



Coahoma Elementary School

Campus Improvement Plan 2010-2011

**COAHOMA ELEMENTARY SCHOOL
2010-2011 CAMPUS IMPROVEMENT PLAN**

DISTRICT GOAL #1: To strengthen the academic program Pre-K through 6th in order to maximize success for all students.

PERFORMANCE OBJECTIVE #1: Curriculum Alignment

- 90% of all students and student subpopulations will pass TAKS (or the appropriate alternative assessment) in all tested areas.
- All teachers will teach all Texas Essential Knowledge and Skills (TEKS) for their assigned courses.
- All teachers will organize TEKS-based instruction according to C-Scope Management System developed for each course.
- All teachers will utilize classroom assessments designed to measure the progress of each student toward mastery of the TEKS. DMAC will be utilized by teachers of the four core subject areas.

ACTIVITIES	Who's Responsible, Involved	Resources	Time Line	Formative Evaluation	Summative Evaluation
1.1.1 Coahoma ISD will conduct a comprehensive needs assessment to make data-driven decisions toward the goal of maximizing student achievement. This comprehensive needs assessment will include data from state assessments, dropout numbers, attendance, discipline referrals, drug/violence reports, teacher retention, report cards, and course completions.	<ul style="list-style-type: none"> ➤ Campus Comm. ➤ Principal ➤ Teachers 	<ul style="list-style-type: none"> ➤ AEIS ➤ State reports ➤ Federal reports ➤ Report cards ➤ PEIMS ➤ Surveys 	Needs Assessment will be completed by Dec. 2010; analysis of needs assessment will be ongoing	Campus Improvement Committee will complete compilation of needs assessment data by Dec. 2010.	Campus Improvement Committee will review needs assessment data and utilize data in updating and revising district plan.

1.1.2 All teachers will prepare (new teachers) or update (returning teachers) individual Scope and Sequences for teaching the Student Expectations for their TEKS.	<ul style="list-style-type: none"> ➤ Principal ➤ All teachers ➤ Instructional Facilitator 	<ul style="list-style-type: none"> ➤ TEKS ➤ C-Scope 	Scope and Sequence review to be completed by the end of August 2010	Revised lessons due to Principal on an ongoing basis.	Final lessons reviewed by Principal and/or Instructional Facilitator.
1.1.3 All teachers will prepare lesson plans for teaching their TEKS.	<ul style="list-style-type: none"> ➤ Principal ➤ All teachers ➤ Instructional Facilitator 	<ul style="list-style-type: none"> ➤ TEKS ➤ C-Scope ➤ DMAC Data 	Lesson Plans developed weekly or by six week cycle	Lesson Plans reviewed ongoing with TEKS objectives noted.	Each week or six week cycle reviewed by Principal and Instruction Facilitator.
1.1.4 Three scheduled benchmark assessments will gauge student mastery of objects on a formative basis. The four core subject area teachers will give three benchmark assessments that assess the TEKS included on that time frame portion of the scope and sequence.	<ul style="list-style-type: none"> ➤ Principal ➤ All teachers ➤ Instructional Facilitator 	<ul style="list-style-type: none"> ➤ TEKS ➤ C-Scope ➤ DMAC contract with Region 	Assessments developed by end of each scheduled time frame	Assessment scores included in decision making process concerning OFYP and TAKS analysis.	Assessment results discussed in Team Meetings.
1.1.5 Benchmark data analysis will be the basis for development of focused interventions targeting areas of greatest instructional needs.	<ul style="list-style-type: none"> ➤ Principal ➤ All teachers 	<ul style="list-style-type: none"> ➤ DMAC ➤ Released TAKS tests ➤ Local Funds 	District-wide benchmark testing 2010-2011	Result analysis of benchmark testing shared with teachers, dept. chairs, and principal.	Data analysis of 2010 TAKS and alternate tests.

1.1.6 Campus TAKS and alternate test results will be analyzed by entire staff and used to revise instructional program for 2010-2011 school year.	<ul style="list-style-type: none"> ➤ Principal ➤ All teachers ➤ Instructional Facilitator 	<ul style="list-style-type: none"> ➤ DMAC ➤ Local Funds 	Data disaggregation reviews ongoing	Lesson revision completed prior to first day of duty, August.	Revised lessons.
1.1.7 Professional development will be targeted to improve student achievement. Individual teachers will attend staff development that targets self-designated and district-designated needs.	<ul style="list-style-type: none"> ➤ Principal ➤ All teachers 	<ul style="list-style-type: none"> ➤ Region 18 ESC ➤ Designated Conferences targeting student achievement 	Ongoing, as needed	PDAS, Teacher's individual personal reflection plans reviewed with Principal.	Professional development completed by May 2011; planning for continuing professional development based on 2011 TAKS results occurring during summer 2010.
1.1.8 The campus will continue to hire, retain, and develop a highly qualified staff.	<ul style="list-style-type: none"> ➤ Supt. ➤ Principal ➤ SBDC 	<ul style="list-style-type: none"> ➤ Region 18 ESC Professional development ➤ Region 18 Educator Placement Service ➤ Job fairs ➤ Mentoring of new teachers 	Ongoing	PDAS, NCLB Highly Qualified Teacher analysis process.	Staff turnover rate PDAS TAKS scores NCLB HQ Reports.
1.1.9 Remediation opportunities will be scheduled for all students who have failed any portion of the TAKS test.	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers 	<ul style="list-style-type: none"> ➤ Tutoring ➤ Software ➤ Extended Day ➤ OFYP 	Opportunities planned by August 2010 and conducted throughout school year	TAKS results from Spring 2011; Benchmark assessments given three times per year.	Benchmark testing data; 2011 TAKS scores; DMAC data analysis.

<p>1.1.10 Provide immediate, intense, targeted acceleration opportunities for students failing to master academic objectives.</p>	<ul style="list-style-type: none"> ➤ Principal ➤ Campus Committees ➤ Teachers 	<ul style="list-style-type: none"> ➤ Principals' Funds ➤ Local 	<p>Established by November 2010, continue throughout 2010-2011 school year</p>	<p>6 week grades; Benchmark exams.</p>	<p>Benchmark exams TAKS data.</p>
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PERFORMANCE OBJECTIVE #3: Health, Attendance, High School Completion, Safety

1.3 District focus on comprehensive child health, safety, and well-being will improve school attendance rates and retention rates

- Drop-out rates for all students and student subpopulations will be less than 0.5%
- Attendance for all students and student subpopulations will be greater than 96%

ACTIVITIES	Who's Responsible, Involved	Resources	Time Line	Formative Evaluation	Summative Evaluation
1.3.1 Provide extended learning opportunities for students who have failed one or more portions of TAKS	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers 	<ul style="list-style-type: none"> ➤ Software ➤ Tutorials ➤ Extended Day ➤ Tier I and Tier II Intervention ➤ Local funds 	Throughout 2010-2011 school year	C-Scope lesson evaluations, six week reports.	TAKS scores.
1.3.2 Review and implement the discipline management plan and Student Code of Conduct to maximize positive student behavior.	<ul style="list-style-type: none"> ➤ Superintendent ➤ Principal ➤ JP ➤ Teachers 	<ul style="list-style-type: none"> ➤ DAEP ➤ Region 18 	Discipline Management Plan and Student Code of Conduct reviewed by August; implementation throughout the 2010-2011 school year	Attendance in DAEP Number of discipline referrals.	Suspension and expulsion rates; Evaluation by Principals and Supt.
1.3.3 Adopt effective and comprehensive discipline strategies, classroom management, crisis management, and conflict resolution plans.	<ul style="list-style-type: none"> ➤ Superintendent ➤ Principal ➤ JP ➤ Teachers 	<ul style="list-style-type: none"> ➤ Professional development as needed 	Plans reviewed by August; implementation throughout the 2010-2011 school year	Attendance in DAEP Number of discipline referrals.	Suspension and expulsion rates; Evaluation by Principals and Supt.

1.3.4 Provide an effective and comprehensive Alternative Education Program	<ul style="list-style-type: none"> ➤ Supt. ➤ Principal ➤ DAEP Director 	DAEP	Establish prior to 2010-2011 school year; implementation throughout the 2010-2011 school year	Attendance in AEP; academic progress of students in AEP.	Evaluation by Principals and Supt.
1.3.5 Provide prevention programs in the areas of drugs, violence, and suicide <ul style="list-style-type: none"> ▪ Focus/Redirection ▪ Red Ribbon Week ▪ Speakers ▪ Drug Dogs ▪ Leadership Teams ▪ Conflict Resolution ▪ Counselor. 	<ul style="list-style-type: none"> ➤ Supt. ➤ Principal ➤ Counselor 	<ul style="list-style-type: none"> ➤ Region 18 ➤ Local Funds 	Throughout the 2010-2011 school year	Plans and dates of activities.	Evaluation report of serious violations and evaluation of program effectiveness by Campus Committees, Principals, Supt.
1.3.6 Provide accelerated educational program services for all students identified at-risk, including migrant, ESL, or parents.	<ul style="list-style-type: none"> ➤ Superintendent ➤ Principal ➤ Counselor ➤ Teachers 	<ul style="list-style-type: none"> ➤ SCE ➤ FTE 	Throughout 2010-2011 school year	Number of students served, Number of LEP exemptions.	TAKS results and results of other appropriate assessments.
1.3.7 Provide accelerated education program services for all students identified as migrant, dyslexic, 504, homeless, or homebound.	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor ➤ Teachers 	<ul style="list-style-type: none"> ➤ Existing district programs ➤ Dyslexia training at Scottish Rite ➤ Local Funds 	Throughout 2010-2011 school year	Number of students served.	TAKS results and results of other appropriate assessments.
1.3.8 Increase district attendance rate to greater	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor 	<ul style="list-style-type: none"> ➤ Local Funds 	Daily checks	Monitor attendance.	AEIS report 2010.

than 96%.	➤ All teachers				
1.3.9 Increase district graduation rate.	➤ Principal ➤ All teachers ➤ JP	➤ Local funds	6 week check	Monitor attendance and academic progress.	Number graduating May 2010.
1.3.10 Monitor student absences, tardiness, and communicate these with parents.	➤ Principal ➤ JP	➤ Local Funds	Daily checks	Monitor attendance and drop-out rates.	AEIS report.
1.3.11 Convene Student Health Advisory Committee to coordinate programs and activities targeting comprehensive student health.	➤ Supt. ➤ Principal ➤ Nurse ➤ Parents ➤ Teachers	➤ Region 18 ESC Health Services ➤ Local health service providers	Committee meetings and activities throughout the school year 2010-2011	Review of activities by Student Health Advisory Committee.	Review by district committee and Supt.
1.3.12 Provide information targeted to puberty education.	➤ SHAC ➤ Health teachers ➤ Nurse	➤ Region 18 ➤ Local Funds ➤ Grant Funds	Puberty education curriculum selected by August 2011	Inclusion of puberty education curricula in health courses. Review of CATCH program.	Student, parent, teacher surveys.
1.3.13 Develop and Implement Emergency Operation Plan throughout district.	➤ Supt. ➤ Principal ➤ Teachers, ➤ Staff ➤ Members ➤ EOP ➤ Committee	➤ Region 18 ➤ Local Funds	EOP plan developed by Fall 2010; charts in classrooms Fall 2010; Practice drills conducted throughout 2010-2011 school year	Drill response time, Evaluation of accurate and efficient emergency response.	Evaluation by EOP Committee of accurate and efficient emergency response to any emergency incident that occurs.
1.3.14 Administer Fitnessgram to students and utilize data to improve/ provide fitness activities.	➤ Principal ➤ Nurse ➤ PE Teachers ➤ Athletic Director	➤ Local Funds ➤ Region 18	Implementation for the 2010-2011 school years	Review of completion of Fitnessgram.	Fitnessgram program data.
1.3.15 Adopt and implement policies	➤ Principal ➤ Nurse	➤ Local Funds	Policies identified 2010-2011	Review of incidents by principal and	Review of incidents by leadership team.

dealing with violence, sexual harassment, and sexual abuse of children.	<ul style="list-style-type: none"> ➤ Counselor ➤ Teachers 			counselor.	
1.3.16 Train teachers and staff in reporting child abuse (FFG Legal).	<ul style="list-style-type: none"> ➤ Principal ➤ Region 18 	<ul style="list-style-type: none"> ➤ Local Funds 	Training conducted Fall 2010	Review of reporting incidents by principal, counselor.	Review of incidents by leadership team.
1.3.17 Train all athletic, band, extracurricular, and cheerleading sponsors in CPR.	<ul style="list-style-type: none"> ➤ Nurse ➤ Sponsors ➤ Athletic director 	<ul style="list-style-type: none"> ➤ Local funds 	Training conducted by Fall 2010	Training certificates.	Review of completed training by leadership team.

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PERFORMANCE OBJECTIVE #4: Technology

1.4 Students and teachers will be provided with current technology and with opportunities to become skilled in accessing and utilizing technological information systems

ACTIVITIES	Who's Responsible, Involved	Resources	Time Line	Formative Evaluation	Summative Evaluation
1.4.1 Seek all available resources to improve and increase technology hardware and software on all campuses.	<ul style="list-style-type: none"> ➤ Technology Director ➤ Principal 	<ul style="list-style-type: none"> ➤ Internet ➤ TEA ➤ Region 18 ESC 	Throughout the 2010-2011 school year	Computers, software ordered and installed.	Computers and other technology hardware and software installed and available for use.
1.4.2 Utilize distance learning resources (ITV available through Region 18 ESC).	<ul style="list-style-type: none"> ➤ Technology Director ➤ Principal ➤ Counselor 	<ul style="list-style-type: none"> ➤ Local Funds ➤ ESC18 Distance Learning 	Throughout the 2010-2011 school year	Sign-ups for distance learning workshops through Region 18 and local technology coordinator.	ITV Meeting attendance; Courses completed.
1.4.3 Establish and enforce an acceptable use policy for students and teachers using the internet.	<ul style="list-style-type: none"> ➤ Technology Director ➤ Campus committee ➤ Teachers 	<ul style="list-style-type: none"> ➤ Region 18 ESC ➤ Local 	September 2010; enforcement throughout 2010-2011 school year	Policy distributed, discussed, and signed with teachers and students.	Number of acceptable use violations reviewed by district committee.
1.4.4 Enhance technology skills of teachers and staff through targeted professional development.	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers ➤ Staff members 	<ul style="list-style-type: none"> ➤ Local funds ➤ Region 18 ESC ➤ Title II, Part A 	Throughout 2010-2011 school year	Opportunities communicated with teachers/staff.	Number of teachers/staffs trained.
1.4.5 Utilize technology (email database, web pages) to improve communication with parents and community.	<ul style="list-style-type: none"> ➤ Technology Director ➤ Principal ➤ Secretary ➤ Campus 	<ul style="list-style-type: none"> ➤ Local funds 	Throughout 2010-2011 school year	Parent feedback, Website hits.	Parent feedback, website hits, evaluation by campus committees.

	<ul style="list-style-type: none"> ➤ committees ➤ Teachers 				
1.4.6 Provide one to one technology immersion.	<ul style="list-style-type: none"> ➤ Principal ➤ Technology Director 	<ul style="list-style-type: none"> ➤ Elementary Allotment ➤ Technology funds 	Teacher immersion Fall 2010; student immersion Spring 2011; training throughout 2010-2011 school year	Surveys Professional development completion.	Survey data Student achievement data.
1.4.7 Maintain the parent early alert system for emergency notifications and for information updates.	<ul style="list-style-type: none"> ➤ Supt. ➤ Principal ➤ Office Staff 	<ul style="list-style-type: none"> ➤ Local 	Continuation of system throughout the 2010-2011 school year	Log of calls.	Evaluation of successful calls, failed calls.

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PERFORMANCE OBJECTIVE #5: Professional Development

1.5 The district will provide appropriate staff development and professional growth for all administration, faculty, and staff.

ACTIVITIES	Who's Responsible, Involved	Resources	Time Line	Formative Evaluation	Summative Evaluation
1.5.1 Provide targeted training, including Gifted and Talented, ESL, and Dyslexia training, for teachers and administrators.	<ul style="list-style-type: none"> ➤ Region 18 ESC Gifted and Talented Coop ➤ Region 18 ESC CCS Contract 	<ul style="list-style-type: none"> ➤ Title II, Part A ➤ State Funds GT Level II ESC Coop ➤ Elementary Allotment 	Throughout the 2010-2011 school year	ESC contract completed.	Training completed.
1.5.2 Provide appropriate technology training for all employees.	<ul style="list-style-type: none"> ➤ Tech. Director ➤ Principal ➤ Teachers 	<ul style="list-style-type: none"> ➤ ESC 18 ➤ Local Staff 	Throughout the 2010-2011 school year	Opportunities communicated with employees.	Training completed.
1.5.3 Professional development opportunities will be targeted to improve student achievement. Individual teachers will attend staff development that targets individual needs.	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers 	<ul style="list-style-type: none"> ➤ Region 18 ESC ➤ Title II, Part A ➤ Local funds ➤ Elementary Allotment 	Ongoing, as needed	Teacher's conferencing with principal about individual needs.	Follow-up between principal and teachers; TAKS scores.
1.5.4 Enhance technology skills of teachers and staff through targeted professional development.	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers ➤ Staff members 	<ul style="list-style-type: none"> ➤ Local funds ➤ Region 18 	Throughout 2010-2011 school year	Opportunities communicated with teachers/staff.	Number of teachers/staff trained.

1.5.5 Provide training in character education.	<ul style="list-style-type: none"> ➤ Region 18 ESC ➤ Principal ➤ Teachers ➤ Counselor 	<ul style="list-style-type: none"> ➤ Local funds ➤ Region 18 	Fall	Recognition of acts displaying good character.	Discipline referrals, evaluation by campus committees.
1.5.6 Increase the percentage of “highly qualified” teachers for each campus so that all teachers teaching in core academic subject areas are “highly qualified” no later than the end of the 2010-2011. <ul style="list-style-type: none"> ▪ Certification checks when hired ▪ HQ plans for each teacher not highly qualified. 	<ul style="list-style-type: none"> ➤ Superintendent ➤ Principal 	<ul style="list-style-type: none"> ➤ Title II, Part A ➤ Local funds ➤ Region 18 ESC 	Throughout 2010-2011 school year	Check on certification status.	Highly Qualified Teacher Reports.
1.5.7 Attract and retain highly qualified teachers <ul style="list-style-type: none"> ▪ Job Fairs ▪ Professional Development ▪ Mentoring Activities. 	<ul style="list-style-type: none"> ➤ Superintendent ➤ Principal 	<ul style="list-style-type: none"> ➤ Title II, Part A ➤ Local funds ➤ Region 18 ESC 	Throughout 2010-2011 school year	Check on certification status.	Highly Qualified Teacher Reports; teacher retention.
1.5.8 Increase the percentage of teachers receiving high-quality professional development <ul style="list-style-type: none"> ▪ ESC Prof Dev contracts. 	<ul style="list-style-type: none"> ➤ Supt ➤ Principal 	<ul style="list-style-type: none"> ➤ Title II, Part A ➤ Local funds ➤ Region 18 ESC 	Throughout 2010-2011 school year	Professional Development Workshops.	Training received, summarized per teacher per campus.
1.5.9 Ensure that low-income students and minority students are not taught at higher rates than	<ul style="list-style-type: none"> ➤ Supt ➤ Principal ➤ Counselor 	<ul style="list-style-type: none"> ➤ Title II, Part A ➤ Local funds ➤ Region 18 	Throughout 2010-2011 school year	Check on certification status and course assignments.	Highly Qualified Teacher Reports; student course schedules.

<p>other student groups by teachers who are not “highly qualified”</p> <ul style="list-style-type: none">▪ Homogeneous courses▪ No tracking of students▪ Ensure all teachers are highly qualified.					
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PERFORMANCE OBJECTIVE #7: DYSLEXIA AND 504 STUDENTS					
<ul style="list-style-type: none"> ● 90% of all Dyslexia students will pass TAKS or appropriate alternate assessment. ● All students identified with dyslexia or a related disorder will receive appropriate instructional services. 					
Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
1.7.1 Identify students with dyslexia or a related disorder and provide appropriate instructional services on each campus.	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor ➤ Dyslexia Coordinator 	August, January	➤ Local	Staff training.	List of students eligible for services.
1.7.2 Provide a program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties.	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor ➤ Dyslexia Coordinator/Teacher 	August	➤ Local	Written procedures and Scottish Rites Interventionist Training.	Students identified.
1.7.3 Annually align SBOE approved procedures and campus procedures.	➤ Dyslexia Coordinator	August	➤ Local	Draft of written procedures.	Written procedures adopted.
1.7.4 Provide services for students who may be eligible under Section 504.	<ul style="list-style-type: none"> ➤ Principal ➤ 504 Committee 	Daily throughout the 2010-2011 school year	➤ Local	List of students identified.	List of students served.
1.7.5 Provide research based staff development for teachers of dyslexia students that uses individualized intensive, multi-sensory, and phonetic methods to teach reading with input from staff.	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor ➤ Dyslexia Coordinator ➤ ESC 18 	Summer; throughout 2010-2011 school year	➤ Local	Training scheduled.	Attendance certificates.

1.7.6 Provide, when possible, services to student.	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor ➤ Dyslexia Coordinator ➤ Staff 	Daily throughout the 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local 	Class schedules.	List of students receiving services.
1.7.7 Monitor student progress.	<ul style="list-style-type: none"> ➤ Dyslexia Coordinator 	Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local 	Progress Measurements.	Skill mastery.
1.7.8 Ensure teachers of dyslexia students have proper training, certification, and/or endorsements.	<ul style="list-style-type: none"> ➤ Principal ➤ Dyslexia Coordinator 	August	<ul style="list-style-type: none"> ➤ Local ➤ Title II, Part A ➤ ESC Training 	List of teachers providing services.	Teaching certificates.
1.7.9 Conduct a comprehensive needs assessment to determine program areas of strengths and weaknesses.	<ul style="list-style-type: none"> ➤ Dyslexia Coordinator 	Spring	<ul style="list-style-type: none"> ➤ Local ➤ Assessments 	List of students identified; assessment results.	Disaggregated data.
1.7.10 Provide services for students according to their needs.	<ul style="list-style-type: none"> ➤ Principal ➤ Dyslexia Coordinator ➤ Staff 	Daily throughout the 2010-2011 school year.	<ul style="list-style-type: none"> ➤ Comprehensive needs assessment 	Report Cards.	Increase in test scores.
1.7.11 Provide opportunities for parents of dyslexic students to participate in school-sponsored activities.	<ul style="list-style-type: none"> ➤ Principal ➤ Dyslexia Coordinator 	Throughout the 2010-2011 school year.	<ul style="list-style-type: none"> ➤ Local 	School calendar of parent involvement activities.	Parent Sign-In sheets.

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PERFORMANCE OBJECTIVE #8: ESL					
<ul style="list-style-type: none"> ● 90% of all English as Second Language (ESL) students will pass TAKS or appropriate alternate assessment. ● All students in need of ESL services will be identified and served. 					
Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
1.8.1 Identify and provide all LEP Students an ESL program that develops proficiency in the comprehension, speaking, reading, and composition of the English language.	<ul style="list-style-type: none"> ➤ Principal ➤ ESL coordinator ➤ ESL Certified Teachers 	Beginning of school year/as new students enrolled	<ul style="list-style-type: none"> ➤ ESL funds ➤ Local funds ➤ ESC ESL Coop 	Home Language Survey List of ESL students.	RPTE Scores TAKS Scores.
1.8.2 Conduct a comprehensive needs assessment of all ESL students to determine strengths and weaknesses.	<ul style="list-style-type: none"> ➤ Principal ➤ ESL Coordinator ➤ ESL teachers 	May	<ul style="list-style-type: none"> ➤ TAKS ➤ LPAC Records ➤ AEIS-It ➤ Spanish TAKS 	Disaggregated scores of students.	Written annual evaluation of BE/ESL program.
1.8.3 Reduce the percentage of LEP exemptions on TAKS.	<ul style="list-style-type: none"> ➤ LPAC ➤ LPA 	LPAC meetings throughout the 2010-2011 school year		List of students exempted.	PBMAS data analysis.
1.8.4 Reduce the number of parent denials for ESL program.	<ul style="list-style-type: none"> ➤ LPAC 	As needed		Conference with parents.	List of students with denials.

1.8.5 Provide staff development of professional staff as well as for paraprofessionals that is researched based with input from staff.	<ul style="list-style-type: none"> ➤ Supt. ➤ Principal 	Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ ESC ESL Coop 	Registration for workshop.	Attendance Certificates.
1.8.6 Ensure that LEP students are not over represented in special education or underrepresented in G/T education.	<ul style="list-style-type: none"> ➤ Supt ➤ Principal ➤ LPAC 	Throughout 2010-2011 school year		List of identified/recommended students in either program.	PBMAS data analysis.
1.8.7 Ensure that information to parents is provided in the home language.	<ul style="list-style-type: none"> ➤ Principal ➤ ESL teachers ➤ LPAC 	Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ ESL funds ➤ Local funds 	List of qualified translators.	Copies of notices sent to parents.
1.8.8 Provide opportunities for parents of ESL students to participate in school-sponsored activities.	<ul style="list-style-type: none"> ➤ Principal ➤ ESL Teachers ➤ LPAC members 	Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local funds ➤ ESL funds ➤ CATE ➤ 	School calendar of parent involvement activities.	Parent Sign-In sheets.
1.8.9 Continue to recruit and retain highly qualified ESL staff including minorities.	<ul style="list-style-type: none"> ➤ Principal ➤ Campus Committee 	Summer; Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local funds ➤ ESL funds 	Positions posted.	Fully certified staff hired.

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PERFORMANCE OBJECTIVE 9: GIFTED AND TALENTED					
<ul style="list-style-type: none"> • 90% of all Gifted and Talented (G/T) students will pass TAKS or appropriate alternate assessment. • All students in need of G/T services will be identified and served. 					
Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
1.9.1 Update G/T plan, including written policies that include provisions regarding furloughs, reassessment, exiting of students from program services, transfer student, appeals of district decisions regarding program placement.	<ul style="list-style-type: none"> ➤ Supt. ➤ Principal ➤ Counselor ➤ GT Coordinator 	Fall	<ul style="list-style-type: none"> ➤ Local 	Agendas, minutes, sign-in sheets.	Written policies, 2010-2011 GT Plan.
1.9.2 Continue an annual student nomination process with particular focus on ESL, economically disadvantaged, special education, migrant, and minority student nominations and/or placements.	<ul style="list-style-type: none"> ➤ Counselor ➤ Teachers ➤ GT Coordinator 	Throughout the 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local 	Training of staff on G/T characteristics.	List and records of student nominations.
1.9.3 Provide an advanced and challenging curriculum to all G/T students in all grades.	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers ➤ GT Coordinator 	Throughout the 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local ➤ GT funds ➤ ESC 	Lesson plans; Principal observations.	Student projects/ Student scores TAKS.

1.9.4 Ensure equity of opportunity for all students for identification selection, and placement of students that includes the use of native language and non-verbal assessment.	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor ➤ GT Coordinator 	Throughout the 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local ➤ GT funds 	List of students to be tested.	List of tests for students with language other than English/Results of non-verbal and alternative assessments.
1.9.5 Ensure a minimum of four appropriate criteria that include both qualitative and quantitative measures in the areas of general intellectual ability and/or specific academic fields in grades K-12.	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor ➤ GT Coordinator 	Fall	<ul style="list-style-type: none"> ➤ Local ➤ GT funds ➤ ESC 	Planning meetings scheduled.	Four criteria in place.
1.9.6 Provide AP courses at the secondary level and implement Pre-AP strategies in all core classes at secondary level.	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers 	Throughout the 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local ➤ ESC 	Students scheduled in courses.	Completion of courses, % of students taking AP tests, AP test scores.
1.9.7 Revise and update G/T curriculum framework showing depth and complexity in the four core academic areas.	<ul style="list-style-type: none"> ➤ GT Coordinator ➤ Principal ➤ Counselor ➤ Teachers 	Fall	<ul style="list-style-type: none"> ➤ Local 	Notes, minutes from meetings.	G/T curriculum revisions.
1.9.8 Survey staff to determine staff development needs.	<ul style="list-style-type: none"> ➤ GT Coordinator 	Spring 2010	<ul style="list-style-type: none"> ➤ Local 	Survey.	Summary of survey.
1.9.7 Provide supplemental enrichment activities for interested students.	<ul style="list-style-type: none"> ➤ GT Coordinator ➤ Principal 	Fall	<ul style="list-style-type: none"> ➤ Local 	Notes, minutes from meetings.	G/T curriculum revisions.

1.9.8 Provide opportunities for GT students to work together as a group, work with other students, and work independently during the school day as well as the entire school year.	<ul style="list-style-type: none"> ➤ Teachers 	Throughout the 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local ➤ G/T funds 	Lesson plans, schedules.	Student surveys.
1.9.10 Conduct an annual evaluation, including surveys of families, students, program staff, and other campus staff.	<ul style="list-style-type: none"> ➤ GT Coordinator ➤ Principal ➤ Counselor 	Spring 2010	<ul style="list-style-type: none"> ➤ Local 	Survey.	Summary report of survey.
1.9.11 Ensure all teachers who teach in the core content program have the proper certification and/or endorsements.	<ul style="list-style-type: none"> ➤ Supt. ➤ Principal ➤ Teacher 	Fall 2010	<ul style="list-style-type: none"> ➤ Local, ➤ G/T funds 	Interviews, professional development records.	Teacher certificates GT certification.
1.9.12 Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. annual meeting, UIL activities, etc.	<ul style="list-style-type: none"> ➤ GT Coordinator ➤ Principal ➤ Teachers 	Throughout the 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local 	Parent involvement calendar.	Sign-in sheets, surveys.
1.9.13 Provide independent study opportunities for HS students graduating under Distinguished Achievement Plan.	<ul style="list-style-type: none"> ➤ GT Coordinator ➤ HS Principal ➤ HS Counselor ➤ Teachers 	Throughout the 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local 	Student schedules.	Independent research project presentations.

**COAHOMA ELEMENTARY SCHOOL
2010-2011 CAMPUS IMPROVEMENT PLAN**

PERFORMANCE OBJECTIVE #10: MIGRANT STUDENTS					
<ul style="list-style-type: none"> • 90% of all Migrant students will pass TAKS or appropriate alternate assessment. • All students identified as Migrant will receive appropriate instructional services. 					
Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
1.10.1 Identify a district contact person to coordinate the identification and recruitment of migrant students.	➤ Local	August 2010	➤ Local	Observation.	Person named Migrant Coordinator.
1.10.2 Train migrant coordinator in identification and recruitment.	➤ ESC-18	August/ September, 2010	➤ Local	Training scheduled.	Certificate from training.
1.10.3 Survey all new enrollees.	➤ Migrant Coordinator ➤ Principal	Ongoing throughout 2010-2011 school year	➤ Local	Interview.	Eligibility determined.
1.10.4 Complete COEs and send to ESC.	➤ Migrant Coordinator ➤ Principal	Ongoing throughout 2010-2011 school year	➤ Local	COE completed.	NGS data bank.
1.10.5 Update and refer migrant student list for PEIMS and other campus personnel.	➤ PEIMS Coordinator	As needed throughout 2010-2011 school year	➤ Local	Student list Log entries.	Student list Referrals made.

**COAHOMA ELEMENTARY SCHOOL
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PERFORMANCE OBJECTIVE #11: SPECIAL EDUCATION					
<ul style="list-style-type: none"> • 90% of all Special Education students will pass TAKS or appropriate alternate assessment. • All students identified as Special Education will receive appropriate services 					
Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
1.11.1 Ensure all teachers and teacher assistants have the proper certification and/or endorsements and/or certificates of training required to teach in this special program.	<ul style="list-style-type: none"> ➤ Superintendent ➤ Principal 	August 2010	<ul style="list-style-type: none"> ➤ Special Education funds ➤ Title II, Part A 	Review of personnel files.	Teacher/Teacher assistants certificates on file.
1.11.2 Provide research based staff development, with input from staff.	<ul style="list-style-type: none"> ➤ Principal ➤ Region 18 ➤ Teachers ➤ Teacher Assistants 	Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ Special Education ➤ Title II, Part A 	Staff development calendar.	Attendance certificates.
1.11.3 Ensure that all students with disabilities have access to the general curriculum.	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor ➤ Special Education Teachers ➤ Regular Education Teachers 	Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ Special Education ➤ Local 	ARD/IEP.	Student schedules.
1.11.4 Provide training to teachers regarding modifying the curriculum for students with disabilities.	<ul style="list-style-type: none"> ➤ Principal ➤ ESC-18 	Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ Special Education ➤ Local 	Agenda.	Sign-in sheets.

1.11.5 Provide parental involvement and provide opportunities for parents of students with disabilities to participate in school-sponsored activities.	<ul style="list-style-type: none"> ➤ Principal ➤ Special Education Teachers 	Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local Special Education 	Parent Involvement activity calendar.	Sign-in sheets.
1.11.6 Reduce the percentage of special student exemptions from TAKS/TAKS/RPTE/SDAA II.	<ul style="list-style-type: none"> ➤ ARD Committees 	Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ Special Education 	DAS.	Reduced percentage.
1.11.7 Conduct a comprehensive needs assessment of students with disabilities to determine areas of strengths and weaknesses.	<ul style="list-style-type: none"> ➤ Special Education Director/Diagnostician ➤ Special Education Teachers 	Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ TAKS-M ➤ TAKS/TAKS-A ➤ RPTE, TPRI, IEPs, etc. 	Disaggregated data.	IEP/Needs identified.
1.11.8 Provide training to ARD committee.	<ul style="list-style-type: none"> ➤ Special Education Director/Diagnostician ➤ ESC-18 	August	<ul style="list-style-type: none"> ➤ ESC ➤ Special Education 	Training scheduled.	Sign-in sheets.
1.11.9 Address PBMAS indicators with an Indicator Performance Level of “1” or greater. <ul style="list-style-type: none"> • Least Restrictive Environment • SPED Identification • SPED African American Representation • SPED Hispanic Representation. 	<ul style="list-style-type: none"> ➤ Special Education Director/Diagnostician ➤ Principal ➤ SPED Teachers ➤ Regular Ed Teachers 	Throughout 2010-2011 school year	<ul style="list-style-type: none"> ➤ Local Special Education 	Student schedules Student Support Team Minutes ARD Committee Minutes.	Placement of students in instructional settings; SST interventions implemented; number of SPED referrals; number and ethnicity of SPED students identified.

**COAHOMA ELEMENTARY SCHOOL
2010-2011 CAMPUS IMPROVEMENT PLAN**

PERFORMANCE OBJECTIVE #12: STATE COMPENSATORY EDUCATION

- ✓ CES's SCE allocation is \$210,894.00
- ✓ Coahoma ISD provides SCE funds of \$6,000.00 (total secondary) for disciplinary alternative placement settings: DAEP \$6,000.00
- ✓ Total district SCE allocation is \$381,372.00
 - 90% of all At-Risk students will pass TAKS

Budgeted, Pre-Audit Figures

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
1.12.1 Determine total amount of SCE funds for campus to reduce the dropout rate and improve student performance for at-risk students.	<ul style="list-style-type: none"> ➤ Superintendent ➤ Business Manager 	August – September	<ul style="list-style-type: none"> ➤ AEIS – It 	Disaggregated data.	Areas of strengths and weaknesses identified.
1.12.2 Determine total full time equivalents (FTEs) Total FTEs district: 14.0 HS FTEs: 2.0 JHS FTEs: 1.0 EI FTE's: 5.0.	<ul style="list-style-type: none"> ➤ Superintendent ➤ Business Manager ➤ Principal 	August-September	<ul style="list-style-type: none"> ➤ Local 	Daily class schedules PEIMS RSCCC.	Increased student scores TAKS/TAKS.
1.12.3 Develop a policy for identifying, entering, and exiting students from the SCE program.	<ul style="list-style-type: none"> ➤ Superintendent ➤ Principal 	August	<ul style="list-style-type: none"> ➤ Local 	Meeting to develop policy.	Local policy.

1.12.4 Identify students at risk of dropping out of school using state criteria.	<ul style="list-style-type: none"> ➤ Principal, ➤ Counselor, Teachers 	End of 1 st six weeks and throughout the school year as needed	<ul style="list-style-type: none"> ➤ Local 	At-risk criteria distributed.	List of at-risk students identified.
1.12.5. Provide teachers with the confidential list of At-Risk students and supporting criteria used for identification.	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor 	Fall	<ul style="list-style-type: none"> ➤ Local 	List developed.	All teachers with list and supporting documentation.
1.12.6 Conduct a comprehensive needs assessment which includes but is not limited to TAKS, dropout rate, RPTE, to identify areas to accelerate.	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor ➤ Teachers ➤ Campus comm. 	May or August	<ul style="list-style-type: none"> ➤ Local 	Data disaggregated for at-risk students.	Results of comprehensive needs assessment.
1.12.7 Serve LEP students through an accelerated program to acquire proficiency in the English language.	<ul style="list-style-type: none"> ➤ ESL Teacher ➤ Principal 	Fall	<ul style="list-style-type: none"> ➤ ESL funds, Local 	Progress reports LPAC Meetings.	RPTE TAKS.
1.12.8 Provide accelerated, intensive program for At-Risk students failing the TAKS/TAKS through tutoring, computer-assisted instruction, extended year, specialized reading/math classes, OFYD, etc.	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers 	Fall	<ul style="list-style-type: none"> ➤ SCE ➤ Local ➤ OFYD 	Progress reports Report card grades Benchmark tests.	TAKS Completion rate.
1.12.9 Provide program for students in AEP, expelled, on probation and etc...	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor ➤ Teachers 	Fall	<ul style="list-style-type: none"> ➤ SCE \$381,372.00 ➤ DAEP-\$6,000 ➤ Local Budgeted, Pre-Audit figure 	Disciplinary records Report card grades.	TAKS Completion rate.

	➤		➤		
1.12.10 Conference with parents. Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. open house, UIL, PTO, etc.	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers 	Fall	➤ Local	Parent involvement calendar.	Evaluation of parent involvement activities.
1.12.11 Provide teachers as tutors on a weekly basis through tutorial program.	➤ Teachers	Fall	➤ SCE	Tutoring logs.	Student achievement – promotion, TAKS scores.
1.12.12 Evaluate SCE program for effectiveness in meeting the needs of at-risk students.	<ul style="list-style-type: none"> ➤ Principal ➤ Business Manager 	Summer	➤ Local	Data collected.	Modification of SCE program for At Risk students.

**COAHOMA ELEMENTARY SCHOOL
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PERFORMANCE OBJECTIVE #13: HIGHLY QUALIFIED TEACHERS AND STAFF					
<ul style="list-style-type: none"> By the end of the 2010-2011 school year, all students will be taught by highly qualified teachers and paraprofessionals. 					
Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
1.13.1 Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites, and maintaining an active webpage with positions posted.	<ul style="list-style-type: none"> Principal Technology Director 	Staff hired by August 2010; activities throughout school year as needed	<ul style="list-style-type: none"> Title II, Part A Local 	Number of positions posted, number of job fairs attended, and number of completed applications.	Positions filled by highly qualified staff.
1.13.2 Establish an effective teacher mentoring system in order to retain highly qualified staff.	<ul style="list-style-type: none"> Principal Teachers with 3-5 years or more of experience New teachers 	August 2010	<ul style="list-style-type: none"> Local Title II, Part A 	New/experienced teachers assigned.	Conference with principal, mentor, and mentee conducted at end of each semester.
1.13.3 Analyze data from all teachers' certifications, testing, staff development, college transcripts, and service records to ensure that all meet highly qualified status.	<ul style="list-style-type: none"> Principal 	August 2010	<ul style="list-style-type: none"> Local 	Highly Qualified analysis forms	Highly Qualified Report submissions, with information on all teachers' certifications; Principal Attestations.

1.13.4 Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing as needed in order to assure all staff is highly qualified.	<ul style="list-style-type: none"> ➤ Principal ➤ Mentor Teachers 	August, January	<ul style="list-style-type: none"> ➤ Local ➤ Title II, Part A 	List of teachers who do not meet highly qualified requirements.	HQ plan completed on each teacher not HQ.
1.13.5 Analyze data from paraprofessionals' personnel files to ensure all instructional aides are highly qualified, with special emphasis on college coursework.	<ul style="list-style-type: none"> ➤ Principal 	June	<ul style="list-style-type: none"> ➤ Local ➤ Title II, Part A 	List of paraprofessionals not highly qualified.	HQ form for paraprofessionals completed; Principal Attestations.
1.13.6 Require any instructional paraprofessionals not considered highly qualified to complete, at a minimum, the PAKS before the first day of school.	<ul style="list-style-type: none"> ➤ Principal 	August	<ul style="list-style-type: none"> ➤ Local 	PAKS.	Results of PAKS.
1.13.7 Assign highly qualified teachers in equal proportions.	<ul style="list-style-type: none"> ➤ Principal 	August	<ul style="list-style-type: none"> ➤ Local 	Record of assignments.	Staff directory; HQ reports.

Addendum

All ESEA goals and indicators are addressed in the CES Campus Plan, Goal #1

ESEA Goals and Indicators

1. **Performance Goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, and mathematics.
 - 1.1 Performance indicator: The percentage of students in the aggregate and for each subgroup, who are at or above the proficient level in reading on the State's assessment. (Subgroups: race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged)
 - 1.2 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Subgroups: race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged)
 - 1.3 Performance indicator: The percentage of Title 1 schools that make adequate yearly progress.
2. **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
 - 2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
 - 2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1
 - 2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.
3. **Performance Goal 3:** All students will be taught by highly qualified teachers.
 - 3.1 Performance indicator: The percentage of classes taught by "highly qualified" teachers, in the aggregate and in "high-poverty schools.
 - 3.2 Performance indicator: The percentage of teachers receiving high-quality professional development.

- 3.3 Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and/or parental involvement assistants) who are qualified.
4. **Performance Goal 4**: All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- 4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.
5. **Performances Goal 5**: All students will graduate from high school.
- 5.1 Performance indicator: The percentage of students who graduate from high school with regular diploma,
- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged
 - Calculated in the same manner as used in the National Center for Education Statistics reports on Common Core of Data
- 5.2 Performance indicator: The percentage of students who drop out of school,
- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged
 - Calculated in the same manner as used in the National Center for Education Statistics reports on Common Core of Data

**COAHOMA ELEMENTARY SCHOOL
2010-2011 CAMPUS IMPROVEMENT PLAN**

DISTRICT GOAL #2: To strengthen Coahoma’s tradition of excellence based on pride, teamwork, and professionalism among staff members.

PERFORMANCE OBJECTIVE #1: Pride

- 2.1 To strengthen Coahoma’s tradition of school pride

ACTIVITIES	Who’s Responsible, Involved	Resources	Time Line	Formative Evaluation	Summative Evaluation
2.1.1 Provide opportunities to celebrate student success in academic areas, character, attendance, and state assessment scores; for example, “Equine Essentials” and Positive Behavior Support.	<ul style="list-style-type: none"> ➤ Principal ➤ Campus Committee ➤ Teachers 	<ul style="list-style-type: none"> ➤ Principal’s Funds ➤ Local 	Throughout 2010-2011 school year	After each celebration activity.	Evaluation by Campus committees.
2.1.2 Provide increased opportunities for student involvement in academic organizations and competitions.	<ul style="list-style-type: none"> ➤ Principal ➤ Organization sponsors 	<ul style="list-style-type: none"> ➤ Principal’s Funds ➤ Local 	Throughout 2010-2011 school year	Student and Teacher Evaluations; membership rosters.	Evaluation by organizations and by Campus committees.
2.1.3 Provide continued comprehensive programs for student success that will translate into long-term pride about their school-related experiences.	<ul style="list-style-type: none"> ➤ Principal ➤ Campus Committee ➤ Teachers 	<ul style="list-style-type: none"> ➤ Principal’s Funds ➤ Local ➤ Comp Ed 	Throughout 2010-2011 school year	6 week grades; benchmark exams.	Benchmark exams TAKS data.
2.1.6 Develop student leadership opportunities	<ul style="list-style-type: none"> ➤ Principal ➤ Student 	<ul style="list-style-type: none"> ➤ Principal’s Funds 	Throughout 2010-2011 school year	Student and Teacher Evaluations.	Student Councils’ report to Campus

and better utilize existing student council leadership.	<ul style="list-style-type: none"> ➤ Council Sponsor ➤ Student Council Members 				Committees; Campus Comm. Evaluation.
2.1.7 Create teams on each campus to be responsible for campus spirit activities, such as hall decorations, and create a standard for same.	<ul style="list-style-type: none"> ➤ Principal ➤ Teacher Advisors ➤ Students 	<ul style="list-style-type: none"> ➤ Principal's Funds ➤ ESC Teacher Workroom 	Throughout 2010-2011 school year	Principal's Evaluation.	Teacher Advisors' Report to Campus Committees; Campus Comm. Evaluation.
2.1.8 Plan and conduct leadership assemblies for students.	<ul style="list-style-type: none"> ➤ Student Organizations ➤ Teacher Advisors ➤ Principal 	<ul style="list-style-type: none"> ➤ Student Organizations ➤ Student Council, Principals' Funds 	Throughout 2010-2011 school year	Student surveys.	Student Council Report to Campus Committees; Campus Comm. Evaluation.
2.1.9 Implement and emphasize character education program.	<ul style="list-style-type: none"> ➤ Principal ➤ Counselor ➤ Teachers ➤ Staff 	<ul style="list-style-type: none"> ➤ Local Funds 	Staff development implementation throughout 2010-2011 school year	Teachers' lesson plans; counselor activities, campus committee strategies identified.	Evaluation by Campus and District Committees, including number of discipline referrals and student attitudes/behavior.
2.1.10 Involve students in peer-tutoring.	<ul style="list-style-type: none"> ➤ Student Council ➤ Principal ➤ Teachers 		Throughout 2010-2011 school year	Student and teacher input.	Evaluation by students and teachers involved.

**COAHOMA ELEMENTARY SCHOOL
2010-2011 CAMPUS IMPROVEMENT PLAN**

PERFORMANCE OBJECTIVE #2: Teamwork and Professionalism

- 2.2 To strengthen Coahoma’s tradition of teamwork and professionalism among staff members

ACTIVITIES	Who’s Responsible, Involved	Resources	Time Line	Formative Evaluation	Summative Evaluation
2.2.1 Provide a guaranteed and viable curriculum to all CES students.	<ul style="list-style-type: none"> ➤ Principal ➤ Instructional Facilitator ➤ Teachers 	<ul style="list-style-type: none"> ➤ TEKS ➤ C-Scope 	Curriculum planning in place August 2010; curriculum review and revision ongoing throughout 2010-2011 school year.	C-Scope; DMAC benchmark scores.	District and campus accountability ratings and data reviewed by campus and district committees.
2.2.2 Provide intervention through student support teams for students failing to master academic objectives.	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers ➤ Campus Committee ➤ Student Support Teams 	<ul style="list-style-type: none"> ➤ Local ➤ Comp Ed 	Throughout 2010-2011 School Year	6 week grades; benchmark exams.	Benchmark exams TAKS data reviewed by campus and district committees.
2.2.3 Conduct regular vertical and horizontal team meetings to identify, discuss, and improve issues impeding student success.	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers 	<ul style="list-style-type: none"> ➤ Local 	Throughout 2010-2011 school year	Meeting minutes.	District and campus accountability ratings and data reviewed by campus and district committees.
2.2.4 Maintain in-house mentoring program for new teachers.	<ul style="list-style-type: none"> ➤ Principal ➤ Lead teachers ➤ New teachers 	<ul style="list-style-type: none"> ➤ Training, ESC-18 	Establish mentor relationships by August 2010 continue throughout 2010-2011 school year	Principal conference with mentor and mentee at end of each semester.	Teacher evaluations.

2.2.8 Provide campus-wide teambuilding activities.	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers ➤ Staff 	<ul style="list-style-type: none"> ➤ Principals' Funds 	Throughout 2010-2011 school year	Teacher input.	Evaluation by Campus and District Committees.
2.2.9 Develop and nurture a culture of high expectations throughout the campus.	<ul style="list-style-type: none"> ➤ Principal ➤ Teachers ➤ Staff 	<ul style="list-style-type: none"> ➤ Local funds 	Throughout 2010-2011 school year	Teacher and student input; surveys.	Evaluation by Campus and District Committees.

**COAHOMA ELEMENTARY SCHOOL DISTRICT
2010-2011 CAMPUS IMPROVEMENT PLAN**

DISTRICT GOAL #3: To promote Coahoma’s tradition of excellence to parents, alumni, and surrounding community.

Performance Objective #1: Promoting the District

- 3.1 To communicate the district’s activities and successes to all community stakeholders

ACTIVITIES	Who’s Responsible, Involved	Resources	Time Line	Formative Evaluation	Summative Evaluation
3.1.1 Develop and disseminate a district mission statement and campus mission statements.	<ul style="list-style-type: none"> ➤ District and Campus Committees ➤ Principal 	<ul style="list-style-type: none"> ➤ Local Funds 	Developed by December	Posted on website and in each classroom and office.	Evaluation by Campus and District Committees.
3.1.2 Better utilize public relations opportunities through local media.	<ul style="list-style-type: none"> ➤ Supt. ➤ Principal ➤ Athletic Director ➤ Teachers 	<ul style="list-style-type: none"> ➤ Local Funds 	Throughout 2010-2011 school year	Press releases..	Media coverage; Evaluation by Campus and District Committees
3.1.3 Better utilize public relations opportunities.	<ul style="list-style-type: none"> ➤ Supt. ➤ Principal ➤ Teachers 	<ul style="list-style-type: none"> ➤ Local Funds 	Throughout 2010-2011 school year	Public relations activities conducted.	Evaluation by Campus and District Committees.
3.1.4 Recruit parent volunteers for academic and extracurricular activities.	<ul style="list-style-type: none"> ➤ Campus Committees ➤ Booster Clubs 	<ul style="list-style-type: none"> ➤ Local Staff 	Throughout 2010-2011 school year	Number of parent volunteers.	Number of parent volunteers, Evaluation by Campus Committees.
3.1.5 Create newsletter to be distributed to community/parents.	<ul style="list-style-type: none"> ➤ Superintendent ➤ Principal 	<ul style="list-style-type: none"> ➤ Local Funds 	Ongoing throughout school year	Parent response.	Parent response, Evaluation by Campus Committees.
3.1.6 Provide ongoing	<ul style="list-style-type: none"> ➤ Principal 	<ul style="list-style-type: none"> ➤ Local funds 	Throughout 2010-	Parent response.	Parent response,

opportunities for parents to understand the work of the school (e.g., open house, correspondence, conferences, and orientations).	➤ Teachers		2011 school year		Evaluation by Campus Committees.
3.1.7 Regularly improve and update a quality webpage for each district and campus.	<ul style="list-style-type: none"> ➤ Technology Coordinator ➤ Principal ➤ Teachers 	<ul style="list-style-type: none"> ➤ Local Funds for training 	By end of fall semester	Viable web pages.	Number of hits; Technology Coordinator report to District/Campus Committees.
3.1.8 Improve opportunities for communication with parents and community about school successes.	<ul style="list-style-type: none"> ➤ Principal ➤ Campus Committees ➤ Teachers ➤ Staff 	<ul style="list-style-type: none"> ➤ Comp Ed ➤ Local 	Throughout 2010-2011 school year	Parent, Principal, and Teacher contacts; parent and teacher evaluations; surveys.	Evaluation by principals and Campus committees.
3.1.9 Develop and carry out campus-wide short and long-term goals for facilities and grounds improvement and maintenance.	<ul style="list-style-type: none"> ➤ Superintendent ➤ Maintenance Director ➤ Athletic Director ➤ Principal 	<ul style="list-style-type: none"> ➤ Local funds 	Throughout the 2010-2011 school year	Supt. Approval.	Schedules completed and implemented; Evaluation by Supt.