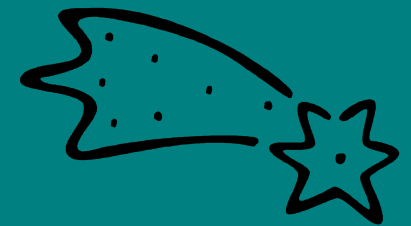


2008-2009
Campus Improvement Plan
for
Ault Elementary



Cypress-Fairbanks Independent School District

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success	
Students	Subjects	Reading/ELA	All TAKS test showed increases in passing % and Commended Scores! Primary grades showed increases in the number of students reading at district recommended reading levels.	TAKS Scores District Benchmark Scores	
		Writing	TAKS Scores Increased as well as Commended	TAKS Scores	
		Math	Math scores continue to be high at TAKS grade levels	3 rd & 4 th & 5 th Grade TAKS Scores	
		Science			
		Social Studies			
		Other			
	Subgroups	All			
		AA	100% passing rates on all Reading & Math TAKS	TAKS Scores	
		H	90% passing rates on all TAKS tests	TAKS Scores	
		W			
		ED	100% passing rates on all Math TAKS	TAKS Scores	
		LEP SE			
	Social/ Emotional	Discipline			
		Extracurricular			
Other					
Teacher	Professional Development		Many teachers exceed the number of recommended staff development each year.	Teacher Transcripts	
	Qualifications		100% of staff are Highly Qualified	Teacher Certifications	
	New Staff		New staff are supported and are retained the next year.	Staff Rooster	
	Retention		Few resignations are submitted.	Staff Rooster	
Parent	Parent Volunteers in the School		Active VIPS and PTO.	Logged hours by VIPS.	

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Attendance

District Priority:	Ensure that students understand the importance of attending school regularly and completing high school.
Campus Objective:	# For 2008-2009, the ADA student attendance will be at or above 97.2% .
Formative/Summative Evaluation:	District-developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Recognize student attendance each 6 weeks	AR	ALL	Teacher	Attendance Sheets	Each 6 weeks
	2	Recognize student attendance at Awards Program	AR	ALL	Teacher/Admin	Awards Agenda	End of Year
	3	Institute the Game On! Motivational Program to encourage and reward student attendance.	AR	ALL	All Staff	Game On! Binder	Every 3 weeks
Teachers	1	Monitor student attendance. Contact parents when excessive absences occur. Notify administration when excessive absences occur.	AR	ALL	Teacher	Attendance Sheets	On going
Parents	1	Send home attendance letters when absences/tardies exceed acceptable levels.	AR	PI	Attendance Secretary	Attendance Letters	On going

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Mathematics

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	--	--	100	100	100	--	--	88	90	89	--	--	--	--	--
All	96	97	94	100	96	100	100	98	100	99	100	100	99	100	99
Eco.Dis.	83	85	88	90	89	100	100	94	100	96	100	100	100	100	100
Hispanic	92	95	85	90	87	100	100	95	100	97	100	100	100	100	100
LEP	--	--	80	90	83	--	--	--	--	--	--	--	--	--	--
LEP M1	--	--	--	--	--	100	100	--	--	--	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	--	--	--	--	--	100	100	100
Spec.Ed.	78	82	70	90	77	100	100	89	90	89	100	100	89	90	89
White	97	98	97	100	98	100	100	98	100	99	100	100	99	100	99

District Priority:

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

1 *By May of 2009, we will increase the percentage of passers on the TAKS Math Test by the amounts indicated in the table:*

3 rd All: +2%/96%	4 th All: + 2%/100%	5 th All: + 1%/100%
3 rd His: +5%/90%	4 th His: +5%/100%	5 th His: Maintain
3 rd ED: +2%/90%	4 th ED: +6%/100%	5 th ED: Maintain

Campus Objective:

2 *By May of 2009, we will increase the percentage of students scoring commended on the Math TAKS by the amounts indicated in the table:*

3 rd All: +5%/70%	4 th All: +14%/70%	5 th All: +5%/70%
3 rd His: +8%/ 50%	4 th His: + 5%/50%	5 th His: +15%/70%
3 rd ED: +12%/50%	4 th ED: +11%/50%	5 th ED: +17%/70%

3 *Math Benchmark Scores for Grade Levels 1st & 2nd will be 90% or higher.*

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	Incorporate Technology into the classroom to increase Higher Order Thinking. This will involve LOTI lessons and the regular use of Smartboards.	T	ALL	Math Teachers Math Liaisons	Smartboard Equipment and Schedule	May 2009

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

	2	Individual goal setting for students to track progress and motivate students.	AR	ALL	Math Teachers	Goal Setting forms for students	On going

Teachers	1	Provide training on uses of the new Smartboard program to allow more interactive instruction with technology.	T	ALL	Math Teachers	Technology Liaison	On going
	2	Participate in Professional Learning Communities to give teachers opportunities for collaboration resulting in improved teaching strategies and student performance.	SD	ALL	Math Teachers	Grade Level Planning Schedules	On going
	3	Incorporate time in each class for group/pair problem solving activities to allow the development of vocabulary and problem solving strategies for our Hispanic and Economically Disadvantaged students.	SD	ALL	Teachers	Math Coach	On going
	4.	Schedule "Diggin' Data Days" days twice during the year to allow time for extensive review of data, planning for interventions for struggling students, and the sharing of teaching strategies that are making a difference with students.	AR	ALL	APs/ISs/P and Teachers	Data for review	After administration of CBA/Benchmarks
Parents	1	Educate parents during Parent Orientation, parent conferences, and special classroom activities.	PI	ALL	Math Teachers	Teacher made materials.	On going

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	--	--	--	--	--
All	96	97	94	100	96
Eco.Dis.	100	100	93	100	95
Hispanic	86	87	90	100	93
LEP	--	--	--	--	--
LEP M1	--	--	--	--	--
LEP M2	--	--	90	100	93
Spec.Ed.	100	100	56	90	75
White	97	98	94	100	96

District Priority:

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

Campus Objective:

1 *By May of 2009 Fifth Grade TAKS Results for "All Students" in Science will be at least a 96% passing rate and 70% Commended.*

2 *By May of 2009, 90% of the Students in Grades 1st – 5th will pass the last Science Benchmark Test.*

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	Incorporate LOTI Technology into the classroom to increase Higher Order Thinking.	T	ALL	Science Teachers	Technology equipment	On going
	2	Conduct individualized goal setting with 5 th grade students to improve commended performance on TAKS.	AR	ALL	Sci. Teachers 5 th Grade	Goal Setting Forms	Fall/Spring
	3	Provide additional tutoring to struggling 5 th Grade Students	AR	ALL	Sci. Teachers/ IS./Admin.	Data and materials	Spring

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Teachers	1	Emphasis brain based strategies for vocabulary development including Marzano Strategies and Quantum Learning techniques such as Circuit Learning and Imagery.	AR	ALL	Sci. Teachers	Teaching materials	On going
	2	Teachers and Campus Staff will regularly review/analyze science data to modify classroom instruction.	AR	ALL	Sci. Teachers/ Admin.	Teaching materials	On going
	3	Participate in Professional Learning Communities to give teachers opportunities for collaboration resulting in improved teaching strategies and student performance.	SD	ALL	All Teachers	Teaching materials	Weekly
	4	Schedule "Diggin' Data Day" with teachers to analyze CBA data.	SD/ AR	ALL	Science Teachers	Data	On going
Parents	1	Provide vocabulary practice for students at home	PI	ALL	Sci. Teachers	Materials	On going
	2	Utilize parent volunteers for Nature Trails, Animal Demos, and other volunteer events	PI	ALL	Sci. Teachers/ Admin.	SRC	On going

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Reading

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	--	--	100	100	100	--	--	88	90	89	--	--	--	--	--
All	96	97	98	100	99	93	95	96	100	97	97	98	99	100	99
Eco.Dis.	83	85	88	90	89	89	89	78	90	82	100	100	100	100	100
Hispanic	92	95	96	100	97	89	89	95	100	97	93	95	100	100	100
LEP	--	--	100	100	100	--	--	--	--	--	--	--	--	--	--
LEP M1	--	--	--	--	--	100	100	--	--	--	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	--	--	--	--	--	100	100	100
Spec.Ed.	88	89	80	90	83	58	75	90	100	93	88	89	89	90	89
White	97	98	99	100	99	95	97	96	100	97	98	99	99	100	99

District Priority:

1A

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

Campus Objective:

1

By May of 2009, we will increase the percentage of passers on the Reading TAKS test by the amounts indicated in the table:

3 rd All: +1%/99%	4 th All: +1%/97%	5 th All: + 1%/100%
3 rd His: +1%/97%	4 th His: +6%/95%	5 th His: Maintain
3 rd ED: +2%/90%	4 th ED: + 12%/90%	5 th ED: Maintain

2

By May of 2009, we will increase the percentages of students scoring Commended on the Reading TAKS test by the amounts indicated in the table:

3 rd All: +7%/65%	4 th All: +10%/50%	5 th All: + 6%/50%
------------------------------	-------------------------------	-------------------------------

By May of 2009, 90% of the students in grades K-5 will meet passing standards on the EOY Reading Benchmark Test.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Utilize Balanced Literacy concepts which will include up to 45 minutes of sustained reading daily.	AR	ALL	Reading Teachers	Literacy Libraries	On going
	2	Conduct Individualized goal setting with students to improve commended performance.	AR	ALL	Rdg. Teachers	Goal Setting Forms	Fall/Spring
	3	Allow students opportunities to choose their own books to read in order to increase their interest in reading.	AR	ALL	Rdg. Teachers	Literacy Libraries	On going
Teachers	1	Continue implementing the Balanced Literacy Concepts while focusing on conferring with students, small group instruction, using higher order questioning, and scheduling reading instruction for 60 minutes.	SD	ALL	Teacher/Admin	Lucy Calkins Book	On going
	2	Schedule Diggin' Data Days twice during the year to allow time for extensive review of data, planning for interventions for struggling students, and the sharing of teaching strategies that are making a difference with students.	SD	ALL	Teacher/Admin	Data from District Assessments	Fall/Spring
	3	Participate in Professional Learning Communities to give teachers opportunities for collaboration resulting in improved teaching strategies and student performance.	SD AR	All	Teachers	Curriculum and Data	On going
Parents	1	Inform parents of the Reading Workshop Program during Parent Orientation.	PI	ALL	Teachers	Teacher made materials	Sept. 2009
	2	Encourage Parent Readers to read in the classroom.	PI	ALL	VIPS	PTO VIPS	On going

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	--	--	88	90	89
All	89	89	92	100	95
Eco.Dis.	89	89	78	90	82
Hispanic	82	85	82	90	85
LEP	--	--	--	--	--
LEP M1	100	100	--	--	--
LEP M2	--	--	--	--	--
Spec.Ed.	55	75	82	90	85
White	92	95	94	100	96

District Priority:

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

Campus Objective:

1 *By May of 2009, we will increase the number of passers on the Fourth Grade TAKS by the percentages indicated in the table:*

	Passers	Commended
ALL	+3%/95%	+11%/50%
Hispanics	+8%/90%	+17%/40%
Eco. Dis.	+12%/90%	+18%/40%

2 *By May of 2009, 90% of the students in grades 1st – 5th will pass the End of Year Writing Benchmark Test.*

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 Continue implementing the Writing Workshop from Balanced Literacy. Students in grades K-5 will have authentic writing time built into their daily schedule.	AR	ALL	Teachers	Lucy Calkins Material	On going
	2 Utilize strategies from the "The Six Traits of Writing".	AR	ALL	Teachers	District Curr.	On going
	4 Students will complete three writing samples per six weeks. Teachers will collaborate each six weeks to analyze samples and discuss strategies for improvement.	AR	ALL	Teacher	Teacher Materials	On going

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	5	Conduct individualized goal setting with students in grade 4 to track student performance and motivate students.	AR	ALL	4 th Grade Teachers	Teacher made materials	Fall/Spring
Teachers	1	Engage in Professional Development for Balanced Literacy including share sessions held after school.	SD	ALL	Teacher/Admin	SD Committee	On going
	2	Visit other schools to learn more about Balanced Literacy.	SD	ALL	Teacher/Admin	None	On going
	3	4 th Grade Writing Teachers will meet to analyze students' TAKS papers from 2007. Strategies will be developed to increase the number of 3s and 4s on TAKS Writing and increase commended scores. These ideas will be shared with 3 rd Grade teachers to incorporate in their classrooms.	SD	ALL	Teacher/Admin	Campus Data	October 2007
Parents	1	Inform parents of the Writing Workshop Program at Parent Orientation in September.	PI	ALL	Teachers	Teacher Materials	September 2008
	2	Hold Parent Writing Nights during the fall/winter to inform parents about the writing process.	PI	ALL	VIPS	Teacher Materials	On going

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

*** 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.

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

CIP PART II: ASSURANCE ADDENDUM

Ault Elementary 2008 – 2009 Campus Improvement Plan Cypress-Fairbanks Independent School District

Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

X	Ault Elementary School 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])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient 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.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
	Included strategies for implementing a Coordinated School Health Program, grades 6-8. (middle school)
X	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	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).
X	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.
	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
X	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Donna Guthrie	Principal:
Julie Cooney	Teacher 1: PPCD Teacher
Tonya Aldridge	Teacher 2: First Grade Teacher
Dodie Rager	Teacher 3: Second Grade Teacher
Cheryl Boan	Teacher 4: Third Grade Teacher
Michelle Nichols	Teacher 5: Fourth Grade Teacher
Melissa Pohlmeier	Teacher 6: Fifth Grade Teacher
Sue McGeary	Teacher 7: Reading Enrichment Teacher
Amy Bell	Teacher 8: Music Teacher
Ross Flood	Non-teaching professional 1: Asst. Principal
Heather Motzny	Non-teaching professional 2: Asst. Principal
Fred Bentsen	Parent 1:
Staci Thurwalker	Parent 2:
Anna Perry	Community resident 1
Tony "Pops" Evangelista	Community resident 2
Don Machrowicz	Business representative 1
Jeannie Machrowicz	Business representative 2

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	Sept. 18, 2008	7:30 a.m.	Ault Library
2	Nov. 5, 2008	7:30 a.m.	Ault Library
3	Jan. 15, 2009	7:30 a.m.	Ault Library
4	Mar. 26, 2009	7:30 a.m.	Ault Library
5	May 27, 2009	7:30 a.m.	Ault Library

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

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

CIP PART II: ASSURANCE ADDENDUM

Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
X	1) TAKS Recognized or Exemplary	For 2008-2009, 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.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
X	2) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
X	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will be maintained and/or increased by 5%.	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
X	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for all behaviors will be reduced by 10%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals by the Discipline Committee.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals.	Implement and monitor the school wide safety and security plan.
	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced	Each grading period the discipline referrals will be reviewed to determine the	At the end of the school year, the discipline referrals will be reviewed	Implement and monitor the school-wide safety and security plan.

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

CIP PART II: ASSURANCE ADDENDUM

X		by 10% from the previous school year.	percent of referrals.	to determine the percent for total referrals.	
X	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above 90% .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
X	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at 100% .	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.	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.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be XX% or less with no student group exceeding XX% .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least XX% .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above XX% .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	11) High School AEIS –	For 2008-2009, the	Each semester, the	At the end of the school	Inform parents and

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CIP PART II: ASSURANCE ADDENDUM

	Advanced Courses and Dual Credit	percent of students who have completed at least one advanced course will be at or above XX% .	number and percent of students enrolled in at least one advanced course will be reviewed.	year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above XX% .	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above XX% .	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	14) High School CTE	For 2008-2009, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) XX% .	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

CIP PART II: ASSURANCE ADDENDUM

Section D

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

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

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Ault Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009			
Date	Audience	Responsible for Planning	Purpose/Content
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	State of Distrit
5-Aug (P.M.)	GLT/AMS	Elementary	Student Data
5-Aug (A.M.)	Safety Conference	District Administrative Staff	Crisis Plan
14-Aug-15	New Staff Orientation	District Staff	Curriculum Overview
18-Aug	All Staff	Campus	Data Review
19-Aug	All Staff	Campus	Building Expectations
20-Aug	All Staff	Campus	Team Planning/Room Prep.
21-Aug	Elementary/Secondary	District Staff	Curriculum Overview
22-Aug	All Staff	Campus	Safety Procedures
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	Curriculum Overview
16-Feb	All Staff	Campus	Quantum Learning
13-April *	All Staff	Campus	Data Review
4-June	All Staff	Campus	Closing Procedures

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