

2008-2009  
**Campus Improvement Plan**  
for  
**Walker 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.

Walker Elementary  
2008-09 Comprehensive Needs Assessment Summary

The staff at Walker Elementary includes 71 teachers, 26 paraprofessionals, and 3 administrators. The student population is 18% White, 24% African American, 55% Hispanic, 3% Asian, and 0% Native American. Sixty-one percent of students who attend Walker Elementary qualify for free or reduced lunch. The mobility rate for students at Walker Elementary is 21.4%.

In accordance with Texas state legislative requirements, the staff at Walker 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 4<sup>th</sup> grade reading (66%); students who are economically disadvantaged in 4<sup>th</sup> grade reading (64%). 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.

Walker 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 (95.8%), Hispanic (95.6%), White (95.4%), and students who are economically disadvantaged (95.5%). Efforts will also be made to increase teacher retention at Walker Elementary.

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## Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
<b>Students</b>	<b>Subjects</b>	<b>Reading/ELA</b>	<p><b>Extended Learning Time</b> for Reading TAKS preparation with Saturday Schools funded by district and Title I monies for all students and by a Title III Grant for bilingual/ESL students, recess tutoring, and support from Reading Enrichment teachers, Title I Reading Specialists, and ARIP teachers.</p> <p><b>Resources</b> including Literacy Library, classroom libraries, non-fiction book kits, READ 180, Accelerated Reader, Kid Biz, iStation, and Daily LA homework for all students using ESL materials.</p> <p><b>Program continuation</b> of the Balanced Literacy program for grades K-5.</p> <p><b>Staff Development</b> with LA Retreats for 1<sup>st</sup> and 4<sup>th</sup> grade teachers, planning with the district LA Helping Teachers for K-5, and coaching for 4-5 teachers from the district Literacy Coach.</p> <p><b>Parent Involvement</b> with TAKS Reading presentations at the Parent University and explanations for using the TAKS Study Guide for support at home.</p>	<p><u>3<sup>rd</sup> grade</u> Increase in Met Std. % for AA Increase in Commended for All-ED-H-LEP-LEP/M1-Sp Ed-White</p> <p><u>4<sup>th</sup> grade</u> Increase in Met Std. % for All-AA-LEP-LEP/M1-White Increase in Commended for All-AA-ED-LEP-LEP/M1-Sp Ed-White</p> <p><u>5<sup>th</sup> grade</u> Increase in Met Std. % for All-AA-ED-LEP/M1-LEP/M2-White Increase in Commended for All-ED-H-LEP/M1-LEP/M2-Sp Ed-White</p>

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		<p><b>Writing</b></p>	<p><b>Extended Learning Time</b> for Writing TAKS preparation with Saturday Schools funded by Title I for all students and by a Title III grant for bilingual/ESL students, and recess tutoring.</p> <p><b>Staff Development</b> with the district LA Coordinator coaching the 4<sup>th</sup> grade writing teachers and the district LA Helping Teacher presenting the Six Traits for Writing inservice.</p> <p><b>Round Robin Format</b> used to teach/reinforce writing skills.</p> <p><b>Parent Involvement</b> with TAKS writing presentations at the Parent University.</p>	<p><u>4<sup>th</sup> grade</u>  Increase in Met Std % for All-AA-ED-H-LEP-LEP/M1-Sp Ed-White  Increase in Commended for All-AA-ED-H-LEP-LEP/M1-LEP/M2-Sp Ed-White</p>
		<p><b>Math</b></p>	<p><b>Extended Learning Time</b> for Math TAKS preparation with Saturday School for grades 3-4-5 funded by Title I, district Math Camp for 5<sup>th</sup> grade, support from the district Math Helping Teachers and AMIP teachers, before school, after-school, and recess tutoring by the math teachers.</p> <p><b>Resources</b> including Math Fact Challenge.</p> <p><b>Staff Development</b> with the district Math Coach to support grades 3, 4, 5 math planning, and continued support for second year math teachers by the Math Instructional Specialist.</p> <p><b>Parent Involvement</b> with TAKS Math presentations at the Parent University and explanations for using the TAKS Study Guide for support at home.</p>	<p><u>3<sup>rd</sup> grade</u>  Increase in Met Std % for All-AA-ED-H-LEP-Sp Ed  Increase in Commended for LEP-Sp Ed</p> <p><u>4<sup>th</sup> grade</u>  Increase in Met Std % in All-AA-ED-H-LEP-LEP/M1-Sp Ed-White  Increase in Commended in All-AA-ED-H-LEP-LEP/M1-LEP/M2-Sp Ed</p> <p><u>5<sup>th</sup> grade</u>  Increase in Met Std % in All-ED-H-LEP-LEP/M2-Sp Ed-White  Increase in Commended in All-AA-ED-H-LEP/M1-LEP/M2-Sp Ed-White</p>

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.

		<p style="text-align: center;"><b>Science</b></p>	<p><b>Extended Learning Time</b> for Science TAKS preparation with Saturday School funded by Title I, district Science Camp, district Super Saturday Science School for bilingual/ESL students, after-school and recess tutoring, Science Labs for 5<sup>th</sup> grade, and support by the Instructional Specialist, the district Science Helping Teacher and district science tutors.</p> <p><b>Resources</b> including the Science Lab, the Science Bowl competitions, and science take-home books.</p> <p><b>Program continuation</b> of LoTi.</p> <p><b>Staff Development</b> with the district Science Helping Teacher to support 5<sup>th</sup> grade science planning, and continued support for second year science teachers by the Title I Science Specialist.</p> <p><b>Parent Involvement</b> with TAKS Science presentations at the Parent University and explanations for using the TAKS Study Guide for support at home.</p>	<p><u>5<sup>th</sup> grade</u>  Increase In Met Std % in All-AA-ED-H-LEP/M1-LEP/M2-Sp Ed-White  Increase in Commended in All-AA-ED-H-LEP/M1-LEP/M2-Sp Ed</p>
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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:**

#1 For 2008 – 2009, the discipline referrals to the office will be reduced by 20% from the previous school year.

**Formative Evaluation:**

District-developed Reports

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
<b>Students</b>	1	Maintain consistent emphasis on social skills and appropriate behavior in a school setting.	VP	Student Body	Teachers, BBR Consultant, PBIS Team, Administrators	BBR skills, I CAN Curriculum, PBIS matrixes	Ongoing
	2	Implement the PBIS program, develop school-wide matrixes that address structures for specific campus concerns, and monitor progress on PBIS action plans.	VP	Student Body	PBIS Team	PBIS process	Meet monthly
	3	Implement campus plan to address individual students with multiple office referrals.	VP AR	Identified students	PBIS Team, Administrators, Teachers	Code of Conduct	Ongoing

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.

<b>Teachers</b>	1	Schedule campus meetings focused on PBIS and BBR strategies that address student behavior and classroom management.	SD	Student Body	BBR Consultant PBIS Team, Administrators	BBR and PBIS resources	Meet monthly
	2	Schedule grade level and faculty meetings to share strategies for working with difficult students. Presenters may include AP's, counselor, district behavior specialist, psychologist, and PBIS Coach.	SD	Student Body	Administrators, PBIS Team	Compilation of district and campus behavior support personnel	Four times during the year
<b>Parents</b>	1	Maintain contact with parent for each office referral. The first referral is a phone conference. The second office referral and any subsequent office referrals will be a face-to-face conference at which a behavior plan will be developed. T1-6	PI	Identified Students	Administrators	Code of Conduct	Ongoing

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

## Area of Focus: Attendance

<b>District Priority:</b>	Ensure that students understand the importance of attending school regularly and completing high school.
<b>Campus Objective:</b>	#2 For 2008– 2009 the ADA student attendance will be at or above 96% for AA-H-W-As-Sp Ed-ED-LEP-At Risk students
<b>Formative/Summative Evaluation:</b>	District-developed Reports and AEIS

STP		Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Recognize students for perfect attendance for each grading period with an individual certificate from the school and a special recognition from a community business partner.	AR	Identified Students	Administrators, Teachers	Recognition at ROAR Rallies	Each six weeks grading period
	2	Motivate students to attend school daily by creating an engaging and supporting learning environment and by recognizing perfect attendance with announcements that highlight grade level competition and individual classes.	AR	Identified Students	Administrators, Leadership Team, Teachers	Lesson Plans, Attendance records	Ongoing

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	3	Encourage students to form good habits and adopt healthful practices that support school attendance.	AR	Identified Students	Teachers, PE teachers, counselor, CATCH committee	Classroom Guidance lessons, Health Curriculum	Ongoing
Teachers	1	Study the causes of absenteeism by analyzing six weeks "Excessive Absence" reports.	AR PI	Identified Students	Administrators, Attendance secretary, Nurse, Teachers	Attendance Reports	Each six weeks grading period
	2	Implement an action plan to follow up on student absences by contacting parents each time the student is absent.	AR PI	Identified Students	Attendance Secretary, Teachers, Assistant Principals	Attendance Reports	Ongoing
Parents	1	Help parents to understand the importance of regular attendance and to develop an action plan to have their child in attendance every day. Address individual situations in which the parent consistently withdraws the student at the same time of day to attend appointments. T1-6	PI	Identified Students	Teachers, Counselor, Nurse	Attendance Reports, Student sign-out sheets	Ongoing

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## Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	61	75	78	90	82
All	69	76	80	90	83
Eco.Dis.	68	75	75	90	80
Hispanic	69	76	77	90	81
LEP	53	75	50	90	80
LEP M1	71	77	100	100	100
LEP M2	81	84	100	100	100
Spec.Ed.	50	75	73	90	80
White	77	81	90	100	93

**District Priority:**

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

**Campus Objective:**

#3 By May, 2009, we will increase percentages (by the amounts noted, or greater) of students demonstrating proficiency on fifth grade Science TAKS.

**Formative/Summative Evaluation:**

District-developed Benchmark Tests and Texas Assessment of Knowledge and Skills of students demonstrating proficiency on fifth grade Science TAKS.

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Monitor each student's progress in learning the critical TEKS by analyzing results of teacher-made assessments, district benchmarks, and the district CBA.	AR	Groups listed	Teachers, Title I Science Specialist, AP's, Principal	Gradebook, Benchmark and CBA data	Every 3 to 6 weeks
		Assessment results will be graphed and visual displays will be created in the classroom for weekly science checkpoints and in the hallway for benchmarks, CBA's, and unit tests. Students in grades 3-4-5 will graph their individual results and record their data in their assessment notebook. T1-8		Each Science class	Science teachers, Title I Science Specialist	Assessment data	Ongoing as assessments are completed

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.

	2	<p>Design and present lessons that follow research-proven strategies.</p> <p>Integrate technology with instruction and utilize LoTi lessons.</p> <p>Teach vocabulary terms and phrases focused on science content. T1-2</p>	T T1	Groups listed	Teachers	<p><u>Building Engaged Schools, Rigor and Relevance, Classroom Instruction That Works, LoTi lessons, science vocabulary list, questioning strategies</u></p>	Ongoing
	3	<p>Provide extended learning time for students during supplemental instruction, Saturday classes, before-school tutoring, after-school tutoring, recess tutoring, study hall, Science Lab and through non-traditional schedules.</p> <p>Have students in grade K-5 participate in Science Bowls during lunch times. T1-9</p>	AR CE T1	Identified Students	Classroom teachers, Science Helping Teacher, Title I Science Specialist	Tutorial Materials	Daily and semi-monthly
	4	<p>Utilize innovative strategies to develop background knowledge and to review science concepts.</p> <p>Implement strategies for working with students in poverty and for increasing the achievement of African-American boys. T1-2</p>	AR T1	Groups listed	Classroom teachers, Title I Science Specialist	Title I funds, Eggspert, United Streaming, Consultants – Dr. Rita Pierson and Crystal Kuykendal	Ongoing
	5	Recognize individual student achievement in science for grades K-5.	AR	Identified Students	Classroom teachers	Certificates	Each six weeks at ROAR Rallies

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Teachers	1	Schedule the district Science Coach to work with science teachers in grade 1-5 on planning and presenting hands-on lessons.	SD	Science teachers	Title I Science Specialist	Science Coordinator, Science TAKS materials	Weekly planning sessions
	2	Provide on-campus science specialist to work with science teachers in grades 1-5. T1-4	SD T1	Science teachers	Title I Science Specialist	Title I funds	Ongoing
	3	Provide two planning sessions at critical points during the year (fall and spring) so that teachers can meet for half a day for in-depth, long range planning for science. T1-5  Provide opportunities during planning sessions for vertical teams to meet to focus on transitioning between grades and identifying strengths and weaknesses of specific skills.	SD T1	Science teachers	Title I Science Specialist	Title I funds	Fall/Spring sessions for K-5 science teachers.

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.

Parents	1	Include parents as part of the Educational Triangle (Student-Teacher-Parent) by keeping parents apprised of their child's academic progress through conferences, phone calls, and Parent Internet Viewer. T1-6	PI	Parents	Teachers	Gradebook	Ongoing
	2	Present Parent University sessions focused on science concepts. Culminate the year with "Passport to Summer Learning" ... an event for parents to gather ideas and materials to use with their children in reviewing science concepts during the summer.	PI T1	Parents	Title I Science Specialist	Presentation materials	Two meetings a year

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

## Area of Focus: Mathematics

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	70	77	75	90	80	67	75	84	90	86	85	87	84	90	86
All	79	83	83	90	85	79	83	89	90	89	89	89	91	100	94
Eco.Dis.	72	78	79	90	83	79	83	84	90	86	89	89	91	100	94
Hispanic	79	83	85	90	87	84	86	90	100	93	91	94	93	100	95
LEP	74	79	81	90	84	78	82	88	90	89	81	84	82	90	85
LEP M1	100	100	100	100	100	86	87	100	100	100	100	100	100	100	100
LEP M2	--	--	--	--	--	100	100	100	100	100	94	96	100	100	100
Spec.Ed.	55	75	64	90	80	55	75	63	90	80	75	80	100	100	100
White	90	93	87	90	88	83	85	93	100	95	92	95	93	100	95

**District Priority:**

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

**Campus Objective:**

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

**Formative/Summative Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	Monitor each student's progress in learning the critical TEKS by analyzing results of teacher-made assessments, district benchmarks, and the district CBA. T1-8	AR	Groups listed	Teachers, Math Instructional Specialist, AP's, Principal	Gradebook, Benchmark and CBA data	Every 3 to 6 weeks
	Assessment results will be graphed and visual displays will be created in the classroom for math quizzes and in the hallway for benchmarks and CBA's. Students in grades 3-4-5 will graph their individual results and record their data in their assessment notebook.		Each Math class	Math teachers, Math Instructional Specialist	Assessment data	Ongoing as assessments are completed

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.

	2	<p>Design and present lessons that follow research-proven strategies.</p> <p>Integrate technology with instruction utilizing LoTi lessons (grades 1-5) and including “Math and Music” (grades 2-3).</p> <p>Teach vocabulary terms and phrases focused on math content. T1-2</p>	T T1	Groups listed	Teachers	<u>Building Engaged Schools, Rigor and Relevance, Classroom Instruction That Works</u> , LoTi lessons, “Math and Music”, math vocabulary list, questioning strategies	Ongoing
	3	<p>Provide extended learning time for students during supplemental instruction, Saturday classes, before-school tutoring, after-school tutoring, recess tutoring, study hall, and through non-traditional schedules. T1-9</p>	AR CE T1	Identified Students	Classroom teacher, Math Helping teacher, Math Instructional Specialist	Tutorial materials	Daily and semi-monthly
	4	<p>Utilize innovative strategies to reinforce math concepts.</p> <p>Implement strategies for working with students in poverty and for increasing achievement of African American boys. T1-2</p>	AR	Groups listed	Classroom teachers, Math Instructional Specialist	Math Fact Challenge and games, Consultants – Dr. Rita Pierson and Crystal Kuykendal	Ongoing

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.

Teachers	1	Schedule the district Math Coach to work with math teachers in grades 1-5 on planning and presentation of lessons.	SD	Math teachers	Math Instructional Specialist	Math Coordinator Math TAKS materials	Planning sessions every two weeks
	2	Provide two planning sessions at critical points during the year (September and January) so that teachers can meet for half a day for in-depth, long range planning for math. T1-5	SD T1	Math teachers	Math Instructional Specialist	Title I funds	Fall/Spring sessions for K-5 math teachers
	3	Schedule after-school sessions for vertical teams to meet at the beginning of the year, the end of the year, and after each Benchmark during the year. These vertical team meetings will include the grade level above and below each grade level and will focus on transitioning between grades and identifying strengths and weaknesses of specific skills. T1-4, T1-5	SD T1	Math teachers	Math Instructional Specialist	Assessment results	At least four one-hour sessions after school during the year
Parents	1	Include parents as part of the Educational Triangle (Student-Teacher-Parent) by keeping parents apprised of their child's academic progress through conferences, phone calls and Parent Internet Viewer. T1-6	PI	Parents	Teachers	Gradebook	Ongoing
	2	Present Parent University sessions focused on math concepts. Culminate the year with "Passport to Summer Learning"...an event for parents to gather ideas and materials to use with their children in reviewing math concepts during the summer.	PI T1	Parents	Math Instructional Specialist, Teachers	Presentation materials	Two meetings a year

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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	85	87	90	100	93	63	75	82	90	85	78	82	85	90	87
All	92	95	91	100	94	70	77	74	90	80	83	85	87	90	88
Eco.Dis.	93	95	86	90	87	65	75	64	90	80	81	84	83	90	85
Hispanic	92	95	89	90	89	67	75	66	90	80	86	87	85	90	87
LEP	90	93	86	90	87	46	75	49	90	80	75	80	59	90	80
LEP M1	100	100	100	100	100	71	77	80	90	83	93	95	100	100	100
LEP M2	--	--	--	--	--	100	100	100	100	100	88	89	100	100	100
Spec.Ed.	78	82	78	90	82	55	75	50	90	80	56	75	55	90	80
White	100	100	95	100	97	83	85	88	90	89	81	84	93	100	95

**District Priority:**

1A

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

**Campus Objective:**

#5

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

**Formative/Summative Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Monitor each student's progress in learning the critical TEKS by analyzing results of teacher-made assessments, district benchmarks, and the district CBA. Monitor the reading level of each student in grades K-5. T1-8	AR	Groups listed	Teachers, LA Instructional Specialist, AP's, Principal	Gradebook, Benchmark and CBA data	Every 3 to 6 weeks
	Assessment results will be graphed and visual displays will be created in the classroom for the following: (PK) Letter, number, and color recognition (K-1) Sight words		Each language arts class	LA teachers, LA Instructional Specialist	Assessment data	Ongoing as assessments are completed

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	<p>(K-2) Reading levels (1-5) Reading comprehension assessments</p> <p>Assessment results for benchmarks and CBA's will be graphed and displayed in the hallway. Students in grades K-1-2 will graph the changes of their reading levels on their individual assessment sheets. Students in grades 3-4-5 will graph their individual results and record their data in their assessment notebook.</p>					
2	<p>Design and present lessons that follow research-proven strategies.</p> <p>Integrate technology with instruction utilizing LoTi lessons (grades 1-5) and including iStation for special ed students and struggling readers (grades 1-5).</p> <p>Teach vocabulary terms and phrases focused on language arts content.</p> <p>Implement strategies for working with students in poverty and for increasing the achievement of African American boys (Research of Dr. Rita Pierson and Crystal Kuykendal) T1-8</p>	T T1	Groups listed	Teachers	<p><u>Building Engaged Schools, Rigor and Relevance, Classroom Instruction That Works, LoTi lessons, iStation, language arts vocabulary list, questioning strategies</u></p>	Ongoing
3	<p>Provide extended learning time for students during supplemental instruction, Saturday classes, before-school tutoring, after-school tutoring, recess tutoring, study hall, and through non-traditional schedules. T1-9</p>	AR CE T1	Identified Students	Classroom teachers, Reading Enrichment teacher, Title I Reading Specialist, LA Instructional Specialist	Tutorial Materials	Daily and semi monthly
4	<p>Continue READ 180 program for two fifth grade classes to support SEI students and struggling readers.</p> <p>Increase READ 180 book selections.</p>	AR T T1	Identified Students	READ 180 LA teacher, LA Instructional Specialist, 5 <sup>th</sup> grade AP	READ 180 program and materials, Title I Funds	Ongoing

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.

Teachers	1	Schedule LA Helping Teachers to work with K-5 language arts teachers for planning and presenting a balanced literacy program.  Continue to increase library books and classroom libraries.	SD T1	LA teachers	LA Instructional Specialist	LA Helping Teachers, Reading TAKS materials, Title I funds	Planning sessions several times a six weeks
	2	Provide staff development to support LA teachers in Grades 1 – 5 with the implementation of a Balanced Literacy Program. T1-4	SD	LA teachers	LA Helping Teachers, LA Instructional Specialist	Balanced Literacy Materials	Ongoing
	3	Provide two planning sessions at critical points during the year (fall and spring) so that teachers can meet for half a day for in-depth, long range planning for reading.	SD T1	LA teachers	LA Instructional Specialist	Title I funds	Fall/Spring sessions for K-5 language arts teachers.
	4	Schedule after-school sessions for vertical teams to meet at the beginning of the year, the end of the year, and after each Benchmark during the year. These vertical team meetings will include the grade level above and below each grade level and will focus on transitioning between grades and identifying strengths and weaknesses of specific skills. T1-4	SD T1	LA teachers	LA Instructional Specialist	Assessment results, Balanced Literacy materials	At least four one-hour sessions after school during the year
Parents	1	Include parents as part of the Educational Triangle (Student-Teacher-Parent) by keeping parents apprised of their child's academic progress through conferences, phone calls and Parent Internet Viewer. T1-6	PI	Parents	Teachers	Gradebook	Ongoing

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.

	2	Present Parent University sessions focused on reading concepts. Culminate the year with “Passport to Summer Learning”...an event for parents to gather ideas and materials to use with their children in reviewing reading concepts during the summer.	PI T1	Parents	LA Instructional Specialist, Teachers	Presentation materials	Two meetings a year
	3	Through the Title I program, present two parent meetings that focus on how parents can support their children at home in the areas of academics, study skills, and preparation for assessments.	P1 T1	Parents	Reading and Math specialists, Title I Science Specialist	Presentation materials funded by Title I	Two meetings a year
	4	Develop a “Wee Wildcat” program in which the campus will present the mothers of newborns in the school community with a book to share with her baby and information about the importance of early literacy. T1-6	P1 T1	Parents, Pre-school students	Principal, LA Instructional Specialist	Title I funds	Ongoing

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	79	83	93	100	95
All	81	84	89	90	89
Eco.Dis.	78	82	84	90	86
Hispanic	81	84	86	90	87
LEP	54	75	75	90	80
LEP M1	90	93	100	100	100
LEP M2	100	100	92	100	95
Spec.Ed.	44	75	50	90	80
White	79	83	93	100	95

**District Priority:**

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

**Campus Objective:**

#6 By May, 2009, we will increase percentages (by the amounts noted, or greater) of students demonstrating proficiency in 4<sup>th</sup> grade Writing TAKS.

**Formative/Summative Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	Monitor each student's progress in learning the critical TEKS by analyzing results of teacher-made assessments, district benchmarks, and the district CBA.	AR	Groups listed	Teachers, LA Instructional Specialist, AP's, Principal	Gradebook, Benchmark and CBA data	Every 3 to 6 weeks
	Assessment results will be graphed and visual displays will be created in the classroom for writing samples and in the hallway for benchmarks and CBA's. Students in grades 3-4-5 will graph their individual results and record their data in their assessment notebook. T1-8		Each LA class	LA teachers, LA Instructional Specialist	Assessment data	Ongoing as assessments are completed

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.

	2	Design and present lessons that follow research-proven strategies  Integrate technology with instruction and utilize LoTi lessons.  Teach vocabulary terms and phrases focused on writing content.	T T1	Groups listed	Teachers	<u>Building Engaged Schools, Rigor and Relevance, Classroom Instruction That Works</u> , LoTi lessons, writing vocabulary list, questioning strategies	Ongoing
	3	Provide extended learning time for students during supplemental instruction, Saturday classes, before-school tutoring, after-school tutoring, recess tutoring, study hall, and through non-traditional schedules. T1-9	AR CE T1	Identified students	Classroom teachers, LA Instructional Specialist	Tutorial materials	Daily and semi monthly
Teachers	1	Provide inservice to 4 <sup>th</sup> grade LA teachers focused on the Six Traits of Writing.	SD	4 <sup>th</sup> grade LA teachers	LA Instructional Specialist, LA Helping Teacher	Six Traits of Writing materials	First Semester
	2	Develop a Writing Committee including representatives from each grade level to promote a campus-wide focus on writing and to monitor and adjust our campus writing plan.	SD	LA teachers	LA Instructional Specialist	Campus Writing Plan	Ongoing

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	3	Provide two planning sessions at critical points during the year (fall and spring) so that teachers can meet for half a day for in-depth, long range planning for writing.  Provide opportunities during planning sessions for vertical teams to meet to focus on transitioning between grades and identifying strengths and weaknesses of specific skills. T1-5	SD T1	LA teachers	LA Instructional Specialist	Title I funds	Fall/Spring sessions for K-5 language arts teachers.
Parents	1	Include parents as part of the Educational Triangle (Student-Teacher-Parent) by keeping parents apprised of their child's academic progress through conferences, phone calls, and Parent Internet Viewer. T1-6	PI	Parents	Teachers	Gradebook	Ongoing
	2	Present Parent University sessions focused on writing concepts. Culminate the year with "Passport to Summer Learning"...an event for parents to gather ideas and materials to use with their children in reviewing writing concepts during the summer.	PI T1	Parents	LA Instructional Specialist, Teachers	Presentation materials	Two meetings a year

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.

**\* Legend**

<b>Code</b>	<b>Plan</b>	<b>Indicates that the strategy addresses...</b>
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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## Area of Focus: Campus Culture

**District Priority:**

The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.

**Campus Objective:**

#

For 2008-2009, the staff will continue the second year of participation in the Organizational Health Improvement program.

**Formative Evaluation:**

Surveys

STP	Strategies		Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Develop an action plan to focus on our campus' target dimension of problem-solving adequacy.	Teachers Staff	OHI Team, Faculty/Staff	OHI Materials	Within first month of school
	2	Review and adjust the action plan that focused on our campus' previous target dimension of communication.	Teachers Staff	OHI Team, Faculty/Staff	OHI Materials	Within first month of school
	3	Schedule regular faculty meetings to share OHI rationale and framework.	Teachers Staff	OHI Team, Faculty/Staff	<u>Enhancing Leadership Effectiveness</u>	Meetings held each month
	2	Implement committee structure of Leadership Team and Academic Team to address campus needs.	Teachers Staff	OHI Team, Principal	OHI Materials	Meetings held at least every two weeks

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: Campus Culture

**District Priority:**

The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.

**Campus Objective:**

#

For 2008-2009, the staff will implement the DATE grant that addresses retention of highly qualified teachers through compensation for student achievement.

**Formative Evaluation:**

Student Achievement Data, Teacher Retention Data, and Surveys

STP	Strategies		Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Complete requirements outlined in the grant.	Teachers, Staff	Principal, Teachers, Staff	DATE grant guidelines	May, 2009
	2	Provide DATE grant staff development opportunities and encourage teachers to implement strategies in their classroom.	Teachers	Principal, AP's, Instructional Specialists, Staff Development Liaison, Teachers	<u>Rigor and Relevance</u> , Quantum Learning, research-based instruction strategies	September, 2008, to January, 2009
	3	Analyze assessment data in order to monitor and adjust instruction.	Teachers	Administrators, Instructional Specialists, Teachers	Benchmarks, CBA's, and TAKS tests	May, 2009

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## CIP PART II: ASSURANCE ADDENDUM

### WALKER ELEMENTARY

**2008 – 2009**

### Campus Improvement Plan

### Cypress-Fairbanks Independent School District

#### Section A

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

X	Walker 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.

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## CIP PART II: ASSURANCE ADDENDUM

	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)
<b>X</b>	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.
<b>X</b>	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

<b>Membership Composition of the Campus Performance Objectives Council</b>	
<b>Name of CPOC Member</b>	<b>Position</b>
Melissa Ehrhardt	Principal:
Debra Montgomery	Teacher 1: Pre-Kindergarten
Erin Rocheleau	Teacher 2: Kindergarten/First
Blaire Wade	Teacher 3: Second Grade
Juan Lemus	Teacher 4: Third Grade
Christine Clark	Teacher 5: Fourth Grade
Catherine Kinion	Teacher 6: Fifth Grade
Lisa White	Teacher 7: Reading Enrichment
Jenny Mace	Teacher 8: P.E.
Theresa Lipscomb/Cheryl Glasser	Non-teaching professional 1: Assistant Principals
Diane Rees/Sally Low	Non-teaching professional 2: Paraprofessional/Media Specialist
Donna Wilson	Parent 1: P.T.O. Volunteer
Karen Hamilton	Parent 2: P.T.O. Volunteer
Phyllis Mooney	Community resident 1: Retired resident
Metta Archilla	Community resident 2: Girl Scout Leader
Tony Rossi	Business representative 1: Shell Oil Company
Brad Sanders	Business representative 2: David Weekly Homes

<b>CPOC Meetings* for '08 – '09</b>			
<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
1	Sept. 29, 2008	3:30 – 4:30 p.m.	Walker library
2	Nov. 10, 2008	3:30 – 4:30 p.m.	Walker library
3	Jan. 15, 2009	3:30 – 4:30 p.m.	Walker library
4	March 10, 2009	3:30 – 4:30 p.m.	Walker library
5	May 6, 2009	3:30 – 4:30 p.m.	Walker library

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

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## CIP PART II: ASSURANCE ADDENDUM

### Section C

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

	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
<b>X</b>	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.
<b>X</b>	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.
<b>X</b>	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by 5%.	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
<b>X</b>	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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## CIP PART II: ASSURANCE ADDENDUM

<b>X</b>	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by 20% 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 total referrals.	Implement and monitor the school-wide safety and security plan.
<b>X</b>	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.
<b>X</b>	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at <b>100%</b> . 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 <b>XX%</b> or less with no student group exceeding <b>XX%</b> .	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 <b>XX%</b> .	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 <b>XX%</b> .	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

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## CIP PART II: ASSURANCE ADDENDUM

					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 <b>XX%</b> .	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 <b>XX%</b> .	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 <b>XX%</b> .	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) <b>XX%</b> .	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

Walker 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
5-Aug (P.M.)	GLT/AMS	Elementary	Student Data
5-Aug (A.M.)	Safety Conference	District Administrative Staff	Crisis Plan
14-Aug-15	New Staff Orientation	District Staff	Curriculum Overview
18-Aug	All Staff	Campus	PBIS
19-Aug	All Staff	Campus	Speaker: Crystal Kuykendal "From Rage to Hope"
20-Aug	All Staff	Campus	Team Planning/Room Prep
21-Aug	Elementary/Secondary	District Staff	Curriculum Overview
22-Aug	All Staff	Campus	Team Planning
13-Oct	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	Curriculum Overview
16-Feb	All Staff	Campus	Data Review/Analysis
13-April *	All Staff	Campus	TE – PBIS
4-June	All Staff	Campus	Close out Procedures

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