

CULLENDER KINDERGARTEN
CAMPUS IMPROVEMENT PLAN
2008 - 2009

GOAL 1: *Based on accountability ratings determined by the Texas Education Agency, Cullender Kindergarten will use materials and strategies that will ensure academic success to the maximum individual potential of each and every student.*

ESEA Goals/Performance Indicators: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3

Needs Assessment: A needs assessment questionnaire will be sent with parents of students to determine the effectiveness of Cullender and its programs.

OBJECTIVES	IMPLEMENTATION STRATEGIES	PERSONS RESPONSIBLE	RESOURCES NEEDED	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
All students will be expected to demonstrate mastery at the state recognized level or above on all TEKS objectives, prekindergarten curriculum guidelines, or Individualized Education Plans. (TEKS/PK Guidelines address Language Arts, Mathematics, Science, Social Studies, Health and Physical Education, Art, Music, and Theatre)	Professional development will be provided to all staff in the delivery of the TEKS curriculum. All Kinder will be G/T certified. PK staff will be cont. in new Saxon Curriculum.	Administrator, teachers, support personnel, Region 18 and other educational consultants	District/state funding, time, inservice offerings, and state comp. ed. funding - \$72,401 Sup/Salaries	Attendance records from inservice trainings	August 25, 2008, January 12 & February 2, 2009	Distribution and review of the Academic Excellence Indicator System (AEIS) report
	Highly qualified teaching staff will be employed to deliver the TEKS curriculum.	Superintendent and administrator	District/state funding, and state comp. ed. funding -	Review of personnel records	August 25, 2008 - May 29, 2009	
	DIBELS testing Saxon Phonics and Texas Math programs will be used. Small group instruction will be used to deliver the Texas Math program and Science/Math Lab. 3 Tier Reading Model	Administrator, teachers, support personnel, parents and students	Saxon Phonics and Texas Math (McGraw- Hill), and TPRI materials Hand held Palms for TPRI & DIBELS test.	Saxon curriculum program assessments, TPRI assessments and software assessments. DIBELS Testing	August 25, 2008 - May 29, 2009	Beg, Middle and End of year

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GOAL 2: *Cullender Kindergarten will identify students within special populations by using state/federal criteria & will provide services & pr strategies that will ensure academic success to the maximum individual potential of each and every student.*

ESEA Goals/Performance Indicators: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3

Needs Assessment: TPRI data, ARD reports, LPAC meeting minutes, RPT/IPT and TELPAS lab reports, CEI lab reports, PEIMS data, 504 meeting minutes and plans, compensatory education lists, end-of-the-year basic skills test results and counselor's reports

OBJECTIVE	IMPLEMENTATION STRATEGIES	PERSONS RESPONSIBLE	RESOURCES NEEDED	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
Special needs students (at-risk, special education, LEP, gifted/talented, dyslexic, homeless and migrant) will be identified through the year, following federally mandated timelines and will be provided appropriate programs and services.	The following programs will be utilized: At-Risk - CEI and counseling, teacher intervention SPED - Mainstream, inclusion, and self-contained (EE) settings LEP - Bilingual G/T - regular classroom with teachers that are G/T trained Dyslexia - CEI Migrant/Homeless - CEI and counseling to assess needs. Parent Surveys Section 504 - 504 instructional modifications	Administrator, Special Education Director, teachers counselor, support personnel, district nurses, speech therapists, and diagnosticians All Teacher meet Highly Qualified Standards.	District/state/federal funding, state comp. ed. funding - \$72,401 (teaching salaries), \$475 (supplies), time and federal/state forms Hand Held Palms	Review of student participation Evidence of programs in place Staff evaluation of different programs Review of PEIMS data	August 25, 2008 - May 29, 2008	Review of PEIMS data Review of ARD reports and LPAC minutes Testing Data

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GOAL 2: *Cullender Kindergarten will identify students within special populations by using state/federal criteria and will provide programs and services, including the district's Schoolwide Program, to improve attendance, interest and achievement.*

OBJECTIVE	IMPLEMENTATION STRATEGIES	PERSONS RESPONSIBLE	RESOURCES NEEDED	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
Special needs students (at-risk, special education, LEP, gifted/talented, dyslexic, homeless and migrant) will be identified through the year, following federally mandated timelines and will be provided appropriate programs and services.	Staff development will be provided relating to the identification, needs and nature of students within special populations.	Administrator, teachers, support personnel, Region 18 and other educational consultants	District/state funding, time, inservice offerings, state comp. ed. funding - \$0 (contracted services)	Attendance records from inservice trainings	August, 2008 May, 2009 Fall and Spring Semester	Review of PEIMS data
	A pre-referral process will be utilized as part of the identification of students with special needs.	Administrator, teachers, parents, students, and diagnosticians	Pre-referral packets	Completed pre-referral packets and review of ARD reports	August, 2008 - May, 2009 Fall and Spring Semester	Review of ARD reports and LPAC minutes
	Counseling will be provided to students within special populations.	Counselors, teachers, administrator, district liaison officer, parents and students	Suicide prevention curriculum and materials	Review of student participation	August, 2008 - May, 2009 Monthly	

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GOAL 3: *Cullender Kindergarten will require all students to attend school consistently in order to achieve academic success.*

ESEA Goals/Performance Indicators: 3.1, 3.2, 3.3, 4.1

Needs Assessment: PEIMS data, AEIS data and daily attendance checks

OBJECTIVE	IMPLEMENTATION STRATEGIES	PERSONS RESPONSIBLE	RESOURCES NEEDED	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
Kindergarten average daily attendance will increase to 96% or better, prekindergarten to 95%, and PPCD to 88%	Criminal charges will be filed by the school district on parents that violate the compulsory attendance law.	Administrator, teachers, students, parents, attendance clerks, and district liaison officer	Court document forms to be filed	Review of court records and legal judgments	August, 2008 - May, 2009 Monthly	Distribution and review of the Academic Excellence Indicator System (AEIS) report
	Perfect and Outstanding Attendance Awards will be presented to deserving students. Literature to Parents/Guardians.	Administrator, teachers, students, and parents	Perfect and Outstanding Attendance Awards	Review of number of attendance awards presented	Presented on 29-May-09	Distribution and review of the PEIMS data
	Schools will make phone calls to homes when students are absent.	Administrator, teachers, and attendance clerk	Phone system and contact logs	Inspection of completed contact logs	August, 2008 - May, 2009 (Daily)	
	Parents will receive 5-Day and 8-Day letters reporting absences. Home visits from principal/teacher	Administrator, teachers, and school secretaries	5-Day and 8-Day form letters	Review of copies of 5-Day and 8-Day letters	August, 2008 - May, 2009 (Daily, as needed)	

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GOAL 5: *To provide for a more efficient campus, Cullender Kindergarten will have open, accessible communication between students, employees, parents and law enforcement officials to ensure a disciplined, safe environment on campus and school activities.*

ESEA Goals/Performance Indicators: 3.1, 3.2, 3.3, 4.1

Needs Assessment: A needs assessment survey addressing school safety will be distributed to parents, student and employees and will be evaluated.

OBJECTIVE	IMPLEMENTATION STRATEGIES	PERSONS RESPONSIBLE	RESOURCES NEEDED	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
An environment will be created in order that students, employees and parents will feel safe in curricular, co-curricular, and extra-curricular activities.	Faculty and staff will receive professional development training in classroom management, Student Code of Conduct, and conflict resolution in order to have safe and drug free school.	Administrator, teachers, support personnel, Region 18 and other educational consultants	District/state funding, time, inservice offerings - State comp. ed. funding - \$0 contracted services Rapid Response Sys.	Attendance records from inservice trainings	August-May, 2008/2009	Needs-assessment survey addressing school safety will be distributed to parents, students and employees and will be evaluated.
	Rapid Response System Crisis management plans, such as fire/tornado emergency plans, and a biochemical evacuation plan, will be implemented on the campus as a proactive stand to ensure school safety.	Law Enforcement Administrator, teachers, support personnel, students, parents/guardians, community members, local emergency authorities, law enforcement agencies, and district liaison officer	Crisis management core team and time Handle w/ Care Trai.	Effectiveness of crisis management plans will be reviewed annually. Tornado and fire drills will be logged and dated.	August-May, 2008/2009 Monthly	The Safe and Drug Free Schools Annual Evaluation will be completed and reviewed based upon collected facts from the campus.

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GOAL 5: *To provide for a more efficient campus, Cullender Kindergarten will have open, accessible communication between students, employees, parents and law enforcement officials to ensure a disciplined, safe environment on campus and school activities.*

OBJECTIVE	IMPLEMENTATION STRATEGIES	PERSONS RESPONSIBLE	RESOURCES NEEDED	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
<p>An environment will be created in order that students, employees and parents will feel safe in curricular, co-curricular, and extra-curricular activities.</p>	<p>Communication protocol will be established and shared with all involved. Building will be kept clean and safe for all involved. All activities will be properly supervised. Look into replacing old playground equipment. To ensure safety on play areas, Cullender will: --lock side gates --have playground orientation --have adequate adult supervision --address weeds, goat heads and gopher hole issues</p>	<p>Administrator, teachers, support personnel, students, parents/guardians, community members, local emergency authorities, law enforcement agencies, and district liaison officer Administrator, teachers, support personnel, maintenance and grounds departments</p>	<p>News media and student handbook information. District funding and time</p>	<p>Annual review of established protocol Review of Safe Schools Walk-About survey on play areas</p>	<p>Fall and Spring 2008-2009 August, 2008 - May, 2009 Weekly</p>	<p>Needs-assessment survey addressing school safety will be distributed to parents, students and employees and will be evaluated. The Safe and Drug Free Schools Annual Evaluation will be completed and reviewed based upon collected facts from the campus.</p>

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GOAL 6: *Cullender Kindergarten will have continuous growth in technology and development of proven instructional methods and curriculum.*

ESEA Goals/Performance Indicators: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3,

Needs Assessment: Needs assessment survey addressing the use of technology will be distributed to parents, students and employees and will be evaluated.

OBJECTIVE	IMPLEMENTATION STRATEGIES	PERSONS RESPONSIBLE	RESOURCES NEEDED	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
The district will utilize successful technological and instructional methods and state-approved curriculum.	The implementation of the district plan will provide for the use of technology throughout the curriculum. CEI will be available to all kinder students.	Administrator, teachers, support personnel, technology director, District Technology Committee and Region 18	State/local funding and grants, Grants from individuals, etc...	Annual review of district technology plan. Board analysis of technology plan	August 25, 2008 - May 29, 2009	Distribution and review of the Academic Excellence Indicator System (AEIS) District Technology Committee will review and evaluate the progress of the District Technology Plan.
	Kindergarten teachers will utilize hand held palms to deliver testing(TPRI, DIBELS)	Administrator, Special Education Director, teachers, counselors, support personnel, parents, students and diagnosticians	Federal funding, Inclusion personnel and ARD reports	Review of student participation Evidence of programs in place	August 25, 2008 - May 29, 2009 Daily	CEI and Creative Writing instructors will provide feedback of program success.
	Try to obtain Smart Boards for each classroom Science/Math Lab Discovery Ed. Streaming Related service personnel will collaborate with LEA staff to meet special education student needs.	All of the above and OT/PT personnel and assistive technology team	Federal funding and adaptive equipment	Review of PEIMS data	August 25, 2008 - May 29, 2009 Daily	

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GOAL 7: *Cullender Kindergarten will develop a long-term plan for facility improvements to efficiently utilize and maintain our present facilities.*

ESEA Goals/Performance Indicators: 4.1

Needs Assessment: Needs assessment survey addressing facility improvements will be distributed to community members and parents and will be evaluated.

OBJECTIVE	IMPLEMENTATION STRATEGIES	PERSONS RESPONSIBLE	RESOURCES NEEDED	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
Facilities will continue to be maintained and improvements will be accomplished in a timely fashion.	Facilities will be continually surveyed and assessed as to the need for maintenance or improvements.	Administrator, teachers, support personnel, grounds and maintenance departments	maintenance/grounds district forms, money donations and time	Review of monthly energy management reports Review of completion reports on maintenance needs	August 25, 2008 - May 29, 2009 Monthly	Review of a Safe Schools Walk-About Survey.
	Alternative funding and/or grant possibilities will be pursued in order to provide monies for facility improvements.	Administrator, teachers, Region 18 and other grant-writing consultants	Time and grant proposals	Review of the budget Review of alternative funding and grants	August 25, 2008 - May 29, 2009	Completion of Bond Renovations.
	Cullender will investigate completing the following improvements: New playground equip.	Administrator, teachers, maintenance and grounds departments	District funding, grant monies, and time	Completion of projects	Fall and Spring Semesters 2008-2009	

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GOAL 8: *Cullender Kindergarten will instill in its students qualities of citizenship, responsibility, pride and respect for peers, school employees, and school facilities.*

ESEA Goals/Performance Indicators: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3

Needs Assessment: Assessment of district and community expectations

OBJECTIVE	IMPLEMENTATION STRATEGIES	PERSONS RESPONSIBLE	RESOURCES NEEDED	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
Stress to students the need for citizenship, responsibility, pride and respect.	Citizenship, pride, responsibility and respect will be stressed through: --Pledges to flags --Moment of Silence --Character Counts and Building Good Citizens for Texas curricula --Red Ribbon Week --Student Handbook --Parent Conferencing Days Cafeteria eating manners. --Individual counseling focusing on specific behavioral areas --Daily classroom leader utilized	Administrator, teachers, support personnel, parents, students, community members, and Region 18	Character education programs, time, local/state funding and US/Texas flags	Review of student participation Evidence of programs in place Staff evaluation of different programs	August 25, 2008 - May 29, 2009 Monthly	Review of disciplinary referrals and parent contact logs Contacts with Counselor on Charac. Traits. Conferencing with all staff members.

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GOAL 9: *Communication with all employees at each level of employment will enhance the school environment and allow the operation of the school to be efficient.*

ESEA Goals/Performance Indicators: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 4.1

Needs Assessment: A needs assessment survey addressing communication will be completed by the faculty and staff and will be analyzed and reviewed.

OBJECTIVE	IMPLEMENTATION STRATEGIES	PERSONS RESPONSIBLE	RESOURCES NEEDED	FORMATIVE EVALUATION	TIMELINE	SUMMATIVE EVALUATION
<p>Cullender will provide an effective means of communication with its employees on each level to ensure and enhance productivity among faculty and staff. In addition, this line of communication will provide employees with coordinated efforts to keep all employees up-to-date on all issues relevant to functions of the school community.</p> <p>Cullender will Provide faculty the opportunity to aid in the transitioning process of Head Start students and Cullender students to Edwards/Tatom.</p>	<p>Administrative staff will coordinate through various avenues of communication networks to maintain and improve the educational environment including:</p> <ul style="list-style-type: none"> --Board of Trustees' Meetings --Principals' Staff Meetings --Monday Memos --School Faculty Meetings --Grade Level Chairperson Meetings --Staff Meetings (Weekly) --Coordinated lunch periods -- --Transition to Edwards/Tatom --transition of Head Start students to Cullender. 	<p>Administrator, teachers, support personnel, and parents</p>	<p>school facility, paper and computer (email), Time.</p>	<p>Review of communication log</p> <p>Review of memos sent to staff</p> <p>Evidence of participation in meetings</p>	<p>August 25, 2008 - May 29, 2009</p> <p>Weekly</p> <p>Weekly</p> <p>Oct. 7, 2008</p>	<p>Records will show that open, accessible communication lines are maintained</p> <p>Monday Memos</p> <p>Staff meeting notes etc...</p> <p>Parent Surveys</p>