

2007-2008
Campus Improvement Plan
for
Warner Elementary School

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

Campus	Grade	Group	Reading						
			2007						
			Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %
WARNER ELEM.	4	All	172	169	98	100	99	70	41
WARNER ELEM.	4	AA	31	31	100	100	100	6	19
WARNER ELEM.	4	Hispanic	59	57	97	100	98	17	30
WARNER ELEM.	4	White	72	72	100	100	100	43	60
WARNER ELEM.	4	Eco.Dis.	14	13	93	100	95	1	8
WARNER ELEM.	4	Spec.Ed.	5	---	---	---	---	---	---
WARNER ELEM.	5	All	132	116	88	90	89	43	37
WARNER ELEM.	5	AA	28	23	82	90	85	3	13
WARNER ELEM.	5	Hispanic	39	33	85	90	87	9	27
WARNER ELEM.	5	White	56	51	91	100	94	27	53
WARNER ELEM.	5	Eco.Dis.	2	1	50	90	75	0	0
WARNER ELEM.	5	Spec.Ed.	3	---	---	---	---	---	---

Campus	Grade	Group	Math						
			2007						
			Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %
WARNER ELEM.	4	All	175	146	83	90	85	71	49
WARNER ELEM.	4	AA	32	27	84	90	86	11	41
WARNER ELEM.	4	Hispanic	60	45	75	90	80	14	31
WARNER ELEM.	4	White	73	67	92	100	95	41	61
WARNER ELEM.	4	Eco.Dis.	15	6	40	90	75	1	17
WARNER ELEM.	4	Spec.Ed.	6	---	---	---	---	---	---
WARNER ELEM.	5	All	134	124	93	100	95	56	45
WARNER ELEM.	5	AA	28	23	82	90	85	8	35
WARNER ELEM.	5	Hispanic	39	38	97	100	98	11	29
WARNER ELEM.	5	White	58	55	95	100	97	33	60
WARNER ELEM.	5	Eco.Dis.	4	2	50	90	75	0	0
WARNER ELEM.	5	Spec.Ed.	5	---	---	---	---	---	---

Campus	Grade	Group	Writing						
			2007						
			Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %
WARNER ELEM.	4	All							
WARNER ELEM.	4	AA							
WARNER ELEM.	4	Hispanic							
WARNER ELEM.	4	White							
WARNER ELEM.	4	Eco.Dis.							
WARNER ELEM.	4	Spec.Ed.							
WARNER ELEM.	5	All	126	116	92.00	100	95	28	24
WARNER ELEM.	5	AA	27	21	78.00	90	82	3	14
WARNER ELEM.	5	Hispanic	36	33	92.00	100	95	6	18
WARNER ELEM.	5	White	55	55	100.00	100	100	16	29
WARNER ELEM.	5	Eco.Dis.	2	2	100.00	100	100	0	0
WARNER ELEM.	5	Spec.Ed.	3	---	---	---	---	---	---

PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES

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)**

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For 2007 – 2008, the discipline referrals will be evaluated each six weeks, and efforts will be made to reduce referrals by 10% each six weeks thereafter.

Formative Evaluation:

District-developed Reports

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Implement Social Skills learned through morning announcements and weekly class meetings.	VP	All students	Teachers Administrators Students	Social Skills Posters H.O.W.L. Expectations	8/2007 to 5/2008
	2	Follow all class rules, routines, and procedures established in the school and classroom.	VP	All students	Teachers Administrators Students	H.O.W.L. Expectations	8/2007 to 5/2008
Teachers	1	Establish positive, respectful relationships with students.	VP	All staff	Teachers Administrators	Book Study, <u>The Well-Managed Classroom</u>	8/2007 to 5/2008
	2	Establish and implement consistent of class rules, procedures, and routines.	VP	Teachers	Teachers Administrators	Book Study, <u>The Well-Managed Classroom</u>	8/2007 to 5/2008
Parents	1	Communicate with parents regarding their child's behavior by using the communication card, phone calls, conferences, and/or office referrals.	PI	Parents	Teachers Administrators Parents	Tuesday Folder Communication Card Progress Reports Report Cards	8/2007 to 5/2008

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)**

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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.	AR	All Students	Teachers Registrar Administrators	Attendance Reports Perfect Attendance Certificates Class Meetings	8/2007 to 5/2008
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	8/2007 to 5/2008
	2	Ensure that students receive and complete missed classroom assignments.	AR	All Students Teachers	Teachers	Attendance Records Make-up Work Folder	8/2007 to 5/2008
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	8/2007 to 5/2008

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, 90% of Warner Elementary students will demonstrate proficiency or higher in Science as demonstrated on benchmarks/TAKS Science in grades K – 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.	AR, CE	All students, grades 1-5.	Science teachers; Instructional Specialist; district Science Helping Teacher	District Science curriculum documents; equipment and materials	8/2007 to 5/2008
	2	Attend tutoring groups either before-/after-school, during recess, or during large group time.	AR	Students below standard on district Science benchmarks	Science Teachers; Instructional Specialist; Administrators	District Science curriculum documents; Science equipment & materials	8/2007 to 5/2008
	3	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	8/2007 to 5/2008

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Analyze current data to determine targets for instruction and plan lessons accordingly. 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	8/2007 to 5/2008
	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. Utilize observation guides/science journals to increase comprehension.	SD	Science Teachers, grades 2-5	Science Teachers; Instructional Specialist; Administrators	Science Study Guides; chart tablets; markers	8/2007 to 5/2008
	3	Implement Quantum Learning strategies in the Science classroom.	SD	Science Teachers, grades 4-5	Science Teachers; Instructional Specialist; Administrators	Quantum Learning	8/2007 to

							5/2008
	4	Ensure adequate time for Science instruction.	AR	Science Teachers, grades 1-5	Science Teachers; Instructional Specialist; Administrators	<i>Master Schedule</i>	8/2007 to 5/2008
	5	Implement SQ-RQ-CQ strategies and ask higher-order thinking questions.	AR	Science Teachers, grades 1-5	Science Teachers; Instructional Specialist; Administrators		8/2007 to 5/2008
Parents	1	Review Science vocabulary and concepts with students.	PI	Students Parents	Science Teachers; Instructional Specialist; Administrators	Vocabulary Cards; Science Study Guides; Science Journals	8/2007 to 5/2008

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

**Campus Objective:
(SMART Goal)**

By May 2008, 90% of Warner Elementary students will demonstrate proficiency or higher in Math as demonstrated on benchmarks/TAKS Math in grades K – 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	8/2007 to 5/2008
	2	Participate in 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	8/2007 to 5/2008
	3	Attend tutoring groups either before-/after-school, during recess, or during large group time.	AR, 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	8/2007 to 5/2008

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	8/2007 to 5/2008
	2	Analyze current data to determine goals &	AR, CE	Math Teachers,	Math Teachers;	Data from checkpoint	8/2007

		targets for instruction. Plan lessons accordingly. Participate in grade level in-depth planning each semester.		grades 1-5	Instructional Specialist; Administrators	tests and benchmarks	to 5/2008
Parents	1	Review math vocabulary and provide help with homework.	PI	Parents	Teachers	Student homework and review assignments	8/2007 to 5/2008

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:

Reading/English Language Arts

**Campus Objective:
(SMART Goal)**

By May 2008, 90% of Warner Elementary students will demonstrate proficiency or higher in Reading as demonstrated on benchmarks/TAKS Reading in grades K – 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	8/2007 to 5/2008
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, CE, T	Grade 5 SEI students and struggling readers	Grade 5 LA Teacher; Instructional Specialist; district READ 180 Helping Teacher; Administrators	Scholastic READ 180 program reading materials; computers; computer program	8/2007 to 5/2008
3	Participate in the Dyslexia or Reading Enrichment program.	AR, CE	Grade 1-5 struggling readers or students with dyslexia	Rdg. Enrich/Dyslexia Teacher; Administrators	SGRI Program materials; literacy library books	8/2007 to 5/2008
4	Attend tutoring groups either before-/after-school, during recess, or during large group time.	AR	Students below standard on district LA benchmarks	LA Teachers; Instructional Specialists; Administrators	District LA curriculum documents; reading intervention/ comprehension activities and materials	8/2007 to 5/2008
5	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	8/2007 to 5/2008

	6	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	8/2007 to 5/2008
Teachers	1	Analyze current data to determine goals & targets for instruction. Plan lessons accordingly. Participate in grade level in-depth planning each semester.	AR, CE	LA Teachers, grades K-5	LA Teachers; Instructional Specialists; Reading Enrichment, Administrators	Data from checkpoint tests, TPRI/Tejas LEE, and benchmarks	8/2007 to 5/2008
	2	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	8/2007 to 5/2008
	3	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	8/2007 to 5/2008
	4	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>	8/2007 to 5/2008
Parents	1	Review vocabulary and provide help with homework.	PI	Parents	Teachers	Student homework and review assignments	8/2007 to 5/2008

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:

Writing

**Campus Objective:
(SMART Goal)**

By May 2008, 90% of Warner Elementary students will demonstrate proficiency or higher as demonstrated on benchmarks/TAKS Writing in grades K – 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	8/2007 to 5/2008
	2	Improve TELPAS writing scores to reach the "advanced high" rating in order to exit the Bilingual/ESL program.	AR, CE, T	Grade K-5 LEP students	Grade K-5 Bilingual/ESL LA Teachers; Instructional Specialists; Administrators		8/2007 to 5/2008
	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	8/2007 to 5/2008

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Analyze current data to determine goals & targets for instruction. Plan lessons accordingly. 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 Analysis of Writing	8/2007 to 5/2008

						Samples (18 per year)	
Parents	1	Provide help with writing assignments, revising/editing practice, and other homework.	PI	Parents	Teachers	Student homework and review assignments	8/2007 to 5/2008

*** 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

Warner Elementary
Michael Maness
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District

Section A

- (1) Warner 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 Warner 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.
 - (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	
Cynthia Fichtel		Pre-Kindergarten Teacher	
Kimberly Williams		Kindergarten Teacher	
Kimberly Henderson		1 st Grade Teacher	
Jessica Reyna		2 nd Grade Teacher	
Lauren Grein		3 rd Grade Teacher	
Amy Arthur		4 th Grade Teacher	
Helen Redmon		5 th Grade Teacher	
Lindsey Gray		Large Group Teacher	
Sarah Blake		Special Education Teacher	
Helen Penman		Paraprofessional	
Becky Koop		Assistant Principal	
Judy Evans		Assistant Principal	
Roy Sprague		Instructional Support Center	
Lonnie Harper		Parent 1	
Craig Sharp		Parent 2	
Chris Peters		Community resident 1	
Kathy Hogan		Community resident 2	
		Business representative 1	
		Business representative 2	
CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	October 17, 2007	8:05 a.m.	Lounge
2	November 9, 2007	8:05 a.m.	Lounge (Public Hearing)
3	January 31, 2008	8:05 a.m.	Lounge
4	April 2, 2008	8:05 a.m.	Lounge
5	May 22, 2008	8:05 a.m.	Lounge

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 will be encouraged to participate in activities involving Warner Elementary.	
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)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above 90% .	
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.

(5)

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

Warner 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	Leadership Conf.
3-Aug	GLT/AMS	Elementary – A.M.	GLT Training
	GLT/AMS	Secondary - P.M.	N/A
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
14-Aug	Department Chair and Team Leader	District Staff	N/A
16-Aug-17	New Staff Orientation	District Staff	New Staff
20-Aug	All Staff	Campus	Planning/Campus
21-Aug	All Staff	Campus	Planning/Campus
22-Aug	All Staff	Campus	Planning/Campus
23-Aug	Elementary/Secondary	District Staff	Curriculum & Instruction
24-Aug	All Staff	Campus	Planning/Campus
8-Oct	Secondary Staff	District Staff	N/A
	Elementary Staff	Campus Staff	Parent Conferences
3-Jan	Elementary Staff	District Staff	Curriculum & Instruction T.E.
	Secondary Staff	Campus	N/A
4-Jan	All Staff	Campus	T.E.
18-Feb	All Staff	Campus	T.E.
30-May	All Staff	Campus	Campus Planning