Budget	Aug-May	Classroom walk-throughs Teacher feedback
	3 <sup>rd</sup> /4 <sup>th</sup> grade teachers assigned as the Math/Science or ELA/SS expert	CCE Administration Classroom teachers	Campus Budget	Aug-May	Classroom walk-throughs Teacher feedback Specialist evaluation
<u>Desired State</u> Castleman Creek will achieve a 90% or better passing rate on STAAR writing with a 5-10% increase in the number of students earning a score of 3 or 4 on STAAR writing sample  <u>As Is:</u> Writing: 4 <sup>th</sup> - 92%  % of scores 1-4: 1- 5% 2- 66% 3- 28 % 4- 3%  Commended: 26%	Provide staff professional development opportunities with Dr. John Crain focusing on academic rigor  Implement a campus-wide writing focus using state adopted materials (core reading program and the 6+1 traits framework) utilizing <i>Writer's Workshop</i> model in grades K-4  Provide staff development training w/ESC 12 support targeting expository writing  Continue campus-wide practice of utilizing interactive notebooks in classrooms	CCE Administration Classroom teachers  CCE Administration Classroom teachers  CCE Administration Classroom teachers  CCE Administration	Title I Budget Campus Budget  Campus Budget  Campus Budget Title I Budget  Campus Budget	Fall, 2011 Spring, 2012  Aug- May  Aug-May  Aug -May	Classroom walk-throughs Teacher feedback  Improved writing scores for 4 <sup>th</sup> grade students  Professional development evaluations  Improved student scores on STAAR
<u>Desired State:</u> 90% of the students from Castleman Creek will achieve a	Professional development to update teachers on the science standards	CCE Administration Classroom teacher Science Coordinator	Campus Budget	Aug-May	Improved student scores on 5 <sup>th</sup> grade STAAR science assessment

Objectives	Improvement Strategies	Person Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
<p>passing rate on the fifth grade science STAAR test in 2012.</p> <p><u>As Is:</u> 5<sup>th</sup>- 85% passing rate on 2011 TAKS science assessment</p>	<p>Hire a highly qualified paraprofessional to serve as the lab assistant in K-4 science lab</p> <p>Equip the science lab with materials and supplies</p> <p>Provide staff development regarding scientific literacy K-4 inquiry-based activities and lab-based instruction.</p> <p>Provide staff development training w/ESC 12 support targeting scientifically research-based strategies for expository writing in science and social studies</p> <p>Continue the CCE campus-wide data collection process for accurate reporting of student progress @Tier 1</p>	<p>CCE Administration Classroom teachers</p> <p>CCE Administration Classroom teachers</p> <p>CCE Administration Science Coordinator</p> <p>CCE Administration Reading Specialist Science Coordinator Social Studies Coordinator</p> <p>CCE Administration</p>	<p>Campus Budget</p> <p>Title I Budget Campus Budget</p> <p>Campus Budget</p> <p>Campus Budget</p> <p>Campus Budget</p>	<p>Aug-May</p> <p>Aug-May</p> <p>Aug-May</p> <p>Aug-May</p> <p>Aug-May</p>	<p>Improved student scores on 5<sup>th</sup> grade STAAR science assessment</p> <p>Improved student scores on 5<sup>th</sup> grade TAKS science assessment</p> <p>Improved student scores on 5<sup>th</sup> grade STAAR science assessment</p> <p>Staff evaluations</p> <p>Classroom data notebooks Documentation of data in RtI folders</p>
<p><u>Desired State:</u> All CCE staff will utilize the Response to Intervention (RtI) model of identification utilizing TPRI data, STAR data, progress monitoring, and intervention strategies for struggling students (academic and/or behavioral).</p> <p><u>As Is:</u> RtI process is in the third year of implementation at CCE</p>	<p>Provide support for staff on research-based interventions to be used in Tier I, 2, 3 of the RtI process</p> <p>Conduct regularly scheduled I.T. (Intervention Team) meetings to discuss interventions, progress monitoring, and strategies to be used to assist students assigned to Tier 1, 2, &amp; 3</p> <p>Train staff utilizing progress monitoring data to make informed decisions, particularly with regard to students who did not perform satisfactorily on a readiness assessment</p>	<p>CCE Administration Classroom teachers</p> <p>CCE Administration Classroom teachers</p> <p>CCE Administration</p>	<p>Campus Budget</p> <p>Campus Budget</p> <p>Campus Budget</p>	<p>Aug-May</p> <p>Aug-May</p> <p>Aug-May</p>	<p>Documentation of Tier I, 2, and 3 interventions in RtI folders/I.T meeting minutes</p> <p>Meeting calendar RtI documentation</p> <p>Documentation of data reflecting growth from BOY to EOY on TPRI (Tango reports)</p>

Objectives	Improvement Strategies	Person Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
	Communicate regularly with parents of students assigned to Tier 2 and Tier 3.	CCE Administration Classroom teachers	Campus Budget	Aug-May	Communication logs
<p><u>Desired State:</u> Ensure that all students with disabilities are provided with appropriate services and have access to general education curriculum</p> <p><u>As Is:</u> Services provided to students identified with disabilities</p>	<p>Provide intensive interventions for students with disabilities through co-teach instruction, specialized classes, and <i>The Learning Center</i>.</p> <p>Organize opportunities for Special Education (SPED) and General Education teachers to collaborate</p>	<p>CCE Administration</p> <p>CCE Administration SPED Specialist Classroom teachers</p>	<p>IDEA B Budget Campus Budget</p> <p>Campus Budget</p>	<p>Aug-May</p> <p>Aug-May</p>	<p>ARD documentation Progress monitoring data Student schedule of services</p> <p>Annual review of student IEPs Meeting agendas</p>
<p><u>Desired State:</u> Implementation of two ½ day classes of Pre-Kindergarten</p>	<p>Add one pre-kindergarten teacher and one assistant for program implementation</p>	<p>CCE Administration</p>	<p>District Budget</p>	<p>Aug-June</p>	<p>Enrollment list EOY results of PreKAB</p>

<p><u>Desired State:</u> 100% of Castleman Creek students will participate in a peer mentoring program to foster cross grade-level relationships</p> <p><u>As Is:</u> S.W.A.T members mentored K students before school</p>	<p>Coordinate peer mentoring classes: 4<sup>th</sup> graders partner with Kindergartners 3<sup>rd</sup> graders partner with 1<sup>st</sup> graders 2<sup>nd</sup> graders partner with PPCD/LAUNCH students</p>	<p>CCE Administration Classroom teachers</p>	<p>Campus Budget</p>	<p>Aug -May</p>	<p>Informal student surveys Teacher surveys</p>
<p><u>Desired State:</u> Career emphasis for K-4 students</p> <p><u>As Is:</u> 2<sup>nd</sup> 3<sup>rd</sup> &amp; 4<sup>th</sup> participated in market days. K &amp; 1<sup>st</sup> had a safety fair</p>	<p>Career awareness guidance in classrooms</p> <p>Purchase Jobland (career exploration software)</p> <p>Facilitate a <i>Career Day</i> for 3<sup>rd</sup> and 4<sup>th</sup> grade students</p> <p>2<sup>nd</sup> grade will participate in Career on Wheels (C.O.W) day at ESC 12</p> <p>Invite parents to participate as “guest” speakers for <i>Career Day</i></p>	<p>CCE Counselor</p> <p>CTE Coordinator Counselor</p> <p>CCE Counselor</p> <p>CTE Coordinator Counselor</p> <p>CTE Coordinator Counselor</p>	<p>Campus Budget</p> <p>District CTE Budget</p> <p>Campus Budget</p> <p>District CTE Budget Campus Budget</p> <p>District CTE Budget Campus Budget</p>	<p>Oct.– May</p> <p>Nov-May</p> <p>Spring, 2012</p> <p>Spring 2012</p> <p>Fall, 2011</p>	<p>Student feedback Staff survey</p> <p>Student feedback Staff survey</p> <p>Student feedback Staff survey</p> <p>Student feedback Staff survey</p> <p>Student feedback Staff survey</p>
<p><u>Desired State:</u> Implement the instructional technology plan to enhance classroom instruction</p> <p><u>As Is:</u> CCE has an instructional technology plan</p>	<p>Provide meaningful, relevant professional development in the use of technology</p> <p>100% of CCE staff will complete the district technology proficiency skills</p> <p>Showcase instructional technology for 3<sup>rd</sup> and 4<sup>th</sup> grade parents during an evening event</p>	<p>CCE Administration Instructional Technologist Classroom teachers</p> <p>Instructional Technologist</p> <p>CCE Administration Instructional technology specialist Librarian</p>	<p>Campus Budget</p> <p>Campus Budget</p> <p>Campus Budget</p>	<p>Aug-May</p> <p>Aug-May</p> <p>Fall 2011</p>	<p>Professional development evaluations</p> <p>Documentation of skills Observation of use of technology in walk-throughs</p> <p>Attendance logs Attendance sign-in sheets</p>

<p><u>Desired State:</u> Ensure that all LEP students and parents receive appropriate support.</p> <p><u>As Is:</u> Continue identification process on the campus</p>	<p>Provide programming to increase proficiency skills in listening, speaking, reading, and writing of the English language.</p> <p>Provide materials in ELL resource library for staff</p> <p>Provide after school tutorials and arrange transportation if funding allows</p>	<p>CCE Administration ELL Specialist</p> <p>CCE Administration ELL Specialist</p> <p>CCE Administration Classroom teachers</p>	<p>Title III Budget Campus Budget</p> <p>Title III Budget Campus Budget</p> <p>Title III Budget Campus Budget</p>	<p>Aug -May</p> <p>Fall, 2011</p> <p>Aug-May</p>	<p>Assessment results Progress monitoring</p> <p>Check-out log</p> <p>Monitor number of students attending tutorials</p>
<p><u>Desired State:</u> Continue a school-wide positive behavior support system modeled on <i>Safe and Civil Schools</i>.</p> <p><u>As Is:</u> Implemented school wide system in 2009</p>	<p>Hire a behavior coach to train and equip teachers with specialized techniques for at-risk behaviors at Tier 2 and Tier 3.</p> <p>Continue <b>CHAMPs</b>, campus-wide classroom management system</p> <p>Continue drug and violence prevention programs, Red Ribbon Week, Anti-bullying</p> <p>Explore the implementation of Rachael's Challenge model school-wide</p> <p>Explore <b>TRENDS</b>, a PBIS data management system, to track behavior and implement positive interventions and supports</p>	<p>CCE Administration Classroom teachers</p> <p>CCE Administration Safety Committee</p> <p>CCE Counselor Campus committee</p> <p>CCE Administration</p> <p>CCE Administration</p>	<p>Campus Budget Title I Budget</p> <p>Campus Budget Title I Budget</p> <p>Campus Budget</p> <p>Title I Budget Campus Budget</p> <p>Title I Budget Campus Budget</p>	<p>Aug-May</p> <p>Aug-May</p> <p>Aug-May</p> <p>Aug-May</p> <p>Aug-May</p>	<p>Reduction in the number of Tier 2 and Tier 3 (behavior) identified students</p> <p>Reduction in the number of classroom referrals</p> <p>Student and staff survey</p> <p>Committee feedback Staff survey</p> <p>Custom reports</p>
<p><u>Desired State:</u> Improve staff effectiveness in working with under-resourced students.</p> <p><u>As Is:</u> Initial orientation to <i>A Framework for Understanding Poverty</i></p>	<p>Provide professional development opportunities, to include a book study, <i>Boys in Poverty- A Framework for Understanding Dropouts</i>, by Dr. Ruby Payne.</p>	<p>CCE Administration CCE Counselor</p>	<p>Title I Budget Campus Budget</p>	<p>Aug- May</p>	<p>Attendance logs Staff evaluation</p>

<p><u>Desired State:</u> Identify students who are at-risk according to state and local guidelines</p> <p><u>As Is:</u> Students are identified according to state and local criteria</p>	<p>Coordinate services to meet the educational needs of students identified as at-risk</p> <p>Provide services for students who may be eligible under Section 504</p> <p>Provide social services information and agency referrals to homeless students and families in crisis</p>	<p>CCE Administration CCE Counselor</p> <p>CCE Administration</p> <p>CCE Administration</p>	<p>Campus Budget</p> <p>Campus Budget</p> <p>Title I Budget Campus Budget</p>	<p>BOY, MOY, EOY</p> <p>Ongoing</p> <p>Aug-May</p>	<p>PEIMS data</p> <p>List of identified students served</p> <p>Title I documentation</p>
<p><u>Desired State:</u> Continue collaborating with community stakeholders via the School Health Advisory Council (SHAC)</p> <p><u>As Is:</u> The CCE SHAC committee will continue meeting in 2011-2012</p>	<p>Coordinate health services between the school and community</p> <p>Implement the <u>CATCH</u> curriculum program.</p> <p>Schedule a spring health/safety fair for 3rd-4th.</p>	<p>CCE Administration District Coordinator School nurse</p> <p>CCE Administration Classroom teachers</p> <p>CCE Administration Campus Nurse</p>	<p>Campus Budget</p> <p>District Budget</p> <p>Campus Budget</p>	<p>Aug-May</p> <p>Aug-May</p> <p>Spring 2012</p>	<p>Meeting agendas Attendance logs</p> <p>Documentation</p> <p>Vendor participation Surveys</p>
<p><u>Desired State:</u> Students in 3<sup>rd</sup> and 4<sup>th</sup> grade will participate in the FITNESSGRAM tests</p> <p><u>As Is:</u> Implemented in 2009-2010- program continues</p>	<p>In corporate physical fitness lessons that correlate with FITNESSGRAM tests into physical education classes.</p> <p>Increase the percentage of students able to achieve the healthy fitness zone standard in all six required test items.</p>	<p>PE teachers PE assistant</p> <p>PE teachers PE assistant</p>	<p>Campus Budget</p> <p>Campus Budget</p>	<p>Aug-May</p> <p>Aug-May</p>	<p>Campus report of FITNESSGRAM data</p> <p>Campus report FITNESSGRAM data</p>

**Goal 2: Provide influential role models through the recruitment and retention of highly qualified faculty and staff**

Objectives	Improvement Strategies	Person Responsible for Monitoring	Resource Allocations Use of Title I Funds	Timeline	Evaluation
<p><u>Desired State:</u> All classroom teachers will be fully certified to teach Gifted and Talented students</p> <p><u>As Is:</u> CCE staff are either G/T certified or current on 6-hr. update</p>	<p>Require all CC teachers to enroll in and receive the 30-hour GT certification training as well as annual 6-hour update</p>	<p>Administration, District GT Coordinator Campus GT Facilitator</p>	<p>OCIS Budget Campus Budget</p>	<p>Aug- May</p>	<p>Completion of the basic 30-hour GT training</p> <p>Evidence of enrichment activities used in the classroom to challenge gifted students</p>
<p><u>Desired State:</u> Retain and attract highly qualified professional and paraprofessional staff.</p> <p><u>As Is:</u> All CCE professional staff are highly qualified</p>	<p>Recruit and hire staff utilizing the district job fair and district application database</p>	<p>CCE Administration District HR</p>	<p>Campus Budget District Budget</p>	<p>Aug- May</p>	<p>100% highly qualified professional staff</p>
<p><u>Desired State:</u> Increase the training and materials/resources available for teachers who serve ELL students</p> <p><u>As Is:</u> Six Castleman Creek teachers have ESL/ELL certification</p>	<p>Encourage teachers to enroll in ESL/ELL certification classes and complete testing requirements for certification</p>	<p>CCE Administration ELL Specialist District Coordinator of Special Programs</p>	<p>District ESL/ELL Budget Campus Budget Title III Budget</p>	<p>Aug- May</p>	<p>Increased number of teachers having attained ESL/ELL</p>

**GOAL 3: In partnership with parents and community members, Castleman Creek Elementary will provide a safe, pleasant, attractive, and technologically advanced environment for all students.**

**Summary of Needs Assessment Findings:**

- Establish a plan to effectively involve and communicate with parents and community (taking into consideration the other languages spoken by CCE parents) in order to improve Reading Scores for 4<sup>th</sup> grade (SPED, AA, Hispanic, ECO), Writing Scores (AA), Math Scores for 4<sup>th</sup> grade (SPED, AA, Hispanic), Commended percentages on TAKS (3<sup>rd</sup> Grade RDG and Math, 4<sup>th</sup> Grade RDG), and continued success on Science scores.
- Increase utilization of campus parent liaison to improve Reading (SPED, AA, Hispanic, ECO, LEP), Writing (AA, SPED), Math (SPED, AA, Hispanic, ECO, LEP), Commended percentages on TAKS (3<sup>rd</sup> Grade RDG and Math, 4<sup>th</sup> Grade RDG), and continued success on Science scores.

Objectives	Improvement Strategies	Person Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
<p><u>Desired State:</u> Increase the participation and attendance of Title I parents at campus information meetings</p> <p><u>As Is:</u> Multiple events were scheduled in 2011-2012</p>	Hire a highly qualified paraprofessional to serve as the parent liaison	CCE Administration	Title I Budget Campus Budget	Aug-May	Home visits logs Meeting logs
	Schedule an evening literacy night in the fall and spring to encourage Title I families to visit CCE	CCE Administration ELL instructor Parent Liaison	Title III Budget Campus Budget	Fall – Spring meetings	Attendance logs Parent surveys
	CCE will conduct an annual meeting to provide parents with Title I information.	CCE Administration Librarian	Campus Budget	Spring 2011	Attendance logs
	Contract with language interpreters to provide parents w/ information to facilitate understanding of assessment results and forms	CCE Administration	Campus Budget	Fall, 2011	Attendance logs Meeting agenda
	Provide tutorial sessions at Four Seasons apartment complex	CCE Administration	Campus Budget	Aug-May	Attendance logs
	Provide information and communications in a format and in a language that parents can understand	CCE Administration	Title I Budget Campus Budget	Aug-May	Copies of information and communication

<p><u>Desired State:</u> Utilize a variety of tools to communicate between the school and parents</p> <p><u>As Is:</u> Quarterly PTA newsletter and monthly flyers Classroom newsletters CCE teacher web pages</p>	<p>Provide monthly newsletter for parents related to parenting skills</p> <p>Provide each CCE student with a <i>PAWS</i> binder</p>	<p>CCE Administration CCE PTA</p> <p>CCE Administration</p>	<p>Title I Budget Campus Budget</p> <p>Title I Budget Campus Budget</p>	<p>Aug-May</p> <p>Aug-May</p>	<p>Informal parent feedback</p> <p>Parent survey Documentation of distribution</p>
<p><u>Desired State:</u> 100% of school visitors screened by Raptor V- software system</p> <p><u>As Is:</u> Raptor V-Soft system implemented</p>	<p>Continue use of Raptor V- software system.</p>	<p>CCE Administration District Technology Director CCE Office staff</p>	<p>Campus Budget District Technology Budget Campus Budget</p>	<p>Aug.-May</p>	<p>Visitor Reports</p>
<p><u>Desired State:</u> Meet the needs of homeless students so that educational services are uninterrupted</p> <p><u>As Is:</u> Services are provided to homeless students on an <i>as needed</i> basis.</p>	<p>Continue to utilize the Student Residency Questionnaire form to determine need for homeless services</p>	<p>CCE Administration School Secretary</p>	<p>Title I Budget District Funds</p>	<p>Aug-May</p>	<p>Case files describing services provided maintained in counselor's office.</p>
<p><u>Desired State:</u> 85% of parents attend Meet the Teacher night and Parent Night</p> <p><u>As Is:</u> Less than 70% of CCE parents attended the parent beginning of year events</p>	<p>Encourage teachers to contact parent by e-mail, phone, or letter before the end of each six week grading period</p>	<p>Classroom teachers</p>	<p>Campus Budget</p>	<p>Aug-May</p>	<p>Parent conference schedule Parent sign-in logs</p>
<p><u>Desired State:</u> Utilize parents as resources for career awareness education</p> <p><u>As Is:</u> Parents were not involved in career education day</p>	<p>Invite parents to participate as "guest" speakers for <i>Career Day</i></p>	<p>CCE Administration CTE Coordinator Counselor</p>	<p>District CTE Budget Campus Budget</p>	<p>Fall, 2011</p>	<p>Student feedback Staff survey</p>

<p><u>Desired State:</u> Increased participation of fathers and father-figures in the lives of CCE students</p> <p><u>As Is:</u> Implemented <i>All Pro Dads</i></p>	<p>Continue collaboration with PTA to coordinate a mentoring program on the campus</p>	<p>CCE Administration CCE PTA</p>	<p>Campus Budget PTA Budget</p>	<p>November-May</p>	<p>Attendance logs Parent survey</p>
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**Castleman Creek Elementary  
3 Year Plan – Professional Development**

<b>2011-2012</b>		
<b>Math Strategies-Josh Horton</b>	<b>2012-2013</b>	
<b>Lesson Planning with Rigor and Relevance</b>	<b>Math Strategies-Josh Horton</b>	
<b>Behavior Training</b>	<b>Lesson Planning with Rigor and Relevance</b>	<b>2013-2014</b>
<b>RTI (Tier 1 and Intervention)</b>	<b>Behavior Training</b>	<b>STAAR Prep</b>
<b>Science Instruction-Rigor and Depth</b>	<b>Science Instruction-Rigor and Depth</b>	<b>Professional Learning Communities</b>
<b>Integrating Expository Writing into Science and S.S.</b>	<b>Integrating Expository Writing into Science and S.S.</b>	<b>Staff led trainings</b>
<b>Under Resourced Learners</b>	<b>Under Resourced Learners</b>	
<b>Learning Walks</b> (open framework)	<b>Learning Walks</b> (structured framework)	
<b>Reader's Response Journals</b>	<b>Reader's Response Journals</b>	
<b>STAAR Prep</b> (State of Texas Assessments of Academic Readiness)	<b>STAAR Prep</b>	
<b>Guided Reading and Balanced Literacy</b>	<b>Guided Reading and Balanced Literacy</b>	
	<b>Professional Learning Community</b>	
	<b>Staff led trainings</b>	