



2008-2009

Campus Improvement Plan

for

Sampson 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.

Area of Focus: Student Safety

District Priority:	The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.
Campus Objective:	For 2008 – 2009, the discipline referrals for <u>inappropriate physical contact</u> will be reduced by 10% from the previous school year.
Formative Evaluation:	District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Students will complete a social contract.		All	Student	Contract form based on Capturing Kids' Hearts	August
	2	Students will be aware of Sampson's Discipline Plan.		All	Student & Parent	Sampson Discipline Plan	August
	3	Students will be given the District's Code of Conduct.		All	Student & Parent	Dist. Code of Conduct	August
	4	Students will participate in weekly class meetings.		All	Student and Homeroom Teacher	Strategies for Capturing Kids' Hearts	On-going
	5	Students will be aware of Building Better Relationships skills and the steps in following them.		All	Student and Teacher	Building Better Relationships Skills Chart	On-going
Teachers	1	Teachers will hold weekly class meetings to encourage courteous and appropriate behavior and making good choices.		All	Homeroom Teachers	BBR skills and Capturing Kid's Hearts	Aug.- May
	2	Teachers will use the skills from Building Better Relationships to encourage positive behavior.	SD	All	Teachers	BBR skills	Aug. - May
	3	Asst. Principals will work with students to reinforce appropriate behavior.		All	Asst. Principals	Code of Conduct & BBR skills	On-going
	4	Counselors' developmental guidance lessons in the classrooms will focus on right choices, making friends appropriately, treating others as they want to be treated, inappropriate physical contact, and bullying.		All	Counselors	Dev. Guidance Curriculum	Aug. - May

Parents	1	Parents will support the school by reviewing school rules and following through with consequences when their child has code of conduct infractions.	PI	All	Parents, Students and AP's	Code of Conduct	On-going
	2	Parents are given copies of the Sampson Discipline Plan and the Code of Conduct. They work collaboratively with the teacher to help their child make good choices.	PI	All	Parents, Students and Teachers	Sampson Disp. Plan & Code of Conduct	On-going

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 97.2% .
Formative/Summative Evaluation:	District-developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will earn stickers for their Award Certificates for six-week perfect attendance.		All	Teachers	Award Certificate, stickers	End of each six-weeks
Teachers	1 Teachers will encourage perfect attendance.		All	Teachers	Stickers, classroom acknowledgements	On-going
	2 Teachers will call parents to check on students who are out over two days.		All	Teachers	Phone Calls	On-going
	3 Teachers will provide meaningful, motivational instruction in a student-centered environment every day in every subject so students want to be in school.		All	Teachers	Curr. Guides	On-going
	4 The registrar will report each six weeks on the grade with the best attendance. The grade will earn extra playground equipment for their accomplishment.		All	Registrar Principal	Playground equipment	End of each six week period
Parents	1 Parents will receive a calendar for the year indicating holidays and testing days, etc.	PI	All	Principal	Beginning of school letter & calendar	August
	2 At Curriculum Nights, parents will be encouraged to not take vacations during the school days and to schedule appointments after school hours.	PI	All	Principal	Curr. Nights	September

Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	100	100	100	100	100
All	98	99	99	100	99
Eco.Dis.	--	--	--	--	--
Hispanic	100	100	94	100	96
LEP	--	--	--	--	--
LEP M1	--	--	--	--	--
LEP M2	--	--	--	--	--
Spec.Ed.	90	93	90	100	93
White	97	98	99	100	99

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:		By May, 2009, we will increase the percentage of students passing the 5 th grade TAKS science test to 100% from the current passing rate of 99%. The number of students rating commended performance will increase by 1% to 80% of the students.
Formative/Summative Evaluation:		District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will participate in hands-on activities to better understand the content.		All	Science teachers	Dist. Curr. Guide, Science Resource Center labs	Aug.-May
	2	Students will be assigned job responsibilities and actively participate in the lab process.		All	Science teachers	Dist. Curr. Guide, Science Resource Center labs	Aug.-May
	3	Students will use a variety of methods to reinforce science vocabulary development.	SD	All	Science teachers	Marzano, Gonzales, Vocabulary	Aug.-May

						Power	
	4	Third grade students will apply knowledge of science TEKS by participating in the study, planning, planting, and harvesting of the Imagination Garden.		All	Stephanie Baker, 3 rd grade teachers	Imagination Garden	Aug.- May
	5	Students will use the district study guide to reinforce classroom learning.		All	Science teachers	Dist. Study Guide from Curr. Dept.	Aug.-May
	6	Students will keep science journals to record experiments and important points for each concept.		All	Science teachers	Curr. Guide	Aug.-May
	7	Students will apply knowledge of science TEKS by participating in SRC provided field trip experiences (ex. Animal Odyssey, Eco- Adventure, Gulf Mysteries, Nature Trails and the Planetarium in the school.)	PI	All	Asst. Prin.. Science teachers, Volunteers & SRC staff	Science Resource Center Programs	Oct.-April
Teachers	1	Teachers will provide hands-on activities and labs to help with the comprehension of science concepts and to develop a better understanding of the scientific process. Teachers will follow the “experience before label” guideline.		All	Science teachers	Dist. Curr. Guide	Aug.-May
	2	Teachers will use a variety of methods to reinforce science vocabulary such as Marzano and Gonzales strategies and activities from Mentoring Minds Word Play. Technology programs such as PowerPoint and Photo Story will also be used to reinforce vocabulary skills.	SD T	All	Science teachers, Ins. Spec.	Research, Vocab. Power Kit	Aug.-May
	3	Teachers will utilize non-fiction reading on science topics in language arts.		All	Science teachers, Ins. Spec., librarian	Literacy library and school library	Aug.-May
	4	Teachers will ensure that the District Study Guide is being used and utilize the guide to send checkpoints home to parents.		All	Science teachers	Dist. Curr. Dept.	Aug.-May
	5	Teachers will model and reinforce the use of scientific journals through the use of Teacher Tools and the Smartboard.	T	All	Science teachers	Dist. Curr. Guide	Aug.-May
	6	Fifth grade teachers, along with third and fourth grade science teachers, will continue to provide a Science Super Camp to Sampson fifth graders. The third and fourth grade science teachers will participate to remind students of the concepts they learned in the prior years in preparation for the 5 th grade science TAKS test.		All	3 rd -5 th Science teachers Science Liaison	Dist. Curr. Guide	March 2008
	7	Teachers will be responsible for knowing the assessment		All	All science	Testing	On-going

		data on all of their students and planning instruction to re-teach objectives that are shown to be weak.			teachers, Ins. Spec. & Adm. & Dist. Testing dept.	information & Student tracking binder with charts for organization	
	8	Teacher will utilize Photo Story to encourage vocabulary development.	T	All	Science teachers, tech. team	Photo Story	Aug. - May
Parents	1	Parents will encourage the use of the study guide for review for all students, and completion of homework for grades 3-5.	PI	All	Science teachers & parents	Dist. Curr. Dept.	Aug.-May
	2	Parents of younger students will provide learning experiences at home and reinforce scientific vocabulary.	PI	All	Parents	Dist. science scope and seq. and TEKS	Aug.-May

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	--	--	100	100	100	--	--	--	--	--	100	100	100	100	100
All	99	99	100	100	100	100	100	100	100	100	99	99	100	100	100
Eco.Dis.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
LEP	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
LEP M1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Spec.Ed.	100	100	89	90	89	100	100	100	100	100	100	100	100	100	100
White	99	99	99	100	99	100	100	100	100	100	99	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 maintain the percentage of students passing the TAKS math test at 100%. The number of students receiving commended performance will remain at 75% or greater.				
Formative/Summative Evaluation:			District-developed Tests and Texas Assessment of Knowledge and Skills				
STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will be held responsible for using the strategies put in place by the district and school. (i.e. SQ-RQ-CQ-HQ)		All	Students & Teachers	District Curr. Guide and school's SQ-RQ-CQ-HQ	Aug. -May
	2	Students will be responsible for learning the math facts.		All	Students, Teachers & parents	Flashcards	Aug. - May
	3	Students will show their work when solving problems.		All	Students & Teachers	Daily work , homework and tests	Aug. - May
	4	When appropriate, students will utilize the manipulatives provided.		All	Teachers & students	School's math tubs	Aug. - May
	5	Students will be encouraged to take pride in their work and their successes.		All	Students, Teachers &	Daily work, tests, student	Aug. - May

					Parents	goal charts	
Teachers	1	Teachers will utilize the Smartboard to model processes and the thinking that goes into problem solving. They will encourage the use of multiple strategies to solve problems.	T	All	Math teacher, Ins. Spec.	Dist. Curr. Guide	Aug. - May
	2	Teachers will use a variety of methods to reinforce math vocabulary such as Marzano and Gonzales strategies and activities from Mentoring Minds Word Play. Technology programs such as PowerPoint and the Smartboard will be used to reinforce vocabulary skills.	SD T	All	Math teacher, Ins. Spec.	Research, Vocabulary Power boxes' PowerPoint presentations	Aug. - May
	3	Teachers will provide manipulatives when necessary for the lesson.		All	Math teacher Math liaison & Principal	Math tubs	Aug. - May
	4	Teachers will meet with students in grades 3-5 to develop individual goals and provide the data to help the students track their achievements.		All	Teacher, Students & Adm, & Ins. Spec.	Sampson Goal Setting Chart	Aug.- May
	5	Teachers will hold students accountable for using strategies and explaining their work.		All	Math teacher	Dist. Curr. Guide	Aug. - May
	6	Teachers will encourage higher level thinking and problem solving.		All	Math teacher, Ins. Spec.	Dist. Curr. Guide, HOTS wheel	Aug. - May
	7	Flexible grouping will take place during instruction to reinforce skills.	AR	At-risk Stud.	Math teacher	Dist. Curr. guide	Aug. - May
	8	Teachers will be responsible for knowing the assessment data on all of their students and planning instruction to re-teach objectives that are shown to be weak. Progress and interventions will be discussed at regularly scheduled student achievement meetings (SAM) with grade level teachers and a-team.		All	Math teachers, Adm. & Ins. Spec. & Dist. Testing Dept.	Testing Information & Stud. tracking binder with charts for organization	On-going
	9	Teachers will tutor students in grades 2-5, who are not showing mastery of the skills, during recess or advisory period for additional reinforcement.	AR	At-risk stud.	Math teacher	Dist. Curr. guide	Aug.- May
	10	The Helping Hand Folder will continue to be used in order for students in grades 3-5 to have a method to review concepts as needed and provided information to parents on strategies to be used to master the skill.		All	Math teacher, Ins. Spec.	Sampson Helping Hand Folder	Aug. - May
	11	Teachers will plan and utilize lessons based on achieving a LoTi Level 3 with their students.	T	All	Teachers/ Tech. Liaison	Tech. Liaison, Ins. Spec.	Aug.- May
	12	Students will use math software to reinforce skills in student classroom computer stations. (ex. Carnival Countdown, Numbers Undercover, Math Arena, ETools	T	All	Math teachers, Tech. Liaison	Computer Programs	Aug. -May

		Math, Zoombinis, & Fractions).					
	13	Teachers will use the Educaide program to create worksheets, flashcards, and transparencies to assist them with instruction.	T	All	Math teachers	Educaide program	Aug.-May
	14	Teachers in grades 3-5 will utilize the Mountain Math program to review skill and concepts		All	Math teachers	Mountain Math Program	Aug. - May
Parents	1	Parents will practice math facts with the students.	PI	All	Parents/Students	Flashcards	On-going
	2	Parents will reinforce math vocabulary words with the students.	PI	All	Parents/Students	Vocabulary cards	On-going
	3	Parents will ensure that weekly homework is completed and strategies used correctly.	PI	All	Parents, stud. & teachers	Homework	Aug-May

Area of Focus: Reading/English Language Arts

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	--	--	100	100	100	--	--	--	--	--	100	100	100	100	100
All	100	100	99	100	99	98	99	99	100	99	98	99	100	100	100
Eco.Dis.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic	100	100	100	100	100	94	96	89	90	89	94	96	100	100	100
LEP	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
LEP M1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Spec.Ed.	100	100	89	90	89	89	89	100	100	100	92	95	100	100	100
White	100	100	99	100	99	98	99	100	100	100	99	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 Objectives:		<ul style="list-style-type: none"> By May, 2009, we will maintain the percentage of students passing the TAKS reading test at 100%. Students earning commended performance will increase by the numbers stated at right. By May, 2009 we will increase the percentage of students promoted from first grade from 96% to 100% based on the end-of-year benchmark. By May, 2009, the number of kindergarten students meeting the requirements for promotion to 1st grade will increase from 98% to 100%. By May, 2009, we will increase the percentage of students promoted from second grade to third grade from % to 92% based on the end-of-year reading benchmark test. 	3rd	4th	5th
			+1/76%	+5/60%	+1/60%
Formative/Summative Evaluation:		District-developed Tests and Texas Assessment of Knowledge and Skills, Kindergarten and First Grade End-of-Year Benchmark			

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Through the use of Balanced Literacy strategies, the students will develop comprehension strategies and will be exposed to various genres of literature.		All	LA teachers & students	Dist. Balanced Literacy design	On-going
	2	The students will build stamina for reading longer and more challenging text.		All	LA teachers & students	Dist. Balanced Literacy design	On-going
	3	The students will develop strategies for self-reflection and deeper thought in reading.		All	LA teachers & students	Dist. Balanced Lit. Design	On-going
	4	The students will develop individual goals for improving their reading.		All	LA teachers & students	Goal Setting Chart	On-going
Teachers	1	Teachers will utilize the Balanced Literacy model to increase the students' use of strategies to increase fluency, comprehension and build stamina for increased reading time and more challenging text. The Smartboard will be used for modeling interactive writing and shared reading.	SD T	All	LA teachers	Dist. Balanced Literacy design, Smartboard	Aug-May
	2	Teachers will be responsible for knowing the assessment data on all of their students and planning instruction to re-teach objectives that are shown to be weak. Progress and interventions will be discussed at regularly scheduled student achievement meetings (SAM) with a-team and grade level teachers.		All	LA teachers, Adm. & Ins. Spec. & Dist. Testing Dept.	Student tracking binder with charts for organization	Aug.-May
	3	Students in grades 3-5 will develop individual goals and track their achievements.		All	LA teacher, students & Adm, & Ins. Spec.	Sampson Goal Setting Chart	Aug.-May
	4	Teachers will provide tutoring at recess for students who are not meeting with success on specific objectives.	AR	All	LA teachers	Dist. Curr. Guide	Aug-May
	5	The Reading Enrichment teacher will meet on a regular basis with students who continue to not successfully master the reading TEKS.	AR	At-risk stud.	Reading Enr. Teacher	TEKS	Aug.-May
	6	Quantum Learning techniques will be used to motivate students and increase student engagement.	SD	All	QL Team	QL strategies	Aug-May

Parents	1	Parents will actively monitor the home reading log.	PI	All	LA Teachers & Parents	Home readers & Library books	On-going
	2	Parents will encourage the appreciation of reading strategies and purpose for the use of strategies with their child.	PI	All	Parents	Home readers & Library books	On-going
	3	Parents will have open communications with their child's reading teacher.	PI	All	Parents & Teachers	Agendas, Daily Charts, Phone calls, Emails, & Conf.	Aug - May

Area of Focus: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	--	--	--	--	--
All	98	99	99	100	99
Eco.Dis.	--	--	--	--	--
Hispanic	94	96	100	100	100
LEP	--	--	--	--	--
LEP M1	--	--	--	--	--
LEP M2	--	--	--	--	--
Spec.Ed.	100	100	92	100	95
White	99	99	99	100	99

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:		By May, 2009, we will increase the percentage of students passing the TAKS Writing test to 100%. The number of students rating a commended performance will increase by 3% to 55% of the students.
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	The students will develop their personal process and style.		All	LA Teacher & Student	Writer's Workshop	On-going
	2	The students will participate in daily writing activities.		All	LA Teacher & Student	Writer's Workshop	Aug – May
	3	The students will understand and use the writing process. They will have access to classroom computer stations, computer lab, and notebook computers to publish their writing.	T	All	LA Teacher & Student, Tech. Liaison	Writer's Workshop Computers	Aug – May
	4	The students will increase endurance and length of their writing.		All	LA Teacher & Student	Writer's Workshop	Aug – May
	5	The students will utilize the Writer's Toolkit		All	LA Teacher & Student	Sampson Writing Comm.	Aug –May
	6	The students will use the R (role) A (audience) F (format) T (topic) strategy to ensure that they write to the prompt.		All	LA Teacher & Student	Sampson Writing Comm.	Aug - May

	7	The students will use appropriate software to publish a piece of their writing. (ex. PowerPoint, Word, depending on grade level.)	T	All	LA Teachers & Student	PowerPoint, Word	Sept. - May
Teachers	1	The teachers will implement Words Their Way strategies to increase vocabulary and spelling skills.	SD	All	LA Teachers, Sampson Writing Comm., Ins. Spec.	<u>Words Their Way</u> and grade level spelling words	Aug -May
	2	Teachers will use the Writer's Workshop classroom guidelines to organize their lessons.	SD	All	LA Teachers, Writing Comm, Ins. Spec.	Dist. Curr. Guide	Aug -May
	3	Teachers will incorporate the strategies of <u>Six Traits Plus One</u> and the research and ideas of Barry Lane and Lorie Jamison. Teachers will model the strategies through the use of Powerpoint presentations and the Smartboards.	SD T	All	LA Teachers, Sampson Writing Comm, Ins. Spec.	<u>Six Traits Plus One</u> , out of district workshops of Barry Lane & Lorie Jameson	Aug-May
	4	The teachers will use the mini-lesson approach to reinforce skills based on the students' needs from assessments.		All	LA Teachers	Student writing, Tests	Aug-May
	5	Through the use of individual conferencing, teachers will offer strategies to collect, expand and revise ideas.		All	LA Teachers & Students	Student writing, Tests	Aug. -May
	6	Teachers, at all levels, will use writing journals as a teaching tool and for modeling the <i>thinking</i> behind writing.		All	LA Teachers & students		
	7	Fourth grade teachers will provide a Parent Writing Night to inform parents of TAKS expectations and the role they play in reinforcing writing at home.	PI	All	Fourth grade LA teachers	TEKS	November 2007
	8	The teachers will use rubrics to inform students and parents of the high expectations for student writing.	PI	All	LA teachers, Ins. Spec.	Rubrics used	Aug-May
	9	Teachers in grades 3-5 will utilize Mountain Math to reinforce language arts mechanics.		All	LA teachers	Mountain Math Program	Aug.- May
Parents	1	Parents of 4 th grade students will be introduced to the TEKS expectations at a writing meeting for parents and students. Parent assistance will be solicited to reinforce writing at home.	PI	4 th grade studs.	4 th grade LA teachers	Teachers' presentations & sample writings	October 2007
	2	Parents will be provided with ideas of how to share writing in the home setting.	PI	All	LA Teachers	Handouts	October

*** Legend**

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

CIP PART II: ASSURANCE ADDENDUM

Sampson Elementary

Cindy O'Brien

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	Sampson 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.

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.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Cindy O'Brien	Principal:
Kileen Crenshaw	Teacher 1:
Traci Barstow	Teacher 2:
Lori Wilson	Teacher 3:
Marla Tolls	Teacher 4:
Gwen Engle	Teacher 5:
Kristi Richter	Teacher 6:
Kim Fox	Teacher 7:
Kendall McKinney	Teacher 8:
Harriet Brown	Non-teaching professional 1:
Laura Briggs	Non-teaching professional 2:
Debbie Braswell	Parent 1:
Stephanie Greaves	Parent 2:
Margaret Szakasits	Community resident 1:
Thomas Novasad	Community resident 2:
Michael Mallams	Business representative 1: Supervising Partner with Sonic
Steve Wilson	Business representative 2: Wilson Import and Repair

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	June 6, 2008	9:00	Sampson Library
2	September 3, 2008	3:30	Sampson Library
3	October 23, 2008	7:30 AM	Sampson Library
4	January 20, 2009	7:30 AM	Sampson Library
5	May 6, 2009	7:30 AM	Sampson Library

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

CIP PART II: ASSURANCE ADDENDUM

Section C

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

	Goal	Description	Formative	Summative	Strategy
x	1) TAKS Recognized or Exemplary	For 2008-2009, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
x	2) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
x	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by 10% .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
x	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
x	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced	Each grading period the discipline referrals will be reviewed to determine the	At the end of the school year, the discipline referrals will be reviewed	Implement and monitor the school-wide safety and security plan.

CIP PART II: ASSURANCE ADDENDUM

		by 10% from the previous school year.	percent of referrals.	to determine the percent of referrals for inappropriate physical contact.	
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.
	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 programs. Guide students to appropriate testing, classes, and programs.
	11) High School AEIS –	For 2008-2009, the	Each semester, the	At the end of the school	Inform parents and

CIP PART II: ASSURANCE ADDENDUM

	Advanced Courses and Dual Credit	percent of students who have completed at least one advanced course will be at or above XX %.	number and percent of students enrolled in at least one advanced course will be reviewed.	year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	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.

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

CIP PART II: ASSURANCE ADDENDUM

Sampson 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	