

2008-2009
Campus Improvement Plan
for
Owens Elementary

Cypress-Fairbanks Independent School District

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

Owens Elementary
2008-09 Comprehensive Needs Assessment Summary

The staff at Owens Elementary includes 69 teachers, 21 paraprofessionals, and 3 administrators. The student population is 30% White, 11% African American, 48% Hispanic, 11% Asian, and .3% Native American. Forty-seven percent of students who attend Owens Elementary qualify for free or reduced lunch. The mobility rate for students at Owens Elementary is 17.1%.

In accordance with Texas state legislative requirements, the staff at Owens 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, several priority areas were identified that will be addressed in the 2008-09 school year including: Hispanic students in 4th grade reading (72%), and 5th grade science (73%); students who are economically disadvantaged in 4th grade reading (71%), and 5th grade science (62%). Best practices will be used to address the areas of need in the content area(s) and student group(s) identified. Strategies to address the need in these areas are delineated in Part I of the campus improvement plan.

Owens Elementary staff will implement behavioral strategies to reduce the number of discipline incidents related to 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 (96.8%), Hispanic (96.2%), White (96.6%), and students who are economically disadvantaged (96.1%). Efforts will also be made to increase teacher retention at Owens Elementary.

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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:

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For 2008-2009, discipline referrals for physical contact will be reduced by 10% from the previous school year.
For 2008-2009, discipline referrals for excessive talking /disrupting 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	Students will:						
	1	routinely follow school-wide procedures	VP	All	Teachers	Procedure PowerPoint	Daily
	2	earn positive incentives for consistent and exceptional behavior –school wide and in the classroom	VP	All	Teachers	Incentives	Daily
	3	will be mentored through the SNAPP program	VP	At-risk	Counselor; mentors	SNAPP committee; activities	Weekly
	4	participate in peer mentoring through the Junior Counselors program	VP	K/1/5	Counselor	Program materials	Weekly
	5	participate in the PALS mentoring program with Cypress Falls High School	VP	At-risk	Counselor	PALS	Weekly
	6	participate in small group and individual social skill lessons with the instructional specialist	VP	At-risk	IS	Behavior plans	Weekly
Teachers	Teachers will:						
	1	implement strategies from Capturing Kids Hearts, Keystone Curriculum, Quantum Learning, Building Better Relationships and Keep 'Em Thinking on Their Toes	VP, SD	All	Teachers	Keystone curriculum; social contracts	Daily
	2	establish and implement school-wide procedures and expectations	VP	All	Teachers; campus advisory team	Sub allocation; procedures flip book	Daily
	3	use a 4:1 model when giving feedback to students	VP	All	Teachers	4:1 posters	Daily
	4	maintain positive, respectful relationships with students and parents	VP	All	Teachers	Communication Binder	Daily

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	5	attend Capturing Kids Hearts (3 days), Building Better Relationships (2 days), and the Flippen Leadership Series	VP, SD, TI	All	Teachers; Principal/APs	PTO funds; Title I	Summer and Fall
	6	receive “Red Hot” rewards for being noticed greeting students, giving positive feedback, helping team members, implementing school-wide procedures, making a child’s day, varying instructional activities, etc.	VP	All	Administrative Team	Incentives	Daily
	7	complete the TEACHSCAPE online behavior management course	VP	All	Teachers	Online course	Fall
	8	develop and implement a new Emergency Operating Plan (EOP) including a quick reference guide on how to handle emergencies at the campus	VP	All	Campus advisory team; administrative team; teachers	EOP; flip book	Fall
	9	participate in emergency preparedness drills to practice bus evacuation, lock down and shelter in place procedures	VP	All	All staff	Drill lesson plans; schedule	3 per semester
	Parents will: T1-6						
Parents	1	receive information in order to support the campus through phone calls, weekly communication folders, school newsletters, parent nights and parent conferences.	PI, VP	Grades PK-5	Teachers; Administrative Team	Newsletter; weekly folders	Weekly
	2	attend a community outreach meeting, “Connecting with our Community”, to learn about CHIPS/Medicaid, Domestic Violence Prevention/Intervention, and Gang Awareness	PI, VP	H ED	Counselors	Guest speakers	Fall

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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 97.0%.
Formative/Summative Evaluation:	District-developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	Students will:						
	1	earn a certificate at the end of each six weeks (classroom) and at the end of the year (awards ceremony) for perfect attendance	AR	All	Teachers; attendance secretary; principal	Certificates	Each 6 weeks
Teachers	Teachers will:						
	1	call students who are absent 3 days in row and will develop an attendance intervention plan when a student has more than four absences per six weeks	AR	All	Teachers	Attendance rosters	Each 6 weeks
	2	notify an administrator of excessive student absences including early departures and tardies	AR	All	Teachers	Attendance rosters	Each 6 weeks
Parents	Parents will: T1-6						
	1	receive attendance letters when absences/tardies exceed acceptable levels	AR, PI	All	Attendance secretary	Attendance rosters	Each 6 weeks
	2	receive notice of the new criteria for perfect attendance which includes limits on tardies and early departures from school	AR, PI	All	Principal; teachers	First day packet; open house	August and September

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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	87	88	88	90	89
Eco.Dis.	72	78	62	90	75
Hispanic	71	77	73	90	79
LEP	53	75	50	90	75
LEP M1	--	--	--	--	--
LEP M2	91	94	53	90	75
Spec.Ed.	--	--	86	90	87
White	98	99	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:

By May 2009, we will increase the percentage (by amounts noted below or greater) of students demonstrating proficiency on TAKS Science in Fifth Grade.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	Students will:					
	1	attend Super Science Saturday camps T1-9	AR	5 th -H, ED, LEP, M1, M2	5 th grade teachers; IS; science coach	Tutoring materials October - April
	2	attend science tutoring	AR T1	4 th and 5 th - H, ED, LEP, M1, M2	5 th grade teachers; science coach; IS	Tutoring materials Daily
	3	use science journals in each grade level to think critically about higher order questions		All	Teachers; IS; science coach	Journals Daily
4	participate in science camp (four days) T1-9	AR	All 5 th Grade	5 th grade teachers; IS; science coach	District curriculum documents Spring	

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	5	receive an hour of uninterrupted instruction in science		Grades 3-5	Teachers; IS	Master schedule	Daily
	6	highlight relevant information and concepts in study guides		Grades 2-5	Teachers	Study guides	Weekly
	7	participate in individualized goal setting activities		Grades 3-5	Teachers; IS; science coach	Goal setting forms	Fall/Spring
Teachers	Teachers will:						
	1	develop and implement weekly checkpoint quizzes to monitor each student's progress in learning the critical TEKS T1-8	SD	Grades 2-5	Teachers; science liaison; science coach; IS	District curriculum documents	August TE; Weekly
	2	collaborate as a vertical team	SD	Grades K-5	Teachers; science liaison; IS	District curriculum documents	Fall/Spring
	3	maintain an awareness of student needs and sense of urgency by reviewing our school-wide/grade level data charts posted in the hallways	AR	All	Teachers; administrative team	Grade level data charts	Weekly
	4	analyze end of year science benchmarks to plan for the next grade year	AR	Grades 3-5	Teachers; IS	Benchmarks	Beginning of Year
	5	attend half day planning sessions to review data and develop lessons	SD T1	All	5 th grade science teachers; IS	Sub allocation; data	Fall and Spring
	6	increase the use of science content non-fiction texts for students to improve comprehension and critical thinking	SD T1	All	LA teachers; IS; liaisons	Literacy library	August SD; Weekly
	7	incorporate LoTi strategies to increase the level of HEAT (higher order thinking, engagement, authenticity, and technology) in the classroom T1-2	T SD	All	Teachers; technology team	Computers; LoTi planning documents	Weekly
	8	implement content area reading strategies and ask higher-order thinking questions	SD	All	Teachers	District curriculum documents	August SD; Daily
	9	attend coaching sessions during planning times with the Campus Science Coach T1-4	SD, CE, T1	Grades 2 - 5	Science coach	Science Coach	Weekly
	10	ensure that students are participating in hands-on science activities		All	Teachers	District curriculum documents;	Weekly

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						science lab materials	
	11	analyze data by subgroups in order to plan for instruction using a data tracking chart after each unit test and benchmark T1-8	AR	All	Teachers	Class data charts	Monthly
	12	provide extended learning opportunities such as Science Bowl, Interactive Science Boards, and Science "lunch movies" (United Streaming) T1-2	T1 T AR	All	IS; science coach	Science curriculum	Daily
	13	use technology such as BrainPop and interactive white boards to increase the level of engagement and the level of thinking in lessons	T1 SD	All	Teachers; technology team; coaches	Brainpop subscription	Ongoing
	14	engage in hyper-monitoring of classrooms by conducting walkthrough visits with coaching feedback to increase effectiveness of instruction T1-2	AR SD	All	Administrative team	Walkthrough forms	Daily
	15	use songs, chants and kinesthetic activities in order to help students retain conceptual information	AR	All	Teachers; science coach	Science curriculum	Weekly
	16	attend Quantum Learning staff development workshop(new teachers) use quantum learning strategies during instruction time(all teachers)	SD	Grades K-5	Teachers	QL materials	Fall
	17	identify learning gaps in students' background knowledge in science and use direct vocabulary instruction to accelerate growth	AR	All	All teachers including large group; science coach; IS	Data from quizzes and benchmarks	Daily
		Parents will: T1-6					
Parents	1	use highlighted study guides to support students	PI	Grades 2-5	Teachers	Study guides	Weekly
	2	volunteer for Nature Trails, Animal Demonstrations, SRC activities and deliveries, and other volunteer events	PI	All	Volunteer coordinator; PTO; teachers; APs	SCR guidelines; science curriculum	Monthly
	3	attend Family Science Night	PI T1	5 th Gr.	5 th teachers; IS	Hands on activities; take home activities	Fall/Spring
	4	provide parents with training and/or DVDs that will model	T1	1-5	Teachers;	DVDs	Fall

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		ways to work with their child at home	PI		science coach; IS		
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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	89	89	87	90	88	86	87	88	90	89	80	83	88	90	89
All	88	89	91	100	94	89	89	90	100	93	94	96	96	100	97
Eco.Dis.	70	77	87	90	88	72	78	82	90	85	85	87	91	100	94
Hispanic	78	82	84	90	86	80	83	87	90	88	88	89	93	100	95
LEP	74	79	83	90	85	50	75	84	90	86	83	85	83	90	85
LEP M1	93	95	100	100	100	80	83	100	100	100	--	--	--	--	--
LEP M2	--	--	--	--	--	100	100	100	100	100	100	100	94	100	96
Spec.Ed.	67	75	100	100	100	75	80	50	90	75	--	--	100	100	100
White	98	99	98	100	99	96	97	94	100	96	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:** # *By May 2009, we will increase the percentage (by amounts noted or greater) of students demonstrating proficiency on TAKS Mathematics*
- Formative/Summative Evaluation:** District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	Students will:					
1	practice test-taking strategies such as asking for reading assistance and pacing	AR	Grades K-5	Teachers	Testing guidelines; district curriculum documents	Weekly
2	attend recess/lunch math tutoring	AR T1	Grades 4/ 5 –H and ED	Teachers	Tutoring materials	Daily
3	attend math tutoring groups (AMIP, Instructional Specialist, summer school)	CE, AR, T1	Grades 2-5	Math IS; AMIP teacher; TAKS sub	Tutoring materials	Weekly
4	participate in individualized goal setting activities	AR	Grades	Teachers	Goal setting	Fall/Spring

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				2-5		forms	
	5	maximize learning by using manipulatives, cognitive verbs and physical movement T1-2	AR	All	Teachers	Math curriculum	Weekly/daily
	6	use math vocabulary in cooperative groups while reflecting on math concepts	AR	All	Teachers	Math curriculum	Weekly
	7	earn incentives for mastering math facts	AR T1	2-5	Teachers; IS	Incentives	Fall/Spring
	8	use the four step process, model drawing, and Bloom's Taxonomy questioning cards to increase analytical and critical thinking skills	AR	All	Teachers	Questioning cards	Daily
Teachers	Teachers will:						
	1	analyze data by subgroups in order to plan for instruction using a data tracking chart after each quiz and benchmark T1-8	AR	All	Teachers	Class data charts	Each six weeks
	2	maintain an awareness of student needs and sense of urgency by reviewing our school-wide/grade level data charts posted in the hallways	AR	All	Teachers; administrative team	Grade level data charts	Weekly
	3	attend the Quantum Learning staff development workshop(new teachers) Use quantum learning strategies during instruction time(all teachers)	SD	Grades K-5	Teachers	QL materials	Fall
	4	participate in Math Vertical Team Planning	SD	Grades K-5	Teachers; IS	District curriculum documents	Fall/Spring
	5	find opportunities to re-teach math concepts.	AR	All	Teachers	Educaide program	Daily
	6	teach one new test-taking strategy each quiz and benchmark and monitor to ensure that students perform the test-taking strategies they have been taught T1-8	AR	All	Teachers	District curriculum documents	Each quiz and benchmark
	7	attend a half day planning day for math teachers to review data and develop lessons	SD T1	Grades PK-5	Teachers; IS	Sub allocation; data	Fall and spring
	8	build endurance in students time on task by extending the September and November benchmark time-length to align with the time-length window allowed in TAKS	AR	Grades 2-5	Principal	Testing schedule	Fall
	9	PE, art and music teachers will collaborate with math teachers to reinforce math facts and skills	AR	All	Teachers	Math curriculum	August -May
	10	engage in hyper-monitoring of classrooms by conducting walkthrough visits with coaching feedback to increase	AR	All	Administrative team	Walkthrough forms	Daily

SD

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		effectiveness of instruction					
	11	attend coaching sessions during planning times with math helping teachers	SD, CE	Grades 1-5	Teachers	Math helping teachers; IS	Every other week
Parents	Parents will: T1-6						
	1	attend Family Math Night	PI T1	Grades 1-5	Teachers; IS	Hands-on activities; take home activities	October
	2	Practice math facts at home with provided flashcards	PI T1	Grades 2-5	Teachers; IS	Flash cards	Fall 2008
	3	provide parents with training and/or DVDs that will model ways to work with their child at home	T1 PI	1-5	Teachers; IS	DVDs	Fall

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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	94	96	93	100	95	79	83	82	90	85	80	83	100	100	100
All	87	88	94	100	96	87	88	82	90	85	88	89	93	100	95
Eco.Dis.	72	78	89	90	89	68	75	71	90	77	73	79	83	90	85
Hispanic	73	79	86	90	87	74	79	72	90	78	74	79	85	90	87
LEP	62	75	83	90	85	36	75	66	90	75	38	75	57	90	75
LEP M1	100	100	100	100	100	85	87	78	90	82	--	--	--	--	--
LEP M2	--	--	--	--	--	100	100	92	100	95	83	85	81	90	84
Spec.Ed.	67	75	--	--	--	71	77	38	90	75	--	--	86	90	87
White	100	100	100	100	100	98	99	93	100	95	98	99	98	100	99

District Priority:

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

Campus Objective:

By May 2009, we will increase the percentage (by amounts noted below or greater) of students demonstrating proficiency on TAKS reading.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Cod es*	Target Group	Person(s) Responsible	Resources	Timeline
Students	Students will:					
1	develop fluency by engaging in readers' theatre, read aloud, author sharing, familiar rereading, poetry and song	AR	Grades K-5	Teachers; IS	Literacy library; library	Daily
2	increase stamina and fluency in reading by adding up to forty five minutes of sustained reading time in all grade levels (no less than 15 minutes daily)	AR	All	Teachers	Balanced literacy schedule; class libraries	Daily
3	attend recess/lunch reading tutoring	AR	Grade 4-H	Teacher	Tutoring materials	Daily
4	attend Saturday Reading Camp T1-9	AR	Grades	Teachers/IS	Tutoring	Spring

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				3-5	Admin	materials	
	5	access KidBiz during the Reading Workshop as part of independent reading twice each week for 30 minutes to increase comprehension skills T1-2	AR T	3-5	Teachers	KidBiz program	Weekly
	6	receive in class support/para tutoring	AR T1	AR, SE, ED, H	Teachers; paras	Tutoring materials	Daily
	7	attend reading tutoring groups (ARIP, Reading Enrichment, Bilingual Language Enrichment, Dyslexia, SGRI, Instructional Specialist, summer school)	AR CE T1	Grades 1-5	Reading specialists; ARIP teacher; IS	Tutoring materials; Title I	Daily
Teachers	Teachers will:						
	1	participate in reading book studies such as <u>Mosaic of Thought</u> and <u>Comprehension Connections: Bridges to Strategic Reading</u> to learn strategies to improve reading comprehension T1-4	SD T1	Grades PK-5	Teachers; IS; coaches	Books	Fall
	2	continue to implement the balanced literacy schedule including read aloud, small groups, shared reading, independent reading, etc.	SD T1	Grades PK-5	Teachers; IS	Schedule; literacy library; class libraries	Daily
	3	implement the Scholastic READ 180 program	T AR SD	5 th Gr. SEI and At-Risk	SEI teacher	Computers; READ 180 Program	Daily
	4	maintain an awareness of student needs and sense of urgency by reviewing our school-wide/grade level data charts posted in the hallways	AR	All	Teachers; administrative team	Grade level data charts	Weekly
	5	analyze data by subgroups in order to plan for instruction using a data tracking chart after each quiz and benchmark T1-8	AR	All	Teachers	Class data charts	Monthly
	6	visit model classrooms	SD	Grades PK-5	Teachers	Sub allocation	Fall/Spring
	7	attend coaching sessions during planning times with the instructional specialist/literacy coach and the reading specialists T1-4	SD CE T1	All	Teachers; IS; reading specialists	Coaches	Weekly
	8	use student performance data to flexibly regroup students for small group instruction	AR	All	Teachers; coaches	Assessment data	Ongoing
	9	incorporate LoTi strategies to increase the level of HEAT (higher order thinking, engagement, authenticity, and technology) in the classroom	T SD	All	Teachers; technology team	Computers; LoTi planning documents	Weekly

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	10	create reading “anchor charts” to 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 T1-2	SD	All	Teachers; IS	Charts	Ongoing
	11	attend training to administer and use the Fountas and Pinnell assessment system T1-4	SD T1	K-5	Teachers	Assessment systems	Fall
	12	improve kindergarteners’ listening skills by reading stories and asking explicit/implicit questions	AR	All K	Teachers	Books	Daily
	13	implement the One-Way Dual Language Program in pre-kindergarten, kindergarten, and first grade bilingual classrooms	AR	PK-LEP/H K – LEP/H 1 -	Teachers	Schedule	Daily
	14	implement the 50/50 SEI (structured-English Immersion)/Bilingual program in second grade (two classes), and third grade (two classes)	AR	H LEP	Teachers	Schedule	Daily
	15	implement the SEI (structured-English Immersion) program in fourth grade and fifth grade	AR	H LEP	Teachers	Schedule	Daily
	16	engage in hyper-monitoring of classrooms by conducting walkthrough visits with coaching feedback to increase effectiveness of instruction	AR SD	All	Administrative team	Walkthrough forms	Daily
	17	review and analyze TELPAS data to learn where students scored and plan interventions to ensure students grow at least one level of proficiency during the year	AR	LEP	Teachers; ESL liaison	TELPAS Data	Fall and Spring
	18	collaborate with instructional leaders in the selection of literature selections for the literacy library and the school library.	T1	All	Teachers; IS; LA Vertical Team	Title I; resource center; literacy library	Fall
	19	implement a half day planning session for reading teachers to review data and develop lessons T1-5	SD T1	Grades PK-5	Teachers; IS	Sub allocation; data	Fall
Parents	Parents will: T1-6						
	1	attend Family Reading Night	PI T1	Grades 1-5	Teachers; IS	Take home activities	October
	2	attend Partners In Print /Bedtime Story Night	PI T1	Kinder	Teachers	Take home activities	Fall/Spring
	3	participate in parent readers volunteer program	PI	Grades K-5	VIPS	Volunteer reader schedule	Every other week

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	4	provide parents with training and/or DVDs that will model ways to work with their child at home	T1 PI	1-5	Teachers; science coach; IS	DVDs	Fall
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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	100	100	100	100	100
All	92	95	92	100	95
Eco.Dis.	86	87	88	90	89
Hispanic	88	89	88	90	89
LEP	64	75	80	90	83
LEP M1	85	87	100	100	100
LEP M2	100	100	100	100	100
Spec.Ed.	50	75	78	90	82
White	92	95	94	100	96

District Priority:

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

Campus Objective:

By May 2009, we will increase the percentage (by amounts noted below 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	Students will:					
	1	attend writing camp T1-9	AR	Grades 2-5	Teachers; IS District curriculum documents	Spring
	2	gain confidence and motivation by attending the writing skit performance	AR	4 th Gr.	4 th grade teachers; administrative team Skit	Spring
	3	Students will engage in all stages of the writing process to produce at least 18 writing samples/compositions	AR	All	Teachers; writing committee District curriculum documents	Three each six weeks
Teachers	Teachers will:					
1	implement Writing Workshop and increase the amount of time students spend each day on the writing process	AR	Grades K-5	Teachers; IS Writers' notebooks	Daily	

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2	utilize strategies from the “ The Six Traits of Writing”		Grades K-5	Teachers; IS	District curriculum documents	Daily
3	implement Spalding and Words Their Way	SD T1	Grades 1-5	Teachers; IS	Spalding cards/books	August TE; weekly
4	maintain an awareness of student needs and sense of urgency by reviewing our school-wide/grade level data charts posted in the hallways T1-2	AR	All	Teachers; administrative team	Grade level data charts	Weekly
5	analyze data by subgroups in order to plan for instruction using a data tracking chart after each benchmark T1-8	AR	All	Teachers	Class data charts	Monthly
6	participate in the LA Vertical Team to provide staff development and feedback to Language Arts Teachers on writing samples	SD	Grades K-5	Writing committee	Writing portfolios	Each six weeks
7	attend the writing book study, <u>Living and Teaching the Writing Workshop</u> T1-4	SD T1	Grades 1-5	Teachers; IS; coaches	Books	Fall
8	attend coaching sessions during planning times with the instructional specialist/literacy coach and the reading specialist	SD T1	All	Teachers; coaches	District curriculum documents	Weekly
9	incorporate LoTi strategies to increase the level of HEAT (higher order thinking, engagement, authenticity, and technology) in the classroom	T SD	All	Teachers; technology team	LoTi planning documents	Weekly
10	engage in hyper-monitoring of classrooms by conducting walkthrough visits with coaching feedback to increase effectiveness of instruction T1-2	AR SD	All	Administrative team	Walkthrough forms	Daily
11	present mini-lessons to students to improve their TELPAS writing scores so that they reach the “advanced high” rating necessary to exit	AR	LEP	Teachers	Mini-lessons; TELPAS data	Weekly
12	attend a half day planning session for writing teachers to review data and develop lessons T1-5	SD T1	Grades PK-5	Teachers; IS	Sub allocation; data	Fall
13	implement writing workshop using the district, genre-based writing units of study		K-5	Teachers	District curriculum documents; Lucy Calkins Units of Study; Fletcher’s Teaching the Qualities of	Daily

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						Writing	
	14	use genre-specific literature as mentor texts and model how to apply specific author's craft strategies in students' writing		K-5	Teachers	Mentor texts	Weekly
	15	use the Revising and Editing Practice (REP) cards to reinforce language conventions		2-5	Teachers	REP Cards	Weekly
	16	analyze student writing (vertical and grade-level) to develop instructional and intervention plans	SD AR	All	Teachers; writing committee; vertical team; IS	Writing samples; district rubrics	Each six weeks
	17	submit 18 writing samples per year for each student for review and feedback from the writing committee	T1	All	Teachers; writing committee	District curriculum documents	Three each six weeks
	Parents will: T1-6						
Parents	1	attend Writing TAKS Night	PI T1 CE	Grade 4	Teachers	Take home activities	November

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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

Owens Elementary

Laura Barrett

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	Owens 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). 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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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	
Name of CPOC Member	Position
Laura Barrett	Principal:
Donna Woodard	Teacher 1: Kindergarten Teacher
Laura Warde	Teacher 2: First Grade Teacher
Jennifer Lopez	Teacher 3: Second Grade Teacher
Malia Passmore	Teacher 4: Third Grade Teacher
Shelby Gan	Teacher 5: Fourth Grade Teacher
Keith Case	Teacher 6: Fifth Grade Teacher
Kim Ehrenfeld	Teacher 7: Reading Enrichment Teacher
Lisa Hughes	Teacher 8: P.E. Teacher
Samantha Colwell	Non-teaching professional 1: Instructional Specialist
Debbie Parker	Non-teaching professional 2: Instructional Specialist
Laura Backs	Parent 1:
Lucy Solomon	Parent 2:
Polly Finkenbiner	Community resident 1:
Barbara Coleman	Community resident 2:
Monique Boudreaux	Business representative 1:
Dallas Foster	Business representative 2:

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	September 22, 2008	4:15 PM	Resource Center
2	November 7, 2008	9:30 AM	Resource Center
3	January 26, 2009	4:15 PM	Resource Center
4	April 8, 2009	8:00 AM	Resource Center
5	May 26, 2009	4:15 PM	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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Section C

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

	Goal	Description	Formative	Summative	Strategy
X	1) TAKS Recognized or Exemplary	For 2008-2009, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
X	2) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
X	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by 10% .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
X	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0% .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.

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X	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by 10% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for physical contact and excessive talking/disruption.	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%. 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.
	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be XX% or less with no student group exceeding XX% .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least XX% .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above XX% .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and

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

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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

Owens 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	See agenda
19-Aug	All Staff	Campus	See agenda
20-Aug	All Staff	Campus	See agenda
21-Aug	Elementary/Secondary	District Staff	
22-Aug	All Staff	Campus	See agenda
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	See agenda
13-April *	All Staff	Campus	See TE waiver
4-June	All Staff	Campus	See agenda

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