

Celeste Independent School District

Celeste Elementary Campus Improvement Plan

District Goal 1: Improve student performance on state TAKS tests to achieve a rating of Exemplary.

Campus Goal 1: Improve student performance on state TAKS tests to achieve a rating of Exemplary.

Objectives:

1. All students will maintain 90% passing all TAKS tests.
2. All students disaggregated by race, ethnicity, Title I, Special Ed., ESL, migrant, LEP gender, at-risk, G/T, and economic disadvantaged will achieve proficient level as measured by the TAKS.

Strategy	Resource	Formative Evaluation	Timeline	Person(s) Responsible	Summative Evaluation
Offer summer remedial reading and math program.	Title I fund(211) Acc. Rdg. fund (404)	Report card, Attendance, Star testing, TPRI testing (Aug. Jan. May)	Annually in June	Teachers	Improved TAKS & SDAA scores TPRI testing & MAT testing in May
Integrate computer technology that is based on scientifically based-research, including Focus on Reading, Acc.Math, and Acc.Math, and Acc.Reading, with curriculum to enhance and supplement instruction of reading comprehension, fluency, and problem solving.	Local funds Tech.funds (411) REAP (288)	Lesson plans, Informal observations Accelerated Math Reports Accelerated Reading Reports Focus on Reading Reports	Weekly Six weeks	Computer facilitator, Teachers, Principal	TAKS & SDAA scores, Computer literacy TPRI
Provide specific activities to address summarization, word meaning, point of view, fact or opinion, propaganda, inferences and generalizations.	Local funds	Lesson plans, Informal observations	Weekly	Teachers	TAKS & SDAA scores
Provide reading incentive programs (Book It, Read to Succeed, Reading Lock In, A/R).	Local funds	Number of participants	Annually, Weekly on A/R	Computer facilitator, Teachers, Principal	TAKS & SDAA scores
Identify and serve dyslexic students through screening and placement according to state and local guidelines.	Local funds Title I funds(211)	Identification of second grade students each year	Fall, each year	Title I teacher, Counselor, Principal, Tchr.aide	Number of students identified and served

Provide in-school and late tutorials for at-risk, ESL,LEP, Title I, Sp. Ed., and economically disadvantaged students in grades Pre-Kindergarten –5 who are not showing adequate yearly progress in reading development.	SCE funds (24), Title I Fund (211), Acc. Rdg. (404) Title II	Informal observations, Six weeks grades TPRI 3x a year	Daily, Bi-weekly	Teachers, Computer facilitator	Individual improvement on TAKS & SDAA
Monitor failing, at-risk and sp. ed. students in order to give all students an opportunity to succeed by offering a reading and math lab throughout year when standards are not met.	Title I (211), Sp. Ed. Funds (23) SCE (24)	Progress reports, Report cards, TAKS test, Achievement test	Every 3 weeks, 6 weeks	Title I teacher, Reg. and Sp. ed. Teachers, Principal	TAKS & SDAA scores, Sp. Ed. assessment
Implement daily math story problems and math in real-life situations: grocery store, restaurant	Local funds	Lesson plans, Informal observations	Daily, Weekly	Teachers	TAKS & SDAA scores
Provide specific activities, including Acc. Math, to address problem solving using mathematical representation and solution strategies, estimation, and reasonableness.	Local funds, REAP (288)	Lesson plans, Informal observations	Weekly, Principal observation schedule	Teachers, Principal	TAKS & SDAA scores
Increase communication and coordination between regular education and special education. (CAP plan)Pre-referral meeting	Tri-Co. Coop, Sp. Ed.Funds (23)	Training, Coordinated meetings, Informal principal observations	Training dates, Meeting dates	Principal	Sp. Ed. Assessment
Support special education through inclusion resource program, content mastery and other related services	Sp.ed. teachers and aides, Sp.ed funds(23)	Informal observations, Progress reports, Report cards, Content Mastery log	As scheduled, 3 weeks, 6 weeks Daily/weekly	Superintendent, Principal, Sp.Ed. teachers	Sp. Ed. Assessment
Provide a PreK program for at-risk students and ESL students	PreK grant (415), Local funds	Lesson plans, Number of participants	Daily	PreK teacher, Principal	Improved TPRI test scores in Kindergarten
Analyze TAKS data to align instruction, appropriate sequence, appropriate intervention for all special population groups.	Local funds	AEIS report, TAKS summary reports	Teacher inservice meetings	Principal, Teachers	Improved TAKS & SDAA scores
All ESL students will become proficient in English and reach high academic standards in reading/language arts and math.	ESL (25) Migratory (212)	Report cards	Every six weeks	Principal Teachers	TAKS & SDAA scores
Provide teachers with resources and personnel to be able to give readiness tests & benchmark tests in rdg., math, science, and English	Local funds	Benchmark test results	Aug., Jan., Feb., and May	Teachers, Principal	TAKS & SDAA scores

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District Goal 3: Exceed the attendance rate of 98% to achieve an Exemplary rating.

Campus Goal 2: Exceed the state's "Exemplary" standard.

Objective: The elementary will maintain or improve the attendance rate of 97.7% for the current school year.

Strategy	Resource	Formative Evaluation	Timeline	Person(s) Responsible	Summative Evaluation
Call parents of students who are absent on consecutive days.	Local funds	Attendance reports	Daily	Campus secretary, Principal	AEIS report
Notify parents in writing regarding excessive absences according to campus guidelines.	Local funds	Attendance reports	Every three weeks	Campus secretary, Principal	AEIS report, Excessive absence report
Identify and recognize students with perfect attendance.	Local funds	Attendance reports	Six weeks	Campus secretary, Principal	AEIS report

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District Goal 5: Provide a safe and orderly school climate.

Campus Goal 3: Provide and maintain a safe and drug-free learning environment that is conducive to learning.

Objectives:

1. Reduce discipline referrals and maintain a Drug-Free record for the current school year..
2. Improve school climate with positive incentive rewards.

Strategy	Resource	Formative Evaluation	Timeline	Person(s) Responsible	Summative Evaluation
Identify and recognize students as "Students of the Week."	Local funds	Identification and recognition of students	Weekly	Teachers, Principal	Discipline referrals
Identify and recognize students for "Blue Devil Pride."	Local funds	Teachers' discipline records	Six weeks	Teachers, Principal	Discipline referrals
Provide drug free instructional materials.	Title IV funds	Lesson plans, Incident report	Annually	Teachers	Drug Free Record
Provide counselor for those children needing counseling for behavior problems	Local funds	Incident report	2 half-days per week	Counselor	Behavioral referrals
Provide ISS/timeout to those students who have continuous disciplinary infractions	Local funds	Teacher discipline records	Daily	Teachers Principal	Discipline Referrals
Provide a comprehensive drug use prevention program	Title IV funds (204)	Lesson plans, Incident report	Annually in October	Teachers	PEIMS Drug Free Record

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Campus Goal 4: Improve school/parent communication and school/community involvement

Objective: Parent communication and involvement will increase and students will be involved and volunteer in community activities.

Strategy	Resource	Formative Evaluation	Timeline	Person(s) Responsible	Summative Evaluation
Provide "Meet the Teacher Night" for students and parents.	Local funds	Attendance roster	Night before school starts	Teachers, Principal	Parent attendance
Conduct a parent orientation with each grade level at the beginning to the school year to provide an awareness of Accel. Math, Focus on Rdg., & Accel. Rdg. programs and grade level activities in order to encourage family involvement.	Local funds	Orientation dates, # of parents attending	During first month of school, Annually	Teachers, Principal	Parent attendance
Host "Reading Lock-In" and "Family Math Night " for students and parents.	Local funds, Parent Inv. (61)	Lock-in dates, # of students and parents attending	Alternate annually, Fall	Teachers, Principal	Student and parent attendance
Invite parents and community members to do volunteer work at school.	Title I funds (211)	Volunteer sign-in log	Weekly, Monthly, Semester	Principal, Secretary, Teachers	Total volunteers each school year
Provide teacher-parent conferences for any student who has not met the standards and provide each parent a copy of yearly test results.	Local funds	Teacher-parent conference forms Report cards	Each six weeks, Yearly	Teachers	Parent attendance
Provide a comprehensive needs assessment based on TAKS results which includes the special programs and all student groups	Local funds	Parent and teacher surveys, AEIS report	Review yearly	Principal, Title I teacher, Campus site-base committee	Parent participation
Students will volunteer to help make their town more attractive and clean	Local funds	Informal participation	In the fall each year	Principal	Student participation
Students will visit surrounding nursing homes to present musical programs	Local funds	Number of student participation	Throughout the school year	Principal Music teacher	Student attendance

Conduct Pre-K and Kindergarten parent orientation/registration to assist in transition	Local funds	Attendance Roster	Each Spring	Principal, Teachers, Nurse	Parent attendance
Conduct a school-wide parent and community-wide meeting to discuss campus plan, standards for promotion, need for parent involvement and community volunteers, and # of tchrs. being highly qualified.	Title I (211)	# of parents attending	Annually Oct./Nov	Title I teacher, Principal	Parent attendance

Campus Goal 5: All students will have highly qualified teachers, principal, and paraprofessionals

Objectives:

1. Student academic achievement will increase through improving principal, teacher and paraprofessional quality.
2. Provide high quality professional development training to principal, teachers, and paraprofessionals.

Strategy	Resource	Formative Evaluation	Timeline	Person(s) Responsible	Summative Evaluation
Provide high-quality professional development training and updated research in teaching and learning in the areas of reading, language arts, technology, science, ESL, math, G/T, and dyslexia to paraprofessionals, teachers, and principal.	Region X ESC: G/T funds (21) Title II fund (255), Title I fund(211), REAP (288)	Informal observation, Staff development attendance	Principal observations, Workshops TBA	Principal	Teacher self-evaluation report TAKS & SDAA scores Dyslexia services
Increase in the % of highly qualified teachers and paraprofessionals on the campus to ensure that all teachers who are teaching in core academic subjects are highly qualified	Personnel Title II TPTR (255) Title I fund(211)	Degree or certification Course work	Fall 2003	Campus Principal	Number of highly qualified employees on staff at the end of the 2005-2006 school year.
Ensure that all paraprofessionals are highly qualified by meeting a rigorous standard of quality that can be demonstrated through a formal local academic assessment of knowledge and the ability to assist in instructing, reading, writing, and math	Personnel Title II TPTR (255)	Formal Assessment administered locally	Fall 2003	Campus Principal	Mastery/proficiency on all 5 segments of the paraprofessional exam
New teachers on campus will have a partner/mentor throughout the first year of teaching that will help in planning and support.	Local funds	Informal observation	Fall 2003	Grade level tchr. Campus principal	Teacher self-report TAKS & SDAA scores

**CELESTE ELEMENTARY SCHOOL
CAMPUS IMPROVEMENT PLAN
2003-2004**

District Missions: The mission of Celeste Independent School District is “to prepare all students to live and work in an ever-changing society. The school will provide a positive, supportive environment in which all students will acquire a knowledge base on which to build lifelong learning. Students who believe in themselves will succeed.”

Campus Missions: The mission of Celeste Elementary School is “to encourage and support the personal growth of all students in their development of social and academic skills in a climate that is conducive to learning in order for students to become successful learners and responsible citizens.”

Campus Improvement Committee Members:

Reba Barnard, Principal
Debra Warren, Teacher
JoAnna Collida, Teacher
Peggy Clanton, Special Ed. Teacher
Yancy Wehmeyer, Title I Teacher
Marcia Fielden, ESL Teacher
Jenny Greene, Counselor
Heather Harrell, Title I Parent Representative
Sondra LaFavers and Joyce Phillips: Parent Representatives
Vicki Griffis and Debbie Brooks: Business Representatives
John E. Morton and Nona LaFavers: Community Representatives

