

2008-2009
Campus Improvement Plan
for
Copeland Elementary

Cypress-Fairbanks Independent School District

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

Area of Focus: Student Safety

District Priority:

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Campus Objective:

For 2008 – 2009, the discipline referrals for inappropriate physical contact will be reduced by 5% from the previous school year.

Formative Evaluation:

District-developed Reports

Top Office Referrals	
Language toward an adult	83
Inappropriate physical contact toward peer	75

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Class meetings teaching keys of excellence, social skills	AR	All	Teachers, students, counselors	BBR, social skills posters, announcements	August-June
	2	School-wide incentive program will be developed for most grading periods to reinforce keys and social skills.	AR	All	Administrators, staff, teachers	Grading period grade level incentive programs	August-June
	3	Colt kick-off introducing Keys of Excellence with connection of Big Lessons from "Small Creatures" skits	AR	All	Administrators, staff, teachers, students	Grading period alignment of Keys of Excellence & Social Skills	August-June
	4	ROPES	AR	4 th Grade	Facilitators, Students	District training, curriculum, facilitators	Dec 2008
	5	Classroom guidance, individual and small group counseling	AR		Counselors, Teachers	Counseling curriculum	August-June
Teachers	1	Winning Ways team create lessons and incentives	SD	Winning Ways Team	Administrators, Teachers	LP Template	Ongoing
	2	Attend BBR District Training, CPI Training	SD	New & Identified Returning Teachers	Administrators, Teachers	Student Services	Fall Semester

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

Teachers cont'd	3	Create quality behavior plans and consistently implement	SD	SpEd & Lead Teachers	Administra- tors, Teachers	Targeting Student Assistance	After 3-5 office referrals
Parents	1	Keep parents up to date on "Living Above the Line" instruction by information in parent newsletters, consistent phone calls if students are having difficulty	PI	All Parents	Administra- tors, Teachers	Hoofbeat, Home School Connection flyer, Copeland website, Parent/Teacher conferences, Curriculum Night, parenting book study	Every Two Weeks
	2	Mentor Program	PI	Parents of identified students	Counselors, teachers, students, parents	Monthly outline of activities provided	

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

Area of Focus: Student Safety

District Priority:

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Campus Objective:

For 2008 – 2009, additional safeguards will be implemented: visitor procedures and quality component checks initiated in drills.

Formative Evaluation:

Drill Evaluation Reports

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Present lessons that teach safety drill expectations and their importance	AR	All	AP's, Teachers	District Safety Manual, Copeland Safety Manual	First Grading Period
	2	Create opportunities for older student to serve as mentors to younger students in following safety drills and visitor protocol	AR	All	Principal, teachers	District Safety Manual, Copeland Safety Manual	
Teachers	1	Provide training in safety drills and visitor screening protocol	SD		Administration team	District Safety Manual, Copeland Safety Manual	
	2	Implement drill schedule	SD		Administration team	District Safety Manual, Copeland Safety Manual	
	3	Initiate feedback loops through OH team and crisis team to increase preparedness	SD		Principal, staff	District Safety Manual, Copeland Safety Manual	
Parents	1	Send summer letter and ongoing communication informing parents of "Safety First" procedures	PI	All Parents	Administration team	District Safety Manual, Copeland Safety Manual	First grading period
	2	Provide additional opportunities for V-soft registration	PI	All parents	Administration team	District Safety Manual, Copeland Safety Manual	First grading period
	3	Initiate parent partners in safety protocols on high parent attendance events	PI	All parents	Administration team	District Safety Manual, Copeland Safety Manual	November 2008

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

Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	100	100	94	100	96
All	98	99	96	100	97
Eco.Dis.	83	85	84	90	90
Hispanic	85	87	83	90	90
LEP	--	--	86	90	90
LEP M1	--	--	--	--	--
LEP M2	--	--	--	--	--
Spec.Ed.	--	--	100	100	100
White	99	99	98	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, 2009, we will increase the percentage of Hispanic students demonstrating proficiency on Science TAKS by 10%, Economically Disadvantaged by 6%, and African American by 10%.

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 Check rosters to ensure that each struggling student has been assigned to a teacher who has a proven track record of accelerating students' science achievement. (Change assignments and re-balance classes as needed.)	AR, CE	Identified students	Principal	Class rosters; AMS data	Prior to first day of school
	2 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR, CE	Groups listed	Instructional Specialist; teacher	Gradebook; benchmark data	Every 3 or 6 weeks
	3 Use vocabulary to accelerate growth in science, knowledge; Present words in context utilizing VAK strategies.	AR CE	Identified Students	Teachers	Vocabulary List	Ongoing
	4 Provide extended learning time for students during Supplemental Instruction period, Saturday classes, and after-school tutoring sessions.	AR, CE	Identified students	Admin. and teachers	1) Hands on lesson plans 2) Experiment materials 3) Tutorial packets	Daily and semi-monthly
	5 Use manipulatives to increase student engagement and a variety of strategies including technology integration	AR T				

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

Teachers	1	Provide focused planning with teachers on modifying lessons to target identified struggling learners.	SD	Teachers	Instructional Specialist	Coordinator	Each 6 weeks
	2	Increase use of higher level questioning and use strategies that promote rigor and relevance	SD	Teachers	Principal	Rigor and Relevance Handbook	Fall
	3	Schedule 3-week checkpoints to collaborate on small group instruction plans and checkpoint data reviews for appropriate rigor and relevance	SD	5 th Grade Teachers	Principal, Instructional Specialist	Instructional Specialist for Math/Science, Science Resource Books	Bi-weekly
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by making phone calls or sending e-mails.	PI	Parents of identified students	Teachers	Samples of student work	Every Two Weeks
	2	Provide relevant connections of science in every day life	PI	5 th Grade Parents	Teachers	Rigor and Relevance Handbook	Fall – 1 Spring – 2, 3
	3	Hands-on Science program incorporates training for parents and allows small groups, hands-on instruction for review sessions	PI	Volunteers	Teachers & Parents	HOS Packets	Fall – 1 Spring - 2

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

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	92	95	100	100	100	87	88	91	100	94	100	100	100	100	100
All	96	97	98	100	99	96	97	99	100	99	100	100	98	100	99
Eco.Dis.	100	100	89	90	89	83	85	100	100	100	100	100	95	100	97
Hispanic	84	86	95	100	97	92	95	100	100	100	100	100	93	100	95
LEP	63	75	86	90	87	--	--	--	--	--	--	--	86	90	87
LEP M1	100	100	100	100	100	--	--	100	100	100	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	100	100	100	--	--	--	--	--
Spec.Ed.	90	93	91	100	94	71	77	100	100	100	--	--	86	90	87
White	98	99	98	100	99	98	99	100	100	100	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.

Campus Objective:

By May, 2009, we will increase Economically Disadvantaged groups passing by 5%; increase commended by 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 Check rosters to ensure that each struggling student has been assigned to a teacher who has a proven track record of accelerating students' math achievement. (Change assignments and re-balance classes as needed.)	AR, CE	Identified students	Principal	Class rosters; AMS data	Prior to first day of school
	2 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR, CE	Groups listed	Instructional Specialist; teacher	Gradebook; benchmark data	Every 3 or 6 weeks
	3 Design and present lessons that follow research-proven teaching strategies, i.e. 4-step method, model drawing	AR, CE	Groups listed	Teachers	District Curriculum Guide	Ongoing

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

Students cont'd	4	Provide extended learning time for students during Supplemental Instruction period, recess, Art, Music or Technology	AR, CE	Identified students	Instructional Specialist teachers; AMIP in Spring	Tutorial packets	Daily and semi-monthly
	5	Identify gaps in students' background knowledge in math, and teach students to analyze mistakes and correct (careless mistake, need more learning time)	AR, CE	Identified students	Teachers	CFISD academic vocabulary lists, vocabulary cards	Ongoing
	6	Provide technology as a tool to deepen concept development and enhance learning to higher levels of thinking	AR	Grades 1-5	Teachers	Math; Kidspiration software, Rigor & Relevance Handbook	Every 3 weeks
Teachers	1	Provide opportunities for teachers to observe other teachers who are successful in modifying lessons to target identified struggling learners.	SD	3 rd , 4 th & 5 th grade math teams	Lead Mentor, Administrators	Coordinator	Bi-weekly
	2	Monitor each student's progress in learning the critical TEKS by examining results of teacher made tests and District Benchmarks	SD	Teachers	Administrators	Benchmark Data	Every 3 weeks
	3	Plan lessons collaboratively that include Rigor & Relevance, and apply strategies learned in book study: <i>Differentiated Classroom Instruction for Math, Classroom Instruction That Works</i>	SD	Teachers	Administrators	Rigor and Relevance Handbook	Weekly
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by making phone calls or sending e-mails.	PI	Parents of identified students	Teachers	Samples of student work	
	2	Provide parent with strategies and explain how to relate to real life experiences	PI	Parents	Teachers	Rigor and Relevance Handbook	Weekly Oct-Mar
	3	Identify and use "teacher provided" ideas to help children learn facts	PI	Parents, Students	Teachers	Samples of student work in Thursday folder	Ongoing

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

Area of Focus: Reading/English Language Arts

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	100	100	87	88	91	100	94	100	100	94	100	96
All	99	99	99	100	99	90	93	97	100	98	99	99	98	100	99
Eco.Dis.	100	100	89	90	89	78	82	73	90	79	92	95	89	90	89
Hispanic	100	100	100	100	100	75	80	93	100	95	95	97	97	100	98
LEP	100	100	86	90	87	--	--	--	--	--	--	--	100	100	100
LEP M1	100	100	100	100	100	--	--	100	100	100	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	100	100	100	--	--	--	--	--
Spec.Ed.	100	100	100	100	100	57	75	88	90	89	--	--	100	100	100
White	99	99	100	100	100	92	95	98	100	99	99	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, 2009, we will increase the percentage of Economically Disadvantaged students demonstrating proficiency on Reading TAKS by 15%, and on Writing TAKS by 8% in fourth grade

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 Check rosters to ensure that each struggling student has been assigned to a teacher who has a proven track record of accelerating students' reading achievement. (Change assignments and re-balance classes as needed.)	AR	Identified Students	Principal	Class rosters; AMS Data	Prior to first day of school
	2 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR	Groups listed	Instructional Specialist, Teachers	Gradebook; AMS Data	Every 3 to 6 weeks

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Students cont'd	3	Use strategies research proven to be successful for Dyslexic, Hispanic & Economically Disadvantaged & Special Education students	AR	Groups listed	Dyslexia Teacher, Teachers	<i>The Baker's Dozen</i> booklet, Dyslexic Treatment Protocol	Ongoing
	4	Provide extended learning time during SI, and PEAM.	AR, CE	Identified Students	IS, Teachers, ARIP, Reading Teachers	Lesson Plans, Incentives	Daily and Semi-monthly
	5	Identify LEP student composite score on 2008 TELPAS to implement strategies for students to grow at least one proficiency	AR	Identified Students	Teachers	TELPAS	September and ongoing
	6	Increase rigor & relevance by providing technology as a tool	AR T	Groups listed	Teachers	Kidspiration software, Rigor & Relevance Handbook	Ongoing
	7	Increase independent reading with 95% participation in A.R. , school-wide incentives, maintaining reading log, ensuring time in daily schedule	AR	All	Grades 3-5 Teacher, Media Specialist	Library	Ongoing
Teachers	1	Schedule literacy coach to work with grades 2 through 5 on modifying lesson to target identified struggling students	SD	Grades 2-5	Principal, Reading IS	IS; <i>Continuum of Literacy Skills</i> by Fountas & Pinnel	Bi-weekly
	2	Continue to implement Balanced Literacy schedule to ensure Read Alouds, Read/Writing Workshop, small group instruction, quality mini-lessons	SD	Grades 2-5	Principal, AP's, Reading IS,	IS; Reading Literacy Coach; recommended book list	Ongoing
	3	Schedule teachers to observe other successful teachers, working with target groups.	SD	Identified teachers	Principal, Lead Mentor, Reading IS	Teachers	October 2008
	4	Incorporate strategies from book study, <i>Mosaic of Thought</i> to increase higher level thinking and generate quality products	SD	Grades 1-5	AP, Reading IS	<i>Mosaic of Thought</i>	Fall
Teachers cont'd	5	Present mini lessons to students to improve TOP writing scores reaching advanced high	SD	Grades 1-5	AP, Reading IS	Recommended book list	Fall

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

Area of Focus: Reading/English Language Arts

District Priority:

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

Campus Objective:

2 By May 2009, we will increase the percentage of fluency and comprehension reading levels in first and second grades

Words per Minute			Total Comprehension		
Gr. 2	90/200	52.53%	Gr. 2	5/8	95.57%
Gr. 1	60/200	67.10%	Gr. 1	6/8	85.16%

Formative/Summative Evaluation:

District-developed Tests

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Dedicate 10+ minutes daily to independent reading building stamina and fluency	AR	Groups listed	Teachers	Literacy Library, charts	Daily
	2 Strengthen IRL through guided reading instruction	AR	Groups listed	Teachers, SGRI Teachers	Just Right Books, Big Books	4 Times per week
	3 Present mini lessons to students to improve TOP writing scores reaching advanced high using choral reading	AR	Identified Students Grades 1-2	AP, Reading IS, Literacy Coach	Books, anchor charts, mini lessons	Fall
	4 Students will maintain a reading log to promote independent reading.	AR	Students Grades 1-2	Teachers	Reading Logs	Daily
Teachers	1 Provide opportunity for teachers to observe reading teachers who are successful in modifying lessons to target identified struggling students	SD	2 nd Grade	Principal, Reading IS, Literacy Coach, Half time position	Poems, songs, classroom libraries, Reader's Theater scripts, anchor charts, mini lessons	Bi-weekly

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

Teachers cont'd	2	Implementation of balanced literacy will continue with focus on quality mini-lessons, reading & writing workshop including small group instruction, quality products, love of reading	SD	Identified teachers	Principal, Reading IS	District Helping Teacher, Teachers	October 2007
	3	Planning will increase specifically in priority TEKS. Utilizing a variety of texts: <ul style="list-style-type: none"> • Reader's Theater, Poetry • Leveled readers • Comprehension checks in 2nd Grade 	SD	Language Arts Teachers	AP, Reading IS, Literacy Coach	<i>Continuum of Literacy Skills, Mosaic of Thought</i>	Fall
	4	Focus on student achievement will be maintained using <ul style="list-style-type: none"> • Progress monitoring for target students every 3 weeks • Teacher share sessions of results and strategies working 	SD	K-2 Teachers	Instructional Specialist; teacher	Gradebook; benchmark data	Every 3 or 6 weeks
	5	Provide SGRI to identified students	SD	Grades 1-2 Selected Students	Principal, Reading Specialists	IS; Reading Specialists; books	Ongoing
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by making phone calls or sending e-mails.	PI	Parents of identified students	Teachers	Samples of student work	Every Two Weeks
	2	Involve parents in students' learning sight words, rereading familiar texts, and other "just right" books	PI	Parents, Teachers	Teachers, Reading Specialists	Reading logs, Sight word cards, Recommended book lists	Weekly

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

*** 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.

OBJECTIVE: To empower the staff at Copeland Elementary School to continue to incorporate the district's goals into their mission, which will accelerate the continued improvement of student performance focusing on the changing demographics.

	TASK OR EVENTS	TARGET DATE	PERSON RESPONSIBLE	PERSONS INVOLVED	PROGRESS NOTES OR NOTES FOR CLARIFICATION
1.	Determine the degree to which the Administrative Team can and will support Leadership Belief Statement #3. Leadership Belief Statements #1 and #2 will be reviewed for their affect on the empowerment of people.	8-13-08	Principal	Ad Team	
2.	Select seven key faculty members to participate in a district sponsored two-day Enhancing Leadership Effectiveness Workshop to be held July 24 and July 25. Encourage these seven individuals to become an advocate for one of the six Leadership Belief Statements. a. They can assist in teaching the model and Belief Statements to other Leadership teams on campus. b. They can become process observers during meetings regarding their specific Leadership Belief.	8-18-08	Principal	Workshop Team	
3.	The principal will clarify the role of the Operational team, instructional leadership teams, and administrators in decision making, so that decisions are made at the most appropriate levels at Copeland Elementary School.	8-20-08	Principal	Total Staff	

	TASK OR EVENTS	TARGET DATE	PERSON RESPONSIBLE	PERSONS INVOLVED	PROGRESS NOTES OR NOTES FOR CLARIFICATION
4.	<p>Establish group norms that help members of different teams at Copeland Elementary School to function primarily in Stages 3 – 6. The group norms might include, but not be limited to the following:</p> <ul style="list-style-type: none"> a. Five Minute Rule b. Can't complain unless you have a potential solution c. May I quote you as to the source for the information d. Let history be history e. We agree to disagree, but remain a cohesive team f. Loyalty to the absent g. Be on time h. Put cell phones on vibrate i. Etc. 	8-27-08	Committee Chair	Team members	
5.	All team meetings will have an agenda and the minutes of the meeting will be shared with all staff members.	9-10-08	Committee Chair	Team members	

CIP PART II: ASSURANCE ADDENDUM

Copeland 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	Copeland 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])
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.
X	Included strategies for improving student attendance.
X	Provided for a program to encourage parental and community involvement at the campus.
X	Included goals and methods for violence prevention and intervention on campus.
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.
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.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Linda Jefferson	Principal:
Lisa Bremer	Teacher 1:
Lisa Daniels	Teacher 2:
Brecklyn Kenney	Teacher 3:
Dee Dee Piper	Teacher 4:
Kristin Attleson	Teacher 5:
Gail Ruth	Teacher 6:
Kathy Ward	Teacher 7:
Tauri Morrison	Teacher 8:
Lynne Davis	Teacher 9:
Andrea Harper	Non-teaching professional 1:
Cathy Sharpe	Non-teaching professional 2:
Lynne Sheldon	Parent 1:
Debra Yeang	Parent 2:
Alicia Lukasek	Community resident 1:
Davey Harper	Community resident 2:
Chuck O'Mally	Business representative 1:
Jessica Ortega	Business representative 2:
Roy Sprague	District Representative:

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	September 26, 2008	3:30 pm	Copeland Resource Center
2	October 27, 2008	6:20	Copeland Resource Center
3	January 27, 2009	3:30	Copeland Resource Center
4	March 26, 2009	3:30	Copeland Resource Center
5	May 13, 2009	3:30	Copeland 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 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 increase by 10% .	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 drugs, alcohol, and tobacco will be maintained at 0% .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.

CIP PART II: ASSURANCE ADDENDUM

X	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by 10% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for language toward an adult and inappropriate physical contact towards peers.	Implement and monitor the school-wide safety and security plan.
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.

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.

CIP PART II: ASSURANCE ADDENDUM

Copeland Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009			
Date	Audience	Responsible for Planning	Purpose/Content
21-Jul *	LA Teachers	Assistant Principal, LA Instructional Specialist, Dyslexia Teacher	Building Extraordinary Foundations for Language Arts Instruction
22-Jul *	Math Teachers	Principal, Math Instructional Specialist	Building Extraordinary Foundations for Math Instruction
23-Jul	LA Teachers	Principal	<u>Mosaic of Thought</u> Book Study
24-Jul-25	OH Team	District Staff	Organizational Health Workshop
28-Jul *	All Staff	Administration Team	Building Extraordinary Foundations for a Successful Year (PLC)
29-Jul	Math Teachers	Math Instructional Specialist	<u>Differentiated math Classroom Instruction</u> Book Study
30-Jul	Leadership Team	Principal, Assistant Principal	<u>Learning by Doing</u> Book Study
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Principal	Relationship, Rigor & Relevance
19-Aug	All Staff	Principal & OH Team	Professional Learning Communities
20-Aug	All Staff	Administrative Team	CIP, Policies & Procedures
21-Aug	Elementary	District Staff	
22-Aug	All Staff – Team Planning	Campus	Teacher Leadership Team
13-Oct	Elementary Staff	Campus Staff	Parent Conferences
Oct – Apr	Teachers	Instructional leadership / OH / Admin Teams	PLC
5-Jan	Elementary Staff	District Staff	
4-Jun	All Staff	Campus	

*Time Equivalency Days: February 16th & April 13th