

2008-2009
Campus Improvement Plan
for
Jowell Elementary School

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.

Jowell Elementary
2008-09 Comprehensive Needs Assessment Summary

The staff at Jowell Elementary includes 78 teachers, 28 paraprofessionals, and 3 administrators. The student population is 17% White, 19% African American, 61% Hispanic, 3% Asian, and .4% Native American. Sixty-three percent of students who attend Jowell Elementary qualify for free or reduced lunch. The mobility rate for students at Jowell Elementary is 20.8%.

In accordance with Texas state legislative requirements, the staff at Jowell Elementary conducted a comprehensive needs assessment for the 2008-09 school year. The needs assessment was conducted to identify gaps in student achievement and other areas for improvement. The information used to conduct the needs assessment included the data from the 2008 Texas Assessment of Knowledge and Skills (TAKS), mobility, discipline, attendance, and teacher retention data.

A student group with fewer than seventy-five percent students passing in a given TAKS-tested content area is identified as a priority. Based on the review of the data, Jowell Elementary did not have any student groups with performance below 75% in any grade/content. Jowell Elementary will be implementing strategies to achieve an Exemplary rating in all student groups. Additionally, Jowell Elementary will implement research-based strategies to eliminate the achievement gap between African American, Hispanic, White, and economically disadvantaged students.

Jowell Elementary staff will implement behavioral strategies to reduce the number of discipline incidents related to inappropriate physical contact and disruptive behavior in the 2008-09 school year. Additionally, efforts will be made to improve the rate of attendance for all student groups including, African American (95.8%), Hispanic (96.4%), White (96.2%), and students who are economically disadvantaged (96.4%). Efforts will also be made to increase teacher retention at Jowell Elementary.

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Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	Model and teach effective reading comprehension.	All students, grades 3-5 = 92.9%
		Writing	Improve students' writing skills.	All students, grade 4 = 96.9%
		Math	Teach students problem-solving strategies.	All students, grades 3-5 = 95.6%
		Science	Use research-proven strategies, such as active involvement, learner preferences, modeling, varied assessments, memory triggers, high-level questioning, and patterns.	All students, grade 5 = 90%
	Subgroups	All	Reading, Writing, Math, and Science TAKS 90% or higher	Reading=92.9%; Writing=96.9%; Math=95.6%; Science=90%
		AA	Reading, Writing, Math, and Science TAKS 90% or higher	Reading=92.6%; Writing=100%; Math=91.4%
		H	Reading, Writing, and Math TAKS 90% or higher	Reading=90.5%; Writing=96.1%; Math=96.4%; Science=90.7
		W	Reading, Writing, Math, and Science TAKS 90% or higher	Reading=97.8%; Writing=96%; Math=96.4%; Science=90.7%
		ED	Reading, Writing, and Math TAKS 80% or higher	Reading=88.1%; Writing=95.9%; Math=92.8%; Science=82.4
	Qualifications	All staff highly-qualified	100% highly-qualified staff	

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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:
(SMART Goal)**

For 2008 – 2009, the discipline referrals for inappropriate physical contact, excessive talking out, and disruption of the learning environment 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 Implement the social skills program from "Building Better Relationships."	VP	All students	BBR liaison, teachers, behavior interventionist, counselors, administrators	BBR social skill posters, Essential 55 PowerPoint presentations, class meetings	August 2008 - May 2009
	2 Follow all class rules, routines, and procedures established in the school and classroom.	VP	All students	BBR liaison, teachers, behavior interventionist, counselors, administrators	School Rules, Class Social Contract	First six-weeks of school; ongoing
Teachers	1 Establish and maintain positive, respectful relationships with students.	VP	Teachers; Paraprofessionals	BBR liaison, teachers, behavior interventionist, counselors, administrators		August 2008 - May 2009
	2 Implement strategies from Capturing Kids' Hearts and Building Better Relationships <ul style="list-style-type: none"> • Social Contracts • Affirmations or motivational quotes of the day/week during morning announcements T1-5 	VP T1	Teachers	Teachers, BBR liaison, behavior interventionist, counselors, administrators	Training for <i>Capturing Kids' Hearts, Building Better Relationships</i>	August 2008 - May 2009
	3 Establish and implement consistent class rules, procedures, and routines.	VP	Teachers	Teachers, behavior interventionist, administrators		First six-weeks of school; ongoing

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Area of Focus: Student Safety (continued)

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	4	Train new teachers in “Building Better Relationships” and continue to train current staff in Capturing Kids’ Hearts T1-4	SD T1	Teachers	District BBR staff liaisons; administrators	<i>Well-Managed Classroom;</i> <i>Capturing Kids’ Hearts</i>	August 2008 - May 2009
Parents	1	Communicate with parents regarding their child’s behavior by using the weekly communication card, phone calls, conferences, and/or office referrals. T1-6	PI, T1	Parents	Teachers Administrators	Friday Folder, Communication Card, Progress Reports, Report Card, Discipline Data	August 2008 - 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.

Area of Focus: Attendance

District Priority:

Ensure that students understand the importance of attending school regularly and completing high school.

**Campus Objective:
(SMART Goal)**

For 2008 – 2009, the ADA student attendance will be at or above **97%**.

**Formative/Summative
Evaluation:**

District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Encourage students to attend school daily and provide incentives, such as making learning fun, actively engaging students in their learning, announcements, newsletters, celebrations, and awards.	AR T1	All Students	Teachers Registrar Administrators	Attendance Reports; Perfect Attendance Certificates; class meetings; school announcements; Capturing Kids' Hearts, Quantum Learning	August 2008 - May 2009
Teachers	1	Call parents when students are absent 2 or more days to inquire about their absence and answer questions about completing classroom assignments.	AR PI	All Students; Teachers	Teachers Administrators	Attendance Records; Communication Log	August 2008 - May 2009
	2	Ensure that students receive and complete missed classroom assignments.	AR	All Students; Teachers	Teachers	Attendance Records; Make-up Work Folder	August 2008 - May 2009
Parents	1	Encourage parents to contact the school on or before the 3 rd absence to make arrangements to pick up missed classroom assignment for students to complete. T1-6	PI	Teachers Parents	Teachers; Administrators	Attendance Records; Communication Logs	August 2008 - 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.

Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	83	85	83	90	85
All	80	83	90	100	93
Eco.Dis.	67	75	82	90	85
Hispanic	71	77	89	90	89
LEP	54	75	79	90	83
LEP M1	100	100	100	100	100
LEP M2	88	89	96	100	97
Spec.Ed.	--	--	--	--	--
White	88	89	95	100	97

District Priority:

1A

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

**Campus Objective:
(SMART Goal)**

By May 2009, Jowell Elementary will increase the percentage (by amounts noted in chart above, or greater) of students demonstrating proficiency or higher on TAKS Science in grade 5.

**Formative/Summative
Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Increase the use of quality hands-on experiments in the Science classroom and the use of observation guides/science journals to increase comprehension of science concepts.	AR, CE	All students, grades 1-5.	Science teachers; Instructional Specialist; district Science Helping Teacher	District Science curriculum documents; equipment and materials	August 2008 - May 2009
	2	Attend tutoring groups either before-/after-school, during recess, or during large group time.	AR, T1	Students below standard on district Science benchmarks	Science Teachers; Instructional Specialist; Administrators	District Science curriculum documents; Science equipment & materials	August 2008 - May 2009
	3	Participate in Science "Factoid" of the Day and/or vocabulary word games using Science vocabulary words; use "Brain Pop" Science software and "Science a-z" reading passages to increase understanding of Science concepts taught. T1-2	AR, T1	All students, grades 1-5	Science Teachers; Instructional Specialist; Administrators	District Science curriculum documents; Science word cards & games; Brain Pop software, Science a-z passages	August 2008 - May 2009
	4	Participate in Super Science Saturday Camps and/or round-robin activities. T1-6	AR, T1	Grade 5 students	Science Teachers; Instructional Specialist; Administrators	District Science curriculum documents; Science word cards & games	October 2008 – April 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.

Area of Focus: Science (continued)							
STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	5	Set goals for achievement periodically based on quizzes, checkpoint tests, and benchmark test scores. Monitor progress of critical TEKS mastery.	AR	Grades 3-5 students	Science Teachers; Instructional Specialist; Administrators	Data from checkpoint tests and benchmarks	August 2008 - May 2009
Teachers	1	Analyze current data to determine targets for instruction, plan lessons accordingly, and monitor student progress. Participate in grade level in-depth planning each week. T1-8	AR, CE	Science Teachers, grades 1-5	Science Teachers; Instructional Specialist; district Science Helping Teacher; Administrators	Data from checkpoint tests and benchmarks	August 2008 - May 2009
	2	Post Science "Anchor Charts" or concept charts in the classroom to summarize new concepts learned, to review previously taught information, and to emphasize key vocabulary terms. T1-2	SD, T1	Science Teachers, grades K-5	Science Teachers; Instructional Specialist; Administrators	Science Study Guides; chart tablets; markers; Science materials & equipment	August 2008 - May 2009
	3	Review Quantum Learning strategies and implement in the Science classroom.	SD	Science Teachers, grades PK-5	Science Teachers; Instructional Specialist; Administrators	Quantum Learning	August 2008 - May 2009
	4	Review and continue to implement strategies designed to improve and enhance vocabulary instruction in the Science classroom. Implement strategies learned from training in the Science classroom. Use direct vocabulary instruction to accelerate growth. Implement vocabulary instruction using district-developed content area vocabulary word lists. Participate in training designed to improve Science instruction. T1-4, T1-2	SD, T1	Science Teachers, grades 1-5	Science Teachers; Instructional Specialist; Administrators	<i>Building Background Knowledge for Academic Achievement: Research on What Works in Schools</i> , Marzano and <i>Building Academic Vocabulary: Teacher's Manual</i> , Marzano & Pickering; District & Campus Vocabulary Lists; TEPSA; Science activities & materials	August 2008 staff development & Fall 2008 book study review
	5	Ensure adequate time for Science instruction.	AR	Science Teachers, grades K-5	Science Teachers; Instructional Specialist; Administrators	<i>Master Schedule</i>	August 2008 - May 2009
	6	Implement SQ-RQ-CQ strategies and ask higher-order thinking questions.	AR	Science Teachers, grades 1-5	Science Teachers; Instructional Specialist; Administrators		August 2008 - May 2009
Parents	1	Review Science vocabulary and concepts with students. T1-6	PI, T1	Students Parents	Science Teachers; Instructional Specialist; Administrators	Vocabulary Cards; Science Study Guides; Science Journals	August 2008 - May 2009
	2	Attend Family Science Night.	PI, T1	All Students; Parents	Science Teachers; Instructional Specialist; Administrators	Science Resource Center materials/ animals; Games; Science Experiments	February 23, 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.

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	90	93	84	90	86	88	89	93	100	95	97	98	94	100	96
All	88	89	90	100	93	94	96	96	100	97	97	98	97	100	98
Eco.Dis.	85	87	85	90	87	96	97	94	100	96	95	97	95	100	97
Hispanic	85	87	91	100	94	95	97	96	100	97	94	96	98	100	99
LEP	81	84	88	90	89	93	95	100	100	100	96	97	95	100	97
LEP M1	100	100	--	--	--	100	100	100	100	100	100	100	100	100	100
LEP M2	--	--	--	--	--	100	100	100	100	100	100	100	100	100	100
Spec.Ed.	100	100	77	90	81	--	--	100	100	100	--	--	--	--	--
White	93	95	91	100	94	96	97	97	100	98	100	100	100	100	100

District Priority:

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

Campus Objective: (SMART Goal)

By May 2009, Jowell Elementary will increase the percentage (by amounts noted in chart above, or greater) of students demonstrating proficiency or higher on TAKS Math.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Set goals for achievement periodically based on quizzes, checkpoint tests and benchmark test scores. T1-8	AR	Grades 1-5 students	Math Teachers; Instructional Specialist; Administrators	Data from checkpoint tests and benchmarks	August 2008 - May 2009
	2 Participate in "Math Fact Challenge," hands-on activities, rhymes/chants, math games, and/or school-wide math projects.	AR, T	All students, grades 1-5	Math Teachers; Instructional Specialist; Administrators	District Math curriculum documents; Math CD's; Educaide; ST Math Computer Program	August 2008 - May 2009
	3 Attend tutoring groups either before-/after-school, during recess, during large group time, or during summer school.	AR, T1, T	Students below standard on TAKS or district Math benchmarks	Math Teachers; Instructional Specialist; Math Helping Teacher; Math Tutor, AMIP Teacher; Administrators	District Math curriculum documents; Math manipulatives & materials; Educaide	August 2008 - 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.

Area of Focus: Mathematics (continued)

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Review Quantum Learning strategies or other strategies designed to engage students in learning and implement in the Math classroom (i.e., math manipulatives, math stations, math games, problem solving, e-Tools) .	SD, T1	Math Teachers, grades PK-5	Math Teachers; Instructional Specialist; Administrators	Quantum Learning, e-Tools software, manipulatives, games	August 2008 - May 2009
	2	Analyze current data to determine goals & targets for instruction, plan lessons accordingly, and monitor student progress. Participate in grade level in-depth planning each week.	AR, CE	Math Teachers, grades 1-5	Math Teachers; Instructional Specialist; Math Helping Teacher; AMIP Teacher; Administrators	Data from checkpoint tests and benchmarks	August 2008 - May 2009
	3	Review strategies designed to improve and enhance vocabulary instruction in the Math classroom. Implement strategies in the Math classroom. Implement vocabulary instruction using district-developed content area vocabulary word lists. Participate in training designed to improve math instruction.	SD	Math Teachers, grades 2-5	Math Teachers; Instructional Specialist; Administrators	<i>Building Background Knowledge for Academic Achievement: Research on What Works in Schools</i> , Marzano and <i>Building Academic Vocabulary: Teacher's Manual</i> , Marzano & Pickering; District & campus content area vocabulary lists; TEPSA; math activities & materials	August 2008 staff development & fall 2008
Parents	1	Review math vocabulary and provide help with homework. T1-6	PI	Parents	Teachers	Student homework and review assignments	August 2008 - May 2009
	2	Attend Family Math Night.	PI, T1	All Students; Parents	Math Teachers; Instructional Specialist; Math Helping Teacher; Administrators	Math Manipulatives; Math Games; Problem-Solving Activities	November 17, 2008

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/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	90	93	91	100	94	76	81	93	100	95	93	95	88	90	89
All	91	94	91	100	94	84	86	90	100	93	90	93	94	100	96
Eco.Dis.	85	87	84	90	86	80	83	86	90	87	84	86	89	90	89
Hispanic	89	89	86	90	87	80	83	86	90	87	85	87	94	100	96
LEP	82	85	82	90	85	64	75	83	90	85	76	81	89	90	89
LEP M1	100	100	--	--	--	91	94	100	100	100	100	100	100	100	100
LEP M2	--	--	--	--	--	100	100	100	100	100	100	100	100	100	100
Spec.Ed.	88	89	90	100	93	67	75	63	90	75	--	--	--	--	--
White	98	99	100	100	100	93	95	97	100	98	95	97	97	100	98

District Priority:

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

Campus Objective: (SMART Goal)

By May 2009, Jowell Elementary will increase the percentage (by amounts noted in chart above, or greater) of students demonstrating proficiency on TAKS Reading.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Set goals for reading comprehension improvement based on conferencing, benchmarks, and informal assessment.	AR, T1	K-1	K-1 LA Teachers; Instructional Specialists, Administrators	Benchmarks & Monitoring Notebooks	August 2008 - May 2009
	2 Set goals periodically for reading comprehension improvement based on quizzes, checkpoint tests, benchmark test scores, and conferring.	AR	Grades 2-5 students	LA Teachers; Instructional Specialists; Administrators	Data from checkpoint tests and benchmarks	August 2008 - May 2009
	3 Participate in the Scholastic READ 180 program [5 th grade students in the Structured English Immersion (SEI) program and students having difficulty in reading].	AR, T1, CE, T	Grade 5 SEI students and struggling readers; Special Education students	Grade 5 LA Teacher; Instructional Specialist; district READ 180 Helping Teacher; Administrators	Scholastic READ 180 program reading materials; computers; computer program	August 2008 - May 2009
	4 Participate in the Small Group Reading Intervention (SGRI) program.	AR, T1, CE	Grade 1-2 struggling readers	SGRI Teachers; district SGRI Helping Teachers; Administrators	SGRI Program materials; literacy library books	August 2008 - May 2009

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Area of Focus: Reading (continued)							
	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	4	Participate in the Dyslexia or Reading Enrichment program for additional reading intervention.	AR, T1, CE	Grade 1-5 struggling readers or students with dyslexia	SGRI & Dyslexia Teacher; Dyslexia Teacher; Instructional Specialists; At-risk support teachers; district SGRI Helping Teachers; Administrators	SGRI Program materials; literacy library books; Dyslexia Intervention Program	August 2008 - May 2009
	5	Attend tutoring groups either before-/after-school, during recess, during large group time, or during summer school for additional reading intervention. T1-9	AR, T1	Students below standard on district LA benchmarks	LA Teachers; Instructional Specialists; Administrators	District LA curriculum documents; reading intervention/ comprehension activities and materials	August 2008 - May 2009
	6	Participate in "Literacy Lab" activities designed to increase competency in phonological awareness, phonics, use of reading strategies, reading fluency, and reading comprehension.	AR, CE, T, T1	Special Education students; Reading Enrichment students	Special Education teachers; Reading Enrichment teacher; Diagnostician; district Special Education coordinators and helping teachers; Administrators	Programs: iStation; Sound Sensible; Read Naturally; Touch Phonics; Early Literacy; Guided Reading; Raz-Kids program	August 2008 - May 2009
	7	Read independently 15 or more minutes daily as part of a Balanced Literacy Program in order to build stamina, improve fluency, and increase reading comprehension.	AR, T1	All Students, grades K-5	All LA teachers; Instructional Specialists; Administrators	Classroom Libraries; <i>Reading a-z</i> readers; library books	August 2008 - May 2009
	8	Improve reading comprehension and fluency by using computer programs, websites, and reading materials; pulling guided reading/strategy groups, using books for read-aloud, and writing about concepts learned. Social studies concepts, computer programs, websites, and books will be used during integrated Language Arts/Social Studies activities. T1-2	AR, T1	All students, grades PK-5	All LA/SS teachers; Instructional Specialists; Administrators	Classroom Libraries; Literacy Library; Photostory; Geoskills; LA activities and materials	August 2008 - May 2009
	9	Participate in reading buddies program (reading partners between grades K/3, 1/4, and 2/5) to develop fluency and build stamina.	AR, T1	K-5	K-5 LA Teachers; Instructional Specialists	Literacy Library; books; classroom libraries	October 2008 - May 2009

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Area of Focus: Reading (continued)							
		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Analyze current data to determine goals & targets for instruction, plan lessons accordingly, and monitor student progress. Participate in grade level in-depth planning each week. Language Arts teachers will provide instruction in reduced class-size learning environments. T1-8	AR, CE, T1	LA Teachers, grades PK-5	LA Teachers; Instructional Specialists; Reading Enrichment, Dyslexia, & SGRI Teachers; ARIP Teacher; Administrators	Data from checkpoint tests, ISIP, Tejas LEE, and benchmarks; Fountas & Pinnell Benchmark Assessment System	August 2008 - May 2009
	2	Participate in training and/or book study designed to facilitate and continue the implementation of a Balanced Literacy program and schedule in LA classrooms. Participate in additional training regarding Guided Reading and Reading Comprehension. Participate in training and book study designed to strengthen students' vocabulary and to assist students with special needs. T1-4	SD, T1	LA Teachers, grades PK-5	LA Teachers; Instructional Specialists; At-risk support teachers district LA Helping Teacher; Administrators	<i>Growing Readers: Units of Study in the Primary Classroom</i> , K. Collin; <i>The Art of Teaching Reading</i> , L. Calkins; <i>Words Their Way</i> , D. Bear; <i>The Vocabulary-Enriched Classroom</i> , C. Block & J. Mangieri; <i>10 Things Your Student with Autism Wishes You Knew</i> , E. Notbohm; TEPSA	August 6 th training; fall semester book study
	3	Create Reading "Anchor Charts" and post in the classroom to summarize new concepts learned from mini-lessons, to review previously taught information, and to emphasize key strategies for reading/comprehension.	SD, T1	LA Teachers, grades K-5	LA Teachers; Instructional Specialists; Administrators	District LA Curriculum documents; textbooks; chart tablets; colored markers	August 2008 - May 2009
	5	Improve kindergartners' listening skills by reading stories and asking explicit/implicit question, and phonological awareness skills through daily Neuhaus activities.	AR, T1	Kindergarten Teachers	Kindergarten teachers; Instructional Specialists; Administrators	Books; Neuhaus phonological awareness activities and materials	August 2008 - May 2009
	6	Continue to implement the One-Way Dual Language (OWDL) program in Prekindergarten, Kindergarten, & First Grade bilingual classrooms.	AR	Prekindergarten, Kindergarten, & 1 st Grade Teachers	Prekindergarten, Kindergarten, & 1 st Grade Teachers; Instructional Specialists; Administrators	District curriculum documents & guidelines OWDL schedules	August 2008 - May 2009
	7	Implement phonics instruction using the method, <i>Words Their Way (grades 3-5)</i> and <i>Phonics Lessons (grades K-2)</i> .	AR, SD	K-5 LA Teachers	K-5 LA Teachers; Instructional Specialists; Administrators	<i>Words Their Way</i> , D. Bear; <i>Phonics Lesson</i> , Fountas & Pinnell; Language Arts activities and materials	August 2008 - May 2009

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Area of Focus: Reading (continued)							
		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	8	Implement vocabulary instruction and improve students' vocabulary skills using district or teacher-developed vocabulary word lists.	AR	PK-5	PK-5 LA Teachers; PPCD; LIFE Skills; Instructional Specialists; Administrators	District LA Curriculum Documents; district or teacher developed vocabulary word lists	August 2008 - May 2009
Parents	1	Review vocabulary; provide help with homework and independent reading. T1-6	PI, T1	Parents	Teachers	Student homework and review assignments; <i>Reading a-z</i> readers	August 2008 - May 2009
	2	Attend Family Reading Night. Attend parent meetings for PK-2 nd to develop deeper understanding of curriculum.	PI, T1	All Students; Parents	LA Teachers; Instructional Specialists; Administrators	Reading Games & Activities	October 20, 2008

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	91	94	100	100	100
All	92	95	96	100	97
Eco.Dis.	95	97	96	100	97
Hispanic	92	95	96	100	97
LEP	90	93	94	100	96
LEP M1	91	94	100	100	100
LEP M2	100	100	100	100	100
Spec.Ed.	--	--	--	--	--
White	93	95	90	100	93

District Priority:

1A

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

**Campus Objective:
(SMART Goal)**

By May 2009, Jowell Elementary will increase the percentage (by amounts noted in chart above, or greater) of students demonstrating proficiency on TAKS Writing.

**Formative/Summative
Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Set goals periodically for written composition and revising/editing improvement based on composition scores, revising/editing tests, benchmark test scores, and conferencing.	AR	Grades 1-5 students	LA Teachers; Instructional Specialists; Administrators	Data from performance, tests, and benchmarks	August 2008 - May 2009
	2 Improve TELPAS writing scores to reach the "advanced high" rating in order to exit from the Bilingual/ESL program by using graphic organizers, increasing vocabulary, and using correct conventions of writing. T1-2	AR, T1, CE, T	Grade K-5 LEP students	Grade K-5 Bilingual/ESL LA Teachers; Instructional Specialists; Administrators	TELPAS Rubrics	August 2008 - May 2009
	3 Attend tutoring groups either before-/after-school, during recess, or during large group time. T1-9	AR, T1	Students below standard on district LA benchmarks	LA Teachers; Instructional Specialists; Administrators	District LA curriculum documents; reading intervention/ comprehension activities and materials	October 2008 - 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.

Area of Focus: Writing (continued)							
STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Analyze current data to determine goals & targets for instruction, plan lessons accordingly, and monitor student progress. Participate in grade level in-depth planning each week.	AR, CE	LA Teachers, grades K-5	LA Teachers; Instructional Specialists; Administrators	Data from checkpoint tests, benchmarks, daily work, and assessments	August 2008 - May 2009
	2	Participate in training and/or book study designed to facilitate and continue the implementation of a Balanced Literacy program and schedule in LA classrooms and to improve vocabulary.	SD, T1	LA Teachers, grades PK-5	LA Teachers; Instructional Specialists; district LA Helping Teacher; Administrators	<i>Units of Study in the Primary Writing</i> , L. Calkins & S. Parsons; <i>2nd Grade Writers</i> , S. Parsons; <i>Words Their Way</i> , D. Bear; TEPSA; writing activities & materials	August 2008 staff development; fall semester book study; ongoing
	3	Create Writing "Anchor Charts" and post in the classroom to summarize new concepts learned from mini-lessons, to review previously taught information, and to emphasize key elements for quality writing. Model quality writing strategies.	SD, T1	LA Teachers, grades K-5	LA Teachers; Instructional Specialists; Administrators	District LA Curriculum documents; Write Source materials; chart tablets; colored markers	August 2008 - May 2009
	4	Implement Writing Camp, using grade level round-robin writing activities to motivate students and improve written composition skills.	AR	LA Teachers, Grade 3-4	Grade 3-4 Writing Teachers; Instructional Specialists; Administrators	District LA curriculum documents	February 2009
	5	Incorporate writing celebrations each six-weeks to validate student writing accomplishments	AR	K-5	K-5 LA Teachers; Instructional Specialists	Writing Activities	August 2008 - May 2009
Parents	1	Provide help with writing assignments, revising/editing practice, and other homework. T1-6	PI	Parents	Teachers	Student homework and review assignments	August 2008 - May 2009
	2	Attend Family Writing Night to view students writing portfolios and to learn ways to help students become better writers.	PI, T1	All Students; Parents	LA Teachers; Instructional Specialists; Administrators	Writing Activities and materials	January 12, 2009

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*** 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.

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CIP PART II: ASSURANCE ADDENDUM

Jowell 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	The Alternative Learning Center 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.
	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)

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CIP PART II: ASSURANCE ADDENDUM

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

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CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council			
	Position		
Name of CPOC Member			
Julie Manuel	Principal		
Penny Whited	Teacher 1		
Althea Schoen	Teacher 2		
Kimberly Pardue	Teacher 3		
Zulema Pastrana	Teacher 4		
Teresa Howard	Teacher 5		
Jakeima Lewis	Teacher 6		
Curtis Dehart	Teacher 7		
Alicia Odell	Teacher 8		
Blanca Gonzales	Teacher 9		
Debra Wolfe/Kim Rainey	Teacher 10		
Rebecca Mendez	Teacher 11		
Shanna Arter	Non-teaching professional 1		
Janet Bakondy/Laura Rolo	Non-teaching professional 2		
Marlene Moriarity/Amy Carranza	Non-teaching professional 3		
Lori Castro	Parent 1		
Christina Mendoza	Parent 2		
	Community resident 1		
Darrel Chelette	Business representative 1		
CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	August 19, 2008	10:00 a.m.	Jowell Elementary Library
2	October 1, 2008	8:05 a.m.	Jowell Elementary Library
3	November 14, 2008	8:05 a.m.	Jowell Elementary Library
4	January 23, 2009	8:05 a.m.	Jowell Elementary Library
5	May 8, 2009	8:05 a.m.	Jowell Elementary 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.

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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 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 drugs, alcohol, and tobacco will be maintained at <1% .	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.	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.

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CIP PART II: ASSURANCE ADDENDUM

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.
NA	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be % or less with no student group exceeding %.	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.
NA	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 %.	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.
NA	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above %.	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.
NA	11) High School AEIS – Advanced Courses and Dual Credit	For 2008-2009, the percent of students who have completed at least one advanced course will be at or above %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school 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.
NA	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above %.	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.
NA	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above %.	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.

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CIP PART II: ASSURANCE ADDENDUM

NA	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) %.	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.
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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.

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CIP PART II: ASSURANCE ADDENDUM

Jowell 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	

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