

Glen Rose Elementary

**Campus Improvement Plan
2009-2010**

Campus Site Based Decision Making Committee

<i>Team Members</i>	<i>Position/Grade Level</i>	<i>Signature</i>
Teresa Toney	Teacher/Pre-K	
Shelly Morrow	Teacher/Kindergarten	
Michelle Horn	Teacher/First Grade	
Ginger Whitehead	Teacher/Second Grade	
Jocelyn Caldwell	Teacher/Specials	
Linda Dunbar	Vice Principal	
Caryn Grimmett	Parent	
Storie Sharp	Business	
Dianne Hablueztel	District Representative	

Glen Rose Elementary Campus Improvement Plan
2009 - 2010

District Goal:								
Performance Goal/ Objective:		Glen Rose Elementary will continue to increase student performance toward the state “exemplary” standards. All students will perform at or above grade level in all subject areas.						
Summative Evaluation:								
SW Comp.	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1,2,9	Students will attend sessions of Success Maker Enterprise (Sme) in the computer lab	Data driven	AR	Computer teacher	2 times per week	Sme Curriculum	Teacher reports of student progress	
1,2,9	PK students will use the Waterford Lab	Data driven	AR	PK Teachers/Aides	Aug/May	Waterford Lab	Waterford Reports	
1,2,9	All students may utilize content mastery for educational purposes		SE	CM teacher	As needed through May	CM classroom		Six Weeks Report of CM participants and minutes used
1,2,9	Students with reading difficulties will have the opportunity to attend, Headsprout, My Reading Coach, Reading Mastery, Lang. for Learning		AR	Aides Reading Specialist, Intervention teacher; Computer Teacher; Classroom Teachers	As needed through May	MRC, Headsprout, and Strategic Reading Curriculum	RTI meetings	

SW Comp: PD= Prof. Development; Needs Assessment: AEIS, Special Populations: GATE= Gifted & Talented; ESL= Eng. as a second lang.; AR= at risk; SE=Special Ed.; E=ethnicity; ED= Economically Disadvantaged

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Summative Evaluation:		End of the Year Assessments						
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1,2,9	Students with reading difficulties will have the opportunity to use the Reading Coach Program, Reading Mastery & Great Leaps	Data Driven	AR	Interv. Teacher, Aides, Rdg. Specialist	Aug through May	Reading Coach & Reading Mastery curriculum	Reading Coach student reports & checkouts	Reports
9	Students will be instructed using Saxon Phonics & Spelling		K-2	Classroom teachers	Aug through May	Saxon Phonics & Spelling TEKS; LA Curriculum guide; ARI funds; TPRI strategies for remediation	Saxon Assessments TPRI; Benchmark Results	Student Records
9	Response to Intervention (RTI) committee meetings will be held for students who are not performing at grade level			Principal, Asst. Principal, & teaching staff	As needed	TPRI, Benchmark Testing, & teacher recommendations		RTI record book
9	Students in grades K-2 will be given TPRI to					Timeline		

9	<p>assess reading strengths & weaknesses</p> <p>A dyslexia curriculum will be provided for identified dyslexic students</p>		<p>K-2</p> <p>AR</p>	<p>Teachers</p> <p>Dyslexia teacher</p>	<p>indicated by TEA</p> <p>As needed</p>	<p>TPRI</p> <p>RTI and/or parent referrals</p>		<p>TPRI reports</p> <p>Dyslexia records/progress</p>
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2009 - 2010**

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Summative Evaluation: End of Year Assessments								
SW Comp.	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented Reports
1,2,9 10	Students will be given benchmark tests in math and reading	Data Driven	All	Teachers	3 times yearly K-2/yr for math	Benchmark tests created by each grade level	Student progress on benchmarks	Reports
1,2,9	Teachers will implement a program to master math facts using Rocket Math		All	Teachers	Sept/May	Master Math Facts Curriculum	Timed tests	
6	Parents of K-2 students will be notified of TPRI results			Teachers	Ongoing	TPRI results, TPRI intervention guide	Summary Sheets	Tests
9	TPRI data will be used to drive instruction			Principal	Ongoing	TPRI results; Fine Arts teachers as tutors;ARI Funds	TPRI Data	
9	Intervention will be provided for students who are classified as at risk according to TPRI & campus criteria			Teachers, Principal, Counselor	April	TPRI results, Benchmarks, teacher input	TPRI results, Benchmarks,	
2,8,9	Students will be given an achievement test		All	Principal/Teachers	April/May	End of the Year Assessments	TAKS Like Test EOY Assessments	

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SW Comp.	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1,2,8	Curriculum meetings will be held every nine weeks for the purpose of discussing and evaluating student/content progress and needs	Data Driven	All	Principal, Assistant Principal, and Teachers	Every 9 weeks	Testing data, student report cards, TPRI reports	Student progress	Report to Principal
1,4,7,10	PreKindergarten teachers will administer the Early Prevention of School Failure Screening to all PreK students		All	PreKindergarten teachers	Twice yearly	EPSF screening	Student progress	Report

1,2,9, 10	Use Class Size Reduction Teacher in Kindergarten to allow for smaller teacher to student ratio			Principal	Aug/May		TRPI, EOY Assessments	
1,2,10	PreK students tested end of 6 Wks for mastery of introduced letters in upper & lower case		All	PreKindergarten teachers	Every/6wks		Six weeks tests	

**Glen Rose Elementary Campus Improvement Plan
2009 - 2010**

District Goal:								
Performance Goal/ Objective: Glen Rose Elementary will achieve a 97% attendance rate for this school year. GRES will use strategies to increase attendance for all students Pre-K through 2 nd grade.								
Summative Evaluation:								
SW Comp.	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1,2	Incentives will be given for perfect attendance each six weeks and for the year	Data Driven	All	PEIMS clerk, asst. principal	Each six weeks; May 2010	PEIMS; Incentives purchased through Activity account		Attendance rates by six weeks period
1,2	Attendance Incentive Wildlife Card and Stuff Animal Program		All	Asst. Principal, PEIMS clerk, secretary	Each week/quarterly	PEIMS/budget		Attendance records
1,2	Attendance clerk will monitor attendance cards and excuse notes from parents and doctors		All	PEIMS clerk, secretary		PEIMS records and parent notes		
1,2,6	On the 5 th absence during a semester period, parents will be mailed a letter concerning excessive absences from school		All	Asst. Principal, PEIMS clerk, secretary	As needed	PEIMS records, principal's letter		Roll sheets
1,2,6	Teachers will make phone calls to parents to encourage attendance		All	Teachers; PEIMS clerk		PEIMS records		Log of calls

Glen Rose Elementary Campus Improvement Plan
2009 - 2010

District Goal:								
Performance Goal/Objective: Glen Rose Elementary will provide increased opportunities for teachers, parents and the community to become full partners in the education of their children. Communicate effectively with parents and community.								
Summative Evaluation:								
SW Comp.	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1,2,6	Teachers will use "Tiger Talk" notebooks for daily/weekly communications with parents	Data Driven	All	All classroom teachers	Daily	Teachers		Tiger Talk
1,2,6	Staff will send positive postcards to parents/students every week		All	All classroom teachers	Aug/May	All staff members		Parent conference records
1,2,6	Teachers will conference with parents at least two times during the school year		All	Teachers	October&May	Teachers/Parents; TSU student teachers		Newsletters
1,2,6	ESL teacher /Aide will interpret for classroom teachers		All	ESL teacher/Aide	Aug/May			Newsletters, Notes

1,2,6	A weekly or monthly newsletter will be sent home with every student		All	Computer lab teachers; principal	Wk/Mo	Classroom and campus information		
1,2,6	The GRES website will be used as a means of communication with parents			Computer lab, teachers, principal, counselor	As needed	Classroom and campus information		

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2009 - 2010

District Goal:								
Performance Goal/ Objective:		Develop & maintain effective communication between staff, administration, parents, and community members that will enhance involvement & promote student achievement. Communicate effectively with parents and community.						
Summative Evaluation:								
SW Comp.	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1,2,6	GRES marquee will reflect current events of the school		All	Custodian	As needed			
1,2,6	Community information will be printed in the Glen Rose Reporter when applicable		All	Principal	As needed	Glen Rose Reporter/ Glen Rose Newspaper		Copies of printed information
1,2,6	GRES will publish a school newsletter			Teachers, students, administration	Each six weeks	Microsoft Publisher; campus events; student articles		Copies of printed information
1,2,6	Correspondence with parents will be disseminated in English and Spanish		ESL	Bilingual staff members		Bilingual staff members		
1,2,6	Bilingual staff members will make phone calls/send recordings to Spanish speaking parents		ESL	Bilingual staff members		Bilingual staff members; MP3 players		

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6	Calendar of events will be posted on the GRISD website and GRES website		All	Computer Teacher		GRISD/GRES Website		

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2009 - 2010**

District Goal:								
Performance Goal/ Objective:		Glen Rose Elementary will provide increased opportunities for teachers, parents and the community to become full partners in the education of their children. Effective internal communication.						
Summative Evaluation:								
SW Comp.	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1,8	Staff members will attend staff meetings for the purpose of discussion and dissemination of information Weekly staff newsletters will be sent via email	Data Driven		Principal	Sept/May	Notes from Team meetings, school activities		Sign-in sheets
4	Each grade level will have weekly teaming meetings			Principal	Sept/May	School calendar		Newsletter
4	Grade Level team meetings will be held to ensure alignment			Grade level coordinators	Sept/May	Teachers		Grade level agenda
4	Grade Level team meetings will be held to ensure alignment			Principal/Asst. Principal, Grade level coordinators	Sept/May	Team Meeting Report Weekly		Agenda/Report
6	GRES will host Family Reading nights for parents and students			Librarian		Activity fund for snacks/ theme materials		Sign-in sheets

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2	School announcements, including student-led Pledge of Allegiance, will be made before classes begin each day over the network and played on the Activboards.		All	Principal Librarian	Daily	School news, students Webcam		Broadcast	
1,4,8, 10	The campus SBDM will meet 3 times a year or as needed to discuss the focus and direction of the campus	Data Driven		Principal, SBDM committee	TBA	Agenda; campus needs		Minutes of the meetings	
6	GRES will maintain a school website			Teachers, Computer Aide, principal,		Contribute Software; campus activities			

Glen Rose Elementary Campus Improvement Plan
2009 - 2010

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Summative Evaluation:								
SW Comp.	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
6	Community members will be informed of campus activities through local newspaper when applicable		All	Principal		Glen Rose Reporter/ Glen Rose Newspaper		newspapers
6	GRES will participate in campus-wide activities to celebrate Texas Public Schools Week		All	Teachers; administration	2 nd Week in March	Social Studies committee		Parent sign- in sheets
6	GRES will host ESL parent nights		ESL	ESL teacher; principal	2 times yearly	ESL teachers; GRIS model		Parent sign- in sheets
1,2	PTO will host a carnival to increase parental involvement		All	Parents & Community volunteers	Spring	Principal, Teachers, PTO, Parents, Community volunteers		Agenda for the activities

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2009 - 2010**

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Performance Goal/ Objective:		Glen Rose Elementary will continue to increase student performance toward the state “exemplary” standards / Maintain a curriculum that is aligned with state and national test objectives. GRES will maintain high levels of instruction in order to prepare students for TAKS testing.						
Summative Evaluation:		End of Year Assessments						
SW Comp.	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1	Disaggregate all testing data from previous school year and use in planning instruction	Data Driven	All	Principal and teachers	August; after each testing session	AEIS report, AEIS-IT software; Scores for TAKS, ITBS, TPRI, Benchmarks & EOY	Student progress	Disaggregation reports
1	Use data to align curriculum and drive instruction, thereby closing gaps in achievement levels among subpopulations		All	Teachers, Principal		Curriculum guides; Informed Instruction software; AEIS-IT Software	TAKS testing data	Testing data and disaggregation reports
1	Teachers will teach TAKS objectives as related to TEKS		All	All grade level teachers		TAKS objectives; TEKS; PreK guidelines from TEA		

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Summative Evaluation:		End of the Year Assessments						
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1,2	Teachers will use benchmarks, TAKS equivalent tests, weekly assessments, and other authentic means to measure student progress	Data Driven	All	Classroom teachers; Principal	According to campus testing calendar	TAKS equivalent assessment; curriculum; weekly assessments	Scores of assessments	Student grades and progress

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2009-2010**

District Goal:								
Performance Goal/ Objective:		Glen Rose Elementary will continue to incorporate technology to optimize teaching, learning, and working. GRES will increase the opportunities for staff, students and parents to use computer based technology learning and instruction.						
Summative Evaluation:								
SW Comp.	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
1,2,6	Provide opportunities for all stakeholder to learning and use computers at campuses and district technology center	Data Driven	All	Technology personnel, campus personnel	Daily	All forms of technology		Computer logs
1,2,6	Continue to implement Technology application TEKS at all grade levels		All	All classroom teachers, Technology staff	Aug/May	Curriculum Alignment	Lesson plans	Lesson plans
1,2,6	Provide the Technology Staff Development		All	Teachers	Throughout year	Euphoria workshops		Class Sign ups
1,2,6	Staff to optimize use of all technology in classrooms such as Activboards, cameras, etc		All	All staff	Aug/May	Curriculum Alignment,	Lesson Plans	

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1,2,6	Teachers will use "Tiger Talk" notebooks for daily/weekly communications with parents	Data Driven	All	All classroom teachers	Daily	Teachers		Tiger Talk
1,2,6	Teachers will conference with parents at least two times during the school year		All	All classroom teachers	October/May	Teachers/Parents; TSU student teachers		Parent conference records
1,2,6	A weekly or monthly newsletter will be sent home with every student		All	Teachers		Classroom and campus information		Newsletters
1,2,6	The GRES website will be used as a means of communication with parents		All	Computer lab teachers; principal	As needed	Classroom and campus information		

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2009 - 2010**

District Goal:								
Performance Goal/ Objective:		Glen Rose Elementary will continue to improve and monitor the instructional focus for students in special programs /Ensure that all of the special needs of students are being met.						
Summative Evaluation:		End of Year Assessments						
SW Comp.	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
.2	Implement & Continue programs, Reading Coach, Accelerated Reader, and Fluent Reader	Data Driven		Principal, Asst. Principal; MCR Teacher, teachers	Sept/May	Staff, technology department		Reports
1,8	Evaluate the process by which GT students are served		GATE	Principal, SBDM committee, GT teacher	Sept/May		Classroom clusters, campus pullouts,	
1,9,10	Provide appropriate placement of students in Special Education to ensure Least Restrictive Environment		SE	Principal, Special Education Teachers, V.P.	Sept/May	Special Education Department		IEP's
1,9,10	ESL students will be placed in classrooms of ESL certified teachers		ESL	Principal, ESL certified teachers	Sept/May	ESL training; ESL coordinator		Classroom Lists
1,9,10	Examine patterns of placement for ESL students to ensure best placement		ESL	Principal; SBDM committee; ESL teacher	Sept/May	Classroom placement patterns		

1,9,10	Bilingual program started in PK and adding another bilingual class each year		LEP	Principal; SBDM committee; ESL teacher, Bil teacher, LPAC CMTE	Aug/May	Bil Classroom		Classroom Lists
1,9,10	Provide campus programs for students in at-risk situations	At-risk list		All staff	Aug/May	Students served in programs		Programs reports
	A dyslexia curriculum will be provided for identified dyslexic students		AR	RTI TEAM	Aug/May	Dyslexia Referrals		RTI Forms/Dys. Referrals

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SW Comp.	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
6	Teachers will conference with parents at least two times during the year	Data Driven		All classroom teachers		Teachers, parents, and TSU student teachers		Sign in sheets
6	Parents will be invited to attend grade level orientations			Teachers in grades PreK-2	Sept	Teachers' expectations		Sign in Sheets
6	Committee will be formed for the purpose of creating more opportunities for parental involvement			SBDM	Sept	Committee and parents		
6	Parents are encouraged to attend Family Reading Nights in the library			Librarian		Staff; AR program		
5,6	Culminating/Big events will be placed on a rotating schedule			SBDM		Calendar		

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1,10	Parents will enter into compact with school concerning student success	Data Driven	All	Principal, Asst. Principal	Beginning of school year	Title I		Parent/student/Teacher compact
6	Parents and teachers will be encouraged to join and support GRES PTO		All	All	Sept-May	PTO members		
6	Review volunteer programs and investigate the possibility of after school clubs.			SBDM		Staff & parents; Title I funding		SBDM Minutes
6	GRES will place student grades on-line for parent viewing			Technology department, teachers				Website

6	GRES will hold a volunteer recruitment/orientation for parents			Principal; Librarian; PTO; teachers	September 2009	PTO volunteer guidelines; staff input		Agenda of meeting
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Glen Rose Elementary Campus Improvement Plan
2009 - 2010

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Performance Goal/ Objective:		Glen Rose will maintain a safe and disciplined environment conducive to student learning. School personnel will provide a safe school environment that fosters optimal learning.						
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2,6,10	All visitors will be required to register in the office and wear name tags			Office personnel	Aug/June	Visitor badges		GRISD Plan State form
2,6,10	Permit entrance to the school through the front doors only			Custodial personnel/office staff	Aug/June	Custodial personnel		
2,6,10	Teachers will review the district Crisis Management Plan			Principal	Aug/June	Crisis Management Plan		
2,6,10	Fire, tornado, and safety drill will be conducted throughout the school year			Counselor	Aug/June	Drill schedule		
2,6,10	A campus wide behavior plan will be implemented to ensure student safety			Asst. Principal; Staff	Aug/June	Code of Conduct (District/Campus)		

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2,6,10	Maintain a clean school facility			Custodial Staff	Daily	Maintenance Department		
2,6,10	Custodial staff will use a checklist system for daily, weekly, and monthly cleaning tasks			Principal; custodial staff	Daily	Custodial Procedures		
2,6,10	Morning announcement Broadcasts will include Anti-Bullying and How to be a Hero.			Librarian, Principal	Twice/WK	CD/Intercom/Computers		
2,6,10	Adjust master schedule to allow small group counseling targeting special need to include bullying, anger mgmt.			Schedule Cmte, Principal, V. Principal		Master Schedule		

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2,6,10	Perform unannounced/obstructed safety drills		All	Principal, Asst. Principal	Aug/May			Safety Drill Date Log
6,10	Review playground safety rules with all students		All	Teachers	Aug/May			
6,10	Each grade level will use and carry at all times, a walkie-talkie during recess and emergency drills to communicate with office staff and		All	Teachers; office personnel	Aug/May	Walkie Talkies purchased at Wal-Mart		
	Parent volunteers must fill out a background check before volunteering in the classroom		All	office personnel, Central Office	Aug/May			Volunteer List in Elem. Office

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2009 - 2010

District Goal:								
Performance Goal/ Objective:		Glen Rose will maintain a safe and disciplined environment conducive to student learning. Provide drug and violence education.						
Summative Evaluation:								
SW Comp.	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
2,6,10	Students will participate in “Play It Safe” program regarding personnel safety		All	Principal; Counselor	2009 - 2010	Women’s Center of Tarrant County		
2,6,10	Students will participate in “Red Ribbon Week” activities regarding drug resistance education		All	Principal; teachers; counselor	2009 - 2010	National Red Ribbon Week		
2,6,10	Guidance counseling will be provided regarding Character Traits		All	Counselor and Teachers	2009 - 2010	Character Traits Curriculum		
2,6,10	Health curriculum will be implemented by teachers with support from the PE teacher		All	Classroom teachers; counselor; PE teacher	2009 – 2010	GRES Health Curriculum, TEKS		
2,6,10	All Students will participate in a Diabetes Walk for health awareness.		All	PE Teacher, All staff	2009- 2010	Diabetes Awareness, Community members		

Glen Rose Elementary Campus Improvement Plan
2009 - 2010

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Summative Evaluation:								
SW Comp.	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
6	GRES will continue Christmas Express program for needy children			Principal Asst. Principal, Counselor, Teachers	November- December	Donations made to Christmas Express		
10	GRES will provide screenings for hearing and vision			Nurse	2009 - 2010	School Nurse; volunteers		
10	Medication will be dispensed according to doctor's orders			Nurse	As needed	Prescriptions for students		
10	Dental screening will be provided for students with parent permission. Professional entertainers to perform for student targeting bullying, healthy choices, character traits.			Nurse; Dentist Counselor	Sept/May Oct	Dentist	Office referrals, RTI	

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Performance Goal/Objective: Glen Rose Elementary will continue to increase student performance toward the state “exemplary” standards. Identify, provide, and implement campus-wide staff development.								
Summative Evaluation:								
SW Comp.	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
5,8	GRES will continue its membership in the Effective Schools Project			Principal		ESP at Tarleton State University		
4,5,8	Teachers will participate in team building activities			Principal	Aug/May	Principal	Sign-in Sheets	
4,5,8	Teachers will participate in staff development activities relating to campus needs			Principal; SBDM, ESC	Aug/May	Staff development survey	Sign-in Sheets/ certificates	

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Summative Evaluation:								
SW Comp.	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
3,5	Curriculum guides will be used for each core subject	Data driven	All	Principal, Curriculum Coordinator, teachers	Daily	TEKS, TAKS objectives, textbooks, Informed Instruction software		
3,5,8	Teachers will receive training regarding TAKS test and instruction methods			Principal, Curriculum Coordinator	As offered by ESC XI or District timelines	ESC XI		
3,4,5	Staff development opportunities will be offered throughout the campus			Principal, Curriculum coordinator		Grade level state conferences, GT conference, ESC XI; retreats		
4	Principal will review workshop offerings and recommend to teachers as needed			Principal	As offered by ESC XI or District timelines	ESC XI catalog and other workshop opportunities		

Glen Rose Elementary Campus Improvement Plan
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District Goal:								
Performance Goal/ Objective:		Glen Rose Elementary will continue to increase student performance toward the state “exemplary” standards. Identify, provide, and implement campus-wide staff development.						
Summative Evaluation:								
SW Comp.	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
3,5	Curriculum guides will be used for each core subject	Data driven	All	Principal, Curriculum Coordinator, teachers	Daily	TEKS, TAKS objectives, textbooks, Informed Instruction software		
3,5,8	Teachers will receive training regarding TAKS test and instruction methods			Principal, Curriculum Coordinator	As offered by ESC XI or District timelines	ESC XI		
3,4,5	Staff development opportunities will be offered throughout the campus			Principal, Curriculum coordinator		Grade level state conferences, GT conference, ESC XI; retreats		
4	Principal will review workshop offerings and recommend to teachers as needed			Principal	As offered by ESC XI or District timelines	ESC XI catalog and other workshop opportunities		

**Glen Rose Elementary Campus Improvement Plan
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District Goal:	Highly Qualified Staff: All GRISD students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals
Performance Goal/Objective:	<ol style="list-style-type: none"> 1. 100% of new hires will meet highly qualified status prior to employment. 2. NCLB Indicator 3.1: The percentage of classes being taught by highly qualified teachers in the aggregate and in high-poverty schools will be 100%. 3. NCLB Indicator 3.2: The percentage of teachers receiving high-quality professional development will be 100%. 4. NCLB Indicator 3.3: The percentage of instructional paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are highly qualified will be 100%.
Summative Evaluation:	Personnel files, highly qualified worksheets, and principal attestations

SW Comp.	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
3,5	Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.		All Teachers	Principals	Sept.1,09 Feb.1,10 May 1,10	T IIA Local	Number of positions posted and, applications completed. Visits to website counted.	
3,5	Establish an effective teacher mentoring system in order to retain highly qualified staff.		new teachers	Principals	Aug.15,09 Apr.3,10	T IIA Local	Mentor assignments & Journals	

3,5	Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status.		All teachers	Gibson	Aug. 15 2010	T IIA Local	Personnel files Professional Development records Teacher interviews	
3,5	Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified.		All Teachers	Principals	Aug. 15 2010	T IIA Local	Number of teachers in ACPs Professional Development records	
3,5	Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.		All Instr. Para-professionals	Gibson	Aug. 15 2010	T IIA Local	Personnel files Professional Development records	

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SCHOOLWIDE COMPONENTS

1. Comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State content and student performance standards.
2. School wide reform strategies that: Provide opportunities for all children to meet the State's proficient and advanced levels of student performance; are based on effective means of improving children's achievement; use effective instructional strategies that—increase the amount and quality of learning time, such as extended school year, before-and-after school, and summer school programs; help provide an enriched and accelerated curriculum: meet the educational needs of historically underserved populations, including girls and women; address the needs of all children in the school, but particularly the need of children of target populations of any program that is included in the school wide program, and address how the school will determine if these needs are met. These programs may include counseling and mentoring services, college and career preparation, such as college and career guidance, services to prepare students for school-to-work transition, and the incorporation of gender equitable methods and practices; are consistent with, and are designed to implement, the State and local improvement plans, if any, approved under Title III of Goals 2000.
3. Instruction by highly qualified professional staff.
4. Professional development for teachers and aides, and where appropriate, pupil services personnel, parents, principals, and other staff to enable all children in the school wide program to meet the State's student performance standards. (In accordance with sections 1114(a)(5) and 1119.)
5. Strategies for attracting highly qualified teachers.
6. Strategies to increase parental involvement, such as family literacy services.
7. Strategies for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of assessments.
9. Provision of effective, timely, additional assistance provided to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards.
10. Coordination of federal, state, and local services and programs and integration with the school wide program.