

2007-2008
Campus Improvement Plan
for
Owens Elementary

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: OWENS EL
CAMPUS NUMBER: 101907119

Campus Rating: Academically Acceptable
Grade Span: PK - 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	337	383	88%	100%	323	348	93%		-5		
X African Amer	34	38	89%	10%	21	23	91%		-2		
X Hispanic	117	157	75%	41%	103	123	84%		-9		
X White	146	148	99%	39%	158	159	99%		0		
X Econ Disadv	94	130	72%	34%	82	103	80%	Yes	-8	-3	No
Writing (65%)											
X All Students	108	118	92%	100%	103	115	90%		2		
African Amer	10	10	100%	8%	9	10	90%		10		
X Hispanic	40	46	87%	39%	30	39	77%		10		
X White	44	48	92%	41%	51	52	98%		-6		
X Econ Disadv	28	33	85%	28%	27	37	73%		12		
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	347	384	90%	100%	326	354	92%		-2		
X African Amer	33	38	87%	10%	21	24	88%		-1		
X Hispanic	129	158	82%	41%	110	128	86%		-4		
X White	145	148	98%	39%	153	159	96%		2		
X Econ Disadv	97	129	75%	34%	90	110	82%		-7		
Science (40%)											
X All Students	106	120	88%	100%	100	113	88%		0		
African Amer	9	10	90%	8%	6	6	100%		-10		
X Hispanic	32	43	74%	36%	32	41	78%	Yes	-4	-2	No
X White	53	54	98%	45%	50	53	94%		4		
X Econ Disadv	26	35	74%	29%	26	34	76%	Yes	-2	-1	No

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?
All Students	19	24	79%	100%	26	31	84%		-5		

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

EXCEPTIONS TABLE

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

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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	OWENS EL	3	All	141	122	87	90	88	40	29	122	117	96	51	42
Reading/ELA	OWENS EL	3	AA	18	17	94	100	96	7	39	10	9	90	0	0
Reading/ELA	OWENS EL	3	Hispanic	67	49	73	90	79	7	10	44	40	91	10	23
Reading/ELA	OWENS EL	3	White	43	43	100	100	100	23	53	53	53	100	33	63
Reading/ELA	OWENS EL	3	Eco.Dis.	58	42	72	90	78	3	5	37	32	86	6	16
Reading/ELA	OWENS EL	3	Spec.Ed.	9	6	67	90	75	0	0	9	8	89	4	44
Reading/ELA	OWENS EL	3	LEP	47	29	62	90	75	1	2	30	26	87	5	17
Reading/ELA	OWENS EL	3	LEP M1	15	15	100	100	100	3	21	11	11	100	5	45
Reading/ELA	OWENS EL	3	LEP M2								0	0	0	0	0
Reading/ELA	OWENS EL	4	All	130	113	87	90	88	48	37	121	108	89	30	25
Reading/ELA	OWENS EL	4	AA	14	11	79	90	83	1	7	12	8	67	1	8
Reading/ELA	OWENS EL	4	Hispanic	50	37	74	90	79	11	22	34	26	76	3	9
Reading/ELA	OWENS EL	4	White	50	49	98	100	99	23	46	59	59	100	19	32
Reading/ELA	OWENS EL	4	Eco.Dis.	37	25	68	90	75	8	22	32	23	72	4	13
Reading/ELA	OWENS EL	4	Spec.Ed.	7	5	71	90	77	1	14	0	0	0	0	0
Reading/ELA	OWENS EL	4	LEP	11	4	36	90	75	1	9	15	7	47	2	13
Reading/ELA	OWENS EL	4	LEP M1	20	17	85	90	87	4	20	12	11	92	3	25
Reading/ELA	OWENS EL	4	LEP M2	10	10	100	100	100	8	80	10	10	100	2	20
Reading/ELA	OWENS EL	5	All	128	113	88	90	89	30	24	117	109	93	29	25
Reading/ELA	OWENS EL	5	AA	10	8	80	90	83	0	0	11	10	91	1	9
Reading/ELA	OWENS EL	5	Hispanic	47	35	74	90	79	1	2	38	33	87	5	13
Reading/ELA	OWENS EL	5	White	58	57	98	100	99	24	42	55	54	98	20	36
Reading/ELA	OWENS EL	5	Eco.Dis.	40	29	73	90	79	0	0	32	27	84	3	9
Reading/ELA	OWENS EL	5	Spec.Ed.	3	---	---	---	---	---	---	7	5	71	1	14
Reading/ELA	OWENS EL	5	LEP	16	6	38	90	75	0	0	8	4	50	0	0
Reading/ELA	OWENS EL	5	LEP M1	3	---	---	---	---	---	---	4	0	0	0	0
Reading/ELA	OWENS EL	5	LEP M2	12	10	83	90	85	1	8	9	9	100	0	0

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	OWENS EL	3	All	144	126	88	90	89	46	32	122	109	89	42	34
Math	OWENS EL	3	AA	19	17	89	90	89	7	37	11	8	73	2	18
Math	OWENS EL	3	Hispanic	68	53	78	90	82	11	16	44	37	84	9	20
Math	OWENS EL	3	White	43	42	98	100	99	21	49	52	49	94	23	44
Math	OWENS EL	3	Eco.Dis.	60	42	70	90	77	5	8	36	26	72	5	14
Math	OWENS EL	3	Spec.Ed.	9	6	67	90	75	0	0	9	8	89	4	44
Math	OWENS EL	3	LEP	47	35	74	90	79	3	6	30	23	77	3	10
Math	OWENS EL	3	LEP M1	15	14	93	100	95	10	67	11	11	100	8	73
Math	OWENS EL	3	LEP M2								0	0	0	0	0
Math	OWENS EL	4	All	130	116	89	90	89	61	47	129	113	88	48	37
Math	OWENS EL	4	AA	14	12	86	90	87	2	14	14	10	71	2	14
Math	OWENS EL	4	Hispanic	49	39	80	90	83	12	24	40	32	80	6	15
Math	OWENS EL	4	White	51	49	96	100	97	35	69	59	56	95	29	49
Math	OWENS EL	4	Eco.Dis.	36	26	72	90	78	7	19	40	31	78	5	13
Math	OWENS EL	4	Spec.Ed.	8	6	75	90	80	2	25	3	2	67	0	0
Math	OWENS EL	4	LEP	10	5	50	90	75	0	0	20	11	55	1	5
Math	OWENS EL	4	LEP M1	20	16	80	90	83	4	20	12	12	100	5	42
Math	OWENS EL	4	LEP M2	10	10	100	100	100	8	80	11	11	100	4	36
Math	OWENS EL	5	All	129	121	94	100	96	62	48	111	110	99	63	53
Math	OWENS EL	5	AA	10	8	80	90	83	2	20	9	8	89	2	20
Math	OWENS EL	5	Hispanic	49	43	88	90	89	12	24	38	38	100	18	44
Math	OWENS EL	5	White	57	57	100	100	100	37	65	51	51	100	35	64
Math	OWENS EL	5	Eco.Dis.	40	34	85	90	87	11	28	33	32	97	14	39
Math	OWENS EL	5	Spec.Ed.	3	---	---	---	---	---	---	0	0	0	2	25
Math	OWENS EL	5	LEP	18	15	83	90	85	3	17	9	9	100	4	36
Math	OWENS EL	5	LEP M1	3	---	---	---	---	---	---	4	0	0	2	50
Math	OWENS EL	5	LEP M2	11	11	100	100	100	4	36	8	8	100	2	22

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	OWENS EL	3	All												
Science	OWENS EL	3	AA												
Science	OWENS EL	3	Hispanic												
Science	OWENS EL	3	White												
Science	OWENS EL	3	Eco.Dis.												
Science	OWENS EL	3	Spec.Ed.												
Science	OWENS EL	3	LEP												
Science	OWENS EL	3	LEP M1												
Science	OWENS EL	3	LEP M2												
Science	OWENS EL	4	All												
Science	OWENS EL	4	AA												
Science	OWENS EL	4	Hispanic												
Science	OWENS EL	4	White												
Science	OWENS EL	4	Eco.Dis.												
Science	OWENS EL	4	Spec.Ed.												
Science	OWENS EL	4	LEP												
Science	OWENS EL	4	LEP M1												
Science	OWENS EL	4	LEP M2												
Science	OWENS EL	5	All	127	110	87	90	88	46	36	121	103	85	26	21
Science	OWENS EL	5	AA	10	9	90	100	93	3	30	9	7	78	0	0
Science	OWENS EL	5	Hispanic	48	34	71	90	77	6	13	44	32	73	3	7
Science	OWENS EL	5	White	56	55	98	100	99	29	52	55	52	95	21	38
Science	OWENS EL	5	Eco.Dis.	39	28	72	90	78	6	15	37	27	73	1	3
Science	OWENS EL	5	Spec.Ed.	3	---	---	---	---	---	---	6	4	67	1	17
Science	OWENS EL	5	LEP	17	9	53	90	75	1	6	13	5	38	0	0
Science	OWENS EL	5	LEP M1	3	---	---	---	---	---	---	4	4	100	0	0
Science	OWENS EL	5	LEP M2	11	10	91	100	94	1	9	9	7	78	0	0

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Owens Ele.	AA	95.9	96.8
Owens Ele.	H	96.5	96.2
Owens Ele.	W	96.7	96.6
Owens Ele.	NATIVE	96	95.8
Owens Ele.	ASIAN	97.3	97.2
Owens Ele.	MALE	96.6	96.4
Owens Ele.	FEMALE	96.6	96.6
Owens Ele.	SPED	96.9	96.3
Owens Ele.	ECD	96.4	96.1
Owens Ele.	LEP	96.4	96.3
Owens Ele.	AT RISK	96.4	96.3
Owens Ele.	GT	96.9	97.4
Owens 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			
		Writing			
		Math			
		Science			
		Social Studies			
		Other			
	Subgroups	All			
		AA			100% Passed Writing TAKS 90% Passed Science TAKS
		H			
		W			
		ED			
		LEP SE			
	Social/ Emotional	Discipline			
		Extracurricular			
		Other			
Teacher	Professional Development				
	Qualifications				
	New Staff				
	Retention				
Parent					

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: # For 2007 – 2008, discipline referrals for physical contact will be reduced by 10% from the previous school year.
 For 2007 – 2008, discipline referrals for excessive talking /disrupting will be reduced by 10% from the previous school year.
 For 2007 – 2008, discipline referrals for refusal to work will be reduced by 10% from the previous school year.

Formative Evaluation: District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	Students will:						
	1	routinely follow school-wide procedures	VP	All	Teachers	Procedure PowerPoint	Daily
	2	earn positive incentives for consistent and exceptional behavior –school wide and in the classroom	VP	All	Teachers	Incentives	Daily
	3	will be mentored through the SNAPP program	VP	At-risk	Counselor; Mentors	SNAPP committee; activities	Weekly
	4	participate in a peer mentoring program and Junior Counselors	VP	K/1/5	Counselor	Program materials	Weekly
	5	participate in small group and individual social skill lessons with the instructional specialist	VP	At-risk	Instructional Specialist	Behavior plans	Weekly
Teachers	Teachers will:						
	1	implement strategies from Capturing Kids Hearts, Keystone Curriculum, Quantum Learning, Building Better Relationships and Keep'Em Thinking on Their Toes	VP, SD	All	Teachers	Keystone curriculum; social contracts	Daily
	2	establish and implement school-wide procedures and expectations	VP	All	Teachers	Sub allocation; procedures flip book	Daily
	3	use a 4:1 model when giving feedback to students	VP	All	Teachers	4:1 posters	Daily

	4	maintain positive, respectful relationships with students and parents	VP	All	Teachers	Communication Binder	Daily
	5	attend Capturing Kids Hearts (3 days) and Building Better Relationships (2 days)	VP, SD	All	New Teachers; Principal/APs	PTO funds	Summer and Fall
	6	receive “surf’s up” rewards for being noticed greeting students, giving positive feedback, helping team members, implementing school-wide procedures, making a child’s day, varying instructional activities, etc.	VP	All	Administrative Team	Incentives	Daily
Parents	Parents will:						
	1	receive information in order to support the campus through phone calls, weekly communication folders, school newsletters, parent nights and parent conferences.	PI, VP	Grades PK-5	Teachers; Administrative Team	Newsletter; weekly folders	Weekly
	2	Attend a community outreach meeting, “Connecting with our Community”, to learn about CHIPS/Medicaid, Domestic Violence Prevention/Intervention, and Gang Awareness	PI, VP	H ED	Counselors	Guest speakers	September

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:	# For 2007 – 2008, the ADA student attendance will be at or above 97.0%.
Formative/Summative Evaluation:	District-developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	Students will:						
	1	earn a certificate at the end of each six weeks (classroom) and at the end of the year (awards ceremony) for perfect attendance	AR	All	Teachers; attendance secretary; principal	Certificates	Each 6 weeks
Teachers	Teachers will:						
	1	call students who are absent 3 days in row and will develop an attendance intervention plan when a student has more than four absences per six weeks	AR	All	Teachers	Attendance rosters	Each 6 weeks
	2	notify an administrator of excessive student absences including early departures and tardies	AR	All	Teachers	Attendance rosters	Each 6 weeks
Parents	Parents will:						
	1	receive attendance letters when absences/tardies exceed acceptable levels	AR, PI	All	Attendance secretary	Attendance rosters	Each 6 weeks

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**

By May 2008, we will increase the percentage (by amounts noted below or greater) of students demonstrating proficiency on TAKS Science in Fifth Grade.

Campus Objective: #

5 th Grade	2007 Actual	2008 Goal	Increase Percentage
All	87	88	+1
AA	90	93	+3
H	71	77	+6
W	98	99	+1
ED	72	78	+6
Commended	36	40	+4

Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	Students will:					
	1	attend science after school tutoring	AR	5 th -H, ED	5 th grade teachers; IS	Tutoring materials Spring
	2	attend recess science tutoring	AR	5 th - H, ED	5 th grade teachers; IS	Tutoring materials Daily
	3	use science journals in each grade level to think critically about higher order questions		Grades 1-5	Teachers; IS	Journals Daily
	4	participate in science camp (four days)	AR	All 5 th Grade	5 th grade teachers; IS	District curriculum documents Spring
	5	receive an hour of uninterrupted instruction in science		Grades 3-5	Teachers; IS	Master schedule Daily
	6	participate in individualized goal setting activities		Grades 2-5	Teachers; IS	Goal setting forms Fall/Spring
Teachers	Teachers will:					

	1	collaborate as a vertical team	SD	Grades 1-5	Teachers; science liaison; IS	District curriculum documents	Fall/Spring
	2	maintain an awareness of student needs and sense of urgency by reviewing our school-wide/grade level data charts posted in the hallways	AR	All	Teachers; administrative team	Grade level data charts	Weekly
	3	analyze end of year science benchmarks to plan for the next grade year	AR	Grades 3-5	Teachers; IS	Benchmarks	Beginning of Year
	4	attend half day planning sessions to review data and develop lessons	SD	5 th Gr.	5 th grade science teachers; IS	Sub allocation; data	Fall
	5	increase the use of science content non-fiction texts for students to improve comprehension and critical thinking		Grades 2-5	LA teachers; IS; liaisons	Literacy library	Weekly
	6	incorporate LoTi strategies to increase the level of HEAT (higher order thinking, engagement, authenticity, and technology) in the classroom	T SD	All	Teachers; technology team	Computers; LoTi planning documents	Weekly
	7	implement SQ-RQ-CQ strategies and ask higher-order thinking questions		All	Teachers	District curriculum documents	Daily
	8	attend coaching sessions during planning times with the instructional specialist and/or science helping teacher	SD, CE	Grades 2 and 5	Science helping teacher; science IS	Helping teachers	Every other week
	9	ensure that students are participating in hands-on science activities		All	Teachers	District curriculum documents; science lab materials	Weekly
	10	analyze data by subgroups in order to plan for instruction using a data tracking chart after each unit test and benchmark	AR	All	Teachers	Class data charts	Monthly
Parents	Parents will:						
	1	attend Family Science Night	PI	5 th Gr.	5 th teachers; IS	Hands on activities; take home activities	Fall/Spring

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, we will increase the percentage (by amounts noted or greater) of students demonstrating proficiency on TAKS Mathematics

Campus Objective: #

	Third Grade			Fourth Grade			Fifth Grade		
	2007 Actual	2008 Goal	Increased %	2007 Actual	2008 Goal	Increased %	2007 Actual	2008 Goal	Increased %
All	88	89	+1	89	89	+0	94	96	+2
AA	89	89	+0	86	87	+1	80	83	+3
H	78	82	+4	80	83	+3	88	89	+1
W	98	99	+1	96	97	+1	100	100	+0
ED	70	77	+7	72	78	+6	85	87	+2
Commended	32	35	+3	47	50	+3	48	50	+2

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline	
Students	Students will:						
	1	practice test-taking strategies such as asking for reading assistance		Grades 1-3	Teachers	Testing guidelines; district curriculum documents	Weekly
	2	participate in motivational learning activities with their mentors in the SNAPP program	AR	At-risk	Teachers; counselor	SNAPP committee; SNAPP activities	Weekly

	3	attend recess/lunch math tutoring	AR	Grades 4/ 5 –H and ED	Teacher	Tutoring materials	Daily
	4	attend small group tutoring (AMIP and Instructional Specialist)	CE, AR	Grades 3-4-5	Math IS; AMIP teacher; TAKS sub	Tutoring materials	Daily
	5	participate in Individualized goal setting activities		Grades 2-5	Teachers	Goal setting forms	Fall/Spring
	6	use the four step process and Bloom’s Taxonomy questioning cards to increase analytical and critical thinking skills		All	Teachers	Questioning cards	Daily
Teachers	Teachers will:						
	1	analyze data by subgroups in order to plan for instruction using a data tracking chart after each quiz and benchmark	AR	All	Teachers	Class data charts	Each six weeks
	2	maintain an awareness of student needs and sense of urgency by reviewing our school-wide/grade level data charts posted in the hallways	AR	All	Teachers; administrative team	Grade level data charts	Weekly
	3	attend the Quantum Learning staff development workshop(new teachers) Use quantum learning strategies during instruction time(all teachers)	SD	Grades K-5	Teachers	QL materials	Fall
	4	participate in Math Vertical Team Planning	SD	Grades K-5	Teachers; IS	District curriculum documents	Fall/Spring
	5	use cross curriculum activities to integrate language, science and math for real life experiences.		Grades K-5	Teachers; IS	District curriculum documents	Ongoing
	6	attend Educaide training after school	SD	Grades 1-5	Teachers; IS	Educaide program	Fall
	7	find opportunities to reteach math concepts.	AR	All	Teachers	Educaide program	Daily
	8	teach one new test-taking strategy each quiz and benchmark and monitor to ensure that students perform the test-taking strategies they have been taught	AR	All	Teachers	District curriculum documents	Each quiz and benchmark
	9	attend a half day planning day for math teachers to review data and develop lessons	SD	Grades PK-5	Teachers; IS	Sub allocation; data	Fall
	10	build endurance in students time on task by extending the September and November benchmark time-length to align with the time-length window allowed in TAKS	AR	All	Principal	Testing schedule	Fall

	11	attend coaching sessions during planning times with math helping teachers (grades 2 and 4) and the instructional specialist (grades 1, 3 and 5)	SD, CE	All	Teachers	Math helping teachers; IS	Every other week
Parents	Parents will:						
	1	attend Family Math Night	PI	Grades 1-5	Teachers; IS	Hands-on activities; take home activities	October
	2	begin a volunteer program to practice math facts with students	PI	Grades 1-5	Parents; IS	Flash cards; CDs	Fall/Spring

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, we will increase the percentage (by amounts noted below or greater) of students demonstrating proficiency on TAKS reading.

Campus Objective: #

	Third Grade			Fourth Grade			Fifth Grade		
	2007 Actual	2008 Goal	Increased %	2007 Actual	2008 Goal	Increased %	2007 Actual	2008 Goal	Increased %
All	87	88	+1	87	88	+1	88	89	+1
AA	94	96	+2	79	83	+4	80	83	+3
H	73	79	+6	74	79	+5	74	79	+5
W	100	100	+0	98	99	+1	98	99	+1
ED	72	78	+6	68	75	+7	73	79	+6
Commended	29	30	+1	37	40	+3	24	30	+6

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	Students will:						
	1	increase fluency by engaging in readers' theatre, read aloud, author sharing, familiar rereading, etc.		Grades K-5	Teachers; IS	Literacy library; library	Daily
	2	attend the fluency lab	AR	At Risk	Teachers; IS	Read Naturally materials	Daily
3	increase stamina and fluency in reading by adding up to forty five minutes of sustained reading time in all grade		All	Teachers	Balanced literacy	Daily	

		levels (no less than 15 minutes daily)				schedule; class libraries	
	4	attend recess/lunch reading tutoring	AR	Grade 4-H	Teacher	Tutoring materials	Daily
	5	attend Saturday Reading Camp	AR	Grades 3-5	Teachers/IS Admin	Tutoring materials	Spring
	6	receive in class support/para tutoring	AR	Grades K-1 All 2-5 H, SE	Teachers; paras	Tutoring materials	Daily
	7	attend reading tutoring groups (ARIP, Reading Enrichment, Dyslexia, SGRI, Instructional Specialist)	AR CE	Grades 1-5	Reading specialists; ARIP teacher	Tutoring materials	Daily
Teachers	Teachers will:						
	1	participate in reading book studies such as <u>Reading With Meaning</u> and <u>Creating Space For Reading</u> to learn strategies to improve reading comprehension	SD	Grades PK-5	Teachers; IS	Books	Fall
	2	implement a new balanced literacy schedule including read aloud, guided reading groups, shared reading, independent reading, etc.	SD	Grades PK-5	Teachers; IS	Schedule; literacy library; class libraries	Daily
	3	implement the Scholastic READ 180 program	T AR SD	5 th Gr. SEI and At-Risk	SEI teacher	Computers; READ 180 Program	Daily
	4	maintain an awareness of student needs and sense of urgency by reviewing our school-wide/grade level data charts posted in the hallways	AR	All	Teachers; administrative team	Grade level data charts	Weekly
	5	analyze data by subgroups in order to plan for instruction using a data tracking chart after each quiz and benchmark	AR	All	Teachers	Class data charts	Monthly
	6	visit model classrooms	SD	Grades PK-5	Teachers	Sub allocation	Fall/Spring
	7	attend coaching sessions during planning times with the instructional specialist (grades K, 2, and 5) and the reading specialist (grades 1, 3 and 4)	SD CE	All	Teachers; IS; reading specialist	Coaches	Weekly
		Collaborate with district literacy coaches to plan for coaching sessions with teachers	CE SD	All	IS; reading specialist	District coaches	Each six weeks
	8	incorporate LoTi strategies to increase the level of HEAT (higher order thinking, engagement, authenticity, and technology) in the classroom	T SD	All	Teachers; technology team	Computers; LoTi planning	Weekly

						documents	
	9	create reading “anchor charts” to 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	All	Teachers; IS	Charts	Ongoing
	10	attend a full day first grade professional development activity to improve literacy instruction and implement the new balanced literacy schedule	AR	All 1 st	Teachers; IS	Helping teachers	October
	11	improve kindergarteners’ listening skills by reading stories and asking explicit/implicit questions	AR	All K	Teachers	Books	Daily
	12	implement the One-Way Dual Language Program in pre-kindergarten and kindergarten bilingual classrooms	AR	PK-LEP/H K – LEP/H	Teachers	Schedule	Daily
	13	implement the 50/50 SEI (structured-English Immersion)/Bilingual program in first grade (one class), second grade (two classes), and third grade (two classes)	AR	H LEP	Teachers	Schedule	Daily
	14	Implement the SEI (structured-English Immersion) program in fourth grade (two classes) and fifth grade (one class)	AR	H LEP	Teachers	Schedule	Daily
	15	review and analyze TELPAS data to learn where students scored and plan interventions to ensure students grow at least one level of proficiency during the year	AR	LEP	Teachers; ESL liaison	TELPAS Data	Fall and Spring
	16	implement a half day planning session for reading teachers to review data and develop lessons	SD	Grades PK-5	Teachers; IS	Sub allocation; data	Fall
Parents	Parents will:						
	1	attend Family Reading Night	PI	Grades 1-5	Teachers; IS	Take home activities	October
	2	attend Partners In Print /Bedtime Story Night	PI	Kinder	Teachers	Take home activities	Fall/Spring
	3	participate in parent readers volunteer program	PI	Grades K-5	VIPS	Volunteer reader schedule	Every other week

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**

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

Campus Objective: #

4th	2007 Actual	2008 Goal	Increased Percentage
All	92	95	+3
AA	100	100	+0
H	88	89	+1
W	92	95	+3
ED	86	87	+1
Commended	38	40	+2

Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	Students will:						
	1	attend writing camp	AR	Grades 2-4	Teachers; IS	District curriculum documents	Spring
	2	gain confidence and motivation by attending the writing skit performance		4 th Gr.	4 th grade teachers; administrative team	Skit	Spring
	3	correspond with pen pals between younger and older students so they can write to each other	T	Grades K-5	Teachers; IS	Class pairings	Monthly
	4	Students will engage in all stages of the writing process to produce at least 18 writing samples/compositions		All	Teachers; writing committee	District curriculum documents	Three each six weeks
Teachers	Teachers will:						
	1	implement Writers' Workshop and increase the amount of		Grades	Teachers; IS	Writers'	Daily

		time students spend each day on the writing process		K-5		notebooks	
	2	utilize strategies from the “ The Six Traits of Writing”		Grades K-5	Teachers; IS	District curriculum documents	Daily
	3	attend training for Spalding or Words Their Way	SD	Grades K-5	Teachers; IS	Books; courses	Fall/Spring
	4	maintain an awareness of student needs and sense of urgency by reviewing our school-wide/grade level data charts posted in the hallways	AR	All	Teachers; administrative team	Grade level data charts	Weekly
	5	analyze data by subgroups in order to plan for instruction using a data tracking chart after each benchmark	AR	All	Teachers	Class data charts	Monthly
	6	participate in the Writing Committee to provide staff development and feedback to Language Arts Teachers on writing samples	SD	Grades K-5	Writing committee	Writing portfolios	Each six weeks
	7	attend the writing book study, <u>Working Through the Hard Parts</u>	SD	Grades 2-5	Teachers; IS	Books	Fall
	8	attend coaching sessions during planning times with the instructional specialist (grades K, 2, and 5) and the reading specialist (grades 1, 3, and 4)	SD	All	Teachers	District curriculum documents	Weekly
	9	incorporate LoTi strategies to increase the level of HEAT (higher order thinking, engagement, authenticity, and technology) in the classroom	T SD	All	Teachers; technology team	LoTi planning documents	Weekly
	10	present mini-lessons to students to improve their TOP writing scores so that they reach the “advanced high” rating necessary to exit	AR	LEP	Teachers	Mini-lessons; TOP data	Weekly
	11	attend a half day planning session for writing teachers to review data and develop lessons	SD	Grades PK-5	Teachers; IS	Sub allocation; data	Fall
	12	submit 18 writing samples per year for each student for review and feedback from the writing committee	SD	All	Teachers; writing committee	District curriculum documents	Three each six weeks
Parents	Parents will:						
	1	attend Writing TAKS Night	PI	Grade 4	Teachers	Take home activities	November

* **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

Owens Elementary
Laura Barrett
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District

Section A

- (1) Owens 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 Owens 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.
- (4) Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach for Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)

CIP PART III: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Michelle Nixon	Teacher 1
Donna Woodard	Teacher 2
Laura Warde	Teacher 3
Jennifer Reist	Teacher 4
Malia Passmore	Teacher 5
Susan Aycock	Teacher 6
Selina Saucedo	Teacher 7
Lisa Hughes	Teacher 8
Michelle Merricks	Non-teaching professional 1
Katie Herrera	Non-teaching professional 2
Laura Backs	Parent 1
Michelle Schnibben	Parent 2
Matt Regitz	Community resident 1
Barbara Coleman	Community resident 2
Amy Gilmore	Business representative 1
Phil Gilmore	Business representative 2

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 25, 2007	8:00 am	Art Room
2	November 9, 2007	9:30am	Library (Public Hearing)
3	January 28, 2008	4:15pm	Library
4	April 2, 2008	8:00am	Art Room
5	May 19, 2008	4:15 pm	Library

* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

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)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above 83%.	
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.

CIP PART III: ASSURANCE ADDENDUM

(4)

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

Owens 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	District Staff	
24-Aug	All Staff	Campus	
8-Oct	Elementary Staff	Campus Staff	Parent Conferences
3-Jan	Elementary Staff	District Staff	
4-Jan	All Staff	Campus	
April 28 *	All Staff	Campus	
30-May	All Staff	Campus	