

“GET IN THE GAME!”



2007-2008
Campus Improvement Plan
for
SHERIDAN ELEMENTARY

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: SHERIDAN EL
CAMPUS NUMBER: 101907132

Campus Rating: Recognized
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	465	527	88%	100%	384	459	84%		4		
X African Amer	78	86	91%	16%	47	64	73%		18		
X Hispanic	272	319	85%	61%	210	259	81%		4		
X White	97	104	93%	20%	108	116	93%		0		
X Econ Disadv	258	304	85%	58%	187	230	81%		4		
Writing (65%)											
X All Students	157	177	89%	100%	117	144	81%		8		
X African Amer	31	35	89%	20%	16	19	84%		5		
X Hispanic	92	105	88%	59%	69	86	80%		8		
X White	28	31	90%	18%	26	33	79%		11		
X Econ Disadv	89	107	83%	60%	58	69	84%		-1		
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	485	533	91%	100%	392	464	84%		7		
X African Amer	79	86	92%	16%	47	64	73%		19		
X Hispanic	290	324	90%	61%	225	265	85%		5		
X White	98	105	93%	20%	101	115	88%		5		
X Econ Disadv	278	308	90%	58%	198	235	84%		6		
Science (40%)											
X All Students	141	166	85%	100%	103	150	69%		16		
African Amer	18	26	69%	16%	11	21	52%		17		
X Hispanic	90	105	86%	63%	53	83	64%		22		
White	25	27	93%	16%	33	40	83%		10		
X Econ Disadv	79	96	82%	58%	48	74	65%		17		

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	25	33	76%	100%	30	34	88%		-12		

EXCEPTIONS TABLE

Number Evaluated	Mrs 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
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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	SHERIDAN EL	3	All	193	180	93	100	95	50	26	167	149	89	39	23
Reading/ELA	SHERIDAN EL	3	AA	32	30	94	100	96	10	31	28	23	82	5	18
Reading/ELA	SHERIDAN EL	3	Hispanic	110	101	92	100	95	20	18	88	76	86	16	18
Reading/ELA	SHERIDAN EL	3	White	47	45	96	100	97	18	38	44	43	98	13	30
Reading/ELA	SHERIDAN EL	3	Eco.Dis.	105	94	90	100	93	19	18	88	72	82	16	18
Reading/ELA	SHERIDAN EL	3	Spec.Ed.	8	8	100	100	100	4	50	10	7	70	0	0
Reading/ELA	SHERIDAN EL	3	LEP	72	63	88	90	89	5	7	61	52	85	9	15
Reading/ELA	SHERIDAN EL	3	LEP M1	13	13	100	100	100	8	62	12	12	100	6	50
Reading/ELA	SHERIDAN EL	3	LEP M2								0	0	0	0	0
Reading/ELA	SHERIDAN EL	4	All	201	164	82	90	85	48	24	173	129	75	18	10
Reading/ELA	SHERIDAN EL	4	AA	42	37	88	90	89	10	24	29	19	66	4	14
Reading/ELA	SHERIDAN EL	4	Hispanic	118	89	75	90	80	23	19	99	70	71	9	9
Reading/ELA	SHERIDAN EL	4	White	35	32	91	100	94	10	29	38	34	89	3	8
Reading/ELA	SHERIDAN EL	4	Eco.Dis.	119	92	77	90	81	21	18	85	62	73	6	7
Reading/ELA	SHERIDAN EL	4	Spec.Ed.	12	9	75	90	80	2	17	13	9	69	0	0
Reading/ELA	SHERIDAN EL	4	LEP	33	18	55	90	75	3	9	23	8	35	0	0
Reading/ELA	SHERIDAN EL	4	LEP M1	50	41	82	90	85	11	22	30	22	73	2	7
Reading/ELA	SHERIDAN EL	4	LEP M2	12	11	92	100	95	6	50	17	16	94	3	18
Reading/ELA	SHERIDAN EL	5	All	193	173	90	100	93	51	26	165	139	84	33	20
Reading/ELA	SHERIDAN EL	5	AA	31	26	84	90	86	7	23	27	18	67	6	22
Reading/ELA	SHERIDAN EL	5	Hispanic	123	110	89	90	89	27	22	89	75	84	13	15
Reading/ELA	SHERIDAN EL	5	White	31	29	94	100	96	13	42	43	40	93	10	23
Reading/ELA	SHERIDAN EL	5	Eco.Dis.	112	99	88	90	89	23	21	86	74	86	13	15
Reading/ELA	SHERIDAN EL	5	Spec.Ed.	12	8	67	90	75	0	0	14	10	71	2	14
Reading/ELA	SHERIDAN EL	5	LEP	29	19	66	90	75	3	10	29	19	66	1	3
Reading/ELA	SHERIDAN EL	5	LEP M1	9	9	100	100	100	5	56	2	0	0	0	0
Reading/ELA	SHERIDAN EL	5	LEP M2	28	27	96	100	97	3	11	23	20	87	4	17

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	SHERIDAN EL	3	All	204	169	83	90	85	45	22	171	130	76	34	20
Math	SHERIDAN EL	3	AA	32	27	84	90	86	7	22	30	18	60	4	13
Math	SHERIDAN EL	3	Hispanic	121	96	79	90	83	21	17	92	71	77	16	17
Math	SHERIDAN EL	3	White	47	42	89	90	89	15	32	42	34	81	12	29
Math	SHERIDAN EL	3	Eco.Dis.	110	91	83	90	85	20	18	90	68	76	15	17
Math	SHERIDAN EL	3	Spec.Ed.	12	10	83	90	85	4	33	10	5	50	1	10
Math	SHERIDAN EL	3	LEP	80	63	79	90	83	7	9	65	50	77	9	14
Math	SHERIDAN EL	3	LEP M1	13	12	92	100	95	5	38	12	11	92	5	42
Math	SHERIDAN EL	3	LEP M2								0	0	0	0	0
Math	SHERIDAN EL	4	All	204	184	90	100	93	64	31	175	147	84	44	25
Math	SHERIDAN EL	4	AA	42	34	81	90	84	7	17	29	21	72	5	17
Math	SHERIDAN EL	4	Hispanic	121	112	93	100	95	40	33	101	87	86	24	24
Math	SHERIDAN EL	4	White	35	32	91	100	94	14	40	38	33	87	11	29
Math	SHERIDAN EL	4	Eco.Dis.	121	107	88	90	89	35	29	88	75	85	24	27
Math	SHERIDAN EL	4	Spec.Ed.	12	9	75	90	80	3	25	13	9	69	0	0
Math	SHERIDAN EL	4	LEP	34	32	94	100	96	9	26	25	17	68	3	12
Math	SHERIDAN EL	4	LEP M1	50	46	92	100	95	20	40	30	27	90	9	30
Math	SHERIDAN EL	4	LEP M2	13	12	92	100	95	7	54	17	17	100	7	41
Math	SHERIDAN EL	5	All	197	186	94	100	96	79	41	168	152	90	54	33
Math	SHERIDAN EL	5	AA	34	32	94	100	96	13	38	29	23	79	7	24
Math	SHERIDAN EL	5	Hispanic	124	115	93	100	95	42	34	90	82	91	23	26
Math	SHERIDAN EL	5	White	31	31	100	100	100	17	55	42	40	95	18	44
Math	SHERIDAN EL	5	Eco.Dis.	116	109	94	100	96	41	36	84	75	89	24	29
Math	SHERIDAN EL	5	Spec.Ed.	12	12	100	100	100	2	17	12	10	83	3	25
Math	SHERIDAN EL	5	LEP	30	24	80	90	83	9	30	29	23	79	5	18
Math	SHERIDAN EL	5	LEP M1	10	10	100	100	100	5	50	3	0	0	1	33
Math	SHERIDAN EL	5	LEP M2	29	27	93	100	95	10	34	23	22	96	6	26

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	SHERIDAN EL	3	All												
Science	SHERIDAN EL	3	AA												
Science	SHERIDAN EL	3	Hispanic												
Science	SHERIDAN EL	3	White												
Science	SHERIDAN EL	3	Eco.Dis.												
Science	SHERIDAN EL	3	Spec.Ed.												
Science	SHERIDAN EL	3	LEP												
Science	SHERIDAN EL	3	LEP M1												
Science	SHERIDAN EL	3	LEP M2												
Science	SHERIDAN EL	4	All												
Science	SHERIDAN EL	4	AA												
Science	SHERIDAN EL	4	Hispanic												
Science	SHERIDAN EL	4	White												
Science	SHERIDAN EL	4	Eco.Dis.												
Science	SHERIDAN EL	4	Spec.Ed.												
Science	SHERIDAN EL	4	LEP												
Science	SHERIDAN EL	4	LEP M1												
Science	SHERIDAN EL	4	LEP M2												
Science	SHERIDAN EL	5	All	194	159	82	90	85	60	31	167	114	68	29	17
Science	SHERIDAN EL	5	AA	33	21	64	90	75	8	24	28	15	54	6	21
Science	SHERIDAN EL	5	Hispanic	122	101	83	90	85	26	21	89	56	63	6	7
Science	SHERIDAN EL	5	White	31	29	94	100	96	21	68	43	36	84	12	28
Science	SHERIDAN EL	5	Eco.Dis.	113	91	81	90	84	27	24	83	54	65	10	12
Science	SHERIDAN EL	5	Spec.Ed.	9	7	78	90	82	3	33	11	9	82	2	18
Science	SHERIDAN EL	5	LEP	30	20	67	90	75	3	10	29	14	48	0	0
Science	SHERIDAN EL	5	LEP M1	9	9	100	100	100	2	22	2	1	50	0	0
Science	SHERIDAN EL	5	LEP M2	28	22	79	90	83	6	21	23	18	78	4	17

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Sheridan Ele.	AA	96.7	96.4
Sheridan Ele.	H	96.5	96.5
Sheridan Ele.	W	96	95.8
Sheridan Ele.	NATIVE	95.9	96.6
Sheridan Ele.	ASIAN	97.4	97.9
Sheridan Ele.	MALE	96.6	96.4
Sheridan Ele.	FEMALE	96.3	96.4
Sheridan Ele.	SPED	95.5	95.5
Sheridan Ele.	ECD	96.5	96.5
Sheridan Ele.	LEP	96.5	96.6
Sheridan Ele.	AT RISK	96.5	96.5
Sheridan Ele.	GT	98	97.2
Sheridan 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	TAKS Demographic Performance Summary	Gr. 3 93% Passed 26% Commended Gr. 4 82% Passed 24% Commended Gr. 5 90% Passed 26% Commended
		Writing	TAKS Demographic Performance Summary	Gr. 4 86% Passed
		Math	TAKS Demographic Performance Summary	Gr. 3 83% Passed 22% Commended Gr. 4 90% Passed 31% Commended Gr. 5 94% Passed 41% Commended
		Science	TAKS Demographic Performance Summary	Gr. 5 83% Passed 31% Commended
		All	TAKS Demographic Performance Summary	Gr. 3 Exemplary in Reading Gr. 4 Exemplary in Math Gr. 5 Exemplary in Reading, Math
		AA	TAKS Demographic Performance Summary	Gr. 3 Exemplary in Rdg31% Commended Gr. 4 Recognized in Reading Gr. 5 Exemplary in Math
	Subgroups	H	TAKS Demographic Performance Summary	Gr. 3 Exemplary in Reading Gr. 4 Exemplary in Math Gr. 5 Exemplary in Math
		W	TAKS Demographic Performance Summary	Gr. 3 Exemplary in Reading Gr. 4 Exemplary in Math, Reading & Wrtg Gr. 5 Exemplary in Math, Reading & Sci
		ED	TAKS Demographic Performance Summary	Gr. 3 Exemplary in Reading Gr. 4 Recognized In Math and Writing Gr. 5 Exemplary in Math

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, the discipline referrals for inappropriate physical conduct and language-gestures/refusing will be reduced by **20%** from the previous school year as indicated on the cart below.

Formative Evaluation:

District-developed Reports

PEIMS code	2006-2007 Discipline Data	2007-08 Goal
Inappropriate physical conduct	223 incidents	-20% = 178 or less
Language-gestures/refusing	167 incidents	-20% = 133 or less

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Increase awareness and understanding of campus and teacher expectations with students and staff.	AR, SD,VP	All	Admin/ Teachers	PBIS Matrix	Aug 15 – May 2008
	2 Review PBIS matrix powerpoint/poster daily in homeroom.	AR,T, VP	All	Teachers	Matrix; powerpoint	Aug. 27-May 2008
	3 Character and Social Skills Development in large group rotation and home room.	AR,VP	All	Teachers/ Admin	BBR posters; PBIS Matrix	Aug. 27-May 2008
Teachers	1 Review discipline data from office referrals monthly to determine areas in need of improvement and re-teaching.	AR,VP	All	Admin	PEIMS Data	Aug. 27-May 2008
	2 All staff will be trained in PBIS and BBR.	AR,SD, TI,VP	All	Admin	PBIS staff development; BBR Training	Aug. 15 – Jan. 2008
	3 PBIS letter and matrix provided in substitute folder and at sign in.	AR,VP	All	Receptionist, Teachers; Behavior Spec.	PBIS matrix	Sept. 2007- May 2008
Parents	1 Increase awareness and understanding of the PBIS matrix and Student Code of Conduct (COC).	AR,PI, VP	All	Admin , Behavior Spec., Teachers,	PBIS matrix; Newsletter; COC	Aug. 22, 23 – May 2008
	2 Parenting classes (P.L.A.Y.) offered through S.O.S. to target parents of At-Risk Students.	AR,PI, VP	At-Risk	Counselors Behavior Int.	S.O.S.	Fall/Spring

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%**.

Formative/Summative Evaluation:

District-developed Reports and AEIS

Ethnicity	06-07 Attendance Rate	07-08 Target
AA	96.4	100
W	95.8	100
H	96.5	100
AT RISK	96.5	100

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students have an opportunity to earn perfect attendance tags each six weeks.	AR	All	Teachers, Admin. Asst. Secretary	Attendance Reports	1 st -6 th six weeks and semester
	2 Through an engaging and supportive learning environment the students will be motivated to attend school.	AR, CE, TI	All	Teachers	PBIS, Quantum Learning, LOTI, Capturing Kids' Hearts, Balanced Literacy	Aug. 07-May 08
Teachers	1 Homeroom Teachers will take attendance accurately at 9:10 each day.	AR	All	Homeroom Teachers	Attendance Record	Aug. 27 – May 2008
	2 Teachers will call parents after child has been absent 3 days. AP will be notified if there is a concern.	AR, PI	All	Teachers	Attendance Records	Aug. 27- May 2008
	3 Develop a caring relationship with students that motivate and encourage them to attend school.	AR, CE, TI	All	Teachers	Capturing Kids' Hearts, PBIS	Aug. 2007 – May 2008

Parents	1	Stress the importance of attendance with parents.	AR, PI	All	Teachers	School Newsletter, 6 week newsletter from teachers	Aug. 2007 – May 2008
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Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards for science.

Area of Focus: Science

Campus Objective: # *By May, 2008, we will increase the percentage by amounts noted below, or greater of students meeting standards or being commended on science TAKS.*

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

Subpopulations	'07 Score	'08 Target
AA	64	+26
W	94	+2
H	83	+7
ED	81	+9
Commended	31	40

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students and staff will participate in "Science Word Day". They will choose a science word with definition included to share with classmates.	AR	All students	Science IS	Science Vocabulary	Nov. 21, 07
	2 ExxonMobil ambassadors will be scheduled to teach classes using their materials, and expertise and knowledge to cover the targeted grade level TEKS.	AR	4 th and 5 th students	Teacher	Science TEKS, Exxon Ambassadors	Aug. 07 – May 08
	3 Master Science teachers will organize and plan high energy science lessons to teach students during Science Club before or after school.	AR, TI	5 th students	Science IS- teachers	Science Curric.	Fall-Spring Semester (20 lessons)
	4 Utilize the Garden Lady (Stephanie Baker) to focus on objective 4-Earth science in 3 rd and 5 th grades.	AR, SD	5 th students	Science IS, teachers, Garden Lady	Science Curric. - Data	Fall-Spring Semester
	5 Use Distance learning to enrich students' understanding of the scientific process and allow the sharing of scientific observations and data with other learning communities.	AR, SD, T	5 th students	Master Science Teacher	Distance Learning Equip. Access to Connect 2 Texas	Aug. 07 – May -08
	6 Students will participate in hands-on investigations and activities to develop conceptual understanding of science concepts.	AR, SD	All students	Science IS, Teachers, Admin.	Science vocabulary, Science labs	Aug. 07 – 08
	7 5 th grade ED, AA, LEP students failing benchmarks and quizzes will be pulled out to work with science IS during	AR,	5 th Target students	Science IS, Teachers,	Science curriculum	Oct. 07 – May 08

SD,CE

		science class to review labs using Quantum Learning strategies.			Admin.	(TEKS), scope & sequence	
	8	Students will use science vocabulary words from morning power points to increase their understanding. Science journals and observation guides will be used to increase comprehension and promote vocabulary development grades 1 st – 5 th .	AR, T	All students	Librarian, Science IS, Teachers, Admin.	Science vocabulary, Science TEKS, journals, observation guides	Aug. 07 – May 08
Teachers	1	LOTI training- More focused lessons on questioning/technology strategies to increase higher order thinking questions.	AR, SD, T	All Teachers	Tech/LOTI team	LOTI resources	Aug. 07 – May 08
	2	School will provide substitutes for T. ½ day to meet, plan and goal set as a group using data to meet the needs of their students. Meet weekly with Science IS for purposeful planning.	AR, T1	Teachers-all levels	IS, AP, Prin	TEKS, Teaching materials, student data	Once a semester; Aug. 07 – May 07 weekly
	3	Lunch bunch tutorials will meet with students in the classroom to eat lunch with students in an informal “fun” environment	AR, T1	Teachers-Tutors	Admin-5 th Science Teachers	TEKS, Teaching materials, student data	Spring Semester 6 weeks prior to TAKS
	4	Quantum Learning Strategies will be taught through school book study <u>Quantum Teaching: Orchestrating Student Success</u> and implement the strategies in all classes for long-term learning.	AR	All students	Assist. Prin./IS, teachers	Quantum Teaching: Orchestrating Student Success	Oct. 07- Dec. 07 – book study; Aug. 07 – May 08
	5	Implement PBIS strategies to cut down on behaviors and maximize instructional time in class.	AR, SD, VP	All students	Science teachers, Behavior specialists	PBIS, BBR	Aug. 07 – May 08
Parents	1	Parents will be invited to attend “Celebrate Science Month” in November and work with students using hands on labs during their child’s science class.	AR, T1	4 th and 5 th Students	Science IS, Sc Teachers	Science Resources	Aug. 07 – May 08
	2	Saturday school for targeted students will be organized and presented in a novel and meaningful way.	AR, T1	5 th Students	IS, AP, Prin, and Teachers	TEKS, Teaching materials, student data	Spring Semester 2 Saturdays
	3	Parents will monitor Agendas for Science updates, test scores/, study dates and successes.	AR	Students	Parents	Agendas	Aug. 07 – May 08

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**

Campus Objective: # By May 2008, we will increase the percentage of students demonstrating proficiency on TAKS Math and commended performance in all student groups by the amounts indicated below.

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

	3 rd Grade		4 th Grade		5 th Grade	
Subpopulations	'07 Score	'08 Target	'07 Score	'08 Target	'07 Score	'08 Target
AA	84	+6	81	+9	94	+2
W	89	+1	91	+2	100	Maintain
H	79	+11	93	+2	93	+2
ED	83	+7	88	+2	94	+2
Commended	22	40	31	40	41	Maintain

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	AR	All	Teachers, AP, Principal	Attendance, Cum folders	1st weeks of school year
	2	AR	All	Teachers, IS	Gradebook, data	After benchmarks, CBA, etc.
	3	AR, CE, T1	All	Teachers, Helping Teacher	Student data	Oct. 07 – May 08
	4	AR, CE, T1	2,3,4,5	Helping Teachers, IS	Student data	Aug. 07 May 08
	5	AR, CE, T1	3,4,5	Teachers, AP, Math IS	Student data	Spring 2008
	6	AR, T1, CE	3,4,5	Teachers, Prin., AP, Math IS	Student data	Spring 2008

	7	Students will track their individual and class data and establish goals based on quizzes and benchmarks.	AR, T1, SD	All	Teachers, IS	Student data, Birdville ISD video	After benchmarks
	8	Use Quantum Learning Strategies in classroom – additional staff trained over summer.	AR, SD	All	Teachers	Quantum Learning Training	Aug. 07 – May 08
	9	Implement PBIS strategies to decrease behaviors and maximize instructional time in class.	AR, SD, VE, T1	All	Teachers, IS, AP, Principal	PBIS training	Aug. 07 – May 08
TEACHERS	1	Guided planning sessions with math IS focusing on critical TEKS and innovative strategies (window pane, Quantum Learning, Capturing Kids' Hearts).	AR, T1, SD	All	IS, Teacher	Math teacher notes, scope and sequence, Educaide, Achievement meetings	1 st semester - weekly 2 nd semester - Every other week New teachers – weekly
	2	Math Coaches will plan with teachers to review strategies their students used on quizzes and benchmarks to develop lessons that are high in rigor and relevant.	AR, CE, SD,	3, 5	Teachers, Math IS, Math coach	Educaide, scope and sequence	Every other week
	3	Half day planning sessions with Math IS, AP, and Principal to review individual student, class, and grade level data to develop an achievement plan.	AR, T1, CE	1,2,3,4,5 Math teachers	Teachers, Math IS, AP, Principal	Student data	Fall 2007, Spring 2008
	4	Math teachers will participate in a book study to find new strategies to reach the at-risk learner and to challenge the high achiever.	AR, SD, T1	1-5 Math teachers	Math IS, AP, Principal	Book TBA	1 book
	5	All new math teachers will attend recommended math staff development to implement strategies that will increase success with students.	AR, SD, T1	New Math teachers	Teachers, Math IS	Math Curriculum Department	As recommended
	6	Support Saturday Math Training Camps with focus on critical TEKS.	AR, CE, T1	1-5 Math teachers	Teachers, Math IS, AP, Principal	Math curriculum, Critical TEKS, Achievement meetings	1 to 2 times during school year
Parents	1	Parents and students will be invited to attend Family Library Night with focus on Math. Involve parents and students in using window pane and problem solving strategies.	AR, CE, PI, T1	All	Teachers, AP, IS, Principal	Math curriculum, Educaide	1 to 2 times a school year
	2	Benchmark letter sent home to parents with benchmark results to share strengths & weaknesses.	AR, CE, PI, T1	All	Teachers, Math IS, AP	Benchmark student data	After each benchmark

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

Campus Objective: # *By May, 2008, we will increase the percentage (by amounts noted or greater) of students demonstrating proficiency on TAKS reading in order to achieve an exemplary rating.*

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

Subpopulations	Third Grade		Fourth Grade		Fifth Grade	
	'07	08' Target	'07	08' Target	'07	08' Target
AA	94	+2	88	+2	84	+6
W	96	+1	91	+3	94	+2
H	92	+3	75	+15	89	+1
ED	90	+3	77	+13	88	+2
Commended	26	40	24	40	23	40

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Goal Setting with students for improvement on benchmarks, TAKS, checkpoints, CBA's and other assessments.	AR, CE, T1, T	All	Teachers & Students	AMS Data, Gradebook	Prior to and after benchmarks or TAKS
	2	Using Checkpoints every other Friday as a tool to guide instruction.	AR, CE, T1,	1-5	Teachers & IS	Gradebook	Bi-weekly
	3	Provide storytelling sessions with Karen Lowery to model reading strategies, genre, expression and fluency.	AR, T1	2,3,4,5	LA IS & Teachers	Title 1 Funding	Weekly for 6 consecutive weeks
	4	Empower students to use PBIS strategies to protect their instructional time.	AR, SD, VP	All	All staff & Behavior Spec.	PBIS Matrix	Daily
	5	Incorporating guided reading groups and individual reading conferences to strengthen their independent reading level.	AR, CE, T1, SD	All	Teachers & Rdg. Spec.	Student Data, training	Weekly
	6	Before school tutoring, recess tutoring, TAKS Saturday Training Camps to provide additional instruction for TAKS.	AR, CE, T1	1-5	Teachers	Student Data, Curriculum	As determined by TAKS committee

	7	Students have the opportunity to participate in Kid Biz 3000 on their home computers to build fluency and comprehension.	AR, T1, PI, T	3-5	Teachers, Parents	Kid Biz 3000	October 2007 – May 2008
Teachers	1	Analyze data to guide instruction, reflect, and brainstorm interventions to improve. 4 th & 5 th improve overall passing rate on TAKS reading. Improve 3-5 critical reading skills (obj. 4). 2 nd improve reading comprehension skills by focusing on TEKS weak on benchmarks.	AR, CE, SD, T1	All	AP's, Reading IS's, Teachers	Data, Achievement Meetings	Each 6 weeks
	2	Participate in book study: The Art of Teaching Reading to improve strategies with balanced literacy.	AR	2-5	IS	The Art of Teaching Reading	Bi-weekly in October/Nov.
	3	Provide campus visits & training with Becky Koesel to support with balanced literacy.	AR	2-5	Principal, IS	Training sessions	Nov. 6 & 7, Dec. 13 & 14, Feb. 6 & 7, April 9 & 10
	4	Plan weekly with IS and/or AP to guide critical TEKS and instructional strategies.	AR	1-5	IS and AP's	Curr. Guides, TEKS	Weekly
	5	Balanced Literacy Implemented in Language Arts classes and full day retreat for teachers to plan (2 nd -5 th).	AR, SD, CE, T1	K-5	Teachers, IS's, AP's	District Guides	Ongoing
	6	Half-day planning sessions each semester for each team/subject to plan strategies bases on data from benchmarks and quizzes.	AR, SD, CE, T1	K-5	AP's, IS	Data, Curr. Guides	1 each semester
	7	Send teachers to visit and reflect on model classrooms for balanced literacy.	AR, SD, CE, T1	2-5	AP's	Model Classroom	1 per teacher
	8	Independent reading built into daily schedules to improve accuracy and fluency (15+ minutes).	AR, CE, T1	K-5	AP's	Indiv. Books	Daily
	9	Implement READ 180 for 5 th Grade SEI, TAKS failures (ED, AA, H) to improve reading comprehension and strengthen independent reading level.	AR, CE, T1, SD	5 SEI, TAKS R failures (ED, AA, H)	SEI R/LA Teacher, AP, Reading IS	READ 180 Program	Aug. 07 – May 08
	10	Provide students time to participate in Kid Biz to build reading fluency and comprehension at their independent reading level.	AR, SD, T1, T	3-5	Reading teachers, Rdg IS, AP	Kid Biz Program	Sept. 07- May 08
Parents	1	Attend TAKS Parent Nights and Library Nights (once a month) provided to share information and strategies to prepare for TAKS tests.	AR, PI, CE, T1	3-5	TAKS comm..	Tutoring/ test strategies	As determined by TAKS committee
	2	Support with transportation and attendance on TAKS Saturday Training Camps and extra tutoring.	AR, PI, T1	3-5	Teachers, IS	Communication with parents	As needed

	3	Pam Schiller presentation for parents on development and to provide strategies for reading support at home.	AR, CE, T1, PI	All	AP, Title 1 committee	Presentation	Nov. 5
	4	Participate in the "Superstar Pre-training Curriculum Night" with their children to support their children in reading.	AR, PI, T1, CE	All	LA Committee	Strategies for reading at home	October 15
	5	Keep parents informed of triumphs and struggles.	AR, PI	All	Teachers	Samples of student work	Weekly
	6	Encourage their children to participate in book incentive reading programs and time for their children to read independently at home for 20+ minutes.	AR, PI, T1, CE	K-5	Teachers, Librarian, Reading IS	Parent notes	Fall 2007 – Spring 2008; daily

Areas to Improve

District Priority:	1	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
	A	
Area of Focus:		Writing
Campus Objective:	#	By March, 2008, we will increase the percentage of students demonstrating proficiency on TAKS writing in 4 th grade.
Formative/Summative Evaluation:		District-developed Tests and Texas Assessment of Knowledge and Skills

Fourth Grade		
Subpopulations	'07	'08' Target
AA	84	+6
W	91	+3
H	85	+5
ED	81	+9
Commended	15	30
Writing Composition - #3 +10		

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Monitor each student's composition skills. Provide time to confer with students about their writing.	AR, SD, T	All students	Teachers	Writing journal & samples; classroom obs.	Aug. 07 – May 08
	2	Focus on the improvement of usage, mechanics, spelling, revision, & editing as identified on benchmarks writing composition.	AR, CE, SD, T1, T	Identified students	Teachers, Reading spec.	Benchmark data; writing journals; lesson plans; classroom obs.	Aug. 07 – May 08
	3	Use Karen Lowery to motivate students to brainstorm ideas and develop vocabulary in their writing. Use K. Lowery's lesson plans for target objectives.	AR, T1	3 rd Spring & 4 th Aug. –Feb.	Teachers; Instructional specialist	Schedule; lesson plans; classroom observations	Bi-weekly
	4	Brainstorm seed ideas in his/her writer's notebook.	AR, CE, SD, T1	K – 5 students	Teachers, Reading spec.	Writing journal	Daily

Teachers	1	All teachers will continue professional dev. in Writer's Workshop and 6 +1 Writing Traits.	AR, SD	K-5 LA teachers	Instructional Specialist		Aug. 07 – May 08
	2	Weekly planning sessions with instructional specialist and two half day planning sessions for 4 th grade teachers to improve composition skills.	AR, CE, T1	4 th LA teachers	Instructional Specialist		Aug. 07 – May 08 weekly
	3	Analyze students writing samples each six weeks to implement strategies to increase the number of students earning a 2 or higher rating on the TAKS written composition. Grade level teachers K-5 will discuss and analyze a minimum of three writing samples per six weeks to improve individual students' writing.	AR, SD, T1, CE	K – 5 LA teachers	IS, AP, Principal	Writing journals, writing compositions	Once per six weeks, Aug. 07-May 08
	4	Grade level teachers K-5 will discuss and analyze a minimum of three writing samples per six weeks to improve individual students' writing.	AR, SD, T1	K – 5 LA teachers	IS, AP, Teachers	Writing journals, writing compositions	Once per six weeks, Aug. 07 – 08
	5	All LA teachers will share the responsibility for teaching writing at grades PreK – 5 th Grades.	AR	PK – 5 LA teachers	Teachers, dyslexia T, IS, AP, Principal	Lesson plans; classroom observations	Aug. 07 – May 08
Parents	1	Keep parents up-to-date on their child's progress through emails and phone calls.	AT, PI, T1	Parents of identified students	Teachers	Writing compositions; journals	As needed
	2	Invite parents to Library Night where writing is the focus and to "Show Case of the Stars" (showcase students' white books).	AT, PI, T1	All students	Librarian, writing committee	Library Night & Showcase of the Stars invitation; Parent newsletter; white books	Library Nights monthly; Showcase – May 08

*** 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

**Sheridan Elementary
Anne Wilcox
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

(1) Sheridan 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 Sheridan 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 improving student attendance.
- (g) provided for a program to encourage parental and community involvement at the campus.
- (h) included goals and methods for violence prevention and intervention on campus.
- (i) 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
Eva Draxler	Pre-K Representative
Amanda Gaston	Kindergarten – Representative
Lynlea Dickerson	1 st Grade Representative
Dan Bartolini	2 nd Grade Representative
Catherine Pekula	3 rd Grade Representative
Heather Palasota	4 th Grade Representative
Susan Smith	5 th Grade Representative
Bree Garcia	Special Ed Representative
Ann Melancon	Reading Enrichment
Jason Blevins	Large Group
Penny Smyth	Technology
Gina Guidry	Assistant Principal
Cheryl Fisher	Assistant Principal
Raquel Schmidt	Assistant Principal
Kasi Bundoc	Instructional Specialist
Rene McIntyre	Instructional Specialist
Shirley Davis	Counselor
Dolores Lopez	Media Specialist
Lauree Benson	Behavior Interventionist
Tamara Felder	Behavior Interventionist
Nina Turley	Nurse
Kathy Marinko	AP Secretary
Marci Morton	Secretary
Peggy Smith	Para Professional Representative
Brenda Johnson	Para Representative – PTO President

CIP PART III: ASSURANCE ADDENDUM

Gina Canty	Parent Representative
Susan Jahanian	Community Representative
Jonette Crane	Community Representative
Richard Fordan	Business Representative
Bob Marinko	Business Representative

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 26, 2007	3:30 p.m.	Computer Lab
2	November 19, 2007	6:00 p.m.	Cafeteria – 4 th Grade Program/PTO
3	January 23, 2008	7:30 a.m.	Cafeteria – Staff Meeting
4	March 5, 2008	3:30 p.m.	Computer Lab
5	May 14, 2008	8:10	Computer Lab

* 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)

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 20% 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 conduct and Language-gestures/refusing.
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 100% .	
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

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** – 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.
- 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

Sheridan 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	
24-Aug	All Staff	Campus	
8-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
3-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
4-Jan*	All Staff	Campus	T.E. Day
April 28	All Staff	Campus	
30-May	All Staff	Campus	