



# *Comfort Elementary School*

## *Campus Improvement Plan 2016-2017*

*Don Love, Principal*

*Kristin Day, Assistant Principal*

### *Comfort Elementary School 2016-2017 Campus Improvement Team*

<i>Teachers (Campus Representatives)</i>	<i>Other campus-level professional staff</i>	<i>Parent Representatives</i>	<i>Business Representatives</i>	<i>Community Representatives</i>
Yvonne Bunch Amy Farley Barbara Pankratz John Miller Marlisa Murphy Laura Wilson	Don Love, Principal Kristin Day, Asst. Principal Vickie McQueen (NTP)	Allison Hudson Del Mc Elroy	Jennifer Sandstrom Jorja Durden	Shauna Stransky Nora Lozano



<b>Vision</b>	Cultivating hearts and minds
<b>Mission</b>	We will work to ensure all children receive the best education from Comfort ISD. All children will be treated equally, regardless of ethnicity, socioeconomic status, parental status or intelligence level. All students deserve a fair opportunity to be successful. The district seeks teachers, staff and stakeholders with this same goal and for people that desire the best for all children. We will continue to strive to meet the needs of the state academically, but will go above and beyond the call of duty to teach morals, ethics, and responsibility. We must find that golden talent in every child and develop it for the good of all.

**District Wide Long Term Goals:**

1. Provide a safe environment for all stakeholders.
2. Excellence in academics, extra-curricular, and career and technology programs, focused on meeting the needs of all current and future students.
3. Recruit and retain outstanding teachers, administrators, and staff.
4. Maintain a strong financial position with effectively addressing future educational and facility needs.
5. Create community through a high level of engagement between staff and community members.

**CES Goals:**

1. To maintain Met Standard on the TEA Accountability Summary, gain multiple Distinction Designations, and achieve 100 percent of Indicators Met in State System Safeguards.
2. Continue to improve the quality of special programs, including Bilingual/ESL, SPED, GT and Dyslexia.
3. Employ, develop and retain staff motivated and driven to provide classroom environments conducive to outstanding and quality teaching.
4. Develop a consistent discipline plan throughout the campus.
5. Implement a communication plan to increase parental involvement, business involvement, and community involvement.



### **CES Performance Objectives**

1. Ninety percent of all students and each subgroup will meet or exceed the satisfactory level in STAAR Reading in Grades 3, 4, and 5.
2. Ninety percent of all students and each subgroup will meet or exceed the satisfactory level in STAAR Writing in Grade 4.
3. Ninety percent of all students and each subgroup will meet or exceed the satisfactory level in STAAR Math in Grades 3, 4, and 5.
4. Ninety percent of all students and each subgroup will meet or exceed the satisfactory level in STAAR Science in Grade 5.

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**“Empowering Each Child To Be The Best That He Or She Can Be”**

Revised 10/19/2016



<b>CAMPUS GOAL</b>	To continue to achieve Met Standard and achieve Distinction Designation in Reading/ELA.
<b>Campus Performance Objective</b>	90% of the students in each subgroup will meet or exceed the satisfactory level in STAAR Reading.
<b>Summative Evaluation Used</b>	STAAR results, TAPR data, Accountability Summary.

<b>Action (s) Implemented</b>	<b>Person (s) Responsible</b>	<b>Time Line</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Reviews</b>			
				<b>Nov.</b>	<b>Jan.</b>	<b>Mar.</b>	<b>Jun.</b>
1.1.1 Implement a vertically/horizontally aligned reading/language arts curriculum for grades PreK-5.	Principal, Classroom Teachers, Literacy Team	<u>Every first day of the week:</u> Teachers will submit lesson plans, and administration will do a walkthrough at least twice every six weeks to determine if the curriculum is being implemented. PLCs will meet horizontally and vertically on Wednesdays to plan lessons and strategies.	Adopted Reading Series, Supplement Reading materials, Novel Sets, TEKS Resource System, Classroom Libraries, Guided Readers, DRA, Discovery Education				
1.1.2 Implement a balanced literacy program in grades K-5 which includes: read-alouds, word work, word walls, and guided reading.	Principal, Classroom Teachers	The Principal and Asst. Principal will do a walkthrough at least twice every six weeks to determine a balanced literacy program is being implemented and maintain documentation of walkthroughs.	Classroom Libraries, Anchor Charts, Word Walls, Literacy Centers, Discovery Education				
1.1.3 Implement a school wide vocabulary in Reading with an emphasis on utilizing a vocabulary visualization program to assist ELL and SPED students in meeting state standards in Reading.	Classroom Teachers, ELL Coord., Staff, SPED Teachers	<u>In August:</u> The Leadership Team will present campus-wide Reading vocabulary, including teaching strategies. <u>Every week:</u> Teachers will teach campus-wide vocabulary, follow guidelines of the program and maintain relevant word walls.	Adopted Reading Series, Supplemental Reading materials, Guided readers, Novel sets, DRA, Discovery Education				

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				Nov.	Jan.	Mar.	Jun.
1.1.4 Continue implementing Data Driven Instruction based on regular curriculum assessments.	Principal, Classroom Teachers, ELL Coord.	Teachers will administer the DRA to determine each student’s reading level. PK will be administered the TS Gold Assessment. Teachers will administer TELPAS writing benchmarks in the Fall and Spring. <u>Regularly:</u> Curriculum assessments will be given at the end of each unit. Teachers will use Eduphoria and use the data to re-teach or form intervention groups. <u>During Bobcat Block:</u> Teachers will implement interventions. <u>In May:</u> Teachers will re-administer the DRA to determine progress in each student’s reading level.	Reading Interventions (IStation, Starfall, ESL Reading Smart), Technology Funds, Eduphoria, Benchmark analysis, DRA, RtI				
1.1.5 Establish campus-wide testing strategies.	Principal, Assistant Principal, GT Coordinator, 504 Coordinator, ESL Coordinator	Teachers will implement strategies that will help students taking the STAAR test. The 504 Coordinator will model teach strategies that will help students with STAAR tests.	Kamico, STAAR Resources, TEKS Resource, Moby Max				
1.1.6 Continue the use of the Accelerated Reader program to encourage reading as a lifelong skill.	Classroom Teachers, Librarian, Assistant Principal, Computer TA	<u>Every week:</u> The Librarian will assist classroom teachers in student selection of books at the student’s level. Teachers will conference with students on progress. <u>Every six weeks:</u> The Computer TA will assist the Assistant Principal in awarding student achievement. Students will participate in incentives/rewards when individual goals are reached. <u>In May:</u> All students who have reached their AR goal will go on an educational field trip.	PTA				
1.1.7 Provide intervention (before or after school) to students who failed last year’s STAAR Math or who are identified as having a deficit in reading skills with priority being given to identified ELL, SPED, and Economically Disadvantaged students.	Classroom Teachers, Principal, Assistant Principal	<u>In September:</u> Teachers will analyze the previous year’s STAAR scores, TAPR report, and DRA results. The teachers will prepare a list of students who need tutoring. <u>Tutorials will be held every week with identified students.</u> (minimum twice a week excluding Wednesdays). <u>End of unit:</u> All students will take a benchmark test and teachers will re-form their tutoring groups based on the results. <u>In the Spring:</u> All students in Grades 3 to 5 will take a Mock STAAR test. Teachers will re-form their intervention groups based on the results and continue interventions until the STAAR tests.	STAAR Resources, TEKS Resource System, Technology Funds, IStation, Starfall, ESL Reading Smart, DRA, RtI, Moby Max				

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				Nov.	Jan.	Mar.	Jun.
1.1.8 CES faculty will participate in professional development activities that address reading, writing, and language arts.	Principal, Classroom Teachers, Literacy Team	Teachers who wish to attend workshops will submit professional development requests to the Principal. CES faculty who attend professional development activities in reading, writing, and language arts will share what they have learned with the rest of the faculty during those meetings.	Title I A and Title II A				
1.1.9 Family Reading Nights will be held.	Librarian, Literacy Team	<u>Fall and Spring</u> : The librarian and Literacy Team will organize Family Reading Nights. The sign-in sheets at the Family Reading Nights will reflect attendance by students and teachers.	PTA donations, School Messenger				
1.1.10 Encourage public library membership and a summer reading program.	Principal, Assistant Principal	<u>Spring</u> : Grades 3 – 5 will take field trips to the Comfort Public Library.	Field trips to Public Library for Grades 3-5				
1.1.11 Continue to implement annual Spelling Bee competition.	Teacher Volunteers	<u>In January</u> : Teachers will organize and conduct the Spelling Bee based on guidelines established by the San Antonio competition. Prizes will be awarded for the top performances.	Local				
1.1.12 Implement a Reading Intervention Program for K-5 (RtI).	Classroom Teachers	<u>All year</u> : Teachers will provide Reading instruction to those students who are identified through the RtI process in small groups during Bobcat Block and before/after school.	Title I, Touch Phonics, Reading A-Z, IStation, Moby Max				
1.1.13 During Bobcat Block, teachers will work with SPED, ELL, and Dyslexia students on targeted TEKS as identified through local and state assessment results to increase their state assessment scores.	Literacy Team, Classroom Teachers	Staff will implement interventions during Bobcat Block and during tutorials.	Reading Interventions (ESL Reading Smart, IStation, Starfall)				

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<b>CAMPUS GOAL</b>	To continue to achieve Met Standard and achieve Distinction Designation in Reading/ELA.
<b>Campus Performance Objective</b>	90% of the students in each subgroup will meet or exceed the state passing rate.
<b>Summative Evaluation Used</b>	STAAR results, TAPR data.

<b>Action (s) Implemented</b>	<b>Person (s) Responsible</b>	<b>Time Line</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Reviews</b>			
				<b>Nov.</b>	<b>Jan.</b>	<b>Mar.</b>	<b>Jun.</b>
1.2.1 Implement a school wide writing program in grades K-5 with a focus on assisting ELL and SPED students in meeting the state standards in Writing.	Principal, Classroom Teachers, SPED Teachers, ELL Coord.	<u>Every first day of the week</u> : Teachers will submit lesson plans and administrators will conduct walkthroughs at least twice every six weeks to determine if the curriculum is being implemented.	Adopted Language Arts textbooks, Supplementary Writing materials, Six Traits Writing Crates, Write Source				
1.2.2 Continue requiring all classroom teachers to include at least one writing sample in each of the student folders.	Classroom Teachers	<u>Every six weeks</u> : Classroom teachers will collect a writing sample for each of their students. <u>In May</u> : Classroom teachers will put collected writing samples in each of the student folders.	Local				

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<b>CAMPUS GOAL</b>	To continue to achieve Met Standard and achieve Distinction Designation in Math.
<b>Campus Performance Objective</b>	90% of the students in each subgroup will meet or exceed the satisfactory level in STAAR Math.
<b>Summative Evaluation Used</b>	STAAR results, TAPR data, Accountability Summary.

<b>Action (s) Implemented</b>	<b>Person (s) Responsible</b>	<b>Time Line</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Reviews</b>			
				<b>Nov.</b>	<b>Jan.</b>	<b>Mar.</b>	<b>Jun.</b>
1.3.1 Continue improving a vertically/horizontally aligned math curriculum for grades K-5.	Principal, Assistant Principal	<u>Weekly</u> : Teachers will submit lesson plans, and administrators will conduct walkthroughs at least twice every six weeks to determine if the curriculum is being implemented. The Math Team will meet and plan vertical lessons using the Math curriculum in PLC’s.	Envision Math Program, TEKS Resource System, Think Through Math, STAAR Resources				
1.3.2 Continue implementing a school-wide problem solving process.	Principal, Classroom Teachers	Administrators will do a walkthrough at least twice every six weeks to determine if the curriculum is being implemented.	Envision Math Program, TEKS Resource System, Think Through Math, STAAR Resources				
1.3.3 Continue implementing Data Driven Instruction based on regular curriculum assessments.	Principal, Classroom Teachers	<u>In August</u> : Teachers will administer the Envision Beginning of the Year Diagnostic test to determine each student’s Math level. Curriculum assessments and benchmarks will be given. Teachers will use the data to re-teach or form intervention groups. <u>EOY</u> : Teachers will administer the Envision End of the Year test to determine progress in each student’s math level.	Envision Math Program, Supplement Math materials, Think through Math, TEKS Resource System, Technology Funds – (\$5,000 for all subjects)				



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1.3.4 Provide intervention and accelerated instruction (before or after school) to students who failed last year’s STAAR Math or who are identified as having a deficit in math skills with priority being given to identified ELL, SPED and Economically Disadvantaged students.	Classroom Teachers, Principal	<u>In August:</u> Teachers will analyze the previous year’s STAAR scores. The teachers will prepare a list of students who need tutoring. <u>Every week on Monday, Tuesday &amp; Thursday:</u> Teachers will hold tutorials with students. <u>At the end of each unit:</u> All students will take a benchmark test and teachers will re-form their tutoring groups based on the results. <u>In February:</u> All students in Grade 5 will take a Mock STAAR test. Teachers will re-form their tutoring groups based on the results and continue tutorials until the STAAR tests. <u>In March:</u> All students in Grade 3 & 4 will take a Mock STAAR test. Teachers will re-form their tutoring groups based on the results and continue tutorials until the STAAR tests.	Envision Math Program, TEKS Resource System, Envision Practice Test, STAAR released test if available				
1.3.5 CES faculty will participate in Math professional development activities.	Principal, Assistant Principal, Classroom Teachers	Teachers who wish to attend workshops will obtain authorization from the Principal. The Math Team will provide an updated list of available workshops. CES faculty who attend professional development activities in math will share what they have learned with the rest of the faculty during those meetings.	Title I A and Title II A				
1.3.6 Implement a school-wide vocabulary in Math with an emphasis on utilizing a vocabulary visualization program to assist ELL, SPED and Economically Disadvantaged students in meeting state standards in Math.	Classroom Teachers	<u>Ongoing:</u> Classroom teachers will present campus-wide Math vocabulary and teaching strategies. <u>Regularly:</u> Teachers will teach campus-wide vocabulary.	Envision Math program				
1.3.7 Implement a Math Intervention Program (RtI) for K-5.	Classroom Teachers	The classroom teacher will provide Math instruction to those students who are identified by the RtI process. Research-based math strategies will be used by the classroom teacher.	Title I, Envision, Think Through Math, STAAR resources				

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<b>CAMPUS GOAL</b>	To continue to achieve Met Standard and achieve Distinction Designation in Science.
<b>Campus Performance Objective</b>	90% of the students in each subgroup will meet or exceed the satisfactory level in STAAR Science.
<b>Summative Evaluation Used</b>	STAAR results, TAPR data, Benchmarks and Unit Tests.

<b>Action (s) Implemented</b>	<b>Person (s) Responsible</b>	<b>Time Line</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Reviews</b>			
				<b>Nov.</b>	<b>Jan.</b>	<b>Mar.</b>	<b>Jun.</b>
1.4.1 Continue using StemScopes for grades K-5.	Principal, Assistant Principal, Classroom Teachers	<u>Every first day of the week:</u> Teachers will submit lesson plans, and administrators will do a walkthrough at least twice every six weeks to determine if the curriculum is being implemented.	STEMScopes, Sciencesaurus Science books, Mentoring Minds				
1.4.2 Continue implementing Data Driven Instruction based on regular curriculum assessments.	Principal, Classroom Teachers	Curriculum assessments and benchmarks will be given. Teachers will send a benchmark analysis summary to the Principal/Assistant Principal and will use the data to re-teach or form intervention groups. <u>At the end of each unit:</u> Teachers will administer STEMScopes Unit test.	STEMScopes, Daily Science Reviews, Mentoring Minds, TEKS Resource System				
1.4.3 Continue school wide vocabulary in Science with an emphasis on utilizing a vocabulary visualization program to assist ELL, SPED, Hispanic and Economically Disadvantage students in meeting state standards in Science.	Classroom Teachers, Principal, Assistant Principal, ELL Coord., ELL Teacher	<u>Ongoing:</u> The classroom teachers will present campus-wide Science vocabulary, including teaching strategies. <u>Regularly:</u> Teachers will teach campus-wide vocabulary.	Based on the STEMScopes Program				
1.4.4 Organize and hold a Science Fair.	Principal, Assistant Principal, 5 <sup>th</sup> Grade Science Teacher	<u>Spring:</u> The Assistant Principal and 5 <sup>th</sup> Grade Science Teacher will organize and hold the Science Fair.	Local				

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<b>CAMPUS GOAL</b>	Instructional Technology will be integrated into the learning process.
<b>Campus Performance Objective</b>	Instructional Technology will be integrated into the learning process.
<b>Summative Evaluation Used</b>	TAPR data.

Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Formative Reviews			
				Nov.	Jan.	Mar.	Jun.
1.5.1 A needs-analysis will be conducted to determine the necessary technology needs for the classrooms.	Principal	The Principal will survey the staff for technological needs. Suggestions for technological improvement at CES will also be brought to the District Technology Planning Committee meeting.	Local				
1.5.2 Faculty and staff will help maintain technology through the submission of technology work requests.	All Staff	All staff shall submit technology work requests through the online system.	Local				
1.5.3 CES faculty and staff will participate in integrating technology into their daily classroom instruction (three time a week).	Principal	Lesson plans shall be checked for technology integration.	Local				
1.5.4 Renew subscriptions to software that meets the needs of the students including special student populations such as G/T, SPED, Bilingual Education, ESL, and At-Risk.	Principal	<u>Spring</u> : The Principal will meet with staff to determine software needs. The Principal will renew subscriptions to Reading A-Z, Accelerated Reader, Starfall, Think Through Math, ESL Reading Smart, and IStation.	Technology Funds, Accelerated Reader, Reading A-Z, IStation, Think through Math, ESL Reading Smart				
1.5.5 CES faculty and staff will participate in professional development activities that address technology training.	Principal, District Technology Personnel	<u>In April</u> : The Principal will survey the staff asking for technology training they need to teach 21 <sup>st</sup> century learners. District Technology personnel will train staff members in need of Technology training. Staff members who complete training will be given a certificate of completion.	Local				
1.5.6 CES faculty will utilize the Forethought Software in Eduphoria to submit lesson plans electronically.	District Technology Personnel	District Technology personnel will train staff members in how to generate and submit lesson plans electronically through the use of the Forethought software.	Local				

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<b>CAMPUS GOAL</b>	To continue to achieve Met Standard and achieve Distinction Designation in Student Progress.
<b>Campus Performance Objective</b>	Various interventions will be employed to address the different needs of the students.
<b>Summative Evaluation Used</b>	STAAR scores, benchmark scores, RtI Committee Data

<b>Action (s) Implemented</b>	<b>Person (s) Responsible</b>	<b>Time Line</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Reviews</b>			
				<b>Nov.</b>	<b>Jan.</b>	<b>Mar.</b>	<b>Jun.</b>
1.6.1 CES faculty will implement the Response to Intervention program.	Principal, Assistant Principal	<u>Ongoing</u> : The Principal and Assistant Principal will review and provide training on the RtI process.	Local				
1.6.2 Continue having all teachers use previous STAAR scores/ released test scores and current diagnostic scores (DRA, STAR, and Reading unit assessments) to form their intervention groups.	Principal, All teachers	The teachers shall form intervention groups based on the previous year’s STAAR scores. They will update the groups after each Unit Assessment. They will send their intervention group roster to the Principal/Assistant Principal.	Local				

<b>CAMPUS GOAL</b>	Make provisions for a safe learning environment for all students.
<b>Campus Objective</b>	Make provisions for a safe learning environment for all students.
<b>Summative Evaluation Used</b>	Log of fire drills, tornado drills, lockdowns, and ID Badges.

<b>Action (s) Implemented</b>	<b>Person (s) Responsible</b>	<b>Time Line</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Reviews</b>			
				<b>Nov.</b>	<b>Jan.</b>	<b>Mar.</b>	<b>Jun.</b>
1.7.1 The administration shall hold monthly fire drills and will ensure that fire safety is taught to all grade levels.	Principal, Fire Department	<u>Every month</u> : The Principal shall hold and document monthly fire drills.	Local				
1.7.2 The administration shall hold lockdown drills and tornado drills.	Principal	The Principal shall hold and document other safety drills.	Local				

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1.7.3 Faculty and staff will maintain facilities through the submission of work orders.	All Staff	All staff shall submit maintenance and grounds work requests through Eduphoria Help Desk.	Local				
1.7.4 CES shall develop strategies to eliminate harassing, teasing, and bullying of students and replace those negative behaviors with appropriate positive behaviors. All Staff will wear ID Badges at all times while on the campus or supervising campus activities.	CIT, Principal, Guidance Counselor, Asst. Principal	The Counselor, Focus Teacher and/or SRO, will plan activities to address these critical issues.  ID Badges will be provided by the District.  Trained staff will present “Capturing Kids Hearts” during staff PLC meetings.	Local, Counseling Program, Campus-Wide Behavior Plan, PBIS online training, Eduhero – Bullying training, ID Badges				

<b>CAMPUS GOAL</b>	To establish accountability for student success at the student, teacher and administrative levels.
<b>Campus Objective</b>	The student attendance rate will remain above 95% throughout the school year.
<b>Summative Evaluation Used</b>	PEIMS data.

Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Formative Reviews			
				Nov.	Jan.	Mar.	Jun.
1.8.1 Apply incentive programs to promote good attendance.	Principal	<u>Every 6 weeks</u> : The Attendance Secretary will print out a list of students who have perfect attendance. The PTA will give rewards to the students (Perfect Attendance spirit sticks). Attendance records will be in the monthly Board Reports.	Local/PTA				

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<b>CAMPUS GOAL</b>	To improve the quality of special programs students, including bi-lingual/ESL, SPED, GT, 504, At-Risk, and Dyslexia students.
<b>Campus Objective</b>	CES will meet the needs of special program students, including bi-lingual/ESL, SPED, GT, 504, At-Risk, and Dyslexia students.
<b>Summative Evaluation Used</b>	STAAR results, TAPR data.

Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Formative Reviews			
				Nov.	Jan.	Mar.	Jun.
2.1.1 CES faculty will participate in professional development activities that address special population students including: SPED, Bilingual/ESL education, 504, at-risk, dyslexic, and G/T students.	Principal, Asst. Principal, Teachers	<u>In August:</u> Principal and staff members will do presentations on special programs (BIL/ESL, G/T, etc.) The Principal and staff will give additional updates on these programs throughout the year.	Local/Title 1				
2.1.2 Differentiated instruction will be fully implemented in the classroom for special population students including: SPED, Bilingual/ESL education, 504, at-risk, dyslexic, and G/T students.	Principal, Asst. Principal, Classroom Teachers	<u>In August:</u> Principal and staff members will do a presentation on Differentiated Instruction and Best Practices to address the needs of all students. Administrators will check lesson plans to check for evidence of differentiated instruction and instructional modifications. They will monitor the implementation through walkthroughs and observations.	Local/Title 1				
2.1.3 Utilize the Response to Intervention (RtI) Process to address interventions for students with academic needs.	Principal, Counselor, Teachers	The SST will follow Response to Intervention (RtI) procedures. <u>Every six weeks:</u> The SST will meet to discuss the students who have been brought to the attention of the RtI Committee as needing assistance. The committee will brainstorm for interventions. The group will meet six weeks after to discuss the student’s progress. They will also discuss students who haven’t been previously brought to RtI meetings.	Time allocated for RtI Committee to meet				
2.1.4 Implement the Individual Education Plans (IEPs) of SPED Students.	Principal, Asst. Principal, SPED Teachers, Teachers	<u>In August:</u> Classroom teachers will review the IEPs of SPED students in their class. They will implement the IEPs, with the help of the SPED Teachers. <u>Every six weeks:</u> The SPED teachers meet to discuss the progress of SPED students.	Local				

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				Nov.	Jan.	Mar.	Jun.
2.1.5 Continue implementing Bobcat Block – a campus-wide block of instructional time for differentiated instruction (interventions and enrichment).	Principal, Assistant Principal, Classroom Teachers, Dyslexia Teacher, GT Teacher	<u>Regularly</u> (see separate benchmark schedule): Curriculum assessments and benchmarks will be given. Teachers will use the data to re-teach or form intervention groups. All classroom teachers will send a list of their intervention groups to the Principal/Assistant Principal. <u>Every day, during Bobcat Block</u> : Teachers, with the help of ELL staff and the dyslexia teacher will hold interventions.	Local/Title I				
2.1.6 Provide GT services.	GT Teacher	<u>By EOY</u> : The GT committee will meet to determine which students have met the criteria for entry to GT program. <u>In February</u> : The GT committee will meet to determine which students have met the criteria for entry into the GT program in grades K-1 <u>Every week</u> : The teachers of GT students will submit lesson plans to show that enrichment instruction is given to GT students. <u>By EOY</u> : Parents, teachers, and students evaluate the GT program.	Local				
2.1.7 Implement the ELPS in all areas of instruction.	Principal, Assistant Principal, ELL Coord., Classroom Teachers	<u>Every week</u> : All teachers will submit lesson plans documenting ELPS in daily instruction.					

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<b>CAMPUS GOAL</b>	Develop and retain qualified and highly effective personnel.
<b>Campus Objective</b>	Develop and retain qualified and highly effective personnel.
<b>Summative Evaluation Used</b>	Summary of staff development attended by personnel and turn-over rate of staff will be documented and evaluated.

Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Formative Reviews			
				Nov.	Jan.	Mar.	Jun.
3.1.1 CES faculty and staff will participate in professional development activities that address their student’s needs.	Principal, Assistant Principal, Teachers	Administration will direct teachers to Regions 13/20 websites. Teachers who wish to attend workshops will submit requests to the Principal. <u>Every month, at faculty meetings:</u> An updated list of available workshops will be discussed at Staff meetings. CES faculty who attend professional development activities will share what they have learned with the rest of the faculty during those meetings.	Local/NCLB, Title I A and Title II A				
3.1.2 Continue implementing the CES mentoring program for teachers in their first year at CES.	Principal, Assistant Principal, Teachers	The Principal shall develop a mentor program for first year teachers at CES and teachers new to campus. <u>Regularly:</u> The new teachers and their mentors shall meet to discuss concerns and develop solutions to identified challenges.	Local				
3.1.3 Give a stipend to all teachers with a certification in Bilingual education.	Principal	Bilingual Teachers will receive a stipend as an incentive to teach at CES. The Principal will give Central Office a list of teachers who qualify for the Bilingual stipend.	Local				
3.1.4 All teachers of core instructional areas will be ESL or Bilingual Certified.	Principal	The district will reimburse teachers for the test cost upon successfully passing the ESL state assessment.	Local				



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<b>CAMPUS GOAL</b>	Develop and retain qualified and highly effective personnel.
<b>Campus Objective</b>	Maintain high staff morale.
<b>Summative Evaluation Used</b>	Staff survey will be administered.

Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Formative Reviews			
				Nov.	Jan.	Mar.	Jun.
3.2.1 Continue having the CES Sunshine Committee.	Principal, Assistant Principal, Sunshine Committee	<u>In August:</u> The Principal shall disclose last year’s budget expenditures made by the Sunshine Committee. All staff will be invited to donate to this year’s Sunshine Committee. <u>When needed:</u> The Sunshine Committee shall meet to plan for staff activities. The committee chairperson shall keep minutes of their meetings. <u>In May:</u> The Sunshine Committee shall give a summary of their budget expenditures to the staff.	Sunshine Committee funds, Principal’s Fund				

<b>CAMPUS GOAL</b>	To maintain consistent discipline throughout the campus
<b>Campus Objective</b>	To maintain consistent discipline throughout the campus
<b>Summative Evaluation Used</b>	Discipline and Bus Referral

Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Formative Reviews			
				Nov.	Jan.	Mar.	Jun.
4.1.1 Implement a Character Education Program.	Counselor, Principal, Assistant Principal, CES Staff	All staff will review the locally developed character education program. <u>Meet The Teacher Night:</u> Classroom teachers will orient parents with their classroom procedures. Teachers will orient/review students with the 6 Pillars of Character Traits. <u>Throughout the Year:</u> Counselor will teach character development and other topics to individual classes at least once every two weeks.	PTA, Principal Funds				

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Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Formative Reviews			
				Nov.	Jan.	Mar.	Jun.
4.1.2 CES faculty will incorporate the use of a discipline program for reducing the number of campus discipline referrals that result in an ISS placement.	Principal, Assistant Principal, Teachers, Focus Teacher, LSSP	Incorporate TPBIS training.  A consistent discipline plan will be used by all teachers and Administration.	Local				

<b>CAMPUS GOAL</b>	To maintain productive communication and involvement between community and school.
<b>Campus Objective</b>	Increase the number of parents who are involved with the school.
<b>Summative Evaluation Used</b>	Sign-in sheets.

Action (s) Implemented	Person (s) Responsible	Time Line	Resources (Staff/Materials/Fiscal)	Formative Reviews			
				Nov.	Jan.	Mar.	Jun.
5.1.1 Continue providing translators for all campus events and activities.	Principal, All staff	Bilingual personnel will be available to translate for Hispanic parents.	Local				
5.1.2 Hold Parent Nights to meet the needs of all parents.	Principal, All staff	The school will hold Parent Nights. Bilingual personnel will be on hand to help translate for and to welcome Hispanic parents.	Title III, Title IV, Local				
5.1.3 Maintain campus and staff webpages.	Assistant Principal (campus webpage), All staff (staff webpages)	All staff will be given training during in-services to update their webpages. All staff will be expected to keep their webpages updated.	Local				
5.1.4 The campus will provide a parent survey twice a year to evaluate communication and parental involvement.	Principal	<u>Fall &amp; Spring</u> : Parent survey will be distributed or made available through Survey Monkey.	Local				

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<b>CAMPUS GOAL</b>	To maintain productive communication and involvement between community and school.
<b>Campus Objective</b>	To maintain communication within the school system.
<b>Summative Evaluation Used</b>	A Parent Survey will be used to get community input.

<b>Action (s) Implemented</b>	<b>Person (s) Responsible</b>	<b>Time Line</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Reviews</b>			
				<b>Nov.</b>	<b>Jan.</b>	<b>Mar.</b>	<b>Jun.</b>
5.2.1 Continue having teachers send a weekly newsletter to parents in both English and Spanish.	All classroom teachers	<u>Every week</u> : Each grade level team will meet to discuss the following week’s lessons and newsletter. The team leaders shall send a copy of the weekly newsletter to the Principal.	Local				
5.2.2 Monthly Calendar sent by Principal to staff for use in providing parents with information in classroom newsletters.	Principal, Secretary	<u>Every month</u> : The Principal will compile a monthly calendar of events for the staff to use in planning curriculum and keeping parents informed.	Local				
5.2.3 Utilize the School Messenger Program to keep parents informed about upcoming events.	Principal, Assistant Principal	<u>As Needed</u> : The Principal will generate a message for parents through the School Messenger Program to keep parents informed about upcoming events.	Local				
5.2.4 Hold faculty meetings once a month or as needed.	Principal	The Principal will schedule monthly meetings on Wednesday afternoons.	Local				
5.2.5 Continue submitting a monthly School Board Report.	Principal	The Principal shall submit a report to the Superintendent for inclusion in the School Board meeting packet.	Local				

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<b>CAMPUS GOAL</b>	To maintain productive communication and involvement between community and school.
<b>Campus Objective</b>	To improve productive communication and involvement between community and school.
<b>Summative Evaluation Used</b>	A Parent Survey will be used to get community input.

<b>Action (s) Implemented</b>	<b>Person (s) Responsible</b>	<b>Time Line</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Reviews</b>			
				<b>Nov.</b>	<b>Jan.</b>	<b>Mar.</b>	<b>Jun.</b>
5.3.1 Continue holding regular Campus Improvement Team meetings.	Principal, Selected Staff Members, Parents, Business, Community Members	The Principal will hold monthly CIT meetings. The Principal shall send a copy of the agenda of the CIT meetings to the Superintendent and staff. Attendance and minutes shall be taken at all meetings.	Local				
5.3.2 Continue the partnership with the campus PTA.	Principal, Teacher Representative, PTA Board Members	<u>Every month</u> : The Principal and teacher representative shall attend the monthly PTA meetings. The sign-in sheet shall reflect their attendance.	Local, PTA funds				
5.3.3 Continue sending news articles to the local newspapers for publication & update campus website and marquee.	Principal, Assistant Principal, All staff	<u>At least twice a month</u> : The Principal/Asst. Principal (or a designee) shall send articles or pictures on campus activities to the local newspapers.	Local				
5.3.4 Continue inviting community members to take part in campus activities, like the Fall Carnival, Donuts with Dads, Muffins with Moms, Grandparents Day and the Walk-a-thon.	Principal, All staff, PTA	<u>When needed</u> : The Principal shall document invitations to community members to participate in campus activities.	Local, PTA funds				

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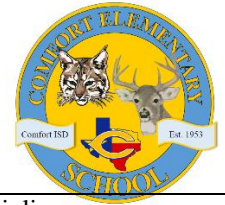


<b>CAMPUS GOAL</b>	To maintain productive communication and involvement between community and school.
<b>Campus Objective</b>	To improve productive communication and involvement between community and school.
<b>Summative Evaluation Used</b>	Sign-in sheets and surveys.

<b>Action (s) Implemented</b>	<b>Person (s) Responsible</b>	<b>Time Line</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Reviews</b>			
				<b>Nov.</b>	<b>Jan.</b>	<b>Mar.</b>	<b>Jun.</b>
5.4.1 A comprehensive needs assessment will be administered that will focus on student performance as it relates to state content and standards.	Principal, Classroom Teachers	Data will be collected and then reviewed by the Campus Improvement Team and the PLC Leadership Team.	Local				
5.4.2 Effort will be made to facilitate the transition from early childhood programs in the district to CES.	Principal	The principal or designee will be in contact with the early childhood programs in the district to help the transition of the students of CES.	Local				
5.4.3 Teachers will continue to be included in the decision making process as it relates to the overall instruction program.	Principal	Teachers will be involved in the decision making process through grade level meetings, faculty meeting and the CIT.	Local				
5.4.4 Federal, state and local programs will be integrated and coordinated to insure effective implementation of all programs.	Guidance Counselor, Principal, All Staff	Coordinators will be assigned to various federal, state, and local programs. Throughout the year these coordinators will be responsible to implement assigned programs. At the end of the year they will be responsible to compile data and complete any assigned report.	Local				

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<b>CAMPUS GOAL</b>	To continue implementing an on-going character education program that focuses on morals, respect, ethics, and self-discipline.
<b>Campus Objective</b>	Incorporate character education in the classroom, cafeteria, hallways, playground, and all CES areas.
<b>Summative Evaluation Used</b>	Bobcat Brags.

<b>Action (s) Implemented</b>	<b>Person (s) Responsible</b>	<b>Time Line</b>	<b>Resources (Staff/Materials/Fiscal)</b>	<b>Formative Reviews</b>			
				<b>Nov.</b>	<b>Jan.</b>	<b>Mar.</b>	<b>Jun.</b>
6.1.1 Implement the locally developed character education program.	Guidance Counselor, All Staff	The Guidance Counselor shall incorporate the character skills into her classroom lessons.	Local				
6.1.2 Continue implementing programs such as Red Ribbon Week and Anti-bullying.	Guidance Counselor, Principal, Assistant Principal, All Staff	The Guidance Counselor shall incorporate programs such as Red Ribbon Week and Anti-bullying into her classroom lessons.	Local				
6.1.3 Implement CES TPBIS.	Principal, Assistant Principal, All staff	The Principal will discuss TPBIS program. Teachers will be on the lookout for good behavior and will write “Bobcat Brags” on the students. The administrators will send a “PAWsome” spirit sticks home with students. The administrators will call parents, informing them of their child’s good behavior. The administrators will post the Bobcat Brags around the school.	Local				