

Joe Martin Early Childhood Center
Campus Improvement Plan
2009 - 2010



Joe Martin students make good choices!

**Joe Martin Early Childhood Center
Campus Improvement Plan
2009 – 2010**

SITE BASE DECISION MAKING TEAM

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CSI TEAM

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GRADE LEVEL LEADERS

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Mission Statement:

The mission of Joe Martin Early Childhood Center is to ensure that all children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation.

Joe Martin Early Childhood Center Campus Improvement Plan 2009 – 2010

Campus Goals

➤ **Goal 1**

Academic achievement is enhanced through the use of developmentally appropriate curriculum based on the state developed Prekindergarten Guidelines and Kindergarten TEKS. Strategies are established to ensure that performance on tests taken by all students show improvement resulting in a 100% passing rate.

Objectives:

1. Recruit and retain highly qualified staff members.
2. Provide ongoing, high quality staff development as identified by staff in needs assessment.
3. JMECC will utilize a vertically aligned science curriculum (CSCOPE) that will lead to higher performance on fifth grade science TAKS.
4. Consistently review and update current strategies throughout the year to appropriately, effectively, and efficiently provide all students with the most current, research – based instruction.
5. Further align curriculum to allow smooth transitioning from Prekindergarten to Kindergarten and from Kindergarten to First grade.
6. Continue to incorporate the Reading First Grant strategies into our aligned curriculum and daily instruction.
7. Improve kindergarten TPRI test scores so that all students are “DEVELOPED” by the end of year testing.
 - a. Analyze and disaggregate beginning and middle of year testing results to allow teachers to address individual, small, and whole group needs appropriately.
 - b. Place students in appropriate groups (Tier 1, 2, or 3) for apposite instruction.
8. Improve Prekindergarten curriculum to closely align with Kindergarten TEKS and objectives.
 - a. Provide ongoing staff development opportunities for Prekindergarten teachers to better meet the needs of students regarding the transition to kindergarten.
9. Improve campus technology results on the Texas STAR Chart to the “advanced tech” level.
 - a. Integrate technology into daily lesson plans.
 - b. Utilize the computer lab twice weekly for every student on campus.
 - c. Communicate via teacher and school web pages to all educational stakeholders.
 - d. Utilize the On Course – online Lesson Plan program daily
10. Insure the Least Restrictive Environment is utilized fully for Special Education students.
11. Improve the function of the Campus Student Intervention Team to better meet the individual needs of all students through the Response to Intervention philosophy.
 - a. Provide staff development in the areas of Early Identification and Intervention, Response to Intervention, Working Systematically, and

Campus Intervention Teams through the LRE/AGC grant.

12. Improve instruction by providing multiple inclusion opportunities for Prekindergarten and Kindergarten Students.
13. Improve implementation of Calendar Math and Kindergarten math TEKS and to provide appropriate staff development to provide resources to better instruction.
 - a. Analyze and disaggregate AIMSWEB results to allow teachers to address individual, small, and whole group needs appropriately.
14. Improve Pre-K math instruction by using the Pre-K Calendar Math curriculum daily
15. Minimize classroom disruptions by requiring all outside classroom visitation to be scheduled in advance.
16. Implement Sub Folders, which will be updated weekly to provide the most effective and efficient strategies to allow substitutes to provide quality instruction.

➤ Goal 2

Good attendance directly correlates with improved academic achievement. Methods to improve attendance will be enhanced so that attendance will meet or exceed the district standard of 97%.

Objectives:

1. Improve attendance from 92.8% to 97% by the end of the 2009 – 2010 school year.
 - a. Individual incentives are given for perfect attendance.
 - b. Positive contacts are made to parents of students who maintain perfect attendance for each six week period.
 - c. Certificates rewarding perfect attendance during the 1st 6-weeks, 1st Semester, and for they year will be awarded to students/families.
 - d. Use the slogan “Get up – Dress up – and Show up” daily with every student in the school.
 - e. Parents of students with consistent attendance issues are notified and held in compliance according to the district attendance policy, The Compulsory Attendance Act, and cases are turned over to the Campus Attendance Officer.
 - f. Reward students for positive behavior at school.

➤ Goal 3

Provide a safe and orderly school environment conducive to successful learning.

Objectives:

1. Review and update current discipline management plan.
 - a. Continue Positive Behavior Support techniques. (choice bucks – choice bucks store – positive referrals – etc.)
 - b. Provide ongoing training and feedback on the campus discipline management plan.
 - c. Use Practice Academy for students who demonstrate consistent behavior issues both at school and on the bus.
 - d. Implement and maintain an ongoing, daily positive behavior reward system.
 - e. Minimize classroom disruptions by requiring all outside classroom visitation to be scheduled in advance.
2. Utilize one paraprofessional for the Practice Academy position when needed.
3. Follow district policy requiring visitors to the campus to sign in and obtain clearance from the office.
4. Provide ongoing practice of evacuation procedures.
5. Aesthetically improve the schools appearance in all areas.

6. Maintain a clean, secure, and well-kept facility.
7. Maintain a 0 incident rate for violence, drugs, and alcohol.

➤ **Goal 4**

Cooperation and collaboration between all educational stakeholders is recognized as a vital link to educational success for all students. JMECC will provide constant opportunities for positive collaboration and cooperation among all educational stakeholders.

Objectives:

1. Actively recruit and encourage volunteers.
2. Become members of, collaborate with, actively participate, and consistently promote the Joe Martin PTO.
3. Create and maintain open lines of communication with all educational stakeholders.
4. Actively participate in a Partnership in Education program with a community business.
5. Provide learning/teaching opportunities for educational stakeholders based on areas gleaned from surveys.
6. Create and actively maintain campus and classroom websites.
7. Maintain weekly updated lesson plans on On-Course.
8. Communicate the campus mission, goals, and objectives with all educational stakeholders.
9. Increase parental and community involvement over the 2009 – 2010 schoolyear.
10. Implement a Title One Parent Involvement Policy Compact.
11. Organize many opportunities for family members to participate in activities during the school day with their student.

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Goal : Objective(s)	Strategy	Person(s) Responsible	Resources	Timelines	Evaluation: Formative	Evaluation: Summative
<p>Goal 1: Strategies are established to ensure that performance on tests taken by all students show improvement resulting in a 100% passing rate.</p>	Continue the use of Harcourt “Trophies” reading program.	Curriculum Director, Campus Coach, Teachers	Local (199) Title I	August 09 – May 10	Improved Curriculum Alignment	Improved test scores, grades, and better readers
	Continue to provide PRIDE folders at no cost to students to assist in organization and parent-school communication.	Principal, Teachers	Budget, personnel	August 09 – May 10	Observation of students and teachers	Improved organization and communication
	Continue to implement strategies provided in training through the Reading First grant.	RTA, Campus Coach, Teachers, Principal	Local (199) Title I	August 09 – May 10	Feedback, Classroom Observation	Improved test scores
	Administration of the Letter people Observation Checklist as a baseline for beginning Pre-K students – beginning and end of year administration.	Pre-K Teachers	Personnel	September – May	Analysis of checklist scores for group set up	Comparative analysis at the end of the year to show growth
	Administration of a locally modified version of the beginning of year Kindergarten TPRI Test – given in November and in April	Title I Learning Lab	Personnel	November and April	Analysis of scores for individual, small, and whole group instruction	Comparative analysis at the end of the year to show growth
	Administration of the Kindergarten TPRI test (beginning, middle, and end of year tests) Progress monitoring every 2-3 weeks to track progress and show growth.	Title I Learning Lab, LCC, Kindergarten Teachers	Personnel	August 08 – May 10	Analysis of test scores for grouping and individual, small, and whole group instruction.	Improved scores by the end of the year test.

Goal 1: Cont.	Continue Implementation of the Calendar Math Curriculum into Kindergarten classrooms.	Kindergarten Teachers, Curriculum Director, Principal	Title I Funds	Daily	Classroom observations, daily student work, monthly meetings.	Improved Math Scores
	Implement Pre-K Calendar Math into all Pre-K classrooms.	Pre-Kindergarten Teachers, Curriculum Director, Principal	Title I Funds	Daily	Classroom observations, daily student work, monthly meetings.	Improved Math Scores and better Pre-K to Kindergarten alignment.
	Utilize AIMSWEB benchmark testing and online score reporting to better serve the academic needs of all Kindergarten students.	Kindergarten Teachers, Curriculum Director, Principal	Campus Funds SpEd Funds	August 09 – May 10	AIMSWEB benchmark results	Improved Math scores
	Provide multiple Inclusion opportunities for SpEd Students in Kindergarten and Prekindergarten.	ASSIST Team, Head Start, PPCD Teacher and Aides, Kindergarten and Pre-K Teachers	Personnel	August 09 – May 10	Observation by Certified Teachers, Principal	Increased number of students benefitting from inclusion techniques, Improved test scores
	Monitor all curriculum and academic programs to be sure all student group needs are met	Site Base Team, Grade Level Leaders	Personnel	August 09 – May 10	Observation by Site base Team Members, Grade Level Meetings	Improved academic success of all student groups
	Use the Practice Academy position to help with Kindergarten Interventions	Principal, Kindergarten Teachers	Local	August 09 – May 10	Classroom Observations, Test Scores	Better classroom instruction, higher test scores
	Integration of technology into daily lesson plans	Teachers, Principal, Grade Level Leaders	Personnel	August 09 – May 10	Classroom observations	Increase students working knowledge of technology
	Update and maintain campus level and teacher websites	Teachers, Principal, Campus Technology Coordinator	Personnel	August 09 – May 10	Website observations	Improved communication and involvement

Goal 1: Cont.	Update and post weekly lesson plans on On-Course and write the daily SE's on the board.	Title I, Teachers, Grade Level Leaders, Principal, Curriculum Director	Personnel Title II Part D	August 09 – May 10	Monitoring	Improved Instruction, Increased Parental Involvement
	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 administration.	Administration, Deputy Superintendent, Curriculum Director, Special Education Director	199, 21, 255, 211, Region 10	August 09 – May 10	Certificates of completion, Sign-In sheets	Improved academic success for all students, Improved curriculum alignment, Increased preparation toward campus, district, and campus goals
	Add an Aide position to Prekindergarten to improve Academic Intervention	Principal, Prekindergarten Teachers	Personnel Title 1 Stimulus	October 09 – June 10	Classroom Observations, Test Scores	Better classroom instruction, higher test scores
	Provide opportunities for staff development outside district.	Principal, All Staff, Region X, other educational entities or individuals	Campus Budget Title I Title II	August 09 – May 10	Feedback	Improved success for other students in all educational areas
	Provide high quality professional development in the areas of math and reading and disaggregating TPRI and AIMSWEB data.	Principal, Teachers, LCC, Title One	Personnel Title I Title II	August 09 – June 10	Feedback, Sign-In Sheets	Improved student progress monitoring and effective intervention for all students.
	Send home a weekly newsletter in the PRIDE folder to communicate what is being taught in the class and how parents can help reinforce the objectives at home. (includes important dates and all sorts of information about school)	Teachers	Personnel	August 09 – June 10	Feedback, Observations	Improved communication between the school and the rest of the educational stakeholders

Goal 1: Cont.	Update and involve CSI Team to provide better intervention strategies to all teachers	Principal, Teachers, CSI Team	Personnel, budget	August 09 – May 10	Improved awareness, communication teachers and special education representatives	Improved academic success for all students, decreased number of special education referrals
Goal 1: Cont.	Implement C-Scope Curriculum in the area of Science.	Teachers, Administration, Curriculum Director	199, 211, Region 10, TITLE 1 Stimulus,	Daily	Improvement in daily instruction, walkthroughs, Lesson Plans	Benchmarking, Evaluations
	Purchase of science materials, manipulatives, and equipment for classrooms and lab	Curriculum director, administration, classroom teachers	199, Title I Stimulus	August - June	Invoices, lesson planning, walkthroughs	Formal evaluations, benchmarks

Goal 1: Cont.	Retention of Reading First Coach	Administration, Reading First Coach	Title I, Title 1 Stimulus,	August - June	Personnel File, observations, benchmarking	Improvement on the TPRI and classroom instructional strategies
	Use of Technology including interactive equipment	Administration, Technology, Curriculum Director, Teachers	Title I, Title 1 Stimulus, Sp Ed Stimulus	August - June	Improvement in classroom instructional techniques and differentiated instruction	Evaluations, walkthroughs, assessment scores

Goal 1: Cont.	Implement PKES Tier III Grant. Follow guidelines for TX School Ready (Circle Grant) and continue partnership with Head Start	Teachers, Administration, Curriculum Director	199, 211, Region 10, 415, 205	Daily	Improvement in daily instruction, walkthroughs, Lesson Plans	Benchmarking, Evaluations
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Goal 1: Cont.	Conduct Reading Interest Celebrations as a Campus (Dr. Seus Day – Polar Express Day – Joe Martin Day – Parent Read Nites – etc.)	All Staff	Time, Personnel, Budget	August - June	Increase interest in Reading and excitement about learning	Positive Learning Environment training for Life Long Learning
	Conduct 2 Book Fairs	Library, Teachers	Time, Personnel	Once in the Fall and Once in the Spring	Increase interest in Reading and excitement about learning	Positive Learning Environment training for Life Long Learning

Goal 1: Cont.	Students will be instructed in healthy life style, nutrition, and exercise to prevent obesity and will be assessed using Fitness gram and this will be combined with other testing data for a CSH Plan.	Curriculum Director; Principals, PE and Health Staff	Local Funds	09-10 school year	Student Progress Reports	Fitness Gram Assessment; Other Health Information
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Goal : Objective(s)	Strategy	Person(s) Responsible	Resources	Timelines	Evaluation: Formative	Evaluation: Summative
Goal 2: Good attendance directly correlates with improved academic achievement. Methods to improve attendance will be enhanced so that attendance will meet or exceed the district standard of 97%.	Principal will serve as the attendance officer for the school.	Principal	Time, Personnel	August 09 – May 10	Daily, monthly, and 6-weeks reporting	PEIMS report each 6 weeks
	Notify principal and office staff about absentees daily	PEIMS Clerk	Time, Personnel	August 09 – May 10	Daily checks	6 weeks report
	Communicate attendance goal to all educational stakeholders	Principal, Attendance Committee, Teachers, PTO	Time, personnel	August 09 – May 10	Feedback	Improved Attendance
	Improved attendance communication via web pages and campus newsletter	Attendance Committee, PEIMS, Teachers	Time, Personnel	Monthly	Improved awareness	Improved Attendance
	Perfect attendance awards such as drawings, certificates, and letters home to parents	Principal, Teachers, Attendance Committee	Personnel, budget	Each 6 weeks, Semester, End of year	6 Weeks Reports	AEIS, Improved Attendance
	Daily phone calls to absentee parents.	Receptionist, PEIMS, Head Start	Time, Personnel	Daily	Report to Principal	Improved Attendance and communication
	Continue use of “Get up, dress up, show up” plan into daily morning announcements and all assemblies.	Teachers	Personnel	Daily	Increases Student Awareness	Improved Attendance

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Goal : Objective(s)	Strategy	Person(s) Responsible	Resources	Timelines	Evaluation: Formative	Evaluation: Summative
Goal 3: Provide a safe and orderly school environment conducive to successful learning.	Daily messages encouraging good decision-making skills and positive behavior.	All Staff	Time, Personnel	August 09 – May 10	Decrease in discipline	Improve student social skills and overall campus climate. Improved Communication and parental awareness.
	Improved overall aesthetic environment of the school.	All Staff	Time, Personnel, Budget	August 09 – May 10	Feedback	Improved attendance, decreased discipline
	Follow district policy requiring all visitors to sign-in and gain clearance to the campus through the office.	Office Staff	Time, Personnel	Daily	Improved Security	Improved Security
	Implement Practice Academy when needed for promotion of positive behavior and teaching good choices.	Practice Academy Aide, Principal	Time, Personnel	August 09 – May 10	Increased students social skills and ownership of own behavior	Decreased discipline
	Decrease visitor traffic in hallways and in classrooms.	Principal, Office Staff	Personnel	Daily	Decrease classroom disruptions	Improved academic success.
Goal 3: Cont.	Focus entrance and exit of the building to go through the office	All Staff	Policy, Staff	Daily	Reduce chance for people entering the building without permission	A safe school without visitors who have not checked in through the office.
	Conduct Fire, Intruder, and Tornado Drills	Principal, All Staff	Personnel	Monthly	Reduced time to evacuate the building or prepare for the emergency	Prepare the students and Staff for an emergency in case we ever need the practice
	Conduct Building Checks	Principal, Custodial Staff, All Staff	Personnel, Time	Monthly	Maintain a clean and safe building	Improve student and staff safety.

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Goal : Objective(s)	Strategy	Person(s) Responsible	Resources	Timelines	Evaluation: Formative	Evaluation: Summative
Goal 4: JMECC will provide constant opportunities for positive collaboration and cooperation among all educational stakeholders.	Promote PTO membership and active involvement and training through various activities and school events including Title 1 parent Meeting and Training on Parent Compact and Parent Involvement Policy.	All Staff, PTO	Time, Personnel, Budget, Title 1 Parent budget	August 09 – May 10	PTO membership	Increased parental involvement, and overall success of students
	Update and maintain campus and classroom web pages.	All Staff	Time, Personnel	August 09 – May 10	Feedback	Improved parental attendance and awareness of school functions and events.
	Update and maintain a campus-wide newsletter, Individual teacher newsletters that go home on Mondays.	Principal, Teachers	Time, Personnel	Monthly, Weekly	Feedback	Improved Communication and Parental Involvement
	Provide opportunities for parental involvement such as: Meet the Teacher Night; Open House, and other school sponsored events.	All Staff, All Other Educational Stakeholders	Personnel, PTO, Campus Budget	August 09 – May 10	Feedback	Improved overall communication
	Provide screenings for Head Start students and families.	Head Start Teachers, Head Start Coordinator, Office personnel, District and Campus Nurse	Personnel, Head Start Budget, Campus Budget	June	Feedback and Parent turnout	Early identification and enrollment of students in need of special programs.

**Joe Martin Early Childhood Center Needs Assessment Summary
2009 – 2010**

Data Reviewed

- AEIS Report
- TPRI Results
- Campus Improvement Plan
- QISD District Improvement Plan
- Student Grades
- Student Attendance Records
- Organizational Health Survey
- PEIMS Reports
- Parent Contact Information
- Teacher Websites
- PTO
- Teacher Surveys
- Faculty Meetings
- QISD Technology Plan
- Department and Campus Committee Meetings

Individuals Involved

- All Faculty Members
- Parent Volunteers
- JMECC Site Base Committee
- JMECC Campus Committees
- PTO Members

Process Used

- Site Base Committee Meetings
- Attendance Committee Meetings
- Grade Level Meetings
- Faculty Meetings
- Teacher and Parent Surveys
- Teacher, Student, and Parent Comments
- PTO Meetings

General Conclusions

- Stimulus money used for Retention of Reading First Coach and continuation of Pre-K
- Use Title 1 stimulus money to purchase science manipulatives, equipment, and training for C-Scope.
- TPRI results are improving
- Beginning of year TPRI in 1st Grade is higher than it has ever been. (retention through the summer)
- Alignment of curriculum and teaching between Pre-K and Kindergarten is improving
- We will increase our annual attendance rate
- Continue to emphasize a safe and drug-free school
- Continued emphasis on parental involvement
- JMECC provides a staff that is 100% Highly Qualified.
- The school climate at JMECC is improving.
- Continual technological improvements in every classroom
- Teachers continue to consistently and appropriately use technology in their classrooms
- Staff development opportunities are directly aligned with classroom and campus needs

10 Components of School-wide Title

NCLB Section 1114 (b) (1) requires a Title I school-wide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

- 1. A comprehensive needs assessment of the entire school** which is based on the academic achievement of students in relation to the state academic content and performance standards. (p. 6 – 9)
- 2. School-wide reform strategies that** - (p. 3 – 13)
 - a) Provide opportunities for **all** students to meet the state’s proficient and advanced levels of academic achievement
 - b) Utilize methods and instruction that are scientifically research based.
 - Improve the core academic programs in the school.
 - Intensify the quality and quantity of instruction time by providing an extended school year, before-and-after-school programs, and summer school programs.
 - Include strategies that meet the educational needs of historically underserved populations.
 - c) Address the needs of all children in the school, especially those of low achieving children and students who are considered at-risk of not meeting the state’s academic content standards.
 - d) Address how the school will determine if these need have been met.
 - e) Are consistent with, and are designed to implement, the state and local improvement plans, if any approved under Title II of Goals 2000.
- 3. Instruction by highly qualified professional staff.** (p. 8 & 14)
- 4. High-quality and continuing professional development for principals, teachers, and paraprofessionals,** and, when appropriate, pupil services personnel, parents, principals, and other staff to enable all children in the school-wide program to meet the state’s academic student performance standards. (p. 8 – 9 & 14)
- 5. Strategies to increase parental involvement, such as family literacy services;** and awareness of continuing increases in student expectations and state academic performance standards. (p. 8-9 & 11-12)
- 6. Assist in the identification of students’ younger siblings who are in need of transition programs,** such as Head Start and Even Start, to local elementary school programs. (p. 12)
- 7. Methods to include teachers in the decisions regarding the use of assessments to provide and improve the achievement of individual students and the overall instructional program.** (p. 6-9 & 12)
- 8. Effective, opportune assistance for students who experience difficulty meeting any of the state standards.** (p. 6 – 9)
- 9. Strategies that attract highly-qualified, high-quality teachers** (p. 6 – 12)
- 10. Coordination and integration of federal, state, and local services and programs, including programs supported under NCLB.** (p. 6 - 12)