



2008-2009
Campus Improvement Plan
for
Lowery Elementary

Lowery Longhorns are Hooked on Learning

Cypress-Fairbanks Independent School District

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

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success	
Students	Subjects	Reading/ELA	Bedtime Story Night (K-1); CD for speech summer practice	Participation	
		Writing	Analyzed writing samples each six weeks as part of ongoing staff development	TAKS 91+ Econom. Disadv All 39% commended	
		Math	Lab for grades 3-5 provided additional small group support	TAKS90+ all target groups All 3 rd 44%; 4 th 48%, 5 th 59%	
		Science	Through the ESL grant, at-risk students in grades 3-5 attended an after school camp in both the fall and spring With a focus on Science concepts	Science TAKS All 89% M1 100%	
		Social Studies			
		Other	“COW” Circle Our Wagons - A Wednesday morning tutorial program provided additional support and mentoring	Attendance	
	Subgroups	All			
		AA	Math 07- 79% / 08- 90% Reading 07- 79% / 08- 88%	TAKS scores	
		H	Math 07- 87% / 08- 93%	TAKS scores	
		W			
		ED	Math 07- 81% / 08- 90%	TAKS scores	
		LEP	Math / Rdg 3 rd 100%	TAKS scores	
		SE	Math 5 th 86%	TAKS scores	
	Social/ Emotional	Discipline	The BBR committee focused on the Implementation of consistent procedures and routines school-wide	Office referrals remained in same range	
Extracurricular		Student Council, Chess Club, Cup-Stacking Teams placed at District; Three Destination Imagination Teams	Recognition		
Teacher	Professional Development		Two new teams of teachers attended Capturing Kids’ Hearts and returned to share with the staff.	Student Relationships	
			Four teachers and our Instructional Specialist attended Quantum Learning followup over the summer and have been modeling strategies for others. Book Studies by choice were incorporated into a TE day.	Engaging lessons	
	Qualifications	Two staff members earned ESL Certification Two staff members completed their Masters in Administration	Certifications		
	New Staff	Four new teaching staff – 2 ESL certified, 2 GT certified and 1 speaks Spanish fluently Three new paraprofessionals – 2 are fluent in Spanish			
	Retention	1 in-district promotion, 2 retirees, 1 stay home mom			
Parent			6634 hrs of adult volunteer; 106 hrs. senior volunteer	Vsoft records	
			Parents began receiving both the Lariat and Lowdown by email this past year broadening communication.		

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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.

For 2008 – 2009, the overall number of discipline referrals will be reduced by 5% from the previous school year by focusing on a 5% reduction in disrupting class and inappropriate physical contact.

Campus Objective:

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	2007	2008 Goal	2008	Diff. 2007 2008	2009 Goal	2009
Total	408	388	410	-2	390	
Excessive Talking Out / Disrupting	139	125	155	-16	148	
Inappropriate physical contact	93	84	99	-6	95	

Formative Evaluation:

District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will begin the year by writing a classroom social contract that focuses on treating each other with respect and participate in an ongoing review of the contract through class meetings	VP	All Students	Teacher	Aug SD materials	By September 12 th Ongoing
	2 Students will participate in a power point discussion of the Code of Conduct and Student Handbook	VP	All Students	AP	Power Point	1 st six weeks
	3 Drug Awareness / Safe School Environment <ul style="list-style-type: none"> ▪ Fifth grade / DARE program ▪ All students / Red Ribbon Week ▪ Stranger Beware / 1st grade ▪ Scheduled Safety Drills – Fire, Weather, Lock Down, Bus evacuation 	VP	All students	AP teachers Prev. Advoc	DARE Curr Officer	Spring 2009 October 2008
	4 Students will participate in classroom guidance lessons that encourage improved social skills, conflict resolution	VP	All Students	Counselor	Counselor Materials	Ongoing
	5 Student will participate in counseling groups to target specific concerns – aggression, listening, making friends	AR VP	Identified students	Counselor Teachers	Counselor Materials	Ongoing
	6 Students will earn “Winning Longhorn” tickets for appropriate behavior / reinforcing positive character		All Students	Teacher	Lowery Procedures	Ongoing

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Teachers	1	Staff that attended Capturing Kids' Hearts will present ideas and strategies at fall staff development	SD	Select Staff	AP Staff	Flip Flippen Organization	Fall SD day Ongoing
	2	A 3 rd team of staff members will attend Capturing Kids' Hearts	SD	Select Staff	Admin	Flip Flippen Organization	August 2009
	3	Implement Social Skills weekly in grades K-2 using Capturing Kids' Hearts curriculum (purchased spring 08)		Staff	Staff	Keystone Curriculum	Ongoing
	4	Implement a schoolwide Social Skills program to encourage Capturing Kids' Hearts skills / monthly themes		Staff	BBR Comm	CKH themes	Begin Sept 15 th ongoing
	5	The BBR committee will meet regularly to review six weeks data	VP	BBR Comm.	Staff BBR liaison	Discipline Data	Each six weeks
	6	Staff will be encouraged to attend Behavior Management Courses offered by the district	SD	Staff	Admin BBR comm.	District SD	Ongoing
	7	Teachers will be at their doors greeting students at 8:25		Staff	Staff	Signal Music	Ongoing
	9	The staff will review 07-08 procedures and make changes. New school wide procedures will be written for the restroom and library.		Staff	Admin Staff BBR comm	Aug SD materials	August 2008; December 2008
	Parents	1	Behavior Procedures <ul style="list-style-type: none"> ▪ Grade level letters at Parent Orientation ▪ Concerns discussed at Parent Conference Day 	PI		AP Staff	Grade Level Letter
2		Ongoing communication with parents will include progress about behavior and social skills / Conduct Card; phone calls, notes, conferences	PI		Staff Admin	Student Materials	Ongoing
3		Parents of students on Behavior 1 or Behavior 2 Plans will be encouraged to attend district parenting classes	AR PI		Admin Counselor	Dist SD	Ongoing
4		Continue to increase communication of vital information through the Key Communicator	PI		Admin	Technology	Ongoing
5		Include articles in the school newsletter, The Lariat	PI		Admin	Lariat	Ongoing

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Area of Focus: Attendance

District Priority:

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

Campus Objective:

For 2008 – 2009, the ADA student attendance will be at or above **96.5%** in all target groups.

Formative/Summative Evaluation:

District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Encourage students to form good habits and adopt healthful practices through CATCH		All Students	PE teachers	CATCH materials	Ongoing
	2	Promote exercise for sound and healthy bodies through HOPE Fun Run, Jump Rope for Heart, Lowery Fun Run, daily exercise, Dance units, Field Days, Fitness Grams, choosing healthy foods / enforce FMNV	PI	All Students	PE Teachers Teachers	PE materials FMNV guidelines	By Event
	3	Motivate students to attend school by rewarding grade levels with perfect attendance by hanging a banner and allowing students to have a special day..ie hat, slippers,etc		All Students	Registrar Staff	Attendance	Ongoing
	4	Encourage students involvement in the fine arts through special art projects in 3 rd and 5 th grades, art contests, artist profile on the website, musical programs (K,2,4,5), choir and music memory	PI T	All Students	Art Teacher Music Teacher	Art & Music materials	By Event
	5	Promote students' involvement in activities that encourage attendance such as chess club, student council, Cup-Stacking, PALS, Destination Imagination, AR, Library Reading Incentives	PI	All Students; 5 th grade	Staff	Organization materials	By Event
Teachers	1	Encourage teachers to call and check on students that have been absent for more than two days		Staff	Admin	Attendance	Ongoing
	2	A mentoring committee was established to focus on building relationships with students in need	AR	Mentor Comm	Volunteer staff Mentor Comm	List of students	Each 6 weeks
	3	The registrar will print a list of students with excessive absences for administrators each six weeks	AR	Registr Admin	Registrar	Attendance	Each 6 weeks

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Parents	1	Communicate attendance expectations through the school newsletter, The Lariat	PI	Parents	Admin	Lariat	Ongoing
	2	Encourage student attendance through special school programs sponsored by the PTO such as Cultural Arts Day, Roman Day, Biz Town, Colonial Day, Taste of Texas, etc	PI	Parents	Teachers Volunteers	Event Materials	By Event
	3	Involve parents directly by communicating by phone or in person when student attendance is a concern	PI	Select Parents	Teachers Admin	Communication Log	Ongoing

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Area of Focus: Math

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	73	79	82	90	85	75	80	72	90	78	90	93	94	100	96
All	93	95	91	100	94	91	94	93	100	95	99	99	96	100	97
Eco.Dis.	79	83	83	90	85	75	80	84	90	86	93	95	96	100	97
Hispanic	85	87	84	90	86	76	81	89	90	89	100	100	97	100	98
LEP	86	87	100	100	100	--	--	86	90	87	--	--	--	--	--
LEP M1	100	100	100	100	100	75	80	--	--	--	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	100	100	100	--	--	100	100	100
Spec.Ed.	83	85	55	90	75	100	100	67	90	75	100	100	86	90	87
White	99	99	93	100	95	98	99	98	100	99	100	100	96	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:

3 By May 2009, we will increase the percentage by amounts indicated in the table of students demonstrating proficiency and commended 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	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks Grade level planning, STAR Meetings; Field of Dreams	AR	All Students	Teachers Admin IS	Assessment Data	Each assessment
	2	Use research based strategies when designing and presenting lessons; multiple problem solving strategies		All Students	Teachers	Research Based Strategies	Ongoing
	3	Provide extended learning time for students through Tutoring, Math Lab, flexible regrouping, camps	CE	Identified students	Admin IS Teachers	Tutoring Materials	Ongoing
	4	Continue the use of a math lab to provide additional time for at-risk students grades 3-5	CE	Identified students 3-5	Admin IS	Tutoring Materials	Ongoing
	5	Kindergarten students will engage in the new math curriculum that focuses on additional math concepts		Kinder Students	Kind Teachers	Math Their Way Curr	Ongoing

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	6	At-risk students in target groups 3-5 will receive additional instruction through a parent/student event / emphasis on critical math problem solving skills Target ED and AA	AR	3 rd -4 th 5 th Math Teachers	Teachers Admin IS	Tutoring Materials	Student/Parent Event February 2009
	7	At-risk students in 2 nd grade target groups will participate in a 3 week camp Spring Training Camp	AR	2 nd Math Teachers	Teachers Admin IS	Tutoring Materials	3 weeks camp Feb / March
	8	Identified at-risk students will receive additional instruction through tutoring provided by the classroom teacher COW – Circle Our Wagons on Wednesday mornings	AR	Identified students	Staff	Tutoring Materials	Every Wed Oct - April
	9	ESL M1 M2 and Special Educ. students will be monitored for progress toward math TEKS and TAKS expectations	AR	Identified students	Admin Teachers	AMI At risk roster	Each six weeks
Teachers	1	Schedule math coaches to work with 3 rd and 4 th grade math teachers	CE	3 rd -4 th Math Teachers	Math coach Admin	Math materials Math Helping Teacher	Alternate Weeks Tues / Thurs.
	2	Seek high school volunteers that would be able to work with children from 3:00-3:30 for service hours (4 th)		4 th Math	Teachers	Tutoring materials	Ongoing
	3	Maintain a math lab to provide a place for At-risk students to accelerate growth through extended time and small group	CE	Admin Para IS	Admin IS Paraprofess.	Tutoring Materials	Ongoing
	4	Monitor higher order thinking, differentiation and assessment through walkthroughs and lesson plans		Math Teachers	Teachers PDAS Admin	Lesson Plans	Ongoing
	5	Establish a vertical STEER committee that meets regularly to study data, curriculum alignment and grow professionally		Math Teachers	Admin	Data	Fall 2008
	6	Observe other teachers through visitations and distance learning		Math Teachers	Admin Staff	Observation Schedule	Ongoing
	7	Loti: Teachers will participate in staff development on the campus to enhance technology skills; schedule technology coach to assist in lesson planning (5 th grade)	T	Math Teachers	Dist. Technology Helping Teacher Math teachers	Tech Helping Teacher	Fall and Spring SD LoTi / each six wks.
Parents	1	Keep parents informed of six weeks TEKS through a newsletter included with the report card / emphasize key math vocabulary	PI	Parents	Teachers	5 Fliers	Ongoing
	2	Keep parents informed through classroom web sites Exp. schoolnotes.com, links for additional practice		Parents Students	5 th Teachers	Web site	Ongoing
	3	Keep parents informed of student progress through prompt reporting of grades in PIV	PI	Parents	2-5 Teachers	PIV access letters	Ongoing
	4	Keep parents of struggling students informed through phone calls and conferences	PI	Select Parents	Teachers Admin	Grades	Ongoing

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Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	90	93	80	90	83
All	95	97	89	90	89
Eco.Dis.	93	95	82	90	85
Hispanic	88	89	79	90	83
LEP	--	--	--	--	--
LEP M1	--	--	--	--	--
LEP M2	--	--	73	90	78
Spec.Ed.	--	--	50	90	75
White	97	98	94	100	96

District Priority:

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

Campus Objective:

By May 2009, we will increase the percentage by amounts indicated in the table of students demonstrating proficiency and commended on TAKS science.

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	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made checkpoint tests, vocabulary quizzes and district benchmarks Grade level planning, STAR Meetings; Field of Dreams	AR	All Students	Teachers Admin IS	Data	Ongoing
	2	Use research based strategies when designing and presenting lessons and technology LoTi		All Students	Teachers	Research Based Strategies	Ongoing
	3	At-risk students in target groups will participate in a 4 week camp / critical science skills will be emphasized Spring Training Camp	AR	Identified students	Teachers Admin IS	Tutoring Materials	4 week camp Feb – March
	4	Students in grades 1-5 will use their science journals / notebooks and Science Study Guides regularly	PI	Students 1-5	Teachers 1-5	Science Journals	Ongoing
	5	Students in grades 1-5 will improve science vocabulary through research proven strategies suggested by B. Cobaugh		Students 1-5	Teachers 1-5	Science Vocabulary	Ongoing

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	6	Students will be provided visuals through hands on experimentation and excerpts from Discovery Streaming	T	All Students	Staff	United Streaming	Ongoing
	7	Identified atrisk students will receive additional instruction through tutoring provided by the classroom teacher COW – Circle Our Wagons	AR	Identified students	Staff	Tutoring Materials	Every Wednesday
Teachers	1	Encourage attendance at district staff development to increase teacher knowledge of science concepts		Science Teachers	Admin Sci Liasion	Dist SD	Ongoing
	2	Inventory science materials and continue to purchase / replace items to enhance instruction		Science Liaison	Sci Liaison Admin	Sci Materials list	Fall 2008
	3	Monitor higher order thinking, differentiation and assessment through walkthroughs and lesson plans		Science Teachers	Teachers PDAS Admin	Lesson Plans	Ongoing
	4	Establish a vertical STEER committee that meets regularly to study data and grow professionally		Science Teachers	Admin	Data	Fall 2008
Parents	1	Keep parents informed of six weeks TEKS through a newsletter included with the report card	PI	Parents	Teachers	6 Fliers	Ongoing
	2	Keep parents informed of student progress through prompt reporting of grades in PIV	PI	Parents	2-5 Teachers	PIV letters	Ongoing
	3	Keep parents of struggling students informed through phone calls and conferences	PI AR	Select Parents	Teachers Admin	grades	Ongoing
	4	Science Enrichment Program <ul style="list-style-type: none"> ▪ Parents will teach 3 Science Lessons a Semester ▪ PTO Volunteers will update materials 	PI	Parent	4 th Grade	Sci Enrich Material	3 times a semester
	5	Parents will be informed <ul style="list-style-type: none"> ▪ Science Study Guide (3-5) and its use as a study tool for students ▪ Benchmark Review (1st) as a review tool 	PI	Parents	1-5 Teachers	Sci Study Guide	Ongoing

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Area of Focus: Reading

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	92	95	93	100	95	67	75	67	90	75	82	85	94	100	96
All	97	98	97	100	98	87	88	83	90	85	97	98	93	100	95
Eco.Dis.	97	98	91	100	94	79	83	59	90	75	80	83	93	100	95
Hispanic	94	96	97	100	98	76	81	61	90	75	94	96	89	90	89
LEP	85	87	100	100	100	--	--	43	90	75	--	--	--	--	--
LEP M1	100	100	100	100	100	69	76	--	--	--	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	86	90	87	--	--	82	90	85
Spec.Ed.	--	--	80	90	83	50	75	33	90	75	100	100	43	90	75
White	99	99	97	100	98	93	95	94	100	96	98	99	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:

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By May 2009, we will increase the percentage by amounts indicated in the table of students demonstrating proficiency and commended 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	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks Grade level planning, STAR Meetings; Field of Dreams	AR	All Students	Teachers Admin IS	Data	After assessments
	2	At-risk students in target groups 3 rd – 5 th will participate in a 4 week camp / critical reading skills will be emphasized	AR	Identified students	9 Teachers Admin IS	Tutoring Materials	4 weeks Feb - March
	3	Create a Reading Lab for 4 th graders using the library paraprofessional (1 hour each day)	AR	Identified students	4 th Teachers Library Para Admin IS	Tutoring Materials	Ongoing

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	4	Use Balanced Literacy and research based strategies when designing and presenting engaging lessons to improve students' reading performance <ul style="list-style-type: none"> Increase effectiveness of small groups/differentiation include LoTi lessons / higher level questioning Dedicated time to daily independent reading Increase EOY reading level +3 (kindergarten focus) Improve accuracy and fluency (1st grade focus) Improve reading comprehension (2nd grade focus) Improve critical rdg. Skill (Obj 4) (3-5 focus) Build Vocabulary (5th grade focus) 		All Students	Teachers	Research Based Strategies	Ongoing
	5	2 nd – 5 th grade students will improve fluency thus aiding reading comprehension through Readers' Theater		2-5 Students	2-5 Teachers	Readers' Theater	Ongoing
	6	Identified at-risk students will receive additional instruction through tutoring provided by the IS or RE teacher	CE AR	Identified students	Teachers RE Admin IS	Tutoring Materials	Ongoing
	7	Identified at-risk students will receive additional instruction through tutoring provided by the classroom teacher COW – Circle Our Wagons	AR	Identified students	Teachers Admin IS	Tutoring Materials	Every Wed
	8	Early Intervention will be provided to at-risk students <ul style="list-style-type: none"> Volunteer reading program, Book Buddies 1st, 2nd Reading strategies, Bedtime Story Night K, 1st 	PI AR	K – 2 nd Identified students	K-2 Teachers Admin IS	Tutoring Materials	Ongoing
	9	Appropriate funds to budget for 10 spaces of I-Station for atrisk students in 1 st / 2 nd grade	AR	1 st – 2 nd Identified students	1-2 Teachers Admin IS	I station	September 08
	10	Identified at-risk students will receive additional instruction through dyslexia provided by the dyslexia teacher	CE AR	Identified students	Dyslexia Teacher Admin IS	Tutoring Materials	Ongoing
	11	Special needs students will access the program I-Station to improve reading skills (3-5); participate in Touch Phonics (1-5)	T AR	3-5 Identified students	Sp Ed Teachers	I Station Technology SEd Mater	Ongoing
Teachers	1	Balance Literacy staff development <ul style="list-style-type: none"> Kind & 1st Balanced Literacy Retreat Lang Arts teachers meet with district helping teacher Observe district model teachers in person or by distance learning Related Book Studies - The Art of Teaching Reading, Growing Readers, Test Talk, Literacy Stations, Differentiate Interventions: Decoding vs Fluency 		LA Teachers	Admin IS	Dist SD	Ongoing Retreat Fall 08
	2	Establish a vertical STEER committee that meets regularly to study data and grow professionally		LA Teachers	Admin IS	Data	Ongoing
	3	Monitor higher order thinking, differentiation and assessment through walkthroughs and lesson plans		LA Teachers	Teachers PDAS Admin	Lesson Plans	Ongoing

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	4	Encourage teachers to seek ESL certification and attend ESL Academy and related courses especially in kindergarten – 2 nd grade	SD AR	K-2 LA Teachers	Admin IS ESL Liaison	ESL cert. list	Spring 2009
	5	Teachers will grow as a learning community through the discussion of articles included in weekly communication in Brenda's Blog / staff agenda	SD	LA Teachers	Admin	Brenda's Blog Magazine articles	Each six weeks
	6	Assign an administrator to monitor the TELPAS process and focus on instructional strategies for our ESL learners	AR	Admin	AP	ESL list	Ongoing
	7	3 rd – 5 th grade teachers will closely monitor and record progress of AA, Hispanic and ED students / documented through Blue Data Notebooks		3-5 LA Teachers	Teachers Admin IS	AA ED lists Data binders Data	Ongoing
	8	Lang Arts teachers will meet throughout the year with the district LA Helping Teacher focusing on Balanced Lit.	SD	LA Teachers	Admin Teachers Helping Teach	Data	Twice a semester
	9	Teachers will participate in staff development on the campus to enhance technology skills / LoTi		LA Teachers	Dist. Technology Helping Teacher	Tech Helping Teacher	Fall Staff Devel Spring Semester
Parents	1	Keep parents informed of six weeks TEKS through a newsletter included with the report card	PI	Parents	Teachers	6 fliers	Ongoing
	2	Keep parent informed of student progress through prompt reporting of grades in PIV	PI	2-5 Parents	2-5 Teachers	PIV letters	Ongoing
	3	Keep parents of struggling students informed through phone calls and conferences	PI	Select Parents	Teachers Admin	At-risk List	Ongoing
	4	Parent Volunteers will be trained to assist in the tutoring of atrisk students	PI	Parents	IS Parent Vol	Parent Vol At-risk lists	Ongoing
	5	Implement "Shared Home Experience" in reading with parents (4 th grade)	PI	4 th Parents	4 th Teachers	Teacher materials	Ongoing

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Area of Focus: Writing and Language Arts

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	92	95	88	90	89
All	95	97	95	100	97
Eco.Dis.	96	97	92	100	95
Hispanic	97	98	97	100	98
LEP	--	--	86	90	87
LEP M1	94	96	--	--	--
LEP M2	--	--	100	100	100
Spec.Ed.	--	--	71	90	75
White	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:

By May 2009, we will increase the percentage by amounts indicated in the table of students demonstrating proficiency and commended 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 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks Grade level planning, STAR Meetings; Field of Dreams	AR	All Students	Teachers Admin IS	Data	Each assessment
	2 Use research based strategies when designing and presenting lessons		All Students	Teachers	Research Based Strategies	Ongoing
	3 Students will improve spelling and word usage through differentiated practice through Words Their Way and Spalding		All Students	Teachers	Words Their Way	Ongoing
	4 Third grade will decrease the number of 1's on the EOY WS by focusing on strategies from Writer's Workshop	AR	3 rd Grade	3 rd Teachers	Dist SD	Ongoing
	5 3 rd and 4 th grade students will participate in writing instruction with Karen Lowery, consultant		3-4 Grade Students	3-4 Teachers Admin	Karen Lowery	Fall 2008
	6 Students will improve keyboarding skills through a plan implemented by the grade level	T	All Students	Teachers Tech Liaison	Keyboarding Plan	Ongoing

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	7	Students will use computers as a way of composing drafts, editing and publishing written compositions	T	All Students	Teachers	Computers	Ongoing
	8	Identified at-risk students will receive additional instruction through tutoring provided by the classroom teacher COW – Circle Our Wagons	AR	Identified students	Teachers Admin IS	Tutoring Materials	Every Wednesday
Teachers	1	Teachers will continue to be trained in Words Their Way and Spaulding	SD	LA Teachers	Teachers	Dist SD WTW materials	Ongoing
	2	Monitor higher order thinking, differentiation and assessment through walkthroughs and lesson plans		LA Teachers	Teachers PDAS Admin	Lesson Plans	Ongoing
	3	Third and Fourth grade Writing teachers will meet to align curriculum across grade levels and discuss strategies		3-4 LA Teachers	3-4 Teachers Admin IS	Planning Guide	Once a sememster
	4	3 rd and 4 th grade teachers will meet with consultant, Karen Lowery and build upon strategies introduced to students	SD	3-4 LA Teachers	3-4 Teachers	Karen Lowery	Ongoing
	5	Implement Lucy Calkins The Units of Study for Primary Writing in Kindergarten and 1 st grade	SD	K / 1 st LA Teache	K-1 Teachers	Lesson Plans	Ongoing
	6	Teachers will participate in staff development on the campus to enhance technology skills	SD	LA Teachers	Dist. Technology Helping Teacher	Tech Helping Teacher	Fall Staff Devel Spring Semester
	7	Establish a vertical STEER committee that meets regularly to study data and grow professionally		LA Teachers	STEER comm	Data	Ongoing
	8	Teachers will collect and review 18 writing samples from their students. They will analyze student strengths and areas for growth and instructional implications	SD	LA Teachers ,Admin	Admin	Writing samples	Off contract review sessions by six weeks
	9	Appoint an administrator to be in charge of tracking writing progress and attend the District Writing Committee Meetings		4 th Grade AP	AP	Comm results / data	Ongoing
Parents	1	Keep parents informed of six weeks TEKS through a newsletter included with the report card	PI	Parents	Teachers	6 fliers	Ongoing
	2	Keep parent informed of student progress through prompt reporting of grades in PIV	PI	2-5 Parents	2-5 Teachers	PIV letters	Ongoing
	3	Keep parents of struggling students informed through phone calls and conferences	PI	Select Parents	Teachers Admin IS	Grades	Ongoing

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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

Lowery Elementary

Brenda Trial

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	Lowery Elementary has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
	Included strategies for implementing a Coordinated School Health Program, grades 6-8. (middle school)
X	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district's scope and sequence for the course and/or grade level.
	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
X	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.

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CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Brenda Trial	Principal:
Rena Nance	Teacher 1: Kindergarten
Sandy Lynch	Teacher 2: 1 st Grade
Christie Hansen	Teacher 3: 2 nd Grade
Amber Hurst	Teacher 4: 3 rd Grade
Susan Overfield	Teacher 5: 4 th Grade
Jenell Montgomery	Teacher 6: 5 th Grade
Roxanna Lovett	Teacher 7: Special Education
Laurie Carr	Teacher 8: Specialist
Janet Martin	Non-teaching professional 1: Nurse
Alison Sims	Non-teaching professional 2: Instructional Specialist
Julie Coburn	Parent 1:
	Parent 2:
	Community resident 1:
	Community resident 2:
	Business representative 1:
	Business representative 2:

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	September 30, 2008	4:05 pm	Lowery Resource Center
2	November 18, 2008	4:05 pm	Lowery Resource Center
3	January 13, 2009	4:05 pm	Lowery Resource Center
4	April 15, 2009	4:05 pm	Lowery Resource Center
5	May 12, 2009	7:45 am	Lowery Resource Center

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

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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. STAR meetings will also be held once each semester to evaluate interventions that are in place for at risk students	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. The number of volunteer hours will be recorded for each six weeks.	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	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for	At the end of the school year, the discipline referrals will be reviewed to determine the percent	Implement and monitor the school wide safety and security plan.

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CIP PART II: ASSURANCE ADDENDUM

		maintained at 0% .	tobacco, alcohol, and other drug use or possession.	of referrals for tobacco, alcohol, and other drug use or possession.	
X	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by 5% 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 disrupting class.	Implement and monitor the school-wide safety and security plan.
X	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above 90% .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
X	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at 100% .	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
NA	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be XX% or less with no student group exceeding XX% .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
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 XX% .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and

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NA	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above XX% .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	programs. 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 XX% .	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 XX% .	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
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 XX% .	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
NA	14) High School CTE	For 2008-2009, the percent of LEP CTE students passing TAKS will be at or above	After each SFA, the staff will review the results to determine progress in meeting established	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to

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CIP PART II: ASSURANCE ADDENDUM

		(percent of LEP passing TAKS) XX %.	performance level.		ensure that these students have extended learning time in TAKS-tested areas.
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CIP PART II: ASSURANCE ADDENDUM

Section D

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

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Lowery 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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