

*West Oso ISD*

**JOHN F. KENNEDY ELEMENTARY SCHOOLS**  
*“Reaching and going beyond standards and expectations”*

**2002-2003**

**CAMPUS IMPROVEMENT**

*“Leading in excellence and exemplary status”*

## **JOHN F. KENNEDY ELEMENTARY SCHOOL COMMITTEE**

Principal: Gloria Dornak  
Facilitator: Dr. Patricia Mondragon, Ed.D.  
Committee: Mary Ann Hernandez, Pre-K Teacher, Bilingual  
Karen Bowles, Pre-K Teacher  
Norma Miranda, Kinder Teacher  
Rosie Garza, Kinder Teacher  
Vera Plummer, Kinder Teacher  
Rosalio Guevara, Grade 1 Teacher, Bilingual  
Aminta Handy, Grade 1 Teacher  
Albert Pope, Coach  
Delma Palacios, Special Education Teacher  
Dolores Aguilar, Counselor  
Mary Lopez, Bilingual aide  
Guadalupe DeLeon, Community Member  
Monica Perez, Parent  
Blanca Ramirez, Business Community Member

MISSION STATEMENT OF THE  
WEST OSO INDEPENDENT SCHOOL DISTRICT  
(Adopted August 26, 2002)

The mission of West Oso ISD is to ensure that all children have access to a quality education that enables them to achieve their full potential and to participate fully now and in the future in the social, economic and educational opportunities of the state and nation.

The mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens.

It is further grounded on the conviction that a successful public education system is directly related to strong, dedicated, and supportive family and that parental involvement in the school is essential for maximum educational achievement of a child.

## JOHN F. KENNEDY ELEMENTARY SCHOOL

### VISION STATEMENT

John F. Kennedy Elementary Teachers and staff will create a positive environment to meet the educational and emotional needs of our economically diverse populations so that students will be empowered to excel in their community, both socially and academically. With parental and community support, the school faculty and staff will challenge students to achieve literacy, mathematical competency, technological skills and lifelong learning through the acquisition of scholarly habits. Parents will be welcomed at this school and will partner with teachers and staff to improve student achievement.

## JOHN F. KENNEDY ELEMENTARY SCHOOL

### MISSION STATEMENT

At John F. Kennedy Elementary School our mission is to develop a supportive school environment with strong business and community support and parental involvement which encourages students to become independent thinkers and learners, to work cooperatively, and to become responsible leaders of tomorrow.

## **JOHN F. KENNEDY ELEMENTARY SCHOOL**

### **CAMPUS GOALS**

#### **Goal 1: Academic Excellence**

##### **Reading:**

Improve student achievement in Reading on the T.P.R.I. from frustrational level to independent level for kindergarten and 1<sup>st</sup> grade.

Improve student achievement in reading on the Brigance Test with passing rates of 80% or higher for Pre-kindergarten.

Improve student achievement on the ITBS with passing rates as follows:

Baseline year 2002-2003 – Kindergarten

First grade at or above the national 50% or higher.

##### **Math:**

Improve student achievement in math on the ITBS with passing rates as follows:

Baseline year 2002-2003 – Kindergarten

First grade at or above the national 50<sup>th</sup> percentile or higher.

Improve student achievement in math on the Brigance Test with passing rates of 80% or higher for Pre-kindergarten.

**Writing:**

Improve student achievement in Writing – Kindergarten and 1<sup>st</sup> grade students will maintain a writing journal reflecting growth and TEKS mastering writing skills for 2<sup>nd</sup> semester 2022-2003.

Improve student achievement in writing/Language Arts on the Brigance Test with mastery rates of 80% or higher for Pre-Kindergarten.

**Attendance:**

John F. Kennedy Elementary School will increase students' attendance from 96.5 in 2001-2002 to 97%.

**Goal 2 Curriculum and Instruction Programs****Global Technology:**

Integrate instructional technology curriculum into the classroom and library to enhance student skills in technology so that 100% of all students will experience using technology as a resource for learning by the time they complete grade one.

**Effective/Innovative Teaching Strategies:**

Develop effective and innovative teaching strategies in academic instruction to help meet the needs of all students to improve their achievement.

**Special Populations/Special Programs:**

Provide skills and strategies to improve student achievement to serve Special Populations so that all students will master grade level TEKS – all students will have success in learning.

**Enhance professional development for all staff:**

Provide professional development for 100% of staff to enhance the instructional curriculum to increase student achievement in all subject areas.  
Provide professional development for 100% of staff in compliance with District and State requirements.

### **Goal 3 Parents and Community**

#### **Parental and Community Involvement – classroom instructional based activities:**

Provide parents and community members the opportunity to volunteer for classroom instructionally based activities to increase student achievement.

#### **Parental and Community Involvement –non-classroom instructional based activities:**

Provide parents and community members the opportunity to volunteer for non-classroom instructionally based activities to increase student achievement.

### **Goal 4 Safe, Drug-Free and Disciplined Schools**

#### **Safe, Drug-Free and Disciplined Schools:**

Provide a safe learning environment and educate all students on safety-awareness, drug-awareness, and discipline and character education to increase student achievement. Educate students on weather and other safety procedures.

## Preface

The John F. Kennedy Elementary, a pre-kinder through grade one campus, has outlined long-range goals and initiatives designed to promote high levels of student achievement. The campus action plan includes all of the required components in the Texas Education Code Section 11.251, all other state and federal mandates, and steps to address the Board of Trustee's goals. The plan is updated and refined annually in response to perceived needs and priorities. Sections of the John F. Kennedy Campus Action Plan have been revised and updated for the 2002-2003 school year.

The plan addresses belief statement asserted by the *No child Left Behind Act of 2001*, which recognizes that all children can achieve the same high standards and must be provided the education they need to achieve those standards. Successful student academic performance depends upon the opportunity to attend schools that:

- Provide instruction to all students that, based on the findings of solid research, will lead to gains in achievement for all students.
- Have high quality teachers and principals.
- Provide a learning environment that is safe, drug free and conducive to learning.
- Accountable to public results.

John F. Kennedy Elementary School staff will carefully monitor implementation of the plan during the 2002-2003 school year and provide periodic updates to the District Educational Improvement Council and the Board of Trustees regarding specific components outlined herein.

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Gloria Dornak, Principal

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Dr. Patricia R. Mondragon, Facilitator

**JOHN F. KENNEDY CAMPUS IMPROVEMENT PLAN**

**2002-2003**

**CURRENT CAMPUS ACCOUNTABILITY RATING PAIRED SCHOOL/ACCEPTABLE**

**PERFORMANCE OBJECTIVE:** Improve academic performance in reading so that 100% of mainstream first grade students are reading on level.

**AEIS INDICATOR/BOARD GOAL/ Board Goal :**

**TARGET GROUPS:** G/T—gifted/talented; C&T—career & technology; LEP—limited English proficient; AR—At Risk; Dys—dyslexia; 504; SpEd—Special Education

<b>HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List major strategies and/or activities including staff development)</b>	<b>RESOURCES NEEDED/</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>TIMELINE</b>	<b>TARGET GROUPS</b>	<b>RATIONALE (HOW WILL THIS ACTIVITY/STRATEGY HELP ACHIEVE THE OBJECTIVE?)</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION (Formative)</b>	<b>REPORTED/ DOCU-MENTED</b>
Implement reading comprehension strategies in content areas through interdisciplinary approaches to instruction and learning in all Regular, Bilingual, GT and Special Education classrooms.	Reading strategies staff development, supplies or reproduction costs.	Principal, reading Teacher, classroom Teacher, instructional Facilitator	Nov. 2002	JFK faculty and staff, All target groups	Integration of reading, writing, math, social studies and science will create context and meaning so that students will participate as active learners.	\$500.00 Bilingual funds \$500.00 local funds	ITBS, classroom observation, Teacher reportage	Curriculum guides, lesson plans, portfolio assessment, ITBS results
Implement district training in balanced literacy instructional strategies (and TEKS-based TAKS strategies) for all new Teacher (0-5 years), long term subs, in the Spanish and English languages.	Consultant for balanced literacy training, staff time, supplies	Teacher, new Teacher, Principal, Facilitator, section leaders, Committee leaders	Nov. 2002	New Teacher, long term subs, Special Programs	Staff development will provide Teacher with strategies for incorporating balanced reading/writing program consistent across district.	\$ 1,000.00 Bilingual funds	Staff development agendas, lesson plans	Staff development attendance roster, documentation in curriculum guides, lesson plans
Participate in and make use of exclusionary practices training for Special Populations, i.e., Bilingual, Special Education, Gifted and talented.	Supplies and/or reproduction costs	Teacher, Principal, Facilitator	Nov. and Feb. 2002-2003	Classroom Teacher, Para-fessionals	Staff will acquire innovative strategies/activities to incorporated balanced reading/writing consistent across district	\$1,000.00 SCE	Training agendas, sign-in sheets	Documentation in curriculum guides, lesson plans, Training agendas, sign-in sheets
Make use of awareness and strategy training in service of migrant and recent immigrant students in order to address affective and cognitive (reading) need	Services of consultant for language development for second language learners	Teacher, Bilingual/ESL Teacher, Principal, Facilitator	Nov. 2002	Migrant and recent immigrant students	Teacher will acquire strategies to maximize LEP student success in reading.	\$1,000.00 Bilingual funds 500.00 Migrant funds	Staff development agendas, staff development evaluations, lesson plans	Agenda, roster Curriculum guides/lesson plans Individual migrant student education plans

**Evaluation (Summative):** Data from spring 2003 ITBS scores and TPRI scores will demonstrate academic performance in reading so that 100% of mainstream first grade students are reading on level.

HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List major strategies and/or activities including staff development)	RESOURCES NEEDED/	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE	TARGET GROUPS	RATIONALE (HOW WILL THIS ACTIVITY/STRATEGY HELP ACHIEVE THE OBJECTIVE?)	FUNDING SOURCE	EVALUATION (Formative)	REPORTED/ DOCUMENTED
Assess reading needs of migrant students and provide support services to fill in gaps and accelerate reading skills.	Tejas Lee, TPRI, Brigrance,	Teacher, Bilingual, ESL Teacher, Principal, Facilitator	Sept. Jan., May 2002-2003	Migrant students	Continuous assessment and monitoring of migrant students provides for closing gaps in development of reading skills.	SCE \$120.00	Three week progress reports, six week report cards	TPRI, ITBS Spring results
Analyze TPRI to determine progress of students over time-entry, mid-point and end of school year, identify areas for instructional focus to adjust teaching strategies.	TPRI tests and interpretive materials	Teacher, Principal, Facilitator, Counselor	Aug. 2002	Teacher, Principal, Facilitator, Counselor	Determine development of skills over school year.	None	Charted TPRI results, desegregations of test data for all tested groups	TPRI generated data on individuals, groups, classes
Analyze Brigrance test results to determine school readiness of Pre-K students.	Brigrance test materials	Teacher, Principal, Facilitator, Counselor	Aug. 2002, Apr. 2003	PK students	Provide information as basis for individualized instruction, identification of student strengths, weaknesses.	Title I, Part A	Brigrance test results, desegregations of test data for all tested groups	Use Brigrance data to assess progress of students
Develop/ implement an intervention program for K-2 students based upon analysis of test data, to assure mastery of TEKS-based TAKS.	Reading tutors, Practice materials, supplemental reading materials	Teacher, Principal, Facilitator	Nov. 2002	K-2 students, All students	All students will read on grade level by grade 3.	Accelerated Reading	TPRI results, grade level reports	Six week reading reports, TPRI Spring results, TAKS reading scores
Develop print rich environment wherein each class will have a library and books will be available at various locales (Health Room, Principal, Facilitator offices, etc.).	Existing classroom libraries, school library, library books	Teacher, Principal, Facilitator, Counselor, library aide	Aug. 2002	Regular, special, Bilingual/ ESL, GT, migrant students education programs	Support the view of all people as readers; reinforce the need for print material, competency in all walks of life.	Library, Title IA funds \$2,000.00	Student portfolio reflecting reading of materials, classroom observation	Classroom and other venue observation, records reflecting expenditures for print matter

**Evaluation (Summative):** Data from spring 2003 ITBS scores and TPRI scores will demonstrate academic performance in reading so that 100% of mainstream first grade students are reading on grade level.

HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List major strategies and/or activities including staff development)	RESOURCES NEEDED/	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE	TARGET GROUPS	RATIONALE (HOW WILL THIS ACTIVITY/STRATEGY HELP ACHIEVE THE OBJECTIVE?)	FUNDING SOURCE	EVALUATION (Formative)	REPORTED/ DOCUMENTED
Make use of district provided instructional materials, manipulative, reading, research materials including thesauri, dictionaries, software.	Supplies and/or reproduction costs assumed by district	Teacher, Principal, Facilitator, Counselor, library aide	Sept. 2002- Mar. 2003	Students in regular, special, Bilingual/ ESL, GT, migrant education programs	Maintain use of vertical plan in curriculum and instruction for grades pre-K-1 <sup>st</sup> .	Title I funds, \$1,000.00	Meeting notes, classroom observation	Inventory of materials distributed to classrooms
Continue diagnostic needs assessment and/or appropriate reading inventories for all students and base plans, instruction upon identified needs.	Diagnostic materials, Teacher made instruments	Teacher, Principal, Facilitator, master reading Teacher	Oct.2002- May 2003	Students in regular, special, Bilingual/ ESL, GT, migrant education programs	Continuous assessment will enable Teacher to target areas of weakness and strategically address.	Title I funds, \$2,000.00	Assessment instruments available through district	Reading assessments – TPRI, <i>Tejas Lee</i>
Align curriculum with assessment through the following actions: <ul style="list-style-type: none"> <li>• Staff development in Bloom’s Taxonomy to identify higher order thinking skills across grade levels and curricular areas</li> <li>• Staff development in intents, purposes and content of TAKS and connection to early childhood program</li> <li>• Staff development in scope and sequence of TEKS and connection to TAKS assessment</li> <li>• Parent education on TEKS, TAKS, Bloom.</li> </ul>	Services of consultant, campus  T.E.A. generated curricular documents, research materials based on Blooms,  Substitutes  Supplies  Reproduction costs	Teacher, Principal, Facilitator, Counselor, Section leaders, library aide	Nov. 2002- Mar. 2003	Students in regular, special, Bilingual/ ESL, GT, migrant education programs	Process will ensure that a sequential vertical plan for curriculum and instruction is followed in Pre-K through grade 1 to prepare students for success in subsequent grades.	Title I funds, \$3,000.00	Staff development agendas, staff development evaluations, lesson plans	Staff development agenda, attendance roster Documentation in curriculum guides/lesson plans, Certificate

**Evaluation (Summative):** Data from spring 2003 ITBS scores and TPRI scores will demonstrate academic performance in reading and so that 100% of mainstream first grade students are reading on grade level.

HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List major strategies and/or activities including staff development)	RESOURCES NEEDED/	STAFF, OTHER PERSONS RESPONSIBLE	TIMELINE	TARGET GROUPS	RATIONALE (HOW WILL THIS ACTIVITY/STRATEGY HELP ACHIEVE THE OBJECTIVE?)	FUNDING SOURCE	EVALUATION (Formative)	REPORTED/ DOCUMENTED
Expand and support academic vertical team planning time for all Teacher PK-2 in regular education, Bilingual/ESL and Special Education.	Identify team members, subs	Principal, Facilitator	Oct.2002-Mar. 2003	Students in regular ed, Bilingual/ESL, and Special Education	Provide a sequential, vertical plan for reading, language arts curriculum, grades PK-2.	\$2,000.00 SCE	Schedule showing planning time for vertical team	Agendas, sign-in sheets
Continue to provide time and training in academic vertical teaming and curricular alignment for GT Teacher.	Consultant	Principal	Jan. 2003	Students identified as GT	Plan for integration of GT with core curriculum.	ESC Co-op, \$2,000.00 Title/SCE	Vertical teaming training	Sign-in sheet, agendas, vertical team product
Continue classroom observation, demonstrations, and classroom visitations as follow-up to district training.	ESC II Consultants, Walk-through forms	Principal, Facilitator	Oct.2002-Mar. 2003	Students in regular ed, Bilingual/ESL, and Special Education, GT	To share strategies, provide feedback and promptly address concerns.	ESC budget	Principal, Facilitator notes, schedules	Completed walk-through forms
Monitor implementation of TEKS via Committee Teams for each core area on a 6 week basis.	Supplies, materials, TEKS	Principal, Facilitator, Team leaders	Oct.1, 2002 Nov. 12, 2002 Jan. 14, 2003 Feb. 11, 2003 May 20, 2003	Students in regular ed, Bilingual/ESL, and Special Education, GT	To ensure consistent quality of programs in all grades and in all curricular areas	\$300.00 Title funds	Committee Team member notes	Committee Team member notes, meeting notes from discussions after monitoring
Identify and purchase materials needed to teach TEKS in keeping with Bloom's Taxonomy and to set foundation for success on TAKS.	Commercial materials	Principal, Facilitator, team leaders	Jan. 2003	Students in regular ed, Bilingual/ESL, and Special Education, GT	Materials will support and enrich existing curricular materials.	\$1,000.00 Title funds	Teacher reportage, classroom observation by Principal, Facilitator	Invoices, inventory of materials, lesson plans

**Evaluation (Summative):** Data from spring 2003 ITBS scores and TPRI scores will demonstrate academic performance in reading so that 100% of mainstream first grade students are reading on grade level.

<b>HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List major strategies and/or activities including staff development)</b>	<b>RESOURCES NEEDED/</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>TIMELINE</b>	<b>TARGET GROUPS</b>	<b>RATIONALE (HOW WILL THIS ACTIVITY/STRATEGY HELP ACHIEVE THE OBJECTIVE?)</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION (Formative)</b>	<b>REPORTED/ DOCUMENTED</b>
Identify and purchase materials needed to teach TEKS in keeping with Bloom's Taxonomy and to set foundation for success on TAKS.	Commercial materials	Principal, Facilitator, team leaders	Oct.2002	Regular ed, Bilingual/ESL, Special Ed GT students	Materials will support and enrich existing curricular materials.	\$3,000.00 Title funds	Teacher reportage, observation by Principal, Facilitator	Invoices, inventory of materials, lesson plans
Provide extended services for students in danger of not being on grade level in reading and all language arts skills (i.e., summer school, after school tutorial.	Supplies, extra duty Teacher	Principal, Facilitator	Aug. 2002- May 2003	Students at-risk of retention or failing reading	Extended time on task accelerates mastery of reading/language arts knowledge and skills.	SCE \$10,000.00	Grade reports, comparison of beginning and end of year assessments	Grade sheet, skill checklist, student attendance rosters
Publication of TEKS for student and parent with information provided in addition to TEKS on bulletin board (Open House, Parent Conference Day).	T.E.A. generated Texas Essential Knowledge and Skills	Principal, Facilitator, section leaders, Committee team leaders, Parent Facilitator	Aug. 27, 2002 and ongoing  Oct.4, 2002  Feb. 21, 2002	All students, parents, faculty and staff, school community members	Develop community awareness of curriculum and of expectations for student learning at grade level.	\$1,000.00 Title I, A funds	Observation, walk-through by Principal, Facilitator	Agenda from Parent Conference Day, Open House, newsletter
Continue and develop Accelerated Reading Instruction targeted to meet reading/language arts needs at risk students.	Instructional materials, tutorial services	Principal, Facilitator	Dec. 2002- May 2003	Students at-risk of failing reading	Extended time on task accelerates mastery of reading/language arts knowledge and skills.	Accelerated Reading Initiative funds, \$20,000.00	ARI plans, observation, Teacher reportage	ARI tutor notes on student progress
Provide a continuum of learning experiences in language arts staff development that leads to maximum development and achievement for special needs students (GT, Bilingual/ESL, 504, Special Education).	District generated staff development, consultant services, substitute teachers	Principal, Facilitator, Counselor, Teacher of special populations, regular education faculty and staff	Oct.2002- May 2003	Special needs students grades PK-2	Process will create a vertically aligned curricular framework that supports maximum learning for all special needs students.	Bilingual, \$2,000.00 SCE \$2,000.00	Staff development agendas, evaluations from sessions	Agendas, sign-in sheets

**Evaluation (Summative):** Data from spring 2003 ITBS scores and TPRI scores will demonstrate improved academic performance in reading so that 100% of mainstream first grade students are reading on grade level.

<b>HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List major strategies and/or activities including staff development)</b>	<b>RESOURCES NEEDED/</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>TIMELINE</b>	<b>TARGET GROUPS</b>	<b>RATIONALE (HOW WILL THIS ACTIVITY/STRATEGY HELP ACHIEVE THE OBJECTIVE?)</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION (Formative)</b>	<b>REPORTED/ DOCUMENTED</b>
Continue and develop Accelerated Reading Instruction targeted to meet reading/language arts needs at risk students.	Instructional materials, tutorial services	Principal, Facilitator	Dec. 2002-May 2003	Students at-risk of failing reading	Extended time on task accelerates mastery of reading/language arts knowledge and skills.	ARI funds	ARI plans, observation, Teacher reportage	ARI tutor notes on student progress
Identify and continue serving dyslexic students.	Dyslexia academy services	Special ed, classroom Teacher, Principal, Facilitator	Aug. 2002-May 2002	Dyslexic students	Improve instruction and facilitate academic learning for dyslexic students.	Title I \$2,000.00	Trainees present new learning to faculty	Training certificates, Teacher report of training
Dyslexia training for faculty to ensure their familiarity with dyslexic characteristics and dyslexia educational processes.	Dyslexia training	Dyslexia District Coordinator	Dec. 2002	Dyslexic students	Students will be identified and taught in a manner that meets their learning needs.	None	Training	Agenda, sign-in sheet

**Evaluation (Summative): Data from spring 2003 ITBS scores and TPRI scores will demonstrate improved academic performance in reading so that 100% of mainstream first grade students are reading on grade level.**

**JOHN F. KENNEDY CAMPUS IMPROVEMENT PLAN  
2002-2003**

**CURRENT CAMPUS ACCOUNTABILITY RATING PAIRED SCHOOL/ACCEPTABLE**

**PERFORMANCE OBJECTIVE:** Improve academic performance in TEKS-based math area by 15% as reflected in Kinder and first grade ITBS scores.

**AEIS INDICATOR/BOARD GOAL/ Board Goal :**

**TARGET GROUPS:** G/T—gifted/talented; C&T—career & technology; LEP—limited English proficient; AR—At Risk; Dys—dyslexia; 504; SpEd—Special Education

<b>HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List major strategies and/or activities including staff development)</b>	<b>RESOURCES NEEDED/</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>TIMELINE</b>	<b>TARGET GROUPS</b>	<b>RATIONALE (HOW WILL THIS ACTIVITY/STRATEGY HELP ACHIEVE THE OBJECTIVE?)</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION (Formative)</b>	<b>REPORTED/ DOCUMENTED</b>
Align math curriculum with TEKS/TAKS objectives	Grade level TEKS TAKS objectives	Section leaders, Principal, Facilitator, TAKS Facilitator	Aug. 2002-May 2003	All groups	Integration of TEKS and TAKS in unified program will help students develop higher order thinking skills.	Title I, SCE \$1,000.00	Observation, curriculum guides	Sign-in sheets, curriculum guides
Identify math needs in each grade level to implement the TEKS to coincide with TAKS.	Bloom's Taxonomy, TAKS objectives, TEKS per grade level.	Section leaders, Principal, Facilitator, TAKS Facilitator	Aug. 2002-May 2003	All groups	Teachers will tailor instruction, select appropriate materials, to meet needs.	\$500.00 Local, \$1,000.00 Title Funds	Observation, curriculum guides, P.O.s	Sign-in sheet, curriculum guides
Develop math TAKS priorities for all teachers to conduct a sponge activity each day on a priority target.	TEKS/TAKS	Section leaders, Principal, Facilitator, TAKS Facilitator	Aug. 2002-May 2003	All groups	Students will receive daily practice on identified TEKS objectives	\$1,000.00 Title I	Observation, curriculum guides	Lesson plans,
Vertical team meeting will be held to correlate grade level TEKS in math.	TEKS/TAKS	Section leaders, Principal, Facilitator, TAKS Facilitator	Aug. 2002-May 2003	All groups	Students will receive more efficient instruction geared to their grade level.	\$1,000.00 Title I	Sign-in sheets, lesson plans	Observations, lesson plans
Strengthen math instruction through classroom visits, model lessons containing best practices at grade level meetings.	Scheduling of planning calendar	Section leaders, Principal, Facilitator, TAKS Facilitator	Aug. 2002-May 2003	All groups	Guidance focused on best practice will increase teacher effectiveness in providing math instruction.	None	Sign-in sheets	Observations, lesson plans

**Evaluation (Summative):** ITBS scores will demonstrate a 15% improvement in math over 2001-2002 scores.

<b>HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List major strategies and/or activities including staff development)</b>	<b>RESOURCES NEEDED/</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>TIMELINE</b>	<b>TARGET GROUPS</b>	<b>RATIONALE (HOW WILL THIS ACTIVITY/STRATEGY HELP ACHIEVE THE OBJECTIVE?)</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION (Formative)</b>	<b>REPORTED/ DOCUMENTED</b>
Introduce math skills using manipulatives.	AIMS Math Training	Teachers, Facilitator	Nov.-Dec. 2002	All students	Math becomes more concrete and accessible to student.	\$1000.00 Title I	Sign-in sheets, handouts	Observation, lesson plans
Provide staff development for teachers in Kinder and grade one through the AIMS Education Foundation.	Consultant, substitute teachers	Teachers, Facilitator	Dec. 2002	All students	Teachers will explore and become familiar with math teaching philosophy, underlying theory in early childhood math instruction	\$1000.00 SCE \$500.00 Bilingual	Observation/ walk-through	Sign-in sheets, Certificates
Identify and address math weakness of at-risk students as identified by progress reports.	Informal assessment, List of at-risk students	Teachers, Facilitator	Nov.-May 2003	All students	Identification allows for more effective, efficient use of resources targeted addressing specific student needs.	None	Observation/ walk through	Lesson plans, scores on ITBS, teacher-made assessments.

**Evaluation (Summative): ITBS scores will demonstrate a 15% improvement over 2001-2002 scores.**

**JOHN F. KENNEDY CAMPUS IMPROVEMENT PLAN  
2002-2003  
CURRENT CAMPUS ACCOUNTABILITY RATING PAIRED SCHOOL/ACCEPTABLE**

<b>PERFORMANCE OBJECTIVE:</b> Employ interdisciplinary instruction to increase exposure to science curriculum so that science learning increases by at least 10%, as measured by the ITBS. .								
<b>AEIS INDICATOR/BOARD GOAL/ Board Goal :</b>								
<b>TARGET GROUPS:</b> G/T—gifted/talented; C&T—career & technology; LEP—limited English proficient; AR—At Risk; Dys—dyslexia; 504; SpEd—Special Education								
<b>HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List major strategies and/or activities including staff development)</b>	<b>RESOURCES NEEDED/</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>TIMELINE</b>	<b>TARGET GROUPS</b>	<b>RATIONALE (HOW WILL THIS ACTIVITY/STRATEGY HELP ACHIEVE THE OBJECTIVE?)</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION (Formative)</b>	<b>REPORTED/ DOCU-MENTED</b>
Vertically align science curriculum scope and sequence.	Consultant Substitutes Staff development	Principal, Facilitator, Teachers	March 2003	All students	Students will learn skills and concepts at the appropriate grade level.	\$1,500.00 Title I, Part A \$1,380.00 SCE	Science curriculum	Sign-in sheet
Develop and deploy interdisciplinary strategies in science instruction so that students explore science connections across the curriculum.	Science, reading, math, social studies TEKS, media, ESCII materials	Principal, Facilitator, Teachers	Jan. 2002- May2003	All students	Optimization of instructional time in reading, math, social studies and science.	PK grant, \$1,000.00 Title I, \$2,000.00	Observation, walk-through, list of interdisciplinary strategies.	Lesson plans
Begin acquisition of appropriate supplies and equipment to encourage student participation in science in order to establish an environment appropriate for scientific inquiry and learning.	Supplies, equipment	Principal, Facilitator, Teachers	Sept. 2002- May2003	All students	Students will participate in science classes that have appropriate supplies and equipment.	\$2,400.00 Title I, Part A, local funds	Inventory, purchase order	Grade level meetings, Team meetings, science supplies and equipment
Make use of training in science teaching strategies.	Consultant, staff development	Principal, Facilitator, Teachers	Jan. 2003- May2003	All students	Students will receive enhanced science instruction.	\$2,400.00 SCE	Registration for workshops	Notes from workshops, sharing at meetings

**Evaluation (Summative):** ITBS scores will indicate student progress in science by 10% increase in science scores.

**JOHN F. KENNEDY CAMPUS IMPROVEMENT PLAN  
2002-2003  
CURRENT CAMPUS ACCOUNTABILITY RATING PAIRED SCHOOL/ACCEPTABLE**

**PERFORMANCE OBJECTIVE:** Increase academic performance in social studies through consistent emphasis on the eight strands (history, geography, economics, government, citizenship, culture, science, technology and society and social studies skills) as documented in lesson plans.

**AEIS INDICATOR/BOARD GOAL/ Board Goal :**

**TARGET GROUPS:** G/T—gifted/talented; C&T—career & technology; LEP—limited English proficient; AR—At Risk; Dys—dyslexia; 504; SpEd—Special Education

<b>HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List major strategies and/or activities including staff development)</b>	<b>RESOURCES NEEDED/</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>TIMELINE</b>	<b>TARGET GROUPS</b>	<b>RATIONALE (HOW WILL THIS ACTIVITY/STRATEGY HELP ACHIEVE THE OBJECTIVE?)</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION (Formative)</b>	<b>REPORTED/ DOCUMENTED</b>
Make use of training in social studies content, TAKS objective awareness, instructional strategies and assessment, geared toward early childhood education.	Staff time	Principal, Facilitator, Teachers	Feb. 2003	All students	Students will receive preparation to promote future success on social studies TAKS.	SCE \$2,426.00	Scheduled training agendas, sign-in sheets	Typed curriculum
Explore social studies curriculum through on-line communication with SSC (Social Studies Center, Region IV) making use of technology options to enhance the teaching of social studies.	Staff time	Facilitator	Feb. 2003	All students	Use of technology to acquire curricular materials will enhance and enrich curriculum.	TIF, \$4,000.00	Materials downloaded from SSC added to curriculum	Lesson plan references to curricular materials.
Align social studies curriculum, correlate with reading and math in interdisciplinary lessons that prioritize instructional strategies.	Staff time	Facilitator, Teachers	2002-2003	All students	Teacher will become familiar with social studies curriculum in relation to TAKS.	SCE, \$2,426.00	Scheduled training agenda	Inter-disciplinary lessons
Develop social studies vocabulary and refine reading strategies (Reading Across Disciplines) in interdisciplinary curriculum incorporating social studies instruction with reading, math, and science.	Staff time, training	Facilitator, Teachers	2002-2003	All students	Provides context for student learning about society, enriches curriculum in core areas.	ESC Co-op	Scheduled planning time agenda, sign-in sheet	Inter-Disciplinary Curriculum units

**Evaluation (Summative):** ITBS scores will indicate student progress in science by 10% increase in social studies scores.

**JOHN F. KENNEDY CAMPUS IMPROVEMENT PLAN  
2002-2003  
CURRENT CAMPUS ACCOUNTABILITY RATING PAIRED SCHOOL/ACCEPTABLE**

<b>PERFORMANCE OBJECTIVE: Improve student attendance to 97% and recognize staff with perfect attendance.</b>								
<b>AEIS INDICATOR/BOARD GOAL/ Board Goal : AEIS INDICATOR EXPECTATION IS 95%, GOLD STANDARD IS 97%: BOARD GOAL</b>								
<b>TARGET GROUPS: G/T—gifted/talented; C&amp;T—career &amp; technology; LEP—limited English proficient; AR—At Risk; Dys—dyslexia; 504; SpEd—Special Education</b>								
<b>HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List major strategies and/or activities including staff development)</b>	<b>RESOURCES NEEDED/</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>TIMELINE</b>	<b>TARGET GROUPS</b>	<b>RATIONALE (HOW WILL THIS ACTIVITY/STRATEGY HELP ACHIEVE THE OBJECTIVE?)</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION (Formative)</b>	<b>REPORTED/ DOCUMENTED</b>
Attendance/Drop-out prevention clerk will focus on student attendance.	Identified staff	Principal, Counselor Campus Facilitator	Aug. 2002- May 2003	PK-1	Parents are notified on a timely basis of student's absence.	Title I, \$20,000	Attendance reports daily	Reports daily, six weeks, mid-year, end of year
Recognize, spotlight students with perfect attendance through daily announcements, newsletters, marquee, recognition award ceremony.	Staff time, supplies and material, software	Principal, Campus Facilitator	2002-2003 six weeks, mid-term and end of year	PK-1	Students are motivated to attend school if they are recognized and rewarded for their attendance. Staff is recognized for their perfect attendance.	Title IA, \$3,000.00 Faculty Fund \$400.00	Campus, classroom newsletter, list of students with perfect attendance	Copies of newsletters, List of employees with perfect attendance
Promote parent awareness of importance of attending school every day. "All students in class every day."	Staff time, flyers	Principal, Campus Facilitator	Aug. 2002- May 2003	PK-1	Parents are made aware of importance of school attendance.	Title IA, \$300	Teacher, clerk documentation	Phone logs, Teacher, clerk documentation, attendance report
Survey Teacher and identify list of effective attendance strategies.	Staff time	Principal, Campus Facilitator, attendance clerk	Fall 2002 Spring 2003	PK-1	To build upon successful strategies.	None	Survey of Teachers	Analysis of surveys

**Evaluation (Summative): PEIMS data will indicate increase in attendance to 97% or higher.**

**JOHN F. KENNEDY CAMPUS IMPROVEMENT PLAN  
2002-2003  
CURRENT CAMPUS ACCOUNTABILITY RATING PAIRED SCHOOL/ACCEPTABLE**

<b>PERFORMANCE OBJECTIVE: Increase the percent per month of PK-1 grade parents participating in school or district activities which focus on improving their child's academic performance by 2% per month.</b>								
<b>AEIS INDICATOR/BOARD GOAL/ Board Goal : None indicated</b>								
<b>TARGET GROUPS: G/T—gifted/talented; C&amp;T—career &amp; technology; LEP—limited English proficient; AR—At Risk; Dys—dyslexia; 504; SpEd—Special Education</b>								
<b>HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List major strategies and/or activities including staff development)</b>	<b>RESOURCES NEEDED/</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>TIMELINE</b>	<b>TARGET GROUPS</b>	<b>RATIONALE (HOW WILL THIS ACTIVITY/STRATEGY HELP ACHIEVE THE OBJECTIVE?)</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION (Formative)</b>	<b>REPORTED/ DOCUMENTED</b>
Recruit non-English speaking parents to serve on committees or participate in specific forums or focus groups.	Time and effort	Principal, Campus Facilitator, Parental Involvement Facilitator	Sept. 2002-May 2003	PK-1	As non-English speaking parents are given leadership opportunities, they serve as role models that will encourage children to strive to be leaders in all school activities.	None	Notices, phone logs, surveys	Sign-in sheets for meetings, sign-in sheets for volunteers
Develop broad-based campus parental involvement plan including academically focused activity of <ul style="list-style-type: none"> <li>• PK and K take-home books</li> <li>• K-impact math activities</li> <li>• K-1 grade suggested parent activities from new adopted basal readers, math books, and technology.</li> </ul>	Materials, printing costs	Campus staff, parent liaison	Sept – May 2002-2003	PK-1 <sup>st</sup> Parents, Teacher, students	Parent's need to be knowledgeable about their children's curriculum and involved in their learning. Take home books and activities provide ready made materials that can be used immediately.	Titles IA \$3,000.00	Campus Improvement plans, lists of take home activities	Copies of CIPs, number of take home activities
Participate in district designed staff development activities that reinforce the importance of parent involvement, offer information on conferencing, and provide ideas for parent activities.	Materials, consultants	Staff, contracted personnel	Oct. 2002-May 2003	PK-1 <sup>st</sup> grade Teacher, parents	These sessions will help staff and parents do a better job conferencing and involving one another in the child's education.	Titles II, Part A, \$2,000.00 Title IA \$1,000.00	Faculty agenda, handouts	Agenda and sign in sheet
Schedule and promote Parent/Teacher Conferences.	Time and effort, advertisements, notices, flyers	Principal, Parental Involvement and Campus Facilitators	2002-2003	PK-1 <sup>st</sup>	Promote and encourage parental involvement in their child's education.	Title IA \$300.00	Sign in sheets for parent conference	Sign in sheet buy Teacher

**Evaluation (Summative): Increase the percent per month of PK-1 grade parents participating in school or district activities which focus on improving their child's academic performance by 2% per month.**

<b>HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List major strategies and/or activities including staff development)</b>	<b>RESOURCES NEEDED/</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>TIMELINE</b>	<b>TARGET GROUPS</b>	<b>RATIONALE (HOW WILL THIS ACTIVITY/STRATEGY HELP ACHIEVE THE OBJECTIVE?)</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION (Formative)</b>	<b>REPORTED/ DOCUMENTED</b>
Provide annually updated listing of services available to parents through letter sent home with all students.	Materials, printing costs	PI Facilitator	Feb. 2003	PK-1 <sup>st</sup> grade	Parents need to know services available to them and how to access them.	Titles I-III, \$1,000.00	Services brochure	Bilingual services brochure
Parental Involvement Coordinator will promote parental involvement in academic and extra-curricular activities by leading groups in activities in support of instruction---making visual aids, bulletin boards, etc.	Time and Effort Materials and supplies	Principal, Parental Involvement Coordinator	Sept. 2002-May 2003, ongoing	PK-1 <sup>st</sup> grade one parents	Parents will engage with curriculum through creating materials for use in classrooms.	Title I \$300.00	Materials produced in support of teaching, Teacher/Parent Contract.	Parent sign-in sheet
Schedule and promote Parent/Teacher Conferences.	Time and effort, advertisements, notices, flyers	Principal, Parental Involvement Facilitator, Campus Facilitator	Sept. 2002-May 2003, ongoing	PK-1 <sup>st</sup>	Campus needs to promote and encourage parental involvement in their child's education.	Title I, \$300.00	Sign in sheets for parent conference	Sign in sheet buy Teacher
Include campus events, meetings and parental involvement activities in campus monthly calendar.	Monthly Calendar	Principal, Parental Involvement Facilitator, Campus Facilitator	Aug. –May 2002-2003	PK-1 <sup>st</sup> Grade parents and campus staff	Coordination will avoid scheduling conflicts and increase participation.	\$100.00 Title I	Calendar	Calendar
School will involve parents in Career Day.	Time and effort	CATE Coordinator, Parental Involvement Coordinator	Oct. 2002	PK-1 <sup>st</sup> Grade parents	Increase participation of parents in career day events. This will encourage students to seek out careers based on local role models.	\$200.00 Title I	Sign up sheet for career day presentation	Roster of students who attend career day.
Provide parent education activity.	Schedule parent events. Supplies and materials	Principal, PI Facilitator	Dec., Nov. 2002 and March 2003	PK-1 <sup>st</sup> Grade parents	Parents who take active role in student learning can be role models for their children and stronger teachers to their children.	\$2,000.00 Title I	Sign-in sheet indicating parental attendance	Program from activity, agenda, sign-in sheet
Provide workshop and support services for parents of migrant students.	Schedule meetings, speakers, supplies	PI Facilitator, Migrant Coordinator	March 2003	Migrant parents	Addresses issues of migrant families/students--strengthens commitment to coming to school.	Migrant, \$1,000.00	Weekly newsletter update	Agenda, sign-in roster

**Evaluation (Summative): Data from 2002-2003 school year will indicate increased parental participation by 2% per month.**

**JOHN F. KENNEDY CAMPUS IMPROVEMENT PLAN  
2002-2003  
CURRENT CAMPUS ACCOUNTABILITY RATING PAIRED SCHOOL/ACCEPTABLE**

**PERFORMANCE OBJECTIVE: Improve crisis management strategies through providing safety and/or crisis prevention information to 100% of teachers and students, and through enhanced discipline management to decrease discipline referrals by 10%.**

**AEIS INDICATOR/BOARD GOAL/ Board Goal :**

**TARGET GROUPS:** G/T—gifted/talented; C&T—career & technology; LEP—limited English proficient; AR—At Risk; Dys—dyslexia; 504; SpEd—Special Education

<b>HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List major strategies and/or activities including staff development)</b>	<b>RESOURCES NEEDED/</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>TIMELINE</b>	<b>TARGET GROUPS</b>	<b>RATIONALE (HOW WILL THIS ACTIVITY/STRATEGY HELP ACHIEVE THE OBJECTIVE?)</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION (Formative)</b>	<b>REPORTED/ DOCUMENTED</b>
Participate in district <i>Safety and Security Council</i> in order to be current on procedures, receive training.	No cost	Principal, Facilitator	April 2003	School community	Staff members will become aware of best practice in crisis management.	None	Attendance at meetings	Attendance at meetings documented on sign-in sheet
Develop plans for dealing with local weather events including hurricane and tornado, train teachers, inform parents, practice students.	Supplies and Materials	Principal, Facilitator	Aug-Sept 2002	School community	Preparedness in event of crises to keep students safe.	Title I \$500.00	District/campus Safety Plan	Post tornado drill codes Fire drill documentation
Develop, maintain a plan to prevent intruders from entering into building.	Plan	Attendance clerk, Secretary	Aug. 2002	School community	Promote campus safety.	Drug Free Schools, \$500.00	Early release documentation	Incident reports
Make use of district provided Crisis Management Quick Reference.	Reference	Principal, Facilitator	Aug. 2002- May 2003	School community	Promote campus safety.	None	Use of reference	Incident reports
Instruct all students in standard safety procedures—crossing the street, stranger danger, etc.	Counseling and P.E. curriculum	Counselor, Coach	Oct. 2002	All students	Promote student safety on and away from campus.	None	Curriculum guides, flyers, letters	Lesson plans
Conduct regular emergency drills help students and staff become familiar.	Training, ESC Consultant	Principal, Facilitator	Aug. 2002- May 2003	All students	Promote campus safety.	ESC Funds	Drill records, timing drills	Records, Posted map
Develop School wide discipline plan that will be consistent in all classrooms	Training, Researched based Discipline Plan, Supplies and materials, Substitutes	Principal, Facilitator SBDM Team	April 2003	All students	Promote scholarly behavior and social skills	ESC Funds SCE \$1,020.00 Title I \$3,000.00	ESC Discipline Report	Discipline Referrals Teacher Documentation

**Evaluation (Summative): Crisis management plan will reflect training for students and teachers at the level of 100%, and discipline referrals will decrease by 10%.**

**JOHN F. KENNEDY CAMPUS IMPROVEMENT PLAN  
2002-2003**

**CURRENT CAMPUS ACCOUNTABILITY RATING PAIRED SCHOOL/ACCEPTABLE**

**PERFORMANCE OBJECTIVE:** Enhance the Gifted/Talented, Bilingual, and Migrant, Dyslexia programs and ensure compliance with all state and district mandates through bi-monthly monitoring of student files.

**AEIS INDICATOR/BOARD GOAL/ Board Goal :** AEIS-SAT&ACT

**TARGET GROUPS:** G/T—gifted/talented; C&T—career & technology; LEP—limited English proficient; AR—At Risk; Dys—dyslexia; 504; SpEd—Special Education

<b>HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List major strategies and/or activities including staff development)</b>	<b>RESOURCES NEEDED/</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>TIMELINE</b>	<b>TARGET GROUPS</b>	<b>RATIONALE (HOW WILL THIS ACTIVITY/STRATE GT HELP ACHIEVE THE OBJECTIVE?)</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION (Formative)</b>	<b>REPORTED/ DOCU- MENTED</b>
Provide staff development on rules and regulations, mandates and policies governing GT.	ESC-II staff, M.B. Jaeger	Principal, Facilitator, ESC II Consultant, Special Prog. Coord. GT Teacher	Oct.-Nov. 2002	GT students	Increase awareness of GT information promotes high level GT program.	ESC Funds	Compliance observed in walk through	Lesson plans, agendas from planning sessions
Visit school districts with successful GT programs.	School transportation	Principal, Facilitator, GT Teacher	Dec. 2002	GT students	Increase awareness of GT best practice promotes high level GT program.	Local \$60.00 Substitute	Scheduled visits to GT classrooms in other districts	Reports from visits
Make use of district provided opportunities to acquire 30 hours of GT staff development in: <ul style="list-style-type: none"> <li>• Subject area studies</li> <li>• Differentiated curriculum and instruction</li> <li>• Strategies for divergent/convergent learners</li> <li>• Cultural diversity awareness</li> <li>• GT minority student issues.</li> </ul>	ESC-II staff, materials	GT Teaches, Principal, Facilitator	Dec. 2002-May 2003	GT students	To promote increased and improved understanding of needs of GT students.	Local, \$1,000.00	Specific training plans, calendars, attendance data, agendas, prepared handouts	Agendas, training certificates
Communicate information to parents about GT testing through Counselors, PTO meetings, Campus Action Plan, publications.	Flyers, advertisements, newspaper ad	Special Programs Coordinator, ESC II Consultant Principal, Counselor	Sept. 2002-May 2003	GT students	To inform parents of the GT testing process.	Local, \$100.00	<u>Corpus Christi Caller Times</u> advertisement newsletter, distinct website	CIP, newsletter

**Evaluation (Summative):** Bi-monthly monitoring of student files will ensure compliance with state, local, federal mandates.

HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List major strategies and/or activities including staff development)	RESOURCES NEEDED/	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE	TARGET GROUPS	RATIONALE (HOW WILL THIS ACTIVITY/STRATE GT HELP ACHIEVE THE OBJECTIVE?)	FUNDING SOURCE	EVALUATION (Formative)	REPORTED/ DOCU- MENTED
Implement corrective action plans in GT programs as needed.	GT Program Guidelines, Policies, Consultant	GT Teacher	Nov. 2002- Feb. 2003	GT students	To serve GT students in accordance with mandates governing GT.	ESC II Co-op	GT Guidelines and policies	Lesson plans, Campus survey results report
Review Bilingual/ESL with staff regarding rules, regulations and policies.	Contracted services of Elena Mendez	Bilingual/ESL Teacher	Oct. 2002	Bilingual/ESL students	To increase awareness of policies in order to promote implementation, to conduct programs and procedures that foster a positive learning environment that allows Teacher to focus on students.	Bilingual, \$1,000.00	Documentation in student folders, Teacher plans	Bilingual/ESL student folders, lesson plans, Teacher appraisals
Provide professional development in language acquisition and cooperative learning.	Staff development from contracted services	Bilingual/ESL Teacher and staff, Principal, Facilitator	Nov. 2002	Bilingual/ESL students	Training enables Teacher to acquire necessary skills and techniques to promote student success.	Bilingual \$2,000.00	Walk through will reveal implementation of strategies	Lesson plans, classroom observations
Arrange for Bilingual/ESL visits to other district's classrooms.	Lodging, school program	Bilingual/ESL Teacher and staff, Principal	Dec. 2002	Bilingual/ESL students	To provide staff with opportunity to observe model Bilingual/ESL instruction.	Bilingual, \$2,000.00	Title III Walk through will reveal implementation of strategies learned in visits	Lesson plans, classroom observations
Review, decrease the elevated number of LEP students in special education.	Special education lists, Bilingual/ESL student lists	Principal, Facilitator, Special Ed Teacher	Sept. 2002- May 2003	LEP students	LEP students are to be served in programs targeted to their needs.	None	Decrease number of misidentified LEP students	Decrease in number of LEP students in special ed programs

**Evaluation (Summative): Bi-monthly monitoring of student files will ensure compliance with state, local, federal mandates.**

HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List major strategies and/or activities including staff development)	RESOURCES NEEDED/	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE	TARGET GROUPS	RATIONALE (HOW WILL THIS ACTIVITY/STRATE GT HELP ACHIEVE THE OBJECTIVE?)	FUNDING SOURCE	EVALUATION (Formative)	REPORTED/ DOCU- MENTED
Address under representation of LEP students in GT program.	GT and bilingual lists assessment, parent notification in parent language	Principal, Facilitator Counselor	Dec. 2002	LEP/GT students	Gifted students who are LEP will be served in GT program.	Bilingual, \$1,000.00	Increase identification and service of LEP students in GT program	Increase in the identification and participation of LEP students in GT program
Review Migrant student information and develop an education plan for each.	Staff time	Migrant staff, Counselor	Jan. 2003	Migrant students	To provide migrant students with a consistent, high quality education program that promotes their academic success.	Migrant, \$1,000.00	Each student will have an academic program individualized to meet their specific needs	Student educational plan
Make use of reading comprehension strategies in content areas through interdisciplinary approaches to instruction and learning in Bilingual, GT instruction.	Reading strategies staff development, supplies or reproduction costs.	Principal, reading Teacher, classroom Teacher, instructional Facilitator	Nov. 2002	JFK faculty and staff	Integration of reading, writing, math, social studies and science will create context and meaning so that students will participate as active learners. All personnel will play role in creating holistic learning environment.	Title I-A \$2,000.00	ITBS, classroom observation, Teacher reportage	Curriculum guides, lesson plans, portfolio assessment, ITBS results
Develop print rich environment wherein each class will have a library and books will be available at various locales (Health Room, Principal, Facilitator offices, etc.)	Existing classroom libraries, school library books	Teacher, Principal, Facilitator, Counselor, library aide	Aug. 2002- May 2003	Students in regular, special, Bilingual/ ESL, GT, migrant education programs	Support the view of all people as readers; reinforce the need for print material, competency in all walks of life.	Title I, Part A Funds \$2,000.00	Print matter observable and available to students at various locations	Classroom and other venue observation, records reflecting expenditures for print matter

**Evaluation (Summative): Bi-monthly monitoring of student files will ensure compliance with state, local, federal mandates.**

HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List major strategies and/or activities including staff development)	RESOURCES NEEDED/	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE	TARGET GROUPS	RATIONALE (HOW WILL THIS ACTIVITY/STRATEGY HELP ACHIEVE THE OBJECTIVE?)	FUNDING SOURCE	EVALUATION (Formative)	REPORTED/ DOCUMENTED
Use district provided instructional materials, manipulative, reading, research materials including thesauri, dictionaries, software.	Supplies and/or reproduction costs assumed by district	Teacher, Principal, Facilitator, Counselor, library aide	Sept. 2002- Mar. 2003	Students in regular, special, Bilingual/ ESL, GT, migrant programs	Maintain use of vertical plan in curriculum and instruction for grades pre-K-1 <sup>st</sup>	Title I \$200.00	Meeting notes, classroom observation	Inventory of materials distributed to classrooms
Continue diagnostic needs assessment and/or appropriate reading inventories for all students and base instruction plans upon identified needs.	Diagnostic materials, Teacher made instruments	Teacher, Principal, Facilitator, master reading Teacher	Oct.2002- May 2003	Students in regular, special, Bilingual/ ESL, GT, migrant programs	Continuous assessment will enable Teacher to target areas of weakness and strategically address.	Campus budget, \$200.00	Assessment instruments available through district	Reading assessments – scores and analysis of data from TPRI, Tejas Lee
Provide updates on information to parents regarding education of students in GT, Bilingual/ESL, migrant groups.	Supplies	Teacher, Principal, Facilitator, Counselor	Jan.-May 2003	Students in regular, special, Bilingual/ ESL, GT, migrant programs	Updated information will help parents to make informed decisions regarding education of students.	Title I, A \$400.00	Logs of parent contact	Sign-in sheet from parent teacher conferences
Continue classroom observation, demonstrations, and classroom visitations as follow-up to district training.	Principal, Facilitator Walk thru sheets	Principal, Facilitator	Oct.2002- Mar. 2003	Students in regular ed, Bilingual/ ESL, and Special Education, GT	To share strategies, provide feedback and promptly address concerns.	Title I \$300.00	Principal, Facilitator notes, schedules	Completed walk-through forms
Provide a continuum of learning experiences in language arts staff development that leads to maximum development and achievement for special needs students (GT, Bilingual/ESL, 504, Special Education).	Consultant services	Principal, Facilitator, Counselor, Teacher of targeted populations and Regular education faculty and staff	Oct.2002- May 2003	Special needs students grades PK-2	Process will create a vertically aligned curricular framework that supports maximum learning for all special needs students.	Title IA, \$2,000.00	Staff development agendas, evaluations from sessions	Agendas, sign-in sheets

**Evaluation (Summative): Bi-monthly monitoring of student files will ensure compliance with state, local, federal mandates.**

HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List major strategies and/or activities including staff development)	RESOURCES NEEDED/	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE	TARGET GROUPS	RATIONALE (HOW WILL THIS ACTIVITY/STRATEGY HELP ACHIEVE THE OBJECTIVE?)	FUNDING SOURCE	EVALUATION (Formative)	REPORTED/ DOCUMENTED
Align curriculum with assessment through the following actions: <ul style="list-style-type: none"> <li>Staff development in Bloom's Taxonomy to identify higher order thinking skills across grade levels and curricular areas</li> <li>Staff development in intents, purposes and content of TAKS and connection to early childhood program</li> <li>Staff development in scope and sequence of TEKS and connection to TAKS assessment.</li> </ul>	Services of consultant, campus Facilitator  T.E.A. generated curricular documents, research materials based on Bloom,  Substitutes  Supplies  Reproduction costs	Teacher, Principal, Facilitator, Counselor, Section leaders, library aide	Nov. 2002- Mar. 2003	Students in regular, special, Bilingual/ ESL, GT, migrant education programs	Process will ensure that a sequential vertical plan for curriculum and instruction is followed in Pre-K through grade 1 to prepare students for success in subsequent grades.	SCE, \$2,000.00 Title IA \$1,000.00	Staff development agendas, staff development evaluations, lesson plans	Staff development agenda, attendance roster Documentation in curriculum guides/lesson plans
Continue to provide time and training in academic vertical teaming and curricular alignment for GT Teacher.	Consultant	Principal	Jan. 2003	Students identified as gifted and talented	Provides opportunity to create a vertical plan for integration of GT with core reading/language arts curriculum.	ESC Co-op \$2,000.00	Vertical teaming training	Sign-in sheet, agendas, vertical team product
Vertically align curriculum for GT classes.	Staff development	Principal, Facilitator	2002-2003	Students identified as GT	Students will learn challenging skills and concepts.	ESC Co-op	GT Curricular notes	Sign-in sheets
Monitor implementation of TEKS via Committee Teams for each core area on a 6 week basis.	Time, supplies, materials	Principal, Facilitator, Team leaders	Oct. 1, 2002 Nov. 12, 2002 Jan. 14, 2003 Feb. 11, 2003 May 20, 2003	Students in regular ed, Bilingual/ ESL, and Special Education, GT	To ensure consistent quality of programs in all grades and in all curricular areas.	Local, \$200.00	Committee Team member notes	Committee Team member notes, meeting notes from discussions after monitoring, sign-in sheets

**Evaluation (Summative): Bi-monthly monitoring of student files will ensure compliance with state, local, federal mandates.**

**JOHN F. KENNEDY CAMPUS IMPROVEMENT PLAN  
2002-2003  
CURRENT CAMPUS ACCOUNTABILITY RATING PAIRED SCHOOL/ACCEPTABLE**

<b>PERFORMANCE OBJECTIVE:</b> Teachers will increase the integration of technological skills within the curriculum by 10%.								
<b>AEIS INDICATOR/BOARD GOAL/ Board Goal :</b> Integrate, implement instructional technology curriculum to improve student achievement so that all students will master grade level TEKS and Primary Post TAKS with passing rates of 80% or higher								
<b>TARGET GROUPS:</b> G/T—gifted/talented; C&T—career & technology; LEP—limited English proficient; AR—At Risk; Dys—dyslexia; 504; SpEd—Special Education								
<b>HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List major strategies and/or activities including staff development)</b>	<b>RESOURCES NEEDED/</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>TIMELINE</b>	<b>TARGET GROUPS</b>	<b>RATIONALE (HOW WILL THIS ACTIVITY/STRATEGY HELP ACHIEVE THE OBJECTIVE?)</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION (Formative)</b>	<b>REPORTED/ DOCUMENTED</b>
Use available hardware/software effectively so that technology will meet the needs of all students: <ul style="list-style-type: none"> <li>Use computerized reading program in Kinder, 1<sup>st</sup>, Special Ed classrooms</li> <li>Upgrade workstations, Diagnose, maintain and repair systems.</li> </ul>	Waterford Program  Time/Effort  Consultant	Classroom Teacher, special ed Teacher, Administrators, District Tech Coordinator	Aug. 2002- May 2003	All students	Technology will be infused into the classrooms.	TIF Grant \$1,000.00	Observation, walk through, maintenance records.	Records generated by Waterford Program
Provide staff development for faculty and staff in technology, incorporating “best practices” of technology integration and providing follow-up to ensure correct usage.	Austin, Texas Technology Conference, Consultant	Instructional technology specialists	2002-2003	All students	Technology will be infused into the classrooms.	TIF Grant, \$2,000.00	Observation, walk through, lesson plan reflecting use.	Attendance roster, handouts Certificates, Sign-in Sheets
Teachers and Administration will utilize technology for training, faculty and SBDM meetings.	Data Projector Lap Top, Software Training	Principal , facilitator	October 2002 December and January 2003	All students	Technology will be utilized in meetings and will help teachers to feel more comfortable utilizing the programs in their classrooms	TIF Grant \$4,000.00	Observations Teacher verbalization	Agendas, Power point presentations

**Evaluation (Summative):** Data will demonstrate that teachers have increased integration of technological skills into the curriculum by 10%.

**JOHN F. KENNEDY CAMPUS IMPROVEMENT PLAN  
2002-2003  
CURRENT CAMPUS ACCOUNTABILITY RATING PAIRED SCHOOL/ACCEPTABLE**

<b>PERFORMANCE OBJECTIVE: Provide appropriate assessment and placement for all students and ensure the development of IEPs that will enhance every student's learning to the level of 100% accuracy based on assessment data.</b>								
<b>AEIS INDICATOR/BOARD GOAL/ Board Goal: Continuous improvement of special education program.</b>								
<b>TARGET GROUPS: G/T—gifted/talented; C&amp;T—career &amp; technology; LEP—limited English proficient; AR—At Risk; Dys—dyslexia; 504; SpEd—Special Education</b>								
Initial evaluation will be conducted in English and Spanish if the student's family indicates that Spanish is the home language.	Contracted bilingual diagnostician	Principal	September 2002-May 2003	Special ed students who are LEP	Students will be administered appropriate testing.	Bilingual \$1,000.00	Assessments in English and Spanish	Reported document Assessment/Analysis
Provide training to regular and special ed staff on behavior intervention strategies.	Tough kids Incentive list Tapes & booklets	Special Ed Coordinator	Sept. 2002	Emotion-ally Disturbed Students	Students will learn in a positive classroom environment and teachers will have knowledge of intervention strategies.	SCE \$500.00	Individual transition plans	I.T.P.'s
Provide staff development for Special Education Teacher in Saxon math and Kagan Cooperative Learning.	Substitutes for 2 days	Principal	Nov. 2002	Special education students	Improved instruction in core areas will improve student achievement.	Special education, \$120.00	Walk through, Observations, Certificate	Teacher PDAS evaluations, Sign-in sheet
Create pre-referral, core team consisting of Principal, Counselor, general education Teacher, Special Education Teacher.	Supplies and materials	Principal, Special Ed Coordinator	Core team in place by Feb. 2003	All at-risk students	Students will have resource of a supportive core team for intervention plans.	Title I, A \$1,000.00	Core team Training Agenda	Core team training certificates
Implement a pre-referral intervention process which includes an intervention plan created by the campus intervention team.	Supplies and materials	Principal, Special Ed Coordinator	Process in place by Jan. 2003	All at-risk students	Student progress will be examined in a pre-referral process to ensure a progression along the L.R.E. continuum.	Title I, A \$1,000.00	Core team intervention plans	Core team training certificates
Refer students to 504 accommodations if appropriate, prior to initiating special education referral.	Supplies and materials	Campus Core Team	2002-2003	All at-risk students	Proactive approach will be taken to meet student needs.	Title I, A \$1,000.00	Core team meetings	Core team notes, lesson plan documentation
Administrative training in ARD processes	ESC Principal's Academy	Principal	Oct. 2002	All Special Ed students	Correct practices will be implemented to ensure quality services	ESC Co-op	Certification, ARD procedural plan	Sign-in sheet, ARD documentation

**Summative Evaluation: Student IEPs will reflect 100% correct placement based on assessment data.**

**JOHN F. KENNEDY CAMPUS IMPROVEMENT PLAN  
2002-2003  
CURRENT CAMPUS ACCOUNTABILITY RATING PAIRED SCHOOL/ACCEPTABLE**

<b>PERFORMANCE OBJECTIVE: Implement life-long learning skills in physical education and the arts in Pre-kindergarten through grade one through documentation of 100% participation in p.e. and in the arts.</b>								
<b>AEIS INDICATOR/BOARD GOAL/ Board Goal : Integrate, implement instructional technology curriculum to improve student achievement so that all students will master grade level TEKS and Primary Post TAKS with passing rates of 80% or higher</b>								
<b>TARGET GROUPS: G/T—gifted/talented; C&amp;T—career &amp; technology; LEP—limited English proficient; AR—At Risk; Dys—dyslexia; 504; SpEd—Special Education</b>								
<b>HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List major strategies and/or activities including staff development)</b>	<b>RESOURCES NEEDED/</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>TIMELINE</b>	<b>TARGET GROUPS</b>	<b>RATIONALE (HOW WILL THIS ACTIVITY/STRATEGY HELP ACHIEVE THE OBJECTIVE?)</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION (Formative)</b>	<b>REPORTED/ DOCUMENTED</b>
All students will have a minimum of 30 minutes of physical activity daily or 135 minutes weekly.	CATCH Program schedule	Principal	Aug. 2002-May 2003	All students	Students and parents learn the benefits of healthy living through the CATCH Program.	None	Evaluation of CATCH Program to date	CATCH Program scheduled events
Implement health and physical education TEKS.	Existing curriculum Materials and Supplies	P.E. Teacher	Aug. 2002-May 2003	All students	Students will acquire health information needed to make healthy choices.	Local funds \$1,000.00	Revision to curriculum	Minutes and logs of meetings, revised curriculum
Develop plan to install outdoor physical education facility including blacktop and canopy.	Fundraiser	Principal, SBDM Committee, P.E. Coach	Jan.-May 2003	All students	Students will experience regular outdoor activity.	Grant potential, Fundraiser	SBDM minutes and playground proposal	Sign-in sheet, Fundraiser documentation
Students will respond to visual arts by viewing art on loan from ESC, film, videos.	ESC catalog	Teachers Facilitator, Paras	Jan.-May 2003	All students	Students will develop visual literacy.	None	Walk-Through	ESC records
Students will participate in a physical fitness and nutritional programs to promote lifelong health habits.	Materials and supplies for assessing	PE Teacher and Para	March 2003 April 2003	All students	Students will learn life long health habits.	Title I \$1,000.00	Physical Fitness Results	Lesson Plans Physical fitness reports.

**Evaluation (Summative): Implement life-long learning skills in physical education and the arts in Pre-kindergarten through grade one through documentation of 100% participation in P.E. and in the arts.**

<b>HOW WILL THE PERFORMANCE OBJECTIVE BE MET? (List major strategies and/or activities including staff development)</b>	<b>RESOURCES NEEDED/</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>TIMELINE</b>	<b>TARGET GROUPS</b>	<b>RATIONALE (HOW WILL THIS ACTIVITY/STRATEGY HELP ACHIEVE THE OBJECTIVE?)</b>	<b>FUNDING SOURCE</b>	<b>EVALUATION (Formative)</b>	<b>REPORTED/ DOCUMENTED</b>
Students will participate in integrated arts education through drawing, painting, singing, listening to music in the classroom and at school-wide special events/concerts.	General supplies, CDS	Teachers, Paras Facilitator	Jan.-May 2003	All students	Students will participate in life-long learning in the arts.	Title I \$1,000.00	Walk-Through, Special events	Program notes, lesson plans

**Evaluation (Summative): Implement life-long learning skills in physical education and the arts in Pre-kindergarten through grade one through documentation of 100% participation in P.E. and in the arts.**