

2007-2008
Campus Improvement Plan
for
Willbern Elementary

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: WILLBERN EL
CAMPUS NUMBER: 101907131

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	382	430	89%	100%	340	373	91%		-2		
X African Amer	40	49	82%	11%	35	38	92%		-10		
X Hispanic	143	171	84%	40%	133	155	86%		-2		
X White	101	107	94%	25%	98	104	94%		0		
X Econ Disadv	139	173	80%	40%	127	149	85%		-5		
Writing (65%)											
X All Students	124	138	90%	100%	102	121	84%		6		
African Amer	16	17	94%	12%	5	10	50%		44		
X Hispanic	55	62	89%	45%	38	49	78%		11		
White	18	22	82%	16%	40	43	93%		-11		
X Econ Disadv	49	59	83%	43%	31	44	70%		13		
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	386	434	89%	100%	323	373	87%		2		
X African Amer	42	49	86%	11%	35	38	92%		-6		
X Hispanic	143	174	82%	40%	120	156	77%		5		
X White	101	108	94%	25%	97	104	93%		1		
X Econ Disadv	143	177	81%	41%	115	151	76%		5		
Science (40%)											
X All Students	111	123	90%	100%	85	119	71%		19		
African Amer	9	9	100%	7%	12	16	75%		25		
X Hispanic	40	49	82%	40%	27	48	56%		26		
X White	40	41	98%	33%	29	33	88%		10		
X Econ Disadv	34	42	81%	34%	30	49	61%		20		

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

SDAA II Results (50%)	2007				2006			Required Improvement			
	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %	# Tests Met ARD	# Tests	Pct Met ARD	Met Min Size	Act Chg	RI	Met RI?
X All Students	22	31	71%	100%	46	53	87%		-16		

EXCEPTIONS TABLE

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

DISTRICT NAME: CYPRESS-FAIRBANKS
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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	WILLBERN EL	3	All	175	162	93	100	95	52	30	143	140	98	61	43
Reading/ELA	WILLBERN EL	3	AA	25	22	88	90	89	4	16	18	18	100	6	33
Reading/ELA	WILLBERN EL	3	Hispanic	61	54	89	90	89	9	15	59	57	97	18	31
Reading/ELA	WILLBERN EL	3	White	46	44	96	100	97	19	41	30	30	100	18	60
Reading/ELA	WILLBERN EL	3	Eco.Dis.	75	66	88	90	89	13	17	61	58	95	20	33
Reading/ELA	WILLBERN EL	3	Spec.Ed.	13	12	92	100	95	3	25	8	7	88	1	13
Reading/ELA	WILLBERN EL	3	LEP	47	39	83	90	85	4	9	44	41	93	9	20
Reading/ELA	WILLBERN EL	3	LEP M1	24	24	100	100	100	14	58	14	14	100	12	92
Reading/ELA	WILLBERN EL	3	LEP M2								0	0	0	0	0
Reading/ELA	WILLBERN EL	4	All	149	114	77	90	81	45	30	134	109	81	24	18
Reading/ELA	WILLBERN EL	4	AA	21	13	62	90	75	7	33	14	10	71	1	7
Reading/ELA	WILLBERN EL	4	Hispanic	67	48	72	90	78	13	19	53	39	74	4	8
Reading/ELA	WILLBERN EL	4	White	23	19	83	90	85	9	39	46	40	87	12	26
Reading/ELA	WILLBERN EL	4	Eco.Dis.	68	42	62	90	75	7	10	51	37	73	8	16
Reading/ELA	WILLBERN EL	4	Spec.Ed.	7	3	43	90	75	1	14	8	6	75	0	0
Reading/ELA	WILLBERN EL	4	LEP	13	4	31	90	75	0	0	14	9	64	0	0
Reading/ELA	WILLBERN EL	4	LEP M1	33	25	76	90	81	5	15	20	12	60	1	5
Reading/ELA	WILLBERN EL	4	LEP M2	18	18	100	100	100	9	50	18	17	94	6	33
Reading/ELA	WILLBERN EL	5	All	134	129	96	100	97	39	29	126	120	95	33	26
Reading/ELA	WILLBERN EL	5	AA	15	14	93	100	95	2	13	18	18	100	5	28
Reading/ELA	WILLBERN EL	5	Hispanic	51	47	92	100	95	10	20	50	44	88	4	8
Reading/ELA	WILLBERN EL	5	White	44	44	100	100	100	19	44	34	34	100	13	39
Reading/ELA	WILLBERN EL	5	Eco.Dis.	47	45	96	100	97	9	19	54	49	91	11	20
Reading/ELA	WILLBERN EL	5	Spec.Ed.	9	9	100	100	100	2	25	3	0	0	1	33
Reading/ELA	WILLBERN EL	5	LEP	10	7	70	90	77	0	0	12	9	75	0	0
Reading/ELA	WILLBERN EL	5	LEP M1	6	6	100	100	100	0	0	2	0	0	0	0
Reading/ELA	WILLBERN EL	5	LEP M2	17	17	100	100	100	2	12	26	24	92	5	19

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	WILLBERN EL	3	All	178	148	83	90	85	62	35	142	113	80	46	32
Math	WILLBERN EL	3	AA	25	19	76	90	81	6	24	17	13	76	5	29
Math	WILLBERN EL	3	Hispanic	64	47	73	90	79	17	27	58	39	67	12	21
Math	WILLBERN EL	3	White	46	40	87	90	88	18	39	32	27	84	12	38
Math	WILLBERN EL	3	Eco.Dis.	78	59	76	90	81	20	26	61	41	67	10	16
Math	WILLBERN EL	3	Spec.Ed.	15	9	60	90	75	3	20	8	3	38	1	13
Math	WILLBERN EL	3	LEP	49	35	71	90	77	10	20	43	33	77	6	14
Math	WILLBERN EL	3	LEP M1	24	24	100	100	100	16	67	14	14	100	7	50
Math	WILLBERN EL	3	LEP M2								0	0	0	0	0
Math	WILLBERN EL	4	All	147	131	89	90	89	64	44	134	114	85	50	37
Math	WILLBERN EL	4	AA	19	16	84	90	86	5	26	14	12	86	3	21
Math	WILLBERN EL	4	Hispanic	67	56	84	90	86	20	30	53	41	77	11	21
Math	WILLBERN EL	4	White	23	22	96	100	97	13	57	46	42	91	21	46
Math	WILLBERN EL	4	Eco.Dis.	67	52	78	90	82	21	31	51	38	75	14	27
Math	WILLBERN EL	4	Spec.Ed.	5	---	---	---	---	---	---	9	8	89	2	22
Math	WILLBERN EL	4	LEP	13	9	69	90	76	1	8	13	7	54	1	8
Math	WILLBERN EL	4	LEP M1	33	28	85	90	87	10	30	20	14	70	4	20
Math	WILLBERN EL	4	LEP M2	18	18	100	100	100	15	83	19	18	95	11	58
Math	WILLBERN EL	5	All	135	130	96	100	97	73	54	127	120	94	61	48
Math	WILLBERN EL	5	AA	15	15	100	100	100	5	33	19	17	89	7	37
Math	WILLBERN EL	5	Hispanic	51	47	92	100	95	23	45	50	47	94	19	38
Math	WILLBERN EL	5	White	44	44	100	100	100	26	59	34	33	97	18	53
Math	WILLBERN EL	5	Eco.Dis.	49	47	96	100	97	24	49	54	49	91	18	33
Math	WILLBERN EL	5	Spec.Ed.	10	9	90	100	93	2	20	3	0	0	0	0
Math	WILLBERN EL	5	LEP	10	7	70	90	77	1	10	12	10	83	5	42
Math	WILLBERN EL	5	LEP M1	6	6	100	100	100	2	33	2	0	0	1	50
Math	WILLBERN EL	5	LEP M2	17	17	100	100	100	7	41	26	25	96	12	46

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	WILLBERN EL	3	All												
Science	WILLBERN EL	3	AA												
Science	WILLBERN EL	3	Hispanic												
Science	WILLBERN EL	3	White												
Science	WILLBERN EL	3	Eco.Dis.												
Science	WILLBERN EL	3	Spec.Ed.												
Science	WILLBERN EL	3	LEP												
Science	WILLBERN EL	3	LEP M1												
Science	WILLBERN EL	3	LEP M2												
Science	WILLBERN EL	4	All												
Science	WILLBERN EL	4	AA												
Science	WILLBERN EL	4	Hispanic												
Science	WILLBERN EL	4	White												
Science	WILLBERN EL	4	Eco.Dis.												
Science	WILLBERN EL	4	Spec.Ed.												
Science	WILLBERN EL	4	LEP												
Science	WILLBERN EL	4	LEP M1												
Science	WILLBERN EL	4	LEP M2												
Science	WILLBERN EL	5	All	131	117	89	90	89	53	40	126	91	72	26	21
Science	WILLBERN EL	5	AA	12	12	100	100	100	3	25	19	14	74	4	21
Science	WILLBERN EL	5	Hispanic	51	40	78	90	82	14	27	49	28	57	5	10
Science	WILLBERN EL	5	White	43	42	98	100	99	22	51	34	30	88	9	26
Science	WILLBERN EL	5	Eco.Dis.	46	37	80	90	83	13	28	53	33	62	6	11
Science	WILLBERN EL	5	Spec.Ed.	9	8	89	90	89	2	22	3	2	67	1	33
Science	WILLBERN EL	5	LEP	11	6	55	90	75	1	9	12	6	50	1	8
Science	WILLBERN EL	5	LEP M1	6	5	83	90	85	1	17	2	2	100	1	50
Science	WILLBERN EL	5	LEP M2	17	13	76	90	81	5	29	25	17	68	4	16

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Willbern Ele.	AA	96.8	97.2
Willbern Ele.	H	97.1	97
Willbern Ele.	W	96.3	96.2
Willbern Ele.	NATIVE	99.6	98.9
Willbern Ele.	ASIAN	97.7	97.8
Willbern Ele.	MALE	97	97
Willbern Ele.	FEMALE	97	97
Willbern Ele.	SPED	95.6	95.8
Willbern Ele.	ECD	96.7	96.8
Willbern Ele.	LEP	97.2	97.1
Willbern Ele.	AT RISK	96.9	96.9
Willbern Ele.	GT	98.4	98
Willbern Ele.	MIGRANT	0	0

Gold Performance Acknowledgment
Attendance rates
District $\geq 96.0\%$
Elementary $\geq 97.0\%$

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 30% Commended Gr. 4 77% Passed 30% Commended Gr. 5 96% Passing 29% Commended
		Writing	TAKS Demographic Performance Summary	Gr. 4 90% Passed 27% Commended
		Math	TAKS Demographic Performance Summary	Gr. 3 83% Passed 35% Commended Gr. 4 89% Passed 44% Commended Gr. 5 96% Passing 54% Commended
		Science	TAKS Demographic Performance Summary	Gr. 5 89% Passed 40% Commended
	Subgroups	All	TAKS Demographic Performance Summary	Gr. 3 Exemplary in Reading Gr. 4 Exemplary in Writing Gr. 5 Exemplary in Reading & Math Gr. 5 Recognized in Sci
		AA	TAKS Demographic Performance Summary	Gr. 3 Recognized in Reading Gr. 4 Recognized in Writing & Math Gr. 5 Exemplary in Reading, Math & Sci
		H	TAKS Demographic Performance Summary	Gr. 3 Recognized in Reading Gr. 4 Recognized in Writing & Math Gr. 5 Exemplary in Reading & Math Gr. 5 Recognized in Sci
		W	TAKS Demographic Performance Summary	Gr. 3 Exemplary in Reading Gr. 3 Recognized in Math Gr. 4 Recognized in Reading & Writing Gr. 4 Exemplary in Math Gr. 5 Exemplary in Reading, Math & Sci
		ED	TAKS Demographic Performance Summary	Gr. 3 Recognized in Reading Gr. 4 Recognized in Writing Gr. 5 Exemplary in Reading Gr. 5 Recognized in Math & Sci
		LEP	TAKS Demographic Performance Summary	Gr. 3 Recognized in Reading
		SE	TAKS Demographic Performance Summary	Gr. 3 Exemplary in Reading Gr. 4 Exemplary in Writing & Math Gr. 5 Exemplary in Reading & Math Gr. 5 Recognized in Sci

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 Contact & Excessive Talking/Acting Out will be reduced by 10%+ from the previous school year.
Formative Evaluation:	District-developed Reports

PEIMS Code	2006-07 Discipline Data	2007-08 Goal
Inappropriate Physical Contact	39 Incidents	35 incidents or less
Excessive Talking Out /Disruption	37 Incidents	33 incidents or less

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Choose appropriate behavior by reviewing and practicing BBR social skills.	VP	All	Teachers, Counselors & Admin.	BBR Posters	Ongoing
	2	Understand and follow the Willbern Rules posted in every classroom.	VP	All	Teachers, Counselors & Admin.	Classroom Rules	Ongoing
	3	Attend grade level code of conduct meetings to know and understand the Student Code of Conduct.	VP	All	APs	Student Code of Conduct	September
Teachers	1	Effectively implement classroom management strategies, such as BBR, Willbern Rules and Ready, Set, Go procedures.	VP	All	Teachers & Admin.	Posters & Lesson Plans	Ongoing
	2	Review and know the Student Code of Conduct (COC).	VP	All	Teachers & Admin.	COC	Ongoing
	3	Increase staff training in BBR and Capturing Kids' Hearts strategies	VP SD	All	Admin.	BBR	Ongoing
Parents	1	Increase awareness and understanding of the Student Code of Conduct and school-wide rules.	VP	All	Admin.	COC	Parent Information Packets, Curriculum Nights & Ongoing

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

Target Populations	Attendance Rate 06-07	Target for 07-08
W	96.2	+0.8
SPED	95.8	+1.2
ECD	96.8	+0.2
At-Risk	96.9	+0.1

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Emphasize strategies to strengthen the home-school relationship: Quantum Learning (QL), "Living above the line," Building Better Relationships (BBR) and Capturing Kids' Hearts.	AR	All	Teachers, BBR Liaison, BBR Committee & Admin.	Quantum Learning Binders, BBR	Ongoing
	2 Earn a gold seal for each six weeks of perfect attendance.	AR	All	Teachers & Admin. Secretary	Attendance Reports	Ongoing
Teachers	1 Monitor student tardies and consult with the AP to develop an intervention plan if necessary.	AR	All	Teachers & APs	Attendance Records	Ongoing
	2 Call students who are absent 3 consecutive days.	AR	All	Teachers	Attendance Records	Ongoing
Parents	1 Stress the importance of regular school attendance through newsletters, phone calls, conferences, email and notes.	PI	All	Teachers & Admin.	School and class communications	Curriculum Nights & Ongoing

Areas to Improve

District Priority:	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Area of Focus:	Science
Campus Objective:	By May 2008, we will increase the percentage (by amounts noted at the right or greater) of students demonstrating proficiency on TAKS science (5 th grade).
Formative/Summative Evaluation:	District-developed Tests and Texas Assessment of Knowledge and Skills

Target Populations	'07 Results	'08 Target
AA	100	Maintain
H	78	+4
W	98	+1
ED	80	+3
SPED	89	Maintain
LEP	75	+20

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Utilize observation guides and science journals to increase comprehension.	AR	All	Teachers	Student Journals, CFISD Study Guides	Ongoing
	2 Use grade level specific vocabulary to demonstrate a knowledge level of understanding.	AR	All	Teachers, IS & Admin.	CFISD Academic Vocab. List, Curriculum Guides, Lesson Plans & Classroom Observations	Ongoing
	3 Actively participate in hands-on experiments and district-provided experiences	AR	All	Teachers, IS & Admin	Curriculum Guides, Lesson Plans & Classroom Observations	Ongoing
	4 Utilize a variety of graphic organizers, foldable books, science journals, and study guides to record data and organize information.	AR	All	Teachers, IS & Admin.	Curriculum Guides, Lesson Plans & Classroom Observations	Ongoing
	5 Engage in extended learning opportunities: recess tutoring, Saturday Camps, supplemental instruction and Science Bowl.	AR	H, AA, ED & LEP	Teachers, IS & Admin.	Student Attendance Rosters	Ongoing
	6 Use the problem solving strategy, SQ-RQ-CQ, on warm-ups, homework, unit tests, benchmarks and TAKS.	AR	All	Teachers, IS & Admin	Lesson Plans & Classroom Observations	Ongoing

	7	Provide opportunities for 4 th and 5 th grade students to Mentor students during kindergarten science.	AR	H, AA, ED & LEP	Kindergarten, 4 th & 5 th Grade Teachers, IS	Schedules	1 time per 6 weeks
Teachers	1	Schedule the Science coach to work with 3rd -5 th grade teachers to reinforce the curriculum.	AR	All	Teachers & Admin.	Science Coach Schedule	Ongoing
	2	Increase student proficiency by monitoring the use of the science study guides, district provided homework and weekly planners outside of the classroom (Marzano).	AR	All	Teacher, IS & Admin.	Lesson Plans & Classroom Observations	Ongoing
	3	Support Saturday Science Camps with focused lessons on science objects not mastered.	AR	H, AA, ED & LEP	Teachers, IS & Admin.	Teacher Sign-up Sheets & Lesson Plans	Spring 2008
	4	Monitor and protect the instructional time allocated for science (1 hour daily).	AR	All	Admin.	Teacher Schedules & Weekly Agenda	Ongoing
	5	Disaggregate data from unit tests, benchmarks and CBA tests to determine concepts that need to be taught again and students that need extra assistance.	AR	H, AA, ED & LEP	Teachers, IS & Admin.	Item Analysis Data & Student Reports	Ongoing
	6	Utilize Quantum Learning Strategies: Colors, Music and VAK to strengthen classroom instruction.	AR, SD	All	Teachers, IS & Admin.	QL Binders, Staff Development Rosters & Classroom Observations	Ongoing
Parents	1	Monitor their child's progress by reviewing the daily planner, homework, newsletters and notes.	PI	All	Teachers	School Communication	Ongoing
	2	Participate in TAKS Science Nights and Family Science Nights.	PI	All	Teachers, IS & Admin.	Parent Attendance Rosters	January & March
	3	Utilize the highlighted study guides to support students when studying for tests.	PI	All	Teachers	District Science Study Guides	Ongoing
	4	Encourage parents to reinforce the Science curriculum by Relating the importance of Science Camps and other campus enrichment/tutorial activities that occur outside the regular school day.	PI	H, AA, ED & LEP	Teachers, IS & Admin.	School Communication	Ongoing

Areas to Improve

District Priority:

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 below or greater) of students demonstrating proficiency on TAKS reading and language arts.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

Target Populations	3 rd Grade '07 Results	3 rd Grade '08 Target	4 th Grade '07 Results	4th Grade '08 Target	5 th Grade '07 Results	5 th Grade '08 Target
AA	88	+1	62	+13	93	+2
H	89	Maintain	72	+6	92	+3
W	96	+1	83	+2	100	Maintain
ED	88	+1	62	+13	96	+1
SPED	92	+3	43	+32	100	Maintain
LEP	83	+2	31	+44	70	+7

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Provide opportunities to build background knowledge and schema through read-a-louds, guest speakers, technology and real world experiences.	AR, T, CE	All	Teachers, Bilingual Lang. Enr. T & IS	Lesson Plans & Classroom Observations	Ongoing
	2	Improve reading comprehension based on TEKS performance identified as weak on benchmarks and strengthen independent reading levels through guided reading instruction; build stamina and fluency through increased time for daily, sustained reading.	AR, CE	2 nd Grade	Teachers, Reading Specialists, IS & Admin.	Schedules & Classroom Observations	Ongoing
	3	Strengthen reading comprehension (i.e. main idea, inferencing, vocabulary development and drawing conclusions) through the use of research-based strategies that are proven to be successful for AA and ED students.	AR, CE	4 th & 5 th Grade, SPED	Teachers, Reading Specialists, IS & Admin.	CFISD Units of Study, Lesson Plans, Classroom Observations	Ongoing
	4	Improve overall passing rate on TAKS reading by regularly analyze assessment data in order to ensure alignment between daily instructional and critical TEKS objectives	AR	4 th & 5 th Grade, SPED	Teachers, IS & Admin.	Student Data Lesson Plans, & Classroom Observations	Ongoing
	5	Increase accuracy, fluency and words-per-minute using research based strategies and daily independent reading opportunities.	AR, CE	All	Teachers, Reading Specialists, IS & Admin.	Student Data Reports Rasinski, Fry's Word List & Schedules	Ongoing
	6	Implement instructional strategies that focus on critical reading skills (Objective 4).	AR, CE	Grades 3 – 5, SPED, LEP	Teachers, Bilingual Lang. Enr. T, Reading Specialists, IS & Admin.	Lesson Plans & Classroom Observations	Ongoing
	7	Monitor each student's progress by examining the results of anecdotal notes gathered through individual conferences and data from benchmarks, CBAs and TAKS.	AR, CE	All, LEP	Teachers, Bilingual Lang Enr. T, Reading Specialist, IS, & Admin.	Anecdotal Notes & Student Data Reports	Ongoing
	7	Actively participate in extended learning opportunities: recess tutoring, Saturday Camps and supplemental instruction.	AR, CE	H, AA, ED, SPED, LEP	Teachers, Bilingual Lang. Enr. T, IS & Admin.	Student Attendance Rosters	Ongoing
Teachers	1	Implement balanced literacy schedule and strategies to increase reading comprehension, fluency and stamina	AR, CE, SD	H, AA, ED, SPED,	Teachers, IS & Admin.	Posted Schedules, Lesson Plans,	Ongoing

				LEP		Guided Reading and Strategies Grouping Lists, Observations	
	2	Provide reading opportunities for multiple purposes from a variety of genres.	AR	All	Teachers	Lesson Plans	Ongoing
	3	Increase independent reading time to 15+ minutes to improve accuracy and fluency.	AR	1 st Grade	Teachers, IS & Admin	Daily Schedule, Lesson Plans & Classroom Observations	Ongoing
	4	Adapt mini-lessons to reflect student needs gathered from small groups and individual conferences.	AR	All	Teachers, IS & Admin.	Student Data Reports, Anecdotal Notes	Ongoing
	5	Provide students with multiple strategies for phonics and decoding words: Words Their Way, Neuhaus and Spalding.	AR, CE	All	Teachers, Reading Specialists & IS	Classroom Observations	Ongoing
	6	Implement and monitor the One Way Dual Language Program.	AR	Pre-K & K	Teachers & Admin.	Daily Schedules & Classroom Observ.	Ongoing
	7	Implement and monitor the READ 180 Program.	AR, T	5th	Teachers, IS & Admin.	Daily Schedule, Student Data Reports & Classroom Observations	Ongoing
	8	Utilize Quantum Learning Strategies: Graphic Organizers, Colors, Music and VAK to strengthen reading instruction.	AR, SD, CE	H, AA, ED, SPED, LEP	Teachers, Bilingual Lang. Enr. T, IS & Admin.	QL Binders, Staff Development Rosters & Classroom Observations	Ongoing
Parents	1	Communicate with parents on their child's progress through the daily planner, phone calls, conferences, newsletters and notes.	PI	All	Teachers	Brown Folders & Teacher Communication Logs	Ongoing
	2	Encourage parents to attend after-school reading events: Partners In Print, TAKS Reading Nights and Family Reading Night.	PI, CE	H, AA, ED, SPED, LEP	Teachers, Bilingual Lang. Enr. T, IS & Admin.	Parent Attendance Rosters	October & February

Areas to Improve

District Priority:

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 (by amounts noted below or greater) of students demonstrating proficiency on TAKS mathematics.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

Target Populations	3 rd Grade '07 Results	3 rd Grade '08 Target	4 th Grade '07 Results	4 th Grade '08 Target	5 th Grade '07 Results	5 th Grade '08 Target
AA	76	+5	84	+2	100	Maintain
H	73	+6	84	+2	92	+3
W	87	+1	96	+1	100	Maintain
ED	76	+5	78	+4	96	+1
SPED	60	+15	100	Maintain	90	+3
LEP	71	+6	69	+7	70	+7

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Reinforce grade level specific vocabulary to provide a knowledge level of understanding.	AR	All	Teachers, IS & Admin.	CFISD Academic Vocab. List, & Classroom Observations	Ongoing
	2	Provide hands-on (concrete) experiences using math manipulatives.	AR	All	Teachers, IS & Admin.	Lesson Plans & Classroom Observations	Ongoing
	3	Monitor each student's progress by examining the results of district quizzes, district benchmarks, CBAs and TAKS.	AR	All	Teachers, IS & Admin.	Grade book & Test Data	Every 3 Weeks
	4	Provide extended learning opportunities: recess tutoring, after-school tutoring, Saturday Camps, supplemental instruction, Math helping teachers and AMIP teachers.	AR, CE	All	Teachers, Math Helping Teacher, AMIP, IS & Admin.	Student Attendance Rosters	Ongoing
	5	Apply the Window Pane problem solving strategy on warm-ups, classroom practice, homework, district quizzes, CBAs, benchmarks and TAKS.	AR	All	Teachers, IS & Admin.	Classroom Observations	Ongoing
	6	Develop individualized goals that will target areas of needed growth which will be reassessed after district benchmarks and CBAs.	AR, CE	All, SPED	Teachers, Math Helping Teacher	Student Goal Sheets	Ongoing
	7	Provide problem solving questions based on real-world experiences.	AR	All	Teachers, IS & Admin.	Lesson Plans & Classroom Observations	Ongoing
Teachers	1	Schedule the Math coach to work with 1 st -5 th grade levels to reinforce the curriculum.	AR	All	Teachers, IS & Admin.	Weekly Agendas	Bi-Weekly
	2	Increase student proficiency by monitoring the use of district provided homework - DMH (Marzano).	AR	All	Teachers, IS & Admin.	Lesson Plans	Ongoing
	3	Identify additional or different interventions to address underperforming 4 th grade students.	AR	AA, SPED	Teachers, IS & Admin.	Lesson Plans & Classroom Observations	Ongoing
	4	Use Educaide to select higher level of problem.	T	Gr. 3-5	Teachers	Lesson Plans	Ongoing
	5	Utilize Quantum Learning Strategies: Colors, Music and VAK to strengthen classroom instruction.	AR, SD	All	Teachers, IS & Admin.	QL Binders, Staff Development Rosters & Classroom Observations	Ongoing

Parents	1	Communicate with parents on their child's progress through the daily planner, phone calls, conferences, newsletters and notes.	PI	All	Teachers	Teacher Communication Logs	Ongoing
	2	Encourage parents to reinforce the Math curriculum by relating the importance of learning addition, subtraction and multiplication facts outside the regular school day.	PI	All	Teachers, IS & Admin.	Letters/ Conferences	On-going
	3	Encourage parents to attend after-school Math events: TAKS Math Night and Family Math Night.	PI	H, AA, ED, LEP & SPED	Teachers, IS & Admin.	Parent Attendance Rosters	November & February
	4	Provide resources like the district math website (vocabulary, power points, Scope and Sequence) and flash cards that help reinforce classroom instruction.	PI, T	All	Teachers, IS	District Resources	Ongoing

Areas to Improve

District Priority:

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

Area of Focus:

Writing

Campus Objective:

By May, 2008, we will increase the percentage (by amounts noted at the right or greater) of students demonstrating proficiency on TAKS writing (4th grade).

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

Target Populations	'07 Results	'08 Target
AA	89	Maintain
H	89	Maintain
W	83	+2
ED	84	+2
SPED	100	Maintain
LEP	54	+21

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will improve composition skills through the use of Six Traits of Writing strategies in the Writer's Workshop setting (specifically 3 rd grade students).	AR	All	Teachers, At-Risk Specialist, IS & Admin.	6 Traits of Writing, CFISD Units of Study, Writing Samples, Lesson Plans & Classroom Observations	Ongoing
	3 Monitor each student's progress by examining the results of anecdotal notes gathered through individual conferences, benchmarks, CBAs and TAKS.	AR	LEP	Teachers, At-Risk Specialist, IS & Admin.	Anecdotal Notes, Benchmarks, CBAs, TAKS	Ongoing
	4 Students will improve their writing composition scores earned on TAKS to at least a rating of 2.	AR	4 th Grade	4 th Gr. Teachers, At-Risk Specialist, IS & Admin.	Writing Samples, Lesson Plans	Ongoing
	5 Actively participate in extended learning opportunities: recess tutoring, Saturday Camps, supplemental instruction, At-Risk and Instructional Specialist.	AR	4 th Grade	Teachers & IS	Student Attendance Rosters	Ongoing
	6 Improve skills in usage, mechanics, spelling, revision and editing identified as weak on benchmarks.	AR	3 rd & 5 th Grade	Teachers, At-Risk Specialist, IS & Admin.	Writing Samples, Lesson Plans	Ongoing

Teachers	1	Collect and review 18 samples/composition per year to monitor growth in student writing	AR	All	Teachers, At-Risk Specialist, IS & Admin.	Composition Analysis Forms	Ongoing
	2	Provide daily writing opportunities on self-selected and teacher-selected prompts during Writer's Workshop.	AR	All	Teachers, At-Risk Specialist & IS	CFISD Units of Study, Lesson Plans	Ongoing
	3	Provide students with multiple strategies for spelling and decoding words: Words Their Way, Neuhaus and Spalding.	AR	All	Teachers, IS & Admin.	Lesson Plans, Classroom Observations	Ongoing
	4	Give opportunities for weekly usage, mechanics, revision and editing practice.	AR	All	Teachers, IS & Admin.	Lesson Plans, Classroom Observations	Ongoing
	5	Emphasize connection between reading and writing through Reading and Writing Workshops.	AR	All	Teachers	CFISD Units of Study	Ongoing
	6	Identify student composite scores on 2007 TELPAS and implement interventions for students to grow at least one proficiency level.	AR, CE	LEP	Teachers, Bil. Lang. Enr. T, At-Risk Specialist, IS & Admin.	TELPAS Roster, Lesson Plans & Classroom Observations	Ongoing
	7	Strengthen writing compositions through mini-lessons focusing on the connection, teach, active involvement and link during Readers' Workshop.	AR	All	Teachers, IS & Admin.	CFISD Units of Study, Lesson Plans & Classroom Observations	Ongoing
	8	Present mini-lessons to improve student TOP scores and reaching "advanced high".	AR, CE	LEP	Teachers, Bil. Lang. Enr. T, At-Risk Specialist, IS & Admin.	Lesson Plans, Classroom Observations	Ongoing
	9	Utilize Quantum Learning Strategies: Graphic Organizers, Colors, Music and VAK to strengthen reading instruction.	AR, SD	All	Teachers, IS & Admin.	QL Binders, Staff Development Rosters, Classroom Observations	Ongoing
Parents	1	Communicate with parents on their child's progress through the daily planner, phone calls, conferences, newsletters and notes.	PI	All	Teachers	Teacher Communication Logs	Weekly
	2	Encourage parents to reinforce weekly homework writing activities.	PI	All	Teachers	Student Planners, Notes, Emails	Weekly

*** 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

**Willbern Elementary
Jamie Schwartzott
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

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

CIP PART III: ASSURANCE ADDENDUM
Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Jaylin Clinton	Pre-K Representative
Megan Berger	Kindergarten – Representative
Beth Hurtado	1 st Grade Representative/OHI
Twila Clark	2 nd Grade Representative
Irma Bonser	3 rd Grade Representative
Kathryn Grill	4 th Grade Representative
Lori Doiron	5 th Grade Representative
Christy Fogtman	Special Ed Representative
Penny Kershaw	PE/A/M Representative
Georgia Koepke	DEIC Representative
Angie Porter	Paraprofessional
Rose Williams	Assistant Principal
Cathy Null	Assistant Principal
Tammye Crosskno	Instructional Specialist
Todd Sepulveda	Instructional Specialist
Jackie Ghattas	OHI
Brian Gilbert	OHI
Karen Hahn	OHI
Monica Robinson	OHI
Tresa Weisz	OHI
Mimi Bagnasco	Parent Representative
Amber Rodgers	Business/Parent Representative
Margie Landrum	Community Representative
T. A. “Bubba” Willbern	Community Representative
George Hobson	District Representative

CIP PART III: ASSURANCE ADDENDUM

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 25, 2007	7:15 a.m.	Resource Center
2	November 19, 2007	6:00 p.m.	Cafeteria – Family Math Night
3	January 18, 2008	7:30 a.m.	Resource Center – Staff Meeting
4	March 5, 2008	7:15 a.m.	Resource Center
5	May 14, 2008	8:10 a.m.	Resource Center

* 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.

(3)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above 75% .	
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

Willbern 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	
April 28 *	All Staff	Campus	
30-May	All Staff	Campus	