

2008-2009
Campus Improvement Plan
for
Duryea 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	Activities That Contributed to Success	Evidence of Success	
Students	Subjects	Reading/ELA			
		Writing			
		Math			
		Science	Saturday school; class size; Title III grant; PBIS; master science teacher for 4 classes	Gains in all subgroups except white	
		Social Studies			
		Other			
	Subgroups	All			
		AA	Saturday Schools for writing & reading improvement; READ 180; training on reaching and teaching AA students; PBIS	90% passed writing: an increase of 10%; 84 % passed reading: an increase of 9%	
		H			
		W			
		ED	Saturday school; class size; Title III grant; PBIS; master science teacher for 4 classes	79% passed Science: a gain of 9%	
		LEP SE			
	Social/ Emotional	Discipline	Implementation of PBIS	Office referrals decreased for 2 nd year	
Extracurricular					
Other					
Teacher	Professional Development		Implementation of Writer's workshop; Connect and Reflect training		
	Qualifications				
	New Staff				
	Retention T1-5		Mentoring program; Teacher Leadership Academy	Only 8 new staff members for 08-09	
Parent					

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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:	# 1 For 2008 – 2009, the discipline referrals for <u>physical contact, disruptions and fighting</u> will be reduced by 10 % from the previous school year.
Formative Evaluation:	District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will receive a variety of positive rewards for demonstrating mastery of SWE. The school-wide and classroom positives will be rotated every 3 months to increase effectiveness. Title I funds will be used to purchase the Treasure Tower tokens.	VP, T1	All students	PBIS Team	Treasure Tower, dog tags and other incentives	October, December, February and April
	2 Classroom guidance lessons will be focused on anger management, bullying and appropriate touch in all grade levels	VP	All students	Counselors, Behavior Interventionist and teachers	Classroom Guidance plan	Ongoing
	3 Title I funds will be used to fund an additional .5 counselor position to increase student access to counseling services and to provide additional lesson that will lead to a safe and disciplined environment conducive to student learning T1-2	VP, T1	All students	Principal, counselors	Title I funds	Ongoing
	4 A peer mediation student team will be trained by the counselors and supervised as they mediate situations for students in grades 3-5.	VP, AR	Students in grades 3-5	Counselors	Dev. Guidance Plan	Ongoing
Teachers	1 Teachers will receive training in PBIS/BBR strategies and expectations, focusing on the area of appropriate physical contact.	SD	All teachers	Campus PBIS team, Behavior Interventionist	PBIS review powerpoint from District trainer; monthly data	August 2008
	2 Teachers will review monthly office referral report so specific behavior needs can be targeted for improvement.	AR	All teachers	Campus PBIS team; all teachers	Discipline reports	3 rd Friday of each month
	3 Duryea Staff will focus on providing active supervision for children and school visitors throughout the school day.	VP	All teachers	Entire Staff	Use of nametags; crisis plan	Ongoing

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	4	Teachers will receive training and information about bully prevention.	VP	All teachers	Counselors, Behavior Interventionist	Bully prevention information	November 2008 faculty meeting
	5	Using Title I funds, teachers will receive training in Capturing Kids Hearts. T1-4	VP, T1	All teachers	Principal, Title I team	Title I funds	June 2009
	6	Continue to practice and update Crisis Intervention Plan and maintain and train staff on the Campus Emergency Operations Manual.	VP	All Staff	All Staff	Crisis Plans, Crisis Cards for Specific Emergencies	Ongoing
	7	Staff will continue to monitor hallways and exterior doors, making sure all exterior doors are kept locked and visitors have been properly checked in through the front office. Fire doors will also be monitored to ensure that they are kept closed at all times.	VP	All Staff	All Staff	V-Soft, security cameras, posted visitor signs	Ongoing
	8	Staff members will wear an updated picture ID at all times	VP	All Staff	All Staff	Lifetouch Picture ID Badges	Ongoing
Parents	1	Positive communication with parents about their children will be increased. T1-6	T1, PI	All parents	All teachers and staff	Parent contact lists; parent surveys	Discussed at summative conferences
	2	Parents will be informed about PBIS via Parent Nights, newsletters, marquees, and conferences.	T1, PI	All parents	Principal, teachers and counselors	Newsletters and other parent communication venues	Ongoing
	3	Parents will be provided with tips and training for personal safety of students in various situations. Parents will be provided with community resources needed for meeting safety and basic needs requirements.	AR T1	Parents of Identified Students	Counselors	Community Resources, Training Classes and materials	Ongoing
	4	Parents will be required to present photo identification and wear ID labels at all times when entering the building.	PI	All Parents	Front Office Personnel	V-Soft	Ongoing

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	68	75	75	90	78
All	78	82	79	90	83
Eco.Dis.	71	77	77	90	81
Hispanic	73	79	81	90	84
LEP	58	75	68	90	75
LEP M1	--	--	89	90	89
LEP M2	80	83	92	100	95
Spec.Ed.	67	75	57	90	75
White	100	100	82	90	85

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 (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS Science.

By May 2009, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on science benchmarks in grades 2-5

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 Provide extended learning time for students during Supplemental instruction periods, Saturday School and before-school tutoring sessions. Incentives will be provided to encourage student attendance at Science Saturday Schools. T1-9	T1, AR, CE	Identified students, including our special ed students	Admin. And teachers	Tutorial packets; Title III grant, purchased incentives	Daily and semi-monthly
	2 Increase vocabulary knowledge to support comprehension of science content.	AR, CE	1 st – 5 th grade students	Science and reading teachers	District vocabulary activities, science journals	Ongoing

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.

Students	3	Utilize observation guides and science journals to increase student understanding of science concepts and to assess their comprehension of science content	AR	All students	IS, teachers	Science journals	Monthly
	4	Provide instruction in reading strategies for non-fiction material	T1, CE	All students	Teachers	Title III grant	Ongoing
	5	Provide increased hands on science investigations and activities to develop conceptual understanding of science concepts.	AR	All students	IS, Teachers	Science materials storage room catalog	Ongoing
	6	Develop comprehension and conceptual understanding of science vocabulary with technology power points and vocabulary suitcase activities.	AR, T	All students	IS, Teachers	Staff drive for sharing materials developed	Ongoing
	7	Use graphic organizers, diagrams, and foldable books so students can organize science information and record data.	AR	All students	IS, Teachers	Samples of student work; sharing sessions	Ongoing
	6	Provide small group instruction for identified struggling learners, including our special education students	AR CE	Identified students	Helping Teachers, Teachers, IS	Common Assessments Data Charts	Daily throughout the school year
Teachers	1	Science helping teacher will plan with science teachers in all grade levels every 2 weeks.	CE, AR	All teachers	IS, Teachers, district helping teacher	Planning session notes	Twice each month
	2	Teachers will use district recommended strategies for vocabulary, homework and warm-ups.	AR	All teachers	Teachers, Appraisers	Feedback from walk-throughs	Ongoing
	3	Teachers will increase use of higher level questioning and thinking, use anchor/concept charts, model/teach SQRQCQ strategies when doing warm-ups, homework, unit tests, and benchmarks.	AR	All teachers	Teachers, Appraisers	Feedback from walk-throughs	Ongoing
	4	Increase the use of higher order thinking questions in lessons and in common assessments.	AR, T	All teachers	Teachers, Appraisers	Feedback from walk-throughs	Ongoing
	5	Implement research based strategies proven to be successful with AA, H and ECD students in science, while still challenging and assisting all students	SD, AR	All teachers	Teachers, administrators	Articles and books studied	Fall 2008
	6	Para will be assigned to assist IS with gathering needed materials for hands-on science instruction.	AR	All teachers	IS, para assigned, teachers	Science material check out sheet	August 2008 and ongoing

	7	Provide “hyper-monitoring” to verify implementation of stated goals and activities. T1-2	AR	1 st - 5 th grade science teachers	Principal, Assistant Principals, Instructional Specialist	Copy of walkthroughs, District Science Strategies Document	Weekly
	8	Teachers will model think-aloud strategies for answering TAKS format questions.	AR	All students	IS, Teachers	Lesson plans	Ongoing
	9	Analyze benchmark data to make decisions about student placement and curriculum.	T1,AR	All teachers	Principal; IS; teachers	Reflection sheets and meetings	Ongoing
	10	Using Title I funds, we will hire a science tutor or teacher to assist small groups instruction for science and math in grade grades 2-5.	T1 AR	Identified Students	ASIP Teacher Classroom Teachers, Administrator	3-week assessments, daily grades	Ongoing
	11	Provide teachers with 32 hours of training on high yield teaching strategies from Marzano. Training will include a connection to Quantum Learning Theory as well as 6 hours of content in Science. T1-4	SD	Science Teachers	Principal, Teachers, Instructional Specialist District Coordinators	DATE Grant Training Modules	Ongoing
	12	We will use Title I funds to purchase literature and materials to ensure student understanding of TEKS, and create multiple opportunities for hands-on experiences in science	T1 AR	All Students	Teachers, Instructional Specialist, Media Specialist, Tech Liaison	3-week assessments, daily grades	Ongoing
	13	Teachers will work together to write checkpoints and common assessments to insure that students who have not mastered science materials are provided with opportunities for reteaching and review.	T1 AR	Teachers	IS, Administration	Science curriculum guide	Every 2-3 weeks
Parents	1	Parents will be reminded via our Phonemaster system about Saturday School opportunities. T1-6	AR, PI	Targeted students	Principal, IS, secretary	Script for Phonemaster announcement; list of parents called	Ongoing
	2	A Science night will be provided for parents to show them ways to help students with vocabulary and study guides.	T1 AR PI	Parents with students in grades 3-5	Science Teachers and IS	Science materials	January 2009

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	68	75	70	90	77	76	81	71	90	77	89	89	82	90	85
All	76	81	79	90	83	83	85	76	90	81	94	96	88	90	89
Eco.Dis.	70	77	79	90	83	80	83	74	90	79	91	94	86	90	87
Hispanic	79	83	81	90	84	86	87	80	90	83	95	97	91	100	94
LEP	70	77	80	90	83	79	83	77	90	81	85	87	79	90	83
LEP M1	100	100	100	100	100	88	89	--	--	--	--	--	100	100	100
LEP M2	--	--	--	--	--	100	100	94	100	96	100	100	92	100	95
Spec.Ed.	50	75	59	90	75	67	75	38	90	75	86	87	83	90	85
White	86	87	86	90	87	83	85	74	90	79	100	100	89	90	89

District Priority:

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

Campus Objective:

- # 3 By May 2009, we will increase the percentage (by amounts noted at right, or greater) of 3rd grade students demonstrating proficiency on TAKS Mathematics.
- By May 2009, we will increase the percentage (by amounts noted at right, or greater) of 4th grade students demonstrating proficiency on TAKS Mathematics.
- By May 2009, we will increase the percentage (by amounts noted at right, or greater) of 5th grade students demonstrating proficiency on TAKS Mathematics.

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 Improve learning of all students by ensuring that presented lessons include visual, auditory and kinesthetic learning opportunities for students. Research shows that this is especially important for AA students.	AR, CE	All students	IS, teachers	August staff development materials and Math Classroom Checklist	Ongoing

Students	2	Improve student performance on quizzes and benchmarks by teaching test-taking strategies and monitoring to ensure that students perform the test-taking strategies that have been taught. T1-8	AR, CE	All students	IS, teachers	Test-taking strategy powerpoint	Each quiz and benchmark
	3	Improve student learning of content by monitoring instruction to ensure the appropriate balance of partner and independent practice.	AR, CE	All students	Principal, AP, IS	Overview of Math Classroom	Daily
	4	Provide extended learning time for students during Supplemental instruction periods, Saturday School and before-school tutoring sessions. T1-9	T1, AR, CE	Identified students	Admin. And teachers	Tutorial packets	Daily and semi-monthly
	5	Check class rosters each six weeks to ensure that each struggling student has been assigned to a teacher who has proven track record of accelerating students' math achievement. (Change assignments and rebalance classes as needed.)	AR, CE	Identified Students	Principal; Asst. Principal	Class rosters; AMS data	After 1 st SW BM
	6	Students in 3 rd grade will be explicitly taught to request reading assistance on the Math TAKS test through modeling, practice and incentives.	AR	All 3 rd graders	3 rd Math Teachers	District math coach	Beginning Sept. 2008
Teachers	1	Schedule math coaches to work with teams on modifying lessons to target identified struggling learners.	SD	Math teachers	IS	Coordinator assigning coaches to our campus	Bi-weekly
	2	During grade level math team meetings, teachers will review student assignments to ensure that students in each teacher's classroom are provided the opportunity to practice at a high level of thinking.	SD	Grade level math teams	IS	Test Results	Weekly
	3	Increase collaboration during lesson planning sessions so that teams are focused on what students have learned, instead of what teachers have taught.	SD	Grade level math teams	IS; Math coaches: Teacher Leadership Academy grads	Student achievement results shared with entire team	Weekly
	4	Provide "hyper-monitoring" to verify implementation of stated goals and activities. T1-2	AR	K - 5 th grade teachers	Principal, Assistant Principals, Instructional Specialist	Copy of walkthroughs, District Math Strategies Document	Weekly

	5	Provide teachers with 32 hours of training on high yield teaching strategies from Marzano. Training will include a connection to Quantum Learning Theory as well as 6 hours of content in math. T1-4	SD	Math teachers	Principal, Teachers, Instructional Specialist District Coordinators	DATE Grant Training Modules	Ongoing
	6	Teachers will be able to verbalize what strategies they are using to improve the math achievement of African-American students.	AR	Math Teachers	Administrators	Student Achievement Meetings	Each six weeks
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by making phone calls or sending e-mails. T1-6	PI	Parents	Teachers	Samples of student work	Weekly
	2	Provide parent training on the four step process using parent nights, newsletter, website and conferences	PI, T, T1	Parents	Math teachers	Title 1 funds; newsletter; website	Fall 2008

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	79	83	77	90	81	63	75	71	90	77	76	81	92	100	95
All	86	87	83	90	85	79	83	68	90	75	89	89	91	100	94
Eco.Dis.	90	93	82	90	85	71	77	65	90	75	84	86	89	90	89
Hispanic	86	87	86	90	87	81	84	66	90	75	93	95	89	90	89
LEP	78	82	78	90	82	75	80	42	90	75	81	84	79	90	83
LEP M1	100	100	100	100	100	75	80	--	--	--	--	--	78	90	82
LEP M2	--	--	--	--	--	100	100	100	100	100	95	97	92	100	95
Spec.Ed.	73	79	60	90	75	--	--	31	90	75	86	87	86	90	87
White	96	97	83	90	85	91	94	67	90	75	96	97	92	100	95

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	# 4	By May 2009, we will increase the percentage (by amounts noted at right, or greater) of 3 rd grade students demonstrating proficiency on TAKS Reading.
		By May 2009, we will increase the percentage (by amounts noted at right, or greater) of 4 th grade students demonstrating proficiency on TAKS Reading.
		By May 2009, we will increase the percentage (by amounts noted at right, or greater) of 5 th grade students demonstrating proficiency on TAKS Reading.
		Increase TAKS reading passing rates for 3 rd and 5 th graders on first administration of the Reading TAKS 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	Strengthen students' independent reading level through guided reading instruction, and build their stamina and fluency by increasing daily time for independent reading.	AR, T1, CE	All students	Teachers, IS	Units of study mini-lessons; classroom libraries	Ongoing
Students	2	Implement READ 180 for SEI and at-risk students in Grade 4 and continue the READ 180 program in grade 5 for at-risk and SEI students.	AR, T1, T	SEI, ECD 5 th graders	IS; Holt / Austin; T1 team	SAM reports' TAKS scores IStation Reports	Ongoing
	3	Students will access KidBiz during independent reading time 2x per week for 30 minutes, to increase non-fiction reading comprehension. T1-2	AR, T	Students in grades 3-5	LA teachers, IS, administrators	KidBiz reports	Sept 2008 – May 2009
	4	Increase students WPM scores on benchmarks by 20% from beginning of year to end of year	AR; SD	Students in grades 1-5	LA teachers	Graph of students with WPM tracked	Checkpoint in January and May
	5	Provide extended learning time for students during supplemental instruction periods, Saturday School and summer school.	T1, AR, CE	Identified students	Admin. and teachers	Tutorial packets; Title 1 scholarships	Daily and semi-monthly
	6	A consultant, Karen Lowery, will build student vocabulary skills through storytelling lessons with classroom follow-up activities linking to the TEKS.	AR, T1, T	All students in grades 1-5	Admin. and teachers	Title 1 funds	October 2008, February 2009
	7	Students who are ARDed for support through Special Education will be served with a Literacy Intervention Model, providing the appropriate intervention for a specified time, and then returning them to the classroom for the remainder of the Language Arts Block in their regular classroom. This intense instruction should help us achieve our goal of closing the gap for these students.	AR	Identified Students	AP's , Diagnostician, Principal, Special Education Staff, Classroom Teachers	Master Schedules, ARD minutes, Literacy Intervention materials	Daily throughout the school year
	8	To provide more reading material that will encourage students to read independently, the collection of library books and magazine subscriptions will be increased.	AR, TI	All Students	Media Specialist, Teachers	Preferred magazines and suggested reading lists; Title 1 funds	Ongoing
	9	Flexible small groups will be used for reading instruction. The collection of leveled readers in the leveled library will be increased to provide more choices and greater numbers of books.	AR TI	All Students	Teachers, Instructional Specialist, At-Risk Specialists, Reading Specialists, Media Specialist	Data to determine grouping needs; variety of leveled rdg materials; Suggested reading lists	Daily

	10	Students will be provided with extended learning opportunities, such as working with Helping Teachers, At-Risk Teachers, ARIP Teachers and Saturday School Tutorials. T1-9	AR CE T1	All Students	Teachers, Instructional Specialists, Reading Specialists; At- Risk Specialists; Title 1 Special; Leadership Tm	Reading Curriculum	
	11	Students who are identified as needing additional support and are reading on a K – 3 rd grade reading level will be provided with the opportunity to accelerate their reading growth through the implementation of the I-Station program.	AR T1, T	Identified Students	All LA teachers	I-Station materials and software; Title 1 funds	Daily
Teachers	1	Participate in a professional learning community about research based strategies that are proven to be successful with AA and ECD students in reading. T1-5	SD	AA and ECD students	LA Teachers	Classroom libraries; units of study; articles studied	Ongoing
	2	Teachers of LEP students will identify composite scores of students on the 2008 TELPAS so that they can implement the interventions needed for students to grow at least one level of proficiency during the year.	AR	LEP students	ESL/bilingual teachers	Bilingual helping teacher	Ongoing
	3	Teachers will provide reading instruction using the reader's workshop model in all grade levels, including mini-lessons, anchor charts, guided reading groups and independent reading time.	SD, AR	RLA teachers	IS, teachers, District helping teacher	Literacy Library, Fontas/Pinnell professional books	Ongoing
	4	Title I funds will be used to continue training in the implementation of the Reader's and Writer's workshop model (book studies, professional development and/or consultants)	SD, TI, AR	RLA teachers	Principal, TI team, IS, district helping teacher	Title I funds; professional library	Ongoing
	4	Teachers will construct anchor charts that reinforce strategic thinking (i.e., Marzano), so that students know when how and why to incorporate the strategy in their reading and can refer to the chart for support.	SD, AR	RLA teachers	IS, teachers, district helping teachers	Professional books including <u>Mosaic of Thought</u>	Ongoing

	5	Provide “hyper-monitoring” to verify implementation of stated goals and activities.	AR	K - 5 th grade teachers	Principal, Assistant Principals, Instructional Specialist	Copy of walkthroughs, District Reading Strategies Document	Weekly
	6	Provide teachers with 32 hours of training on high yield teaching strategies from Marzano. Training will include a connection to Quantum Learning Theory as well as 6 hours of content in language arts.	SD	LA teachers	Principal, Teachers, Instructional Specialist District Coordinators	DATE Grant Training Modules	Ongoing
	7	To encourage the use of the literacy library and to maintain its inventory, a scanner system will be purchased and teachers will be trained on its use.	SD, T1	LA teachers	Principal, Teachers, Instructional Specialist	Title 1 and school activity funds	December 2008
Parents	1	Parents will be invited to an evening workshop about paired reading and preparing their child for the TAKS test T1-6	PI, AR	Parents of 3 rd -5 th grade students	Teachers, reading specialists, math helping teachers	Title I funds; TAKS study guides	Early November 2008

Area of Focus: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	76	81	87	90	88
All	86	87	83	90	85
Eco.Dis.	82	85	80	90	83
Hispanic	90	93	80	90	83
LEP	83	85	66	90	75
LEP M1	100	100	--	--	--
LEP M2	100	100	100	100	100
Spec.Ed.	--	--	58	90	75
White	88	89	88	90	89

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	# 5	By May 2009, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS Writing. By May 2009, we will increase the percentage (by amounts noted at right, or greater) of students scoring at grade level standard for writing on district benchmarks. Improve 3 rd and 5 th graders' usage, mechanics, spelling, revision and editing skills.
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 Students will begin a writing portfolio with 2 work samples to be passed to the next grade level.	AR	Students in K-5	LA Teachers	Folders	Fall 2008
	2 Students in each grade level will learn to correctly spell a pre-chosen list of the most frequent words in the English Language and will be expected to use them across the curriculum.	AR	Students in 1-5	All teachers, all subjects	Word lists and posters	Fall 2008

Students	3	Students in 4 th grade SEI and ESL classes will attend 3 Saturday Schools to increase their competency in writing	AR, CE, T1	LEP students in grade 4	IS; 4 th grade LA teachers	Title 1 funds	1 Saturday in November, January, February
	4	Students will be engaged in small group instruction for identified struggling learners.	AR	Identified students	Teachers, Literacy Coaches, Teaching Assistance	Data from common assessments and benchmarks	Ongoing
Teachers	1	Teachers will provide writing instruction using the writer's workshop model in all grade levels.	AR, CE	LA teachers	LA teachers	District training; Connect and Reflect PLC	Ongoing
	2	Teachers of LEP students will identify composite scores of students on the 2008 TELPAS so that they can implement the interventions needed for students to grow at least one level of proficiency during the year.	AR	LEP students	ESL/Bilingual teachers	IS; district helping teacher	Ongoing
	3	Use mini-lessons to improve TOP writing scores so students can reach the "advanced high" rating.	AR	LEP students	ESL/Bilingual teachers	IS; district helping teacher	Ongoing
	4	Campus writing vertical team will be established to meet at least 2 times to analyze data, study best practices in writing, and share with their grade level teams	TI, AR, SD	LA teachers	IS and teachers on vertical team	Writing samples; district helping teacher	Fall 2008 Spring 2009
	5	Provide "hyper-monitoring" to verify implementation of stated goals and activities.	AR	K - 5 th grade teachers	Principal, Assistant Principals, Instructional Specialist	Copy of walkthroughs, District Writing Strategies Document	Weekly
	6	Provide teachers with 32 hours of training on high yield teaching strategies from Marzano. Training will include a connection to Quantum Learning Theory as well as 6 hours of content in language arts.	SD	Writing teachers	Principal, Teachers, Instructional Specialist District Coordinators	DATE Grant Training Modules	Ongoing

	7	In addition to writing workshop, students will be provided opportunities to write in science, math, social studies, and reading.	AR	All students	Teachers	District Content Area Curriculum, subject area journals, short-answer test questions	Ongoing
	8	Teachers will attend training that will increase understanding of the writing process. (Connect and Reflect; book studies)	T1 SD	Lang. Arts Teachers	Principal, Instructional Specialist	District and campus staff development, Staff Development Transcripts; Title 1 funds	On-Going
Parents	1	Parents will be invited to a portfolio night to celebrate their child's writing progress. T1-6	T1, AR	Parents	LA teachers	Title 1 funds; Phonemaster system	Spring 2009
	2	Parents with 4 th grade students will be provided a training session on the TAKS writing test.	T1, AR, PI	Parents of 4 th graders	4 th grade LA team, IS	Title 1 funds	Fall 2008

Area of Focus: Social Studies

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	# 6	By May 2009, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on social studies benchmarks.
Formative/Summative Evaluation:		District-developed Tests

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	T, AR	All students	Teachers	Aug 20 SD-SS and technology	Ongoing
	2	SD	All students	Teachers	January 5 SD: Traveling Trunk and Storytelling	Ongoing
Teachers	1	SD	3-5 teachers	IS, District helping teacher	District	Each six weeks
	2	SD, T	Teachers	Principal; APs	District training; prof development transcripts	August 2008

*** Legend**

Code	Plan	Indicates that the strategy addresses...
AR	At-risk	The needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	Initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	Students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	Training needs of teachers and other staff.
T	Technology	Tools used to enhance instruction or to facilitate managerial tasks.
T1	Title I	Federal mandates for school-wide Title I programs.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.

CIP PART II: ASSURANCE ADDENDUM

Duryea Elementary
Deborah Harbin
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	Duryea 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). T1-10
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.

CIP PART II: ASSURANCE ADDENDUM

	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.
X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten. T1-7

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Deborah Harbin	Principal
Amy Velazquez	Teacher 1: Pre-kindergarten teacher
Jean West	Teacher 2: Kindergarten teacher
Melissa Fogle	Teacher 3: 1 st grade teacher
Giannina Berrios	Teacher 4: 2 nd grade teacher
Dina Cantrell	Teacher 5: 3 rd grade teacher
Deborah Holt	Teacher 6: 4 th grade teacher
Tricia Tsang	Teacher 7: 5 th grade teacher
	Teacher 8: Special Education teacher
Crystal Kovar	Teacher 9: Physical education teacher
JoEtta Carroll	Non-teaching professional 1: Assistant Principal
Monette Roseberry	Non-teaching professional 2: Assistant Principal
Dayna McDermatt-Durflinger	Parent 1:
Amanda Hernandez	Parent 2:
	Community resident 1:
	Community resident 2:
Deborah Nash, First Service Credit Union	Business representative 1:
	Business representative 2:

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	October 1, 2008	4:15 – 6:15 p.m.	Duryea KIVA
2	November 17, 2008	4:15 – 6:15 p.m.	Duryea KIVA
3	February 2, 1009	4:15 – 6:15 p.m.	Duryea KIVA
4	March 30, 2009	4:15 – 6:15 p.m.	Duryea KIVA
5	May 18, 2009	4:15 – 6:15 p.m.	Duryea KIVA

* 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.
	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at %.	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.
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 class disruptions .	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 70% .	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% . T1-3	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

10 Components of a Title I Program

- ✓ 1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
- ✓ 2. **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
- ✓ 3. **Instruction by highly qualified teachers** – 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

Duryea 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	
5-Aug (P.M.)	GLT/AMS	Elementary	
4-Aug (P.M.)	GLT/AMS	Secondary	
5-Aug (A.M.)	Safety Conference	District Administrative Staff	
12-Aug	Department Chair and Team Leader		
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Campus	
19-Aug	All Staff	Campus	
20-Aug	All Staff	Campus	
21-Aug	Elementary/Secondary	District Staff	
22-Aug	All Staff	Campus	
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
16-Feb	All Staff	Campus	
13-April *	All Staff	Campus	
4-June	All Staff	Campus	