

Road Trip to Success



2008 - 2009
Campus Improvement Plan
for
SHERIDAN 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. **REVISED 10-21-08**

Sheridan Elementary
2008-09 Comprehensive Needs Assessment Summary

The staff at Sheridan Elementary includes 80 teachers, 30 paraprofessionals, and 3 administrators. The student population is 12% White, 17% African American, 68% Hispanic, 3% Asian, and 1% Native American. Sixty-six percent of students who attend Sheridan Elementary qualify for free or reduced lunch. The mobility rate for students at Sheridan Elementary is 21.9%.

In accordance with Texas state legislative requirements, the staff at Sheridan 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: African American students in 3rd grade math (63%); Hispanic students in 3rd grade math (74%); students who are economically disadvantaged in 3rd grade math (68%). 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.

Sheridan Elementary staff will implement behavioral strategies to reduce the number of discipline incidents related to inappropriate physical contact in the 2008-09 school year. Additionally, efforts will be made to improve the rate of attendance for all student groups including, African American (96.4%), Hispanic (96.5%), White (95.8%), and students who are economically disadvantaged (96.5%). Efforts will also be made to increase teacher retention at Sheridan Elementary.

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Areas to Celebrate (Optional)

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	Becky Koessel worked with our 2-5 grade teachers 4 times during the year. The teams K-5 had an opportunity 2 times during the year to plan for extended period of time. READ 180 in 5 th grade was a success. The students loved it!	Sheridan is a RECOGNIZED campus for the second year.
		Writing	The teachers are using Writer's Workshop and Dr. McMillan conducted writing conferences with our SEI and struggling writers. Students across the grade levels showcased their writing in their "White Books".	All groups were at an exemplary rating at 4 th grade writing.
		Math	Math Coaches and our Instructional Specialist planned with each grade level for rigor and relevance. Saturday Camps and goal setting motivated our students.	
		Science	The science specialist planned with 2-5 grades during the first semester to incorporate more hands on instruction. Technology rotation incorporated science activities during instruction. November was "Science Month" where parents were invited and students dressed as their favorite science vocabulary word. Small groups of 5 th grade students were pulled to reinforce learning.	14% gain with our AA group at 5 th grade. 39% commended on TAKS science.
	Teacher	Reading /Writing	Teachers were involved in book studies. Language Arts 5 th grade teachers used Delta Science readers during before the Science TAKS test with their students. Achievement meetings kept the teachers focused.	
		Math		
		Science		

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Areas to Improve

District Priority:

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Area of Focus:

Student Safety

Campus Objective: #

For 2008 – 2009, the discipline referrals for inappropriate physical conduct and language-gestures/refusing will be reduced by **10%** from the previous school year as indicated on the cart below.

Formative Evaluation:

District-developed Reports

PEIMS code	2007-08 Discipline Data	2008-09 Goal
Inappropriate physical conduct	162 incidents	-10% or less
Language-gestures/refusing	87 incidents	-10% or less

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Increase awareness and understanding of campus and teacher expectations with students and staff.	AR, SD, VP	All	Admin/ Teachers	PBIS Matrix	Aug 25 – May 2009
	2 Review PBIS matrix powerpoint/poster daily in homeroom. Bus matrix will be reviewed daily.	AR, T, VP	All	Teachers	Matrix; powerpoint	Aug. 25-May 2009
	3 Character and Social Skills Development in large group rotation and home room.	AR, VP	All	Teachers/ Admin	BBR posters; PBIS Matrix	Aug. 25-May 2009
Teachers	1 Review discipline data from office referrals monthly to determine areas in need of improvement and re-teaching.	AR, VP	All	Admin	PEIMS Data	Aug. 25-May 2009
	2 All staff will be trained in PBIS and BBR. T1-4	AR, SD, TI, VP	All	Admin	PBIS staff development; BBR Training	Aug. 25 – Jan. 2009
	3 PBIS letter and matrix provided in substitute folder and at sign in.	AR, VP	All	Receptionist, Teachers; Behavior Spec.	PBIS matrix	Sept. 2008-May 2009
Parents	1 Increase awareness and understanding of the PBIS matrix and Student Code of Conduct (COC). Discuss expectations at curriculum nights. T1-6	AR, PI, VP	All	Admin, Behavior Spec., Teachers,	PBIS matrix; Newsletter; COC	Aug. 22, 23 – May 2009
	2 Parenting classes (P.L.A.Y.) offered through S.O.S. to target parents of At-Risk Students.	AR, PI, VP	At-Risk	Counselors Behavior Int.	S.O.S.	Fall/Spring

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Areas to Improve

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

District Priority:
Area of Focus:
Campus Objective:
Formative/Summative Evaluation:

Attendance

For 2008 – 2009, the ADA student attendance will be at or above **98%**.

District-developed Reports and AEIS

Ethnicity	07-08 Attendance Rate	08-09 Target
All	97.1	100
AA		100
W		100
H		100
AT RISK		100

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students have an opportunity to earn perfect attendance tags each six weeks.	AR	All	Teachers, Admin. Asst. Secretary	Attendance Reports	1 st -6 th six weeks and semester
	2 Through an engaging and supportive learning environment the students will be motivated to attend school.	AR, CE, TI	All	Teachers	PBIS, Quantum Learning, LOTI, Capturing Kids' Hearts, Balanced Literacy	Aug. 08-May 09
Teachers	1 Homeroom Teachers will take attendance accurately at 9:10 each day. Post weekly announcements of those homerooms with no tardies for the six weeks.	AR	All	Homeroom Teachers, Attendance Sect.	Attendance Record	Aug. 27 – May 2009
	2 Teachers will call parents after child has been absent 3 days. AP will be notified if there is a concern.	AR, PI	All	Teachers	Attendance Records	Aug. 27- May 2009
	3 Develop a caring relationship with students that motivate and encourage them to attend school.	AR, CE, TI	All	Teachers	Capturing Kids' Hearts,	Aug. 2008 – May 2009

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						PBIS	
Parents	1	Stress the importance of attendance with parents. T1-6	AR, PI	All	Teachers	School Newsletter, 6 week newsletter from teachers	Aug. 2008 – May 2009

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Areas to Improve

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards for science.
Area of Focus:		Science
Campus Objective:	#	<i>By May 2009, we will increase the percentage by amounts noted below, or greater of students meeting standards or being commended on science TAKS.</i>
Formative/Summative Evaluation:		District-developed Tests and Texas Assessment of Knowledge and Skills

Subpopulations	'08 Score	'09 Target
AA	76.1	+19
W	90.6	+5
H	85.1	+10
ED	80.3	+10
Commended	39	40

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Students and staff will participate in "Science Word Day". They will choose a science word with definition included to share with classmates. They will dress according to their word. T1-2	AR	All students	Science IS	Science Vocabulary	Fall '08
	2	"Celebrate Science Days" – Students will participate in activities throughout the year to spark their interest and promote learning. Science Fair to culminate Science Days: K-2 class project, 3 group projects, 4-5 individual projects.	AR, CE	K-5 students	Teacher, Science Liaison, Ap, IS, Science At-Risk Specialist	Science TEKS,	Sept. 08 – May 09
	3	Master Science teachers will organize and plan high energy science lessons for Science Club before or after school. T1-2	AR, TI	5 th students	Science IS-teachers	Science Curric.	Fall-Spring Semester (20 lessons)
	4	Utilize the Garden Lady (Stephanie Baker) to focus on objective 4-Earth science in 3 rd and 5 th grades. Science classes K-5 will be invited to participate in the garden activities.	AR, SD	k-5 students	Science IS, teachers, Garden Lady	Science Curric. - Data	Fall-Spring Semester
	5	Use Distance learning to enrich students' understanding of the scientific process and allow the sharing of scientific observations and data with other learning communities.	AR, SD, T	5 th students	Master Science Teacher	Distance Learning Equip. Access to Connect 2 Texas	Aug. 08 – May -09

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	6	Students will participate in hands-on investigations and activities to develop conceptual understanding of science concepts. T1-2	AR, SD	All students	Science IS, Teachers, Admin.	Science vocabulary, Science labs	Aug. 08 – 09
	7	5 th grade ED, AA, LEP students failing benchmarks and quizzes will be pulled out to work with science IS during science class to review labs using Quantum Learning strategies. T1-8	AR, SD, CE	5 th Target students	Science IS, Teachers, Admin.	Science curriculum (TEKS), scope & sequence	Oct. 08 – May 09
	8	Students will use science vocabulary words from morning power points to increase their understanding. Science journals and observation guides will be used to increase comprehension and promote vocabulary development grades 1 st – 5 th .	AR, T	All students	Librarian, Science IS, Teachers, Admin.	Science vocabulary, Science TEKS, journals, obs. guides	Aug. 08 – May 09
Teachers	1	LOTI training- More focused lessons on questioning/technology strategies to increase higher order thinking questions. T1-4	AR, SD, T	All Teachers	Tech/LOTI team	LOTI resources	Aug. 08 – May 09
	2	School will provide substitutes for T. ½ day to meet, plan and goal set as a group using data to meet the needs of their students. Meet biweekly with IS for purposeful planning. 5 th grade will meet with the Science At-Risk Specialist to plan weekly lessons incorporating LoTi.	AR, T1, CE, T	Teachers- all levels	IS, AP, Prin, At-Risk Science Specialist	TEKS, Teaching materials, student data	Once a semester; Aug. 08 – May 09 weekly
	3	Science At-Risk Specialist will push-in and pull-out small groups of students depending on their quizzes, benchmarks, and CBA data. T1-9	AR, T1, CE	Teachers- Tutors	Admin-5 th Science Teachers	TEKS, Teaching materials, student data	Fall & Spring Semester
	4	Quantum Learning strategies will be used on a regular basis for students' engagement and long-term learning. T1-2	AR, SD	All students	Assist. Prin./IS, teachers	Staff Development from DATE Grant	Sept. 08- May 09
	5	PBIS matrix practiced and implemented to cut down on behaviors and maximize instructional time in class.	AR, SD, VP	All students	Science teachers, Behavior specialist	PBIS, BBR	Aug. 08 – May 09
Parents	1	Parents will be invited to attend “Celebrate Science Days” in November and work with students using hands on labs during their child’s science class. T1-6	AR, T1	4 th and 5 th Students	Science IS, Sc Teachers	Science Resources	Aug. 08– May 09
	2	“Pumpkin Patch Problem Solving Night” parents will attend with their children to enjoy and learn strategies used for science and math.	AR, T1, T	All students	Sc Liaison, M Liaison, Teachers, IS, AR Sc Specialist	Science Resources & Math Resources	October 28
	3	Saturday school for targeted students will be organized	AR,	5 th	IS, AP, Prin,	TEKS, Teaching	Spring

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		and presented in a novel and meaningful way. T1-9	T1	Students	and Teachers	materials, student data	Semester 2 Saturdays
	4	Parents will monitor Agendas for Science updates, test scores/, study dates and successes.	AR	Students	Parents	Agendas	Aug. 08 – May 09

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Areas to Improve

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

Area of Focus: **Mathematics**

Campus Objective: # By May 2009, we will increase the percentage of students demonstrating proficiency on TAKS Math and commended performance in all student groups by the amounts indicated below.

Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

	3 rd Grade		4 th Grade		5 th Grade	
Subpopulations	'08 Score	'09 Target	'08 Score	'09 Target	'08 Score	'09 Target
AA	61	+29	88	+7	80	+5
W	78.6	+11	98	+2	94	+6
H	73.8	+17	95	+5	93	+7
ED	68.5	+21	93	+7	89	+6
Commended	18	40	39	40	31	40

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Check rosters to ensure that each struggling student has been assigned to a teacher who has a proven track record of accelerating student's math achievement. (Change assignments and re-balance classes as needed.)	AR	All	Teachers, AP, Principal	Attendance, Cum folders	1st weeks of school year
	2 Monitor each student's progress in learning the critical TEKS and identify gaps in knowledge by examining results of teacher-made tests, district benchmarks and CBA. T1-8	AR	All	Teachers, IS	Gradebook, data	After benchmarks, CBA, etc.
	3 Teachers provide tutoring "math club" before school and during recess to targeted students (focus 3 rd). T1-9	AR, CE, T1	All	Teachers, Helping Teacher	Student data	Oct. 08 – May 09
	4 Title 1 Math Helping Teacher will provide small group support to targeted students (focus will be 3 rd grade).	AR, CE, T1	2,3,4,5	Helping Teachers, IS	Student data	Aug. 08 May 09
	5 Invite targeted students to attend TAKS Math Saturday Training Camps. T1-9	AR, CE, T1	3,4,5	Teachers, AP, Math IS	Student data	Fall & Spring 2009
	6 Invite students and parents to TAKS math night.	AR, T1, CE	3,4,5	Teachers, Prin., AP, Math IS	Student data	Spring 2009
	7 Students will track their individual and class data and	AR, T1,	All	Teachers, IS	Student data,	After

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		establish goals based on quizzes and benchmarks.	SD			Birdville ISD video (new tch)	benchmarks
	8	Use Quantum Learning Strategies in classroom.	AR, SD	All	Teachers	Quantum Learning Training	Aug. 07 – May 08
	9	Implement PBIS strategies to decrease behaviors and maximize instructional time in class.	AR, SD, VE, T1	All	Teachers, IS, AP, Principal	PBIS training	Aug. 07 – May 08
TEACHERS	1	Guided planning sessions with math IS and district math coaches, focusing on critical TEKS and innovative strategies (window pane, Quantum Learning, Capturing Kids' Hearts, & LoTi). Vertical team meetings after school to discuss transitional strategies for 2 nd to 3 rd .	AR, T1, SD	1-5	IS, Teacher, math coaches	Math teacher notes, scope and sequence, Educaide, Achievement meetings	1 st semester - weekly 2 nd semester - Every other week New teachers – weekly
	2	Math Coaches will plan with teachers to review strategies their students used on quizzes and benchmarks to develop lessons that are high in rigor and relevant. T1-2	AR, CE, SD,	3, 5	Teachers, Math IS, Math coach	Educaide, scope and sequence	Every other week
	3	Half day planning sessions with Math IS, AP, and Principal to review individual student, class, and grade level data to develop an achievement plan. T1-5	AR, T1, CE	1,2,3,4,5 Math teachers	Teachers, Math IS, AP, Principal	Student data	Fall 2008, Spring 2009
	4	Math teachers will visit "Model" classrooms on campus and at other schools to gather ideas and strategies to use with their students.	AR, TI, CE	K-5 Math teachers	Teachers, IS, AP	Schedule, Feedback Form	Fall 2008, Spring 2009
	5	All new math teachers will attend recommended math staff development to implement strategies that will increase success with students.	AR, SD, T1	New Math teachers	Teachers, Math IS	Math Curriculum Department	As recommended
	6	Support Saturday Math Training Camps with focus on critical TEKS for struggling students and provide a "Commended" camp for students who need to be challenged.	AR, CE, T1	1-5 Math teachers	Teachers, Math IS, AP, Principal	Math curriculum, Critical TEKS, Achievement meetings	1 to 2 times during school year
	7	Title I math helping teacher will pull small groups of students to accelerate and motivate their learning. (Focus on 3 rd)	AR, CE, TI, SD	TI, 2-5 Math teachers	Teachers, Title I, IS, AP, Principal	Math Curriculum, Staff Dev., Math Helping	Beginning Aug. 25
	8	Student Engagement (behavioral, emotional, cognitive) & Rigor staff developments will be provided for teachers to increase connections and long term learning.	AR, SD, TI, CE	TI, Pre-K – 5 Math teachers	Teachers, Title I, IS, AP, Principal	Math curriculum, Critical TEKS, Achievement meetings, DATE Grant	Fall 2008, Spring 2009
Parents	1	Parents and students will be invited to attend Family	AR, CE, PI, T1	All	Teachers, AP,	Math	Oct. 28

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	Library Night with focus on Math. Involve parents and students in using window pane and problem solving strategies. T1-6			IS, Principal	curriculum, Educaide	1 to 2 times a school year
2	Benchmark letter sent home to parents with benchmark results to share strengths & weaknesses.	AR, CE, PI, T1	All	Teachers, Math IS, AP	Benchmark student data	After each benchmark

Areas to Improve

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

Area of Focus: Reading

Campus Objective: # *By May 2009, we will increase the percentage (by amounts noted or greater) of students demonstrating proficiency on TAKS reading in order to achieve an exemplary rating.*

Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

Subpopulations	Third Grade		Fourth Grade		Fifth Grade	
	'08	09' Target	'08	09' Target	'08	09' Target
AA	94.3	+5	81	+2	97.8	+6
W	96.4	+4	96	+3	96.9	+2
H	92.9	+3	75	+15	90.1	+1
ED	92.2	+3	78	+13	91.4	+2
Commended	25	40	19	40	16	40

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Goal Setting with students for improvement on benchmarks, TAKS, checkpoints, CBA's and other assessments.	AR, CE, T1, T	All	Teachers & Students	AMS Data, Gradebook	Prior to and after benchmarks or TAKS
	2	Independent reading time will be built into grade level schedules.	AR, CE, T1,	1-5	Teachers & IS	Student Schedules	Aug. 08 - May 09
	3	Provide storytelling sessions with Karen Lowery to model reading strategies, genre, vocabulary, expression and fluency. T1-2	AR, T1	2,3,4,5	LA IS & Teachers	Title 1 Funding	Weekly for 6 consecutive weeks
	4	Empower students to use PBIS strategies to protect their instructional time.	AR, SD, VP	All	All staff & Behavior Spec.	PBIS Matrix	Daily

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	5	Incorporating guided reading groups and individual reading conferences to strengthen their independent reading level.	AR, CE, T1, SD	All	Teachers & Rdg. Spec.	Student Data, training	Weekly
	6	Recess tutoring, Title I small group tutoring, TAKS Saturday Training Camps to provide additional instruction for TAKS. T1-9	AR, CE, T1	1-5	Teachers	Student Data, Curriculum	As determined by TAKS committee
	7	Students have the opportunity to participate in Kid Biz 3000 on their home computers and classrooms to build fluency and comprehension.	AR, T1, PI, T	3-5	Teachers, Parents	Kid Biz 3000	October 2008 – May 2009
Teachers	1	Analyze data to guide instruction, reflect, and brainstorm interventions to improve literary skills. 3 rd & 5 th grade will improve first round passing rate on TAKS reading. 4 th grade will focus on H and ED groups. 2 nd will improve reading comprehension skills by focusing on TEKS weak on benchmarks. T1-8	AR, CE, SD, T1	All	AP's, Reading IS's, Teachers	Data, Achievement Meetings	Each 6 weeks
	2	Continue book study: The Art of Teaching Reading to improve strategies with balanced literacy. T1-4	AR	2-5	IS	The Art of Teaching Reading	Bi-weekly in October/Nov.
	3	Implement I-Station for struggling readers in special education and general education.	AR	2-5	AP, IS	Training sessions	
	4	Plan weekly with IS and/or AP to guide critical TEKS and instructional strategies.	AR	1-5	IS and AP's	Curr. Guides, TEKS	Weekly
	5	Balanced Literacy Implemented in Language Arts classes and vertical and LA retreat for teachers to plan.	AR, SD, CE, T1	K-5	Teachers, IS's, AP's	District Guides	Ongoing
	6	Half-day planning sessions each semester for LA teachers to plan strategies based on data from benchmarks. T1-5	AR, SD, CE, T1	K-5	AP's, IS	Data, Curr. Guides	1 each semester
	7	Send teachers to visit and reflect on model classrooms for balanced literacy.	AR, SD, CE, T1	K-5	AP's	Model Classroom	1 per teacher
	8	Independent reading built into daily schedules to improve accuracy and fluency (15+ minutes).	AR, CE, T1	K-5	AP's	Indiv. Books	Daily
	9	Implement READ 180 for 4 th and continue in 5 th Grade SEI, TAKS failures (ED & H) to improve reading comprehension and strengthen independent reading level.	AR, CE, T1, SD	5 SEI, TAKS R failures (ED, AA, H)	SEI R/LA Teacher, AP, Reading IS	READ 180 Program	Aug. 07 – May 08
	10	Provide students time to participate in Kid Biz to build reading fluency and comprehension at their independent	AR, SD, T1,	3-5	Reading teachers, Rdg	Kid Biz Program	Sept. 07- May 08

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		reading level.	T		IS, AP		
Parents	1	Attend TAKS Parent Nights and Library Nights (once a month) provided to share information and strategies to prepare for TAKS tests. T1-6	AR, PI, CE, T1	3-5	TAKS comm..	Tutoring/ test strategies	As determined by TAKS committee
	2	Support with transportation and attendance on TAKS Saturday Training Camps and extra tutoring.	AR, PI, T1	3-5	Teachers, IS	Communication with parents	As needed
	3	Participate in parent make and take night for reading journals and writing journals.	AR, CE, T1, PI	All	AP, Title 1 committee	Presentation	October 20
	4	Participate in the "Superstar Pre-training Curriculum Night" with their children in reading.	AR, PI, T1, CE	All	LA Committee	Strategies for reading at home	
	5	Keep parents informed of triumphs and struggles.	AR, PI	All	Teachers	Samples of student work	Weekly
	6	Encourage their children to participate in book incentive reading programs and time for their children to read independently at home for 20+ minutes.	AR, PI, T1, CE	K-5	Teachers, Librarian, Reading IS	Parent notes	Fall 2009 – Spring 2009; daily

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Areas to Improve

District Priority:	1	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
	A	
Area of Focus:		Writing
Campus Objective:	#	By May, 2009, we will increase the percentage of students demonstrating proficiency on TAKS writing in 4 th grade.
Formative/Summative Evaluation:		District-developed Tests and Texas Assessment of Knowledge and Skills

Fourth Grade		
Subpopulations	'08	'09 Target
AA	94.1	+6
W	97.9	+3
H	93.5	+5
ED	93.2	+9
Commended	18	30
Writing Composition -#1=3%, #2 = 72% (#3 = 24% Target = +5)		

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Monitor each student's composition skills. Provide time to confer with students about their writing and implementing Writer's Workshop.	AR, SD, T	All students	K-5 Teachers	Writing journal & samples; classroom obs.	Aug. 08 – May 09
	2	Focus on the improvement of usage, mechanics, spelling, revision, & editing as identified on benchmarks writing composition.	AR, CE, SD, T1, T	Identified students	Teachers, Reading spec.	Benchmark data; writing journals; lesson plans; classroom obs.	Aug. 08 – May 09
	3	Use Karen Lowery to motivate students to brainstorm ideas and develop vocabulary in their writing. Use K. Lowery's lesson plans for target objectives. T1-6	AR, T1	3 rd & 4 th Aug. – Feb.	Teachers; Instructional specialist	Schedule; lesson plans; classroom observations	Bi-weekly Sept. 08 – Mar. 09
	4	Brainstorm seed ideas in his/her writer's notebook.	AR, CE, SD, T1	K – 5 students	Teachers, Reading spec.	Writing journal	Daily

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Teachers	1	All teachers will continue professional dev. in Writer's Workshop and implement 6 +1 Writing Traits.	AR, SD	K-5 LA teachers	Instructional Specialist		Aug. 08 – May 09
	2	All teachers will share the responsibility of teaching writing through all content areas.	TI, AR, CE				
	3	Weekly planning sessions and one half day planning session for 4 th grade teachers to plan and collaborate quality instruction. T1-5	AR, CE, T1	4 th LA teachers	Instructional Specialist		Aug. 08 – May 09 weekly
	4	Analyze students writing samples each six weeks to implement strategies to increase the number of students earning a 2 or higher rating on the TAKS written composition. Grade level teachers K-5 will discuss and analyze a minimum of three writing samples per six weeks to improve individual students' writing.	AR, SD, T1, CE	K – 5 LA teachers	IS, AP, Principal	Writing journals, writing compositions	Once per six weeks, Aug. 08-May 09
	5	All LA teachers will share the responsibility for teaching writing at grades PreK – 5 th Grades through implementing balance literacy and Writer's Workshop.	AR	PK – 5 LA teachers	Teachers, dyslexia T, IS, AP, Principal	Lesson plans; classroom observations	Aug. 08 – May 09
Parents	1	Keep parents up-to-date on their child's progress through conferences and progress reports. T1-6	AT, PI, T1	Parents of identified students	Teachers	Writing compositions; journals	As needed
	2	Invite parents to Library Night where writing is the focus and to "Show Case of the Stars" (showcase students' white books).	AT, PI, T1	All students	Librarian, writing committee	Library Night & Showcase of the Stars invitation; Parent newsletter; white books	Library Nights monthly; Showcase – May 08

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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

Sheridan Elementary

Anne Wilcox

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	Sheridan 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.
X	Included strategies for improving student attendance.
X	Provided for a program to encourage parental and community involvement at the campus.
X	Included goals and methods for violence prevention and intervention on campus.
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.
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
Anne Wilcox	Principal:
Marci Morton	Secretary
Regina Guidry & Cheryl Fisher	Assistant Principals
Rene McIntyre & Cynthia Pearson	Instructional Specialists
Shirley Davis	Counselor
Dolores Lopez	Librarian
Tamera Felder	Testing Coordinator – At Risk
Cindy Cook	Behavior Specialist
Kathy Marinko	AP Secretary
Peggy Smith	Para
Diane Zuccarini	Science
Marlene Martinez	Registrar
Jill Florence	Diagnostician
Eva Olicker	Pre-K Teacher
Kelly McMahon	Kindergarten Teacher
Lynlea Dickerson	1 st grade Teacher
Dan Bartolini	2 nd Grade Teacher
Catherine Pekula	3 rd Grade Teacher
Angela Steagall	4 th Grade Teacher
Susan Smith	5 th Grade Teacher
Kelly Strauss	Life Skills Teacher
Moirra Castro	Reading Enrichment Teacher
Jason Blevins	P.E. Coach
Toi Venable	Parent 2:
Jonette Crane	Community resident 1:

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Richard Fordan	Business representative 1:
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CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	September 17, 2008	3:30	Computer Lab
2	November 10, 2008	3:30	Cafeteria – 4 th Grade PTO
3	January 23 2009	7:30	Library – Staff Meeting
4	April 1 2009	3:30	Computer Lab
5	May 15 2009	8:10	Computer Lab

* 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 20% .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at XX% .	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.
	5) Violence Prevention	For 2008-2009, the discipline referrals for	Each grading period the discipline referrals will be	At the end of the school year, the discipline	Implement and monitor the school-wide safety

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X		offenses will be reduced by 10% from the previous school year.	reviewed to determine the percent of referrals.	referrals will be reviewed to determine the percent of referrals for XXX .	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 programs. Guide students to appropriate testing, classes, and

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					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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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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Sheridan 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	State of District Address
5-Aug (P.M.)	GLT/AMS	Elementary	Campus Data
5-Aug (A.M.)	Safety Conference	District Administrative Staff	Emergency Operations Procedure Manual
14-Aug-15	New Staff Orientation	District Staff	District/Building Procedures, BBR & PBIS
18-Aug	All Staff	Campus	PBIS
19-Aug	All Staff	Campus	Team Liaison Meetings
20-Aug	All Staff	Campus	Policies, Team Building
21-Aug	Elementary/Secondary	District Staff	Curriculum Content
22-Aug	All Staff	Campus	Organization on Areas
13 - Oct	Elementary Staff	Campus Staff	Parent Conferences
4 - Nov	Elementary Staff	District Staff T.E.	Curriculum Content
5 – Jan	Elementary Staff	District Staff	District Staff Development
16-Feb	All Staff	Campus T.E.	Data Dig/Team Planning
13-April *	All Staff	Campus T.E.	Vertical Team Meetings
4-June	All Staff	Campus	EOY Closeout

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