

“Whatever It Takes”

2007-2008
Campus Improvement Plan
for
Jowell Elementary School

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: JOWELL EL
CAMPUS NUMBER: 101907122

Campus Rating: Academically Acceptable
Grade Span: EE - 05

Analysis groups used to determine ratings are marked with an 'X'.
Academically Acceptable standards are shown in parentheses.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2007				2006			Required Improvement			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
Reading/ELA (65%)											
X All Students	463	525	88%	100%	401	451	89%		-1		
X African Amer	78	89	88%	17%	65	75	87%		1		
X Hispanic	233	277	84%	53%	182	212	86%		-2		
X White	128	134	96%	26%	124	134	93%		3		
X Econ Disadv	208	252	83%	48%	183	217	84%		-1		
Writing (65%)											
X All Students	162	176	92%	100%	117	128	91%		1		
African Amer	25	28	89%	16%	15	17	88%		1		
X Hispanic	83	90	92%	51%	56	60	93%		-1		
X White	47	51	92%	29%	36	40	90%		2		
X Econ Disadv	80	85	94%	48%	48	55	87%		7		
Social Studies (65%)											
All Students	0	0	-	0%	0	0	-		-		
African Amer	0	0	-	0%	0	0	-		-		
Hispanic	0	0	-	0%	0	0	-		-		
White	0	0	-	0%	0	0	-		-		
Econ Disadv	0	0	-	0%	0	0	-		-		
Mathematics (45%)											
X All Students	497	528	94%	100%	418	456	92%		2		
X African Amer	85	90	94%	17%	69	77	90%		4		
X Hispanic	257	278	92%	53%	188	214	88%		4		
X White	130	135	96%	26%	131	135	97%		-1		
X Econ Disadv	233	254	92%	48%	193	218	89%		3		
Science (40%)											
X All Students	130	163	80%	100%	129	155	83%		-3		
African Amer	23	27	85%	17%	26	29	90%		-5		
X Hispanic	59	83	71%	51%	51	73	70%	Yes	1	3	No
X White	34	39	87%	24%	40	41	98%		-11		
X Econ Disadv	48	72	67%	44%	64	82	78%	Yes	-11	**	No

** Met the minimum size requirement, but did not meet the 70% floor for Recognized.

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

SDAA II Results (50%)	2007				2006			Required Improvement			
	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %	# Tests Met ARD	# Tests	Pct Met ARD	Met Min Size	Act Chg	RI	Met RI?
X All Students	22	30	73%	100%	23	26	88%		-15		

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) used in 2006?	Exceptions Applied
19	N/A	N/A	N/A	N/A	N/A

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: JOWELL EL
CAMPUS NUMBER: 101907122

Campus Rating: Academically Acceptable
Grade Span: EE - 05

Analysis groups used to determine ratings are marked with an 'X'.
Academically Acceptable standards are shown in parentheses.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%)

	Class of 2006					Class of 2005			Required Improvement			
	# Com- pleters	# dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	-	-	-	-	-	-	-	-	-	-	-	-
African Amer	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-
Econ Disadv	-	-	-	-	-	-	-	-	-	-	-	-

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.0%)

	2005-06			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %
All Students	-	-	-	-
African Amer	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Econ Disadv	-	-	-	-

Due to definitional changes, Annual Dropout Rate Required Improvement is not calculated in 2007.

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Reading/ELA	JOWELL EL	3	All	195	177	91	100	94	64	33	188	175	93	61	33
Reading/ELA	JOWELL EL	3	AA	40	36	90	100	93	10	26	38	33	87	7	18
Reading/ELA	JOWELL EL	3	Hispanic	108	96	89	90	89	33	31	86	80	93	17	20
Reading/ELA	JOWELL EL	3	White	43	42	98	100	99	19	44	56	54	96	32	58
Reading/ELA	JOWELL EL	3	Eco.Dis.	105	89	85	90	87	25	24	91	84	92	22	24
Reading/ELA	JOWELL EL	3	Spec.Ed.	8	7	88	90	89	0	0	7	6	86	2	29
Reading/ELA	JOWELL EL	3	LEP	62	51	82	90	85	12	20	56	50	89	12	21
Reading/ELA	JOWELL EL	3	LEP M1	14	14	100	100	100	9	64	9	9	100	6	67
Reading/ELA	JOWELL EL	3	LEP M2								0	0	0	0	0
Reading/ELA	JOWELL EL	4	All	198	166	84	90	86	61	31	158	123	78	19	12
Reading/ELA	JOWELL EL	4	AA	33	25	76	90	81	11	33	24	17	71	1	4
Reading/ELA	JOWELL EL	4	Hispanic	101	81	80	90	83	18	18	77	57	74	6	8
Reading/ELA	JOWELL EL	4	White	56	52	93	100	95	28	50	42	35	83	7	17
Reading/ELA	JOWELL EL	4	Eco.Dis.	96	77	80	90	83	24	25	67	47	70	7	10
Reading/ELA	JOWELL EL	4	Spec.Ed.	6	4	67	90	75	0	0	4	4	100	1	25
Reading/ELA	JOWELL EL	4	LEP	28	18	64	90	75	2	7	27	13	48	1	4
Reading/ELA	JOWELL EL	4	LEP M1	35	32	91	100	94	7	20	20	17	85	3	15
Reading/ELA	JOWELL EL	4	LEP M2	9	9	100	100	100	4	44	13	12	92	2	15
Reading/ELA	JOWELL EL	5	All	170	153	90	100	93	45	27	164	143	87	24	15
Reading/ELA	JOWELL EL	5	AA	28	26	93	100	95	5	18	33	27	82	6	18
Reading/ELA	JOWELL EL	5	Hispanic	85	72	85	90	87	15	18	77	63	82	7	9
Reading/ELA	JOWELL EL	5	White	43	41	95	100	97	14	33	41	40	98	9	22
Reading/ELA	JOWELL EL	5	Eco.Dis.	73	61	84	90	86	14	19	91	73	80	6	7
Reading/ELA	JOWELL EL	5	Spec.Ed.	4	---	---	---	---	---	---	9	8	89	1	11
Reading/ELA	JOWELL EL	5	LEP	25	19	76	90	81	3	12	21	9	43	0	0
Reading/ELA	JOWELL EL	5	LEP M1	8	8	100	100	100	3	38	8	8	100	0	0
Reading/ELA	JOWELL EL	5	LEP M2	17	17	100	100	100	3	18	23	21	91	2	9

CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Math	JOWELL EL	3	All	198	175	88	90	89	60	30	185	154	83	49	26
Math	JOWELL EL	3	AA	39	35	90	100	93	11	28	37	28	76	3	8
Math	JOWELL EL	3	Hispanic	110	94	85	90	87	34	31	86	66	77	18	21
Math	JOWELL EL	3	White	45	42	93	100	95	12	27	54	52	96	24	44
Math	JOWELL EL	3	Eco.Dis.	106	90	85	90	87	30	28	90	69	77	17	19
Math	JOWELL EL	3	Spec.Ed.	8	8	100	100	100	0	0	8	6	75	1	13
Math	JOWELL EL	3	LEP	62	50	81	90	84	13	21	53	39	74	7	13
Math	JOWELL EL	3	LEP M1	14	14	100	100	100	8	57	9	9	100	7	78
Math	JOWELL EL	3	LEP M2								0	0	0	0	0
Math	JOWELL EL	4	All	197	186	94	100	96	99	50	160	146	91	71	44
Math	JOWELL EL	4	AA	34	30	88	90	89	8	24	24	22	92	9	38
Math	JOWELL EL	4	Hispanic	99	94	95	100	97	49	49	79	69	87	33	42
Math	JOWELL EL	4	White	56	54	96	100	97	36	64	42	40	95	22	52
Math	JOWELL EL	4	Eco.Dis.	97	93	96	100	97	41	42	68	61	90	26	38
Math	JOWELL EL	4	Spec.Ed.	5	---	---	---	---	---	---	5	5	100	4	80
Math	JOWELL EL	4	LEP	28	26	93	100	95	19	68	29	25	86	9	31
Math	JOWELL EL	4	LEP M1	35	35	100	100	100	19	54	20	18	90	7	35
Math	JOWELL EL	4	LEP M2	9	9	100	100	100	5	56	13	13	100	12	92
Math	JOWELL EL	5	All	175	169	97	100	98	86	49	169	160	95	74	44
Math	JOWELL EL	5	AA	31	30	97	100	98	13	42	35	32	91	13	37
Math	JOWELL EL	5	Hispanic	88	83	94	100	96	39	44	78	72	92	27	35
Math	JOWELL EL	5	White	42	42	100	100	100	22	52	44	44	100	25	57
Math	JOWELL EL	5	Eco.Dis.	76	72	95	100	97	35	46	90	83	92	31	34
Math	JOWELL EL	5	Spec.Ed.	6	5	83	90	85	2	33	11	10	91	5	45
Math	JOWELL EL	5	LEP	25	24	96	100	97	15	60	21	16	76	1	5
Math	JOWELL EL	5	LEP M1	8	8	100	100	100	5	63	8	8	100	6	75
Math	JOWELL EL	5	LEP M2	17	17	100	100	100	10	59	23	23	100	10	43

CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Science	JOWELL EL	3	All												
Science	JOWELL EL	3	AA												
Science	JOWELL EL	3	Hispanic												
Science	JOWELL EL	3	White												
Science	JOWELL EL	3	Eco.Dis.												
Science	JOWELL EL	3	Spec.Ed.												
Science	JOWELL EL	3	LEP												
Science	JOWELL EL	3	LEP M1												
Science	JOWELL EL	3	LEP M2												
Science	JOWELL EL	4	All												
Science	JOWELL EL	4	AA												
Science	JOWELL EL	4	Hispanic												
Science	JOWELL EL	4	White												
Science	JOWELL EL	4	Eco.Dis.												
Science	JOWELL EL	4	Spec.Ed.												
Science	JOWELL EL	4	LEP												
Science	JOWELL EL	4	LEP M1												
Science	JOWELL EL	4	LEP M2												
Science	JOWELL EL	5	All	172	137	80	90	83	56	33	169	138	82	47	28
Science	JOWELL EL	5	AA	30	25	83	90	85	7	23	34	30	88	10	29
Science	JOWELL EL	5	Hispanic	87	62	71	90	77	19	22	79	54	68	13	16
Science	JOWELL EL	5	White	41	36	88	90	89	22	54	44	42	95	17	39
Science	JOWELL EL	5	Eco.Dis.	75	50	67	90	75	12	16	90	68	76	17	19
Science	JOWELL EL	5	Spec.Ed.	5	---	---	---	---	---	---	9	7	78	3	33
Science	JOWELL EL	5	LEP	24	13	54	90	75	3	13	21	9	43	0	0
Science	JOWELL EL	5	LEP M1	8	8	100	100	100	2	25	8	8	100	1	13
Science	JOWELL EL	5	LEP M2	17	15	88	90	89	3	18	23	20	87	4	17

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Jowell Ele.	AA	96.3	95.8
Jowell Ele.	H	96.7	96.4
Jowell Ele.	W	96.5	96.2
Jowell Ele.	NATIVE	96	97.6
Jowell Ele.	ASIAN	97.1	97
Jowell Ele.	MALE	96.6	96.2
Jowell Ele.	FEMALE	96.5	96.4
Jowell Ele.	SPED	95.5	94.8
Jowell Ele.	ECD	96.5	96.4
Jowell Ele.	LEP	96.7	96.6
Jowell Ele.	AT RISK	96.7	96.2
Jowell Ele.	GT	97.6	96.6
Jowell Ele.	MIGRANT	0	0

Gold Performance Acknowledgment
 Attendance rates
 District >= 96.0%
 Elementary >= 97.0%

PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	Model and teach effective reading comprehension.	All students, grades 3-5 = 88%
		Writing	Improve students' writing skills.	All students, grade 4 = 92%
		Math	Teach students problem-solving strategies.	All students, grades 3-5 = 94%
		Science	Use research-proven strategies, such as active involvement, learner preferences, modeling, varied assessments, memory triggers, high-level questioning, and patterns.	All students, grade 5 = 80%
	Subgroups	All	Reading, Writing, Math, and Science TAKS 80% or higher	Reading=88%; Writing=92%; Math=94%; Science=80%
		AA	Reading, Writing, Math, and Science TAKS 85% or higher	Reading=88%; Writing=89%; Math=94%; Science=85%
		H	Reading, Writing, and Math TAKS 80% or higher	Reading=84%; Writing=92%; Math=92%
		W	Reading, Writing, Math, and Science TAKS 85% or higher	Reading=96%; Writing=92%; Math=96%; Science=87%
		ED	Reading, Writing, and Math TAKS 80% or higher	Reading=83%; Writing=94%; Math=92%
		LEP	Writing and Math TAKS 80% or higher	Math=87%; Writing=90%
		SE	Writing and Math TAKS 80% or higher	Math=95%; Writing=100%
Qualifications			All staff highly-qualified	100% highly-qualified staff

Areas to Improve

District Priority:

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Area of Focus:

Student Safety

**Campus Objective:
(SMART Goal)**

For 2007 – 2008, the discipline referrals for inappropriate physical contact, excessive talking out, and disruption of the learning environment will be reduced by 15% from the previous school year.

Formative Evaluation:

District-developed Reports

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Implement the social skills program from "Building Better Relationships."	VP	All students	BBR liaison, teachers, behavior interventionist, counselors, administrators	BBR social skill posters, Essential 55 PowerPoint presentations, class meetings	August 2007 - May 2008
	2	Follow all class rules, routines, and procedures established in the school and classroom.	VP	All students	BBR liaison, teachers, behavior interventionist, counselors, administrators	School Rules, Class Social Contract	First six-weeks of school; ongoing
Teachers	1	Establish positive, respectful relationships with students.	VP	Teachers; Paraprofessionals	BBR liaison, teachers, behavior interventionist, counselors, administrators		August 2007 - May 2008
	2	Establish and implement consistent class rules, procedures, and routines.	VP	Teachers	Teachers, behavior interventionist, administrators		First six-weeks of school; ongoing
	3	Train all new staff in "Building Better Relationships."	SD	New Staff	District BBR staff liaisons	<i>Well-Managed Classroom</i>	First semester
Parents	1	Communicate with parents regarding their child's behavior by using the weekly communication card, phone calls, conferences, and/or office referrals.	PI	Parents	Teachers Administrators	Friday Folder, Communication Card, Progress Reports, Report Card, Discipline Data	August 2007 - May 2008

Areas to Improve

District Priority:

Ensure that students understand the importance of attending school regularly and completing high school.

Area of Focus:

Attendance

**Campus Objective:
(SMART Goal)**

For 2007 – 2008, the ADA student attendance will be at or above **97%**.

**Formative/Summative
Evaluation:**

District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Encourage students to attend school daily and provide incentives, such as announcements, newsletters, celebrations, awards, etc.	AR	All Students	Teachers Registrar Administrators	Attendance Reports; Perfect Attendance Certificates; class meetings; school announcements	August 2007 - May 2008
Teachers	1	Call parents when students are absent 2 or more days to inquire about their absence and answer questions about completing classroom assignments.	AR PI	All Students; Teachers	Teachers Administrators	Attendance Records; Communication Log	August 2007 - May 2008
	2	Ensure that students receive and complete missed classroom assignments.	AR	All Students; Teachers	Teachers	Attendance Records; Make-up Work Folder	August 2007 - May 2008
Parents	1	Encourage parents to contact the school on or before the 3 rd absence to make arrangements to pick up missed classroom assignment for students to complete.	PI	Teachers Parents	Teachers; Administrators	Attendance Records; Communication Logs	August 2007 - May 2008

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: Science

**Campus Objective:
(SMART Goal)**

By May 2008, Jowell Elementary will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency or higher on TAKS Science in grade 5.

	2007 Actual	2008 Goal	Increased Percentage
All	80	83	+3
AA	83	85	+2
H	71	77	+6
W	88	89	+1
ED	67	75	+8
Commended	33	38	+5

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Increase the use of quality hands-on experiments in the Science classroom and the use of observation guides/science journals to increase comprehension of science concepts.	AR, CE	All students, grades 1-5.	Science teachers; Instructional Specialist; district Science Helping Teacher	District Science curriculum documents; equipment and materials	August 2007 - May 2008
	2	Attend tutoring groups either before-/after-school, during recess, or during large group time.	AR, T1	Students below standard on district Science benchmarks	Science Teachers; Instructional Specialist; Administrators	District Science curriculum documents; Science equipment & materials	August 2007 - May 2008
	3	Participate in "Science Fact Challenge," Science "Factoid" of the Day, Science "Did You Know?" activities, "Mystery Science" Question of the Day, or vocabulary word games using Science vocabulary words.	AR	All students, grades 1-5	Science Teachers; Instructional Specialist; Administrators	District Science curriculum documents; Science word cards & games	August 2007 - May 2008
	4	Participate in Super Science Saturday Camps and/or round-robin activities.	AR, T1	Grade 5 students	Science Teachers; Instructional Specialist; Administrators	District Science curriculum documents; Science word cards & games	November 2007 – April 2008
	5	Set goals for achievement periodically based on quizzes, checkpoint tests, and benchmark test scores.	AR	Grades 3-5 students	Science Teachers; Instructional Specialist; Administrators	Data from checkpoint tests and benchmarks	August 2007 - May 2008

Area of Focus: Science (continued)

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Teachers	1	Analyze current data to determine targets for instruction, plan lessons accordingly, and monitor student progress. Participate in grade level in-depth planning each semester.	AR, CE	Science Teachers, grades 1-5	Science Teachers; Instructional Specialist; district Science Helping Teacher; Administrators	Data from checkpoint tests and benchmarks	August 2007 - May 2008
	2	Post Science "Anchor Charts" or concept charts in the classroom to summarize new concepts learned, to review previously taught information, and to emphasize key vocabulary terms.	SD, T1	Science Teachers, grades 2-5	Science Teachers; Instructional Specialist; Administrators	Science Study Guides; chart tablets; markers	August 2007 - May 2008
	3	Implement Quantum Learning strategies in the Science classroom.	SD	Science Teachers, grades 4-5	Science Teachers; Instructional Specialist; Administrators	Quantum Learning	August 2007 - May 2008
	4	Participate in training and book study designed to improve and enhance vocabulary instruction in the Science classroom. Implement strategies learned from training in the Science classroom.	SD	Science Teachers, grades 2-5	Science Teachers; Instructional Specialist; Administrators	<i>Building Background Knowledge for Academic Achievement: Research on What Works in Schools</i> , Marzano and <i>Building Academic Vocabulary: Teacher's Manual</i> , Marzano & Pickering	August 6 th training; fall semester book study
	5	Ensure adequate time for Science instruction.	AR	Science Teachers, grades 1-5	Science Teachers; Instructional Specialist; Administrators	<i>Master Schedule</i>	August 2007 - May 2008
	6	Implement SQ-RQ-CQ strategies and ask higher-order thinking questions.	AR	Science Teachers, grades 1-5	Science Teachers; Instructional Specialist; Administrators		August 2007 - May 2008
Parents	1	Review Science vocabulary and concepts with students.	PI	Students Parents	Science Teachers; Instructional Specialist; Administrators	Vocabulary Cards; Science Study Guides; Science Journals	August 2007 - May 2008
	2	Attend Family Science Night.	PI	All Students; Parents	Science Teachers; Instructional Specialist; Administrators	Science Resource Center materials/ animals; Games; Science Experiments	March 31, 2008

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: **Mathematics**

By May 2008, Jowell Elementary will increase the percentage (by amounts noted below, or greater) of students demonstrating proficiency or higher on TAKS Math.

**Campus Objective:
(SMART Goal)**

#

3 rd Grade	2007 Actual	2008 Goal	Increased Percentage
All	88	89	+1
AA	90	93	+3
H	85	87	+2
W	93	95	+2
ED	85	87	+2
Commended	30	35	+5

4th Grade	2007 Actual	2008 Goal	Increased Percentage
All	94	96	+2
AA	88	89	+1
H	95	97	+2
W	96	97	+1
ED	96	97	+1
Commended	50	55	+5

5th Grade	2007 Actual	2008 Goal	Increased Percentage
All	97	98	+1
AA	97	98	+1
H	94	96	+2
W	100	100	+0
ED	95	97	+2
Commended	49	54	+5

**Formative/Summative
Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Set goals for achievement periodically based on quizzes, checkpoint tests and benchmark test scores.	AR	Grades 3-5 students	Math Teachers; Instructional Specialist; Administrators	Data from checkpoint tests and benchmarks	August 2007 - May 2008
	2	Participate in "Math Fact Challenge," hands-on activities, rhymes/chants, and math games.	AR, T	All students, grades 3-5	Math Teachers; Instructional Specialist; Administrators	District Math curriculum documents; Math CD's; Educaide; ST Math Computer Program	August 2007 - May 2008
	3	Attend tutoring groups either before-/after-school, during recess, or during large group time.	AR, T1, T	Students below standard on TAKS or district Math benchmarks	Math Teachers; Instructional Specialist; Math Helping Teacher; AMIP Teacher; Administrators	District Math curriculum documents; Math manipulatives & materials; Educaide	August 2007 - May 2008

Area of Focus: Mathematics (continued)

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Teachers	1	Implement Quantum Learning strategies in the Math classroom.	SD	Math Teachers, grades 4-5	Math Teachers; Instructional Specialist; Administrators	Quantum Learning	August 2007 - May 2008
	2	Analyze current data to determine goals & targets for instruction, plan lessons accordingly, and monitor student progress. Participate in grade level in-depth planning each semester.	AR, CE	Math Teachers, grades 1-5	Math Teachers; Instructional Specialist; Math Helping Teacher; AMIP Teacher; Administrators	Data from checkpoint tests and benchmarks	August 2007 - May 2008
	3	Participate in training and book study designed to improve and enhance vocabulary instruction in the Math classroom. Implement strategies in the Math classroom.	SD	Math Teachers, grades 2-5	Math Teachers; Instructional Specialist; Administrators	<i>Building Background Knowledge for Academic Achievement: Research on What Works in Schools</i> , Marzano and <i>Building Academic Vocabulary: Teacher's Manual</i> , Marzano & Pickering	August 6 th training; fall semester book study
Parents	1	Review math vocabulary and provide help with homework.	PI	Parents	Teachers	Student homework and review assignments	August 2007 - May 2008
	2	Attend Family Math Night.	PI	All Students; Parents	Math Teachers; Instructional Specialist; Math Helping Teacher; Administrators	Math Manipulatives; Math Games; Problem-Solving Activities	October 29, 2007

Areas to Improve

District Priority: 1A

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus:

Reading/English Language Arts

By May 2008, Jowell Elementary will increase the percentage (by amounts noted below, or greater) of students demonstrating proficiency on TAKS Reading.

**Campus Objective:
(SMART Goal)**

#

3 rd Grade	2007 Actual	2008 Goal	Increased Percentage
All	91	94	+3
AA	90	93	+3
H	89	89	+0
W	98	99	+1
ED	85	87	+2
Commended	33	38	+5

4th Grade	2007 Actual	2008 Goal	Increased Percentage
All	84	86	+2
AA	76	81	+5
H	80	83	+3
W	93	95	+2
ED	80	83	+3
Commended	31	36	+5

5th Grade	2007 Actual	2008 Goal	Increased Percentage
All	90	93	+3
AA	93	95	+2
H	85	87	+2
W	95	97	+2
ED	84	86	+2
Commended	27	32	+5

**Formative/Summative
Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
1	Set goals periodically for reading comprehension improvement based on quizzes, checkpoint tests, and benchmark test scores.	AR	Grades 2-5 students	LA Teachers; Instructional Specialists; Administrators	Data from checkpoint tests and benchmarks	August 2007 - May 2008
2	Participate in the Scholastic READ 180 program [5 th grade students in the Structured English Immersion (SEI) program and students having difficulty in reading].	AR, T1, CE, T	Grade 5 SEI students and struggling readers; Special Education students	Grade 5 LA Teacher; Instructional Specialist; district READ 180 Helping Teacher; Administrators	Scholastic READ 180 program reading materials; computers; computer program	August 2007 - May 2008
3	Participate in the Small Group Reading Intervention (SGRI) program.	AR, T1, CE	Grade 1-2 struggling readers	SGRI Teachers; district SGRI Helping Teachers; Administrators	SGRI Program materials; literacy library books	August 2007 - May 2008

Area of Focus: Reading (continued)							
Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
4	Participate in the Dyslexia or Reading Enrichment program.	AR, T1, CE	Grade 1-5 struggling readers or students with dyslexia	SGRI & Dyslexia Teacher; Dyslexia Teacher; district SGRI Helping Teachers; Administrators	SGRI Program materials; literacy library books	August 2007 - May 2008	
5	Attend tutoring groups either before-/after-school, during recess, or during large group time.	AR, T1	Students below standard on district LA benchmarks	LA Teachers; Instructional Specialists; Administrators	District LA curriculum documents; reading intervention/ comprehension activities and materials	August 2007 - May 2008	
6	Participate in pilot "Literacy Lab" activities designed to increase competency in phonological awareness, phonics, use of reading strategies, reading fluency, and reading comprehension.	AR, CE, T	Special Education students; Reading Enrichment students	Special Education teachers; Reading Enrichment teacher; Diagnostician; district Special Education coordinators and helping teachers; Administrators	Programs: iStation; Sound Sensible; Read Naturally; Touch Phonics; Early Literacy; Guided Reading	August 2007 - May 2008	
7	Read independently 15 or more minutes daily as part of a Balanced Literacy Program in order to build stamina, improve fluency, and increase reading comprehension.	AR	All Students, grades 1-5	All LA teachers; Instructional Specialists; Administrators	Books	August 2007 - May 2008	
Teachers	1	Analyze current data to determine goals & targets for instruction, plan lessons accordingly, and monitor student progress. Participate in grade level in-depth planning each semester.	AR, CE	LA Teachers, grades K-5	LA Teachers; Instructional Specialists; Reading Enrichment, Dyslexia, & SGRI Teachers; ARIP Teacher; Administrators	Data from checkpoint tests, TPRI/Tejas LEE, and benchmarks	August 2007 - May 2008
	2	Participate in training and book study designed to facilitate the implementation of a Balanced Literacy program and schedule in LA classrooms. Participate in additional training regarding Guided Reading and Reading Comprehension.	SD	LA Teachers, grades PK-5	LA Teachers; Instructional Specialists; district LA Helping Teacher; Administrators	<i>Growing Readers: Units of Study in the Primary Classroom</i> , K. Collins, and <i>The Art of Teaching Reading</i> , L. Calkins	August 6 th training; fall semester book study

Area of Focus: Reading (continued)							
		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	3	Create Reading "Anchor Charts" and post in the classroom to summarize new concepts learned from mini-lessons, to review previously taught information, and to emphasize key strategies for reading/comprehension.	SD, T1	LA Teachers, grades K-5	LA Teachers; Instructional Specialists; Administrators	District LA Curriculum documents; textbooks; chart tablets; colored markers	August 2007 - May 2008
	5	Improve kindergartners' listening skills by reading stories and asking explicit/implicit question, and phonological awareness skills through daily Neuhaus activities.	AR	Kindergarten Teachers	Kindergarten teachers; Instructional Specialists; Administrators	Books; Neuhaus phonological awareness activities	August 2007 - May 2008
	6	Implement the One-Way Dual Language (OWDL) program in Prekindergarten, Kindergarten, & First Grade bilingual classrooms.	AR	Prekindergarten, Kindergarten, & 1 st Grade Teachers	Prekindergarten, Kindergarten, & 1 st Grade Teachers; Instructional Specialists; Administrators	District curriculum documents & guidelines OWDL schedules	August 2007 - May 2008
	7	Implement phonics instruction using the method, <i>Spalding: The Writing Road to Reading</i> in grades K-5.	AR, SD	K-5 LA Teachers	K-5 LA Teachers; Instructional Specialists; Administrators	<i>Spalding: The Writing Road to Reading</i>	August 2007 - May 2008
	1	Review vocabulary and provide help with homework.	PI	Parents	Teachers	Student homework and review assignments	August 2007 - May 2008
Parents	2	Attend Family Reading Night.	PI	All Students; Parents	LA Teachers; Instructional Specialists; Administrators	Reading Games & Activities	October 15, 2007

Areas to Improve

District Priority: 1A

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus:

Writing

**Campus Objective:
(SMART Goal)** #

By May 2008, Jowell Elementary will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS Writing.

	2007 Actual	2008 Goal	Increased Percentage
All	92	95	+3
AA	91	94	+3
H	92	95	+3
W	93	95	+2
ED	95	97	+2
Commended	30	35	+5

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Set goals periodically for written composition and revising/editing improvement based on composition scores, revising/editing tests, and benchmark test scores.	AR	Grades 2-5 students	LA Teachers; Instructional Specialists; Administrators	Data from performance, tests, and benchmarks	August 2007 - May 2008
	2 Improve TELPAS writing scores to reach the "advanced high" rating in order to exit from the Bilingual/ESL program.	AR, T1, CE, T	Grade K-5 LEP students	Grade K-5 Bilingual/ESL LA Teachers; Instructional Specialists; Administrators		August 2007 - May 2008
	3 Attend tutoring groups either before-/after-school, during recess, or during large group time.	AR, T1	Students below standard on district LA benchmarks	LA Teachers; Instructional Specialists; Administrators	District LA curriculum documents; reading intervention/comprehension activities and materials	August 2007 - May 2008

Area of Focus: Writing (continued)

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Teachers	1	Analyze current data to determine goals & targets for instruction, plan lessons accordingly, and monitor student progress. Participate in grade level in-depth planning each semester.	AR, CE	LA Teachers, grades K-5	LA Teachers; Instructional Specialists; Administrators	Data from checkpoint tests and benchmarks	August 2007 - May 2008
	2	Participate in training and book study designed to facilitate the implementation of a Balanced Literacy program and schedule in LA classrooms.	SD	LA Teachers, grades PK-5	LA Teachers; Instructional Specialists; district LA Helping Teacher; Administrators	<i>Growing Readers: Units of Study in the Primary Classroom</i> , K. Collins and <i>The Art of Teaching Reading</i> , L. Calkins	August 6 th training; fall semester book study; ongoing
	3	Create Writing "Anchor Charts" and post in the classroom to summarize new concepts learned from mini-lessons, to review previously taught information, and to emphasize key elements for quality writing.	SD, T1	LA Teachers, grades K-5	LA Teachers; Instructional Specialists; Administrators	District LA Curriculum documents; Write Source materials; chart tablets; colored markers	August 2007 - May 2008
	4	Implement Writing Camp, using grade level round-robin writing activities to motivate students and improve written composition skills.	AR	LA Teachers, Grade 4	Grade 4 Writing Teachers; Instructional Specialists; Administrators	District LA curriculum documents	February 2008
Parents	1	Provide help with writing assignments, revising/editing practice, and other homework.	PI	Parents	Teachers	Student homework and review assignments	August 2007 - May 2008
	2	Attend Family Writing Night.	PI	All Students; Parents	PK-5 LA Teachers; Instructional Specialists; Administrators	Writing Activities	November 12, 2007

* **Legend**

Code	Plan	Indicates that the strategy addresses...
AR	At-risk	the needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	training needs of teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
T1	Title I	federal mandates for school-wide Title I programs.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.

PART III: ASSURANCE ADDENDUM

CIP PART III: ASSURANCE ADDENDUM

**Jowell Elementary
Julie Manuel
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- (1) Jowell Elementary has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
- (2) The Jowell Elementary CPOC has
 - (a) completed a needs assessment which serves as the basis for the CIP.
 - (b) reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
 - African American
 - Hispanic
 - White
 - Economically Disadvantaged
 - Special Education
 - Limited English Proficient
 - (c) identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
 - (d) included in the CIP these elements.
 - Resources allocated
 - Staff responsible for activities and strategies
 - Formative and summative evaluation criteria
 - (e) addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, dyslexia treatment programs, and pregnancy-related services.
 - (f) included strategies for dropout prevention and reduction. (middle school and high school)
 - (g) included strategies for improving student attendance.
 - (h) included strategies for improving the campus's completion rate. (high school)
 - (i) provided for a program to encourage parental and community involvement at the campus.
 - (j) included goals and methods for violence prevention and intervention on campus.
 - (k) reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
- (3) Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.

CIP PART III: ASSURANCE ADDENDUM
Section B

Membership Composition of the Campus Performance Objectives Council			
Name of CPOC Member		Position	
Melissa Radack		Kindergarten Teacher	
Patchouli Smith		1 st Grade Teacher	
Jetta Eller		2 nd Grade Teacher	
Tara Groth		3 rd Grade Teacher	
Jakeima Abercrombie		4 th Grade Teacher	
Curtis Dehart		5 th Grade Teacher	
Zulema Pastrana		Bilingual 2 nd Grade Teacher	
Alicia Odell		ESL 3 rd Grade Teacher	
Lois Silva		Music Teacher	
Becky Mendez		Special Education Teacher	
Shanna Arter		Paraprofessional	
Janet Bakondy		Assistant Principal	
Laura Rolo		Assistant Principal	
Marlene Moriarity		Counselor	
Amy Carranza		Librarian	
Janet Hoover		Instructional Support Center	
Julie Wilson		Parent 1	
Stephanie McLauren		Parent 2	
Lorna Blount		Parent 3	
Guy Caskey		Community resident 1	
Kelley Caskey		Community resident 2	
Darrel Chelette		Business representative 1	
CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 14, 2007	8:05 a.m.	Jowell Elementary Art Room
2	November 9, 2007	8:05 a.m.	Jowell Elementary Art Room (Public Hearing)
3	January 31, 2008	8:05 a.m.	Jowell Elementary Art Room
4	April 2, 2008	8:05 a.m.	Jowell Elementary Art Room
5	May 22, 2008	8:05 a.m.	Jowell Elementary Art Room

CIP PART III: ASSURANCE ADDENDUM

Section C

(1)

Texas Assessment of Knowledge and Skills Recognized or Exemplary Goal	
For 2007-2008, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	
Formative	After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.

(2)

Texas Assessment of Knowledge and Skills Commended Performance Goal	
For 2007-2008, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	
Formative	After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.

Other Legal Requirements

(3)

Parent and Community Involvement Goal	
For 2007 – 2008, the percent of parents and community members attending PTO meetings will increase by 10% .	
Formative	At the end of the first semester, the percent of parents and community members attending PTO meetings will be reviewed to determine progress.
Summative	At the end of the school year, the percent of parents and community members attending PTO meetings will be reviewed to determine if the objective was met.
Strategy	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.

CIP PART III: ASSURANCE ADDENDUM

☑ (4)

Violence Prevention Goal	
For 2007 – 2008, the discipline referrals for offenses will be reduced by 15% from the previous school year.	
Formative	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for inappropriate physical contact, excessive talking out, and disruption of the learning environment.
Strategy	Implement and monitor the school-wide safety and security plan.

☑ (5)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above 85% .	
Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the TAKS A and/or TAKS Alt tests will be reviewed to determine if the ARD objectives were met.
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.

☑ (6)

Highly Qualified Teacher Goal	
For 2007 – 2008, the percent of highly qualified teachers in the core academic areas will be at 100% .	
Formative	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.
Summative	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.
Strategy	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

CIP PART III: ASSURANCE ADDENDUM

Section D

10 Components of a Title I Program

- 1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
- 2. **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district's list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students' engagement in learning and level of thinking about content and concepts.
- 3. **Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
- 4. **High-quality and ongoing, professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers' professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
- 5. **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district's Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
- 6. **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus's programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
- 7. **Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
- 8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
- 9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
- 10. **Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

CIP PART III: ASSURANCE ADDENDUM

Jowell Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2007 – 2008			
Date	Audience	Responsible for Planning	Purpose/Content
2-Aug	Leadership Conference	District Administrative Staff	
3-Aug	GLT/AMS	Elementary – A.M.	
	GLT/AMS	Secondary - P.M.	
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
14-Aug	Department Chair and Team Leader	District Staff	
16-Aug-17	New Staff Orientation	District Staff	
20-Aug	All Staff	Campus	
21-Aug	All Staff	Campus	
22-Aug	All Staff	Campus	
23-Aug	Elementary/Secondary	District Staff	Curriculum & Instruction
24-Aug	All Staff	Campus	
8-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
3-Jan	Elementary Staff	District Staff	Curriculum & Instruction
	Secondary Staff	Campus	
4-Jan	All Staff	Campus	Balanced Literacy Program; Academic Vocabulary
18-Feb	All Staff	Campus	Balanced Literacy Program; Academic Vocabulary
30-May	All Staff	Campus	