

2008-2009
Campus Improvement Plan
for
Warner Elementary School

Cypress-Fairbanks Independent School District

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

Areas 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:
(SMART Goal)**

For 2008 – 2009, the discipline referrals will be evaluated each six weeks, and efforts will be made to reduce referrals by 10% each six weeks thereafter.

Formative Evaluation:

District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Implement Social Skills learned through morning announcements and weekly class meetings.	VP	All students	Teachers Administrators Students	Social Skills Posters H.O.W.L. Expectations	8/2008 to 5/2009
	2 Follow all class rules, routines, and procedures established in the school and classroom.	VP	All students	Teachers Administrators Students	H.O.W.L. Expectations	8/2008 to 5/2009
Teachers	1 Establish positive, respectful relationships with students.	VP	All staff	Teachers Administrators	Team Meetings Quantum Learning Workshops	8/2008 to 5/2009
	2 Establish and implement consistent of class rules, procedures, and routines.	VP	Teachers	Teachers Administrators	Team Meetings Quantum Learning Workshops	8/2008 to 5/2009
Parents	1 Communicate with parents regarding their child's behavior by using the communication card, phone calls, conferences, and/or office referrals.	PI	Parents	Teachers Administrators Parents	Tuesday Folder Communication Card Progress Reports Report Cards	8/2008 to 5/2009

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Area of Focus: Attendance

District Priority:	Ensure that students understand the importance of attending school regularly and completing high school.
Campus Objective: (SMART Goal)	# For 2008 – 2009, the ADA student attendance will be at or above 97% .
Formative/Summative Evaluation:	District-developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Encourage students to attend school daily.	AR	All Students	Teachers Registrar Administrators	Attendance Reports Perfect Attendance Certificates Class Meetings	8/2008 to 5/2009
Teachers	1	Call parents when students are absent 2 or more days to inquire about their absence and answer questions about completing classroom assignments.	AR PI	All Students Teachers	Teachers	Attendance Records Communication Log	8/2008 to 5/2009
	2	Ensure that students receive and complete missed classroom assignments.	AR	All Students Teachers	Teachers	Attendance Records Make-up Work Folder	8/2008 to 5/2009
Parents	1	Encourage parents to contact the school on or before the 3 rd absence to make arrangements to pick up missed classroom assignment for students to complete.	PI	Teachers Parents	Teachers Administrators	Attendance Records Communication Logs	8/2008 to 5/2009

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: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	--	--	78	90	82
All	--	--	90	100	93
Eco.Dis.	--	--	83	90	85
Hispanic	--	--	92	100	95
LEP	--	--	50	90	75
LEP M1	--	--	83	90	85
LEP M2	--	--	100	100	100
Spec.Ed.	--	--	--	--	--
White	--	---	97	100	98

District Priority:

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

**Campus Objective:
(SMART Goal)**

By May 2009, 90% of Warner Elementary students will demonstrate proficiency or higher in Science as demonstrated on benchmarks/TAKS Science in grades K – 5. (Commended = 50+%)

**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	Increase the use of quality hands-on experiments in the Science classroom.	AR, CE	All students, grades 1-5.	Science teachers; Instructional Specialist; district Science Helping Teacher	District Science curriculum documents; equipment and materials	8/2008 to 5/2009
	2	Attend tutoring groups either before-/after-school, during recess, or during large group time.	AR	Students below standard on district Science benchmarks	Science Teachers; Instructional Specialist; Administrators	District Science curriculum documents; Science equipment & materials	8/2008 to 5/2009
	3	Set goals for achievement routinely based on quizzes, checkpoint tests, and benchmark test scores.	AR	Grades 3-5 students	Science Teachers; Instructional Specialist; Administrators	Data from checkpoint tests and benchmarks	8/2008 to 5/2009

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STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Analyze current data to determine targets for instruction and plan lessons accordingly. Participate in grade level in-depth planning each semester.	AR, CE	Science Teachers, grades 1-5	Science Teachers; Instructional Specialist; district Science Helping Teacher; Administrators	Data from checkpoint tests and benchmarks	8/2008 to 5/2009
	2	Post Science "Anchor Charts" or concept charts in the classroom to summarize new concepts learned, to review previously taught information, and to emphasize key vocabulary terms. Utilize observation guides/science journals to increase comprehension.	SD	Science Teachers, grades 2-5	Science Teachers; Instructional Specialist; Administrators	Science Study Guides; chart tablets; markers	8/2008 to 5/2009
	3	Implement Quantum Learning strategies in the Science classroom.	SD	Science Teachers, grades 4-5	Science Teachers; Instructional Specialist; Administrators	Quantum Learning	8/2008 to 5/2009
	4	Ensure adequate time for Science instruction.	AR	Science Teachers, grades 1-5	Science Teachers; Instructional Specialist; Administrators	<i>Master Schedule</i>	8/2008 to 5/2009
	5	Implement SQ-RQ-CQ strategies and ask higher-order thinking questions.	AR	Science Teachers, grades 1-5	Science Teachers; Instructional Specialist; Administrators		8/2008 to 5/2009
Parents	1	Review Science vocabulary and concepts with students.	PI	Students Parents	Science Teachers; Instructional Specialist; Administrators	Vocabulary Cards; Science Study Guides; Science Journals	8/2008 to 5/2009

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Area of Focus: Mathematics

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	--	--	82	90	85	--	--	89	90	89	--	--	95	100	97
All	--	--	89	90	89	--	--	91	100	94	--	--	96	100	97
Eco.Dis.	--	--	80	90	83	--	--	87	90	88	--	--	93	100	95
Hispanic	--	--	82	90	85	--	--	85	90	87	--	--	98	100	99
LEP	--	--	74	90	79	--	--	77	90	81	--	--	80	90	83
LEP M1	--	--	--	--	--	--	--	100	100	100	--	--	83	90	85
LEP M2	--	--	--	--	--	--	--	100	100	100	--	--	100	100	100
Spec.Ed.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
White	--	--	98	100	99	--	--	95	100	97	--	--	98	100	99

District Priority:

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

Campus Objective: (SMART Goal)

By May 2009, 90% of Warner Elementary students will demonstrate proficiency or higher in Math as demonstrated on benchmarks/TAKS Math in grades K – 5. (Commended = 50+%)

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	Set goals for achievement routinely based on quizzes, checkpoint tests and benchmark test scores.	AR	Grades 3-5 students	Math Teachers; Instructional Specialist; Administrators	Data from checkpoint tests and benchmarks	8/2008 to 5/2009
	2	Participate in hands-on activities, rhymes/chants, and math games.	AR, T	All students, grades 3-5	Math Teachers; Instructional Specialist; Administrators	District Math curriculum documents; Math CD's; Educaide; ST Math Computer Program	8/2008 to 5/2009
	3	Attend tutoring groups either before-/after-school, during recess, or during large group time.	AR, T	Students below standard on TAKS or district Math benchmarks	Math Teachers; Instructional Specialist; Math Helping Teacher; AMIP Teacher; Administrators	District Math curriculum documents; Math manipulatives & materials; Educaide	8/2008 to 5/2009

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STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Implement Quantum Learning strategies in the Math classroom.	SD	Math Teachers, grades 4-5	Math Teachers; Instructional Specialist; Administrators	Quantum Learning	8/2008 to 5/2009
	2	Analyze current data to determine goals & targets for instruction. Plan lessons accordingly. Participate in grade level in-depth planning each semester.	AR, CE	Math Teachers, grades 1-5	Math Teachers; Instructional Specialist; Administrators	Data from checkpoint tests and benchmarks	8/2008 to 5/2009
Parents	1	Review math vocabulary and provide help with homework.	PI	Parents	Teachers	Student homework and review assignments	8/2008 to 5/2009

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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	--	--	90	100	93	--	--	78	90	82	--	--	85	90	87
All	--	--	92	100	95	--	--	85	90	87	--	--	92	100	95
Eco.Dis.	--	--	86	90	87	--	--	76	90	81	--	--	88	90	89
Hispanic	--	--	84	90	86	--	--	76	90	81	--	--	94	100	96
LEP	--	--	80	90	83	--	--	68	90	75	--	--	60	90	75
LEP M1	--	--	--	--	--	--	--	82	90	85	--	--	100	100	100
LEP M2	--	--	--	--	--	--	--	100	100	100	--	--	100	100	100
Spec.Ed.	--	--	--	--	--	--	--	--	--	--	--	--	50	90	75
White	--	--	100	100	100	--	--	95	100	97	--	--	97	100	98

District Priority:

1A

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

**Campus Objective:
(SMART Goal)**

#

By May 2009, 90% of Warner Elementary students will demonstrate proficiency or higher in Reading as demonstrated on benchmarks/TAKS Reading in grades K – 5. (Commended = 50+%)

**Formative/Summative
Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
1	Set goals routinely for reading comprehension improvement based on quizzes, checkpoint tests, and benchmark test scores.	AR	Grades 2-5 students	LA Teachers; Instructional Specialists; Administrators	Data from checkpoint tests and benchmarks	8/2008 to 5/2009
2	Participate in the Dyslexia or Reading Enrichment program.	AR, CE	Grade 1-5 struggling readers or students with dyslexia	Rdg. Enrich/Dyslexia Teacher; Administrators	Literacy library books	8/2008 to 5/2009
3	Attend tutoring groups either before-/after-school, during recess, or during large group time.	AR	Students below standard on district LA benchmarks	LA Teachers; Instructional Specialists; Administrators	District LA curriculum documents; reading intervention/ comprehension activities and materials	8/2008 to 5/2009

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	4	Read independently 15 or more minutes daily as part of a Balanced Literacy Program in order to build stamina, improve fluency, and increase reading comprehension.	AR	All Students, grades 1-5	All LA teachers; Instructional Specialists; Administrators	Books	8/2008 to 5/2009
Teachers	1	Analyze current data to determine goals & targets for instruction. Plan lessons accordingly. Participate in grade level in-depth planning each semester.	AR, CE	LA Teachers, grades K-5	LA Teachers; Instructional Specialists; Reading Enrichment, Administrators	Data from checkpoint tests, TPRI and benchmarks	8/2008 to 5/2009
	2	Improve kindergartners' listening skills by reading stories and asking explicit/implicit question, and phonological awareness skills through daily Neuhaus activities.	AR	Kindergarten Teachers	Kindergarten teachers; Instructional Specialists; Administrators	Books; Neuhaus phonological awareness activities	8/2008 to 5/2009
	3	Implement phonics instruction using the method, <i>Spalding: The Writing Road to Reading</i> in grades K-5.	AR, SD	K-5 LA Teachers	K-5 LA Teachers; Instructional Specialists; Administrators	<i>Spalding: The Writing Road to Reading</i>	8/2008 to 5/2009
Parents	1	Review vocabulary and provide help with homework.	PI	Parents	Teachers	Student homework and review assignments	8/2008 to 5/2009

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Area of Focus: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	--	--	97	100	98
All	--	--	95	100	97
Eco.Dis.	--	--	90	100	93
Hispanic	--	--	90	100	93
LEP	--	--	81	90	84
LEP M1	--	--	100	100	100
LEP M2	--	--	100	100	100
Spec.Ed.	--	--	--	--	--
White	--	--	99	100	99

District Priority:

1A

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

**Campus Objective:
(SMART Goal)**

#

By May 2009, 90% of Warner Elementary students will demonstrate proficiency or higher as demonstrated on benchmarks/TAKS Writing in grades K – 5. (Commended = 33+%)

**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 Set goals routinely for written composition and revising/editing improvement based on composition scores, revising/editing tests, and benchmark test scores.	AR	Grades 2-5 students	LA Teachers; Instructional Specialists; Administrators	Data from performance, tests, and benchmarks	8/2008 to 5/2009
	2 Improve TELPAS writing scores to reach the "advanced high" rating in order to exit the ESL program.	AR, CE, T	Grade K-5 LEP students	Grade K-5 ESL LA Teachers; Instructional Specialists; Administrators		8/2008 to 5/2009
	3 Attend tutoring groups either before-/after-school, during recess, or during large group time.	AR, T1	Students below standard on district LA benchmarks	LA Teachers; Instructional Specialists; Administrators	District LA curriculum documents; reading intervention/ comprehension activities and materials	8/2008 to 5/2009

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STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Analyze current data to determine goals & targets for instruction. Plan lessons accordingly. Participate in grade level in-depth planning each semester.	AR, CE	LA Teachers, grades K-5	LA Teachers; Instructional Specialists; Administrators	Data from checkpoint tests and benchmarks Analysis of Writing Samples (18 per year)	8/2008 to 5/2009
Parents	1	Provide help with writing assignments, revising/editing practice, and other homework.	PI	Parents	Teachers	Student homework and review assignments	8/2008 to 5/2009

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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

Warner Elementary School 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	Warner Elementary School 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.
N/A	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
N/A	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.
N/A	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.
N/A	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district's scope and sequence for the course and/or grade level.
N/A	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
X	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.

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CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Michael Maness	Principal:
Stephanie Watt-Johnson	Teacher 1:
Kimberly Henderson	Teacher 2:
Angela Hicks	Teacher 3:
Jennifer Scott	Teacher 4:
Emily Jones	Teacher 5:
Helen Redmon	Teacher 6:
Adam Britcher	Teacher 7:
Gina Mann	Teacher 8:
Rebecca Koop	Non-teaching professional 1:
Judy Evans	Non-teaching professional 2:
Craig Sharp	Parent 1:
Jan Golladay	Parent 2:
Tami Thompson	Community resident 1:
Lisa Saracene	Community resident 2:
Toni Yargo	Business representative 1:
Kathy Hogan	Business representative 2:

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	September 8, 2008	8:00 – 8:30	Warner Library
2	November 3, 2008	8:00 – 8:30	Warner Library
3	January 12, 2009	8:00 – 8:30	Warner Library
4	March 2, 2009	8:00 – 8:30	Warner Library
5	May 4, 2009	8:00 – 8:30	Warner 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.

	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.
x	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0% .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
X	5) Violence Prevention	For 2008-2009, the discipline referrals for	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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CIP PART II: ASSURANCE ADDENDUM

		offenses will be reduced by 50% from the previous school year.	reviewed to determine the percent of referrals.	referrals will be reviewed to determine the percent of referrals for 2009 .	and security plan.
x	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above 90% .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
X	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at 100% .	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
N/A	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.
N/A	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.
N/A	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above XX% .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

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CIP PART II: ASSURANCE ADDENDUM

N/A	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.
N/A	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.
N/A	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.
N/A	14) High School CTE	For 2008-2009, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) XX% .	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

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CIP PART II: ASSURANCE ADDENDUM

Section D

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.

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

CIP PART II: ASSURANCE ADDENDUM

Warner Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009			
Date	Audience	Responsible for Planning	Purpose/Content
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	
5-Aug (P.M.)	GLT/AMS	Elementary	
4-Aug (P.M.)	GLT/AMS	Secondary	
5-Aug (A.M.)	Safety Conference	District Administrative Staff	
12-Aug	Department Chair and Team Leader		
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Campus	
19-Aug	All Staff	Campus	
20-Aug	All Staff	Campus	
21-Aug	Elementary/Secondary	District Staff	
22-Aug	All Staff	Campus	
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
16-Feb	All Staff	Campus	
13-April *	All Staff	Campus	
4-June	All Staff	Campus	

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