

2008-2009
Campus Improvement Plan
for
Wilson 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.

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success	
Students	Subjects	Reading/ELA	93% All 3 rd -5 th graders passed TAKS; 84% 1 st & 2 nd graders met end of year reading level standards	TAKS scores & Benchmark scores	
		Writing	94% All 4 th graders passed TAKS; 38% Commended	TAKS scores	
		Math	92% All 3 rd -5 th graders passed TAKS; 52% Commended in 5 th grade; 45% Commended in 3 rd grade; 94% 1 st graders met end of year math standards	TAKS scores & Benchmark scores	
		Science	90% All 5 th graders passed TAKS; 56% Commended	TAKS scores	
		Social Studies	95% 1 st & 2 nd graders passed Test 3; 94% 3 rd graders passed Test 3; 100% 4 th graders passed Test 3; 99% 5 th graders passed Test 3	Benchmark scores	
	Subgroups	All			
		AA	87% passed Reading; 89% passed Writing; 91% passed Math	TAKS scores	
		H	89% passed Reading; 90% passed Writing; 88% passed Math	TAKS scores	
		W	97% passed Reading; 96% passed Writing; 95% passed Math; 100% passed Science	TAKS scores	
		ED	89% passed Reading; 91% passed Writing; 85% passed Math	TAKS scores	
		LEP			
		SE			
	Social/Emotional	Discipline			
		Extracurricular			
		Other			
Teacher	Professional Development				
	Qualifications		100% Staff are highly qualified in their academic content areas		
	New Staff				
	Retention				
Parent			64 more parent volunteers in 2007-2008 than the previous school year and 1392.5 more volunteer hours donated		

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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:	#1 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	Provide perfect attendance awards each six weeks		All students	Administration	Attendance records	Each six weeks
	2	Announce homerooms with perfect attendance each week		All students	Administration	Attendance records	Weekly
Teachers	1	Teach and encourage good hand washing skills while at school		All students	Nurse; Teachers	Hygiene lessons	Ongoing
	2	Teachers will call their students who have been absent for 3 days		All students	Teachers	Attendance records & phone log	Ongoing
Parents	1	Create a learning partnership with parents by encouraging and stressing the importance of regular school attendance through parent newsletters, school website, personal notes and phone calls		All students	Administration and teachers	Attendance records	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	63	75	61	90	75
All	83	85	89	90	89
Eco.Dis.	70	77	76	90	81
Hispanic	79	83	87	90	88
LEP	--	--	44	90	75
LEP M1	88	89	--	--	--
LEP M2	77	81	90	100	93
Spec.Ed.	--	--	57	90	75
White	91	94	100	100	100

District Priority:

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

Campus Objective:

#2 By April 2009, we will increase the percentage (by amounts noted above, or greater) of students demonstrating proficiency on TAKS Science.

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 examining results of teacher-made and district benchmark tests	AR	Groups listed	Administration and Teachers	Gradebook; benchmark data	Every 3 or 6 weeks
	2 Provide extended learning time for teachers to tutor their own students during supplemental instruction periods and before-school tutoring sessions and Saturday Schools	AR	Identified Students	Administration and Teachers	Tutorial packets	Ongoing
	3 Increase rigor of lessons through utilizing higher level questioning strategies and monitoring use of correct strategies for vocabulary, homework and warm-ups	AR	All Students	Administration and Teachers	curriculum guide; teacher notes	Ongoing
	4 Provide hands on science investigations and activities to develop conceptual understanding of science concepts	AR	All Students	IS and Teachers	Science lab materials	Ongoing
Teachers	1 Provide staff development time to analyze data and modify/create individual instructional student plans after each benchmark	SD	Teachers	Administration	Benchmark data	Ongoing

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	2	Provide staff development opportunities for trainings, vertical alignment, share sessions and/or book studies on effective research proven strategies such as Quantum Learning and Loti	SD	Teachers	Administration	Compensatory funds	Ongoing
	3	Provide opportunities for exemplary teachers to model lessons for colleagues	SD	Identified Teachers	Administration	Benchmark data; walk throughs	Ongoing
Parents	1	Keep parents up-to-date on their child's recent successes and struggles	PI	Parents of identified students	Teachers	Samples of student work	Weekly
	2	Create a learning partnership with parents by providing research proven strategies/activities to be used at home to enhance student success (school & grade level newsletters, school website, family involvement nights/programs)	PI	All Parents	Administration and Teachers	Research based materials	Semi-monthly
	3	Keep parents up-to-date on upcoming tests and quizzes by having parents initial a sticker in the study guides	PI	All Parents	Teachers	Study guides	Ongoing

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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	73	79	92	100	95	84	86	83	90	85	80	83	72	90	78
All	82	85	88	90	89	92	95	83	90	85	96	97	94	100	96
Eco.Dis.	85	87	79	90	83	87	88	75	90	80	92	95	85	90	87
Hispanic	80	83	77	90	81	88	89	81	90	84	96	97	94	100	96
LEP	77	81	64	90	75	--	--	56	90	75	--	--	90	100	93
LEP M1	94	96	100	100	100	94	96	89	90	89	100	100	--	--	--
LEP M2	--	--	--	--	--	100	100	100	100	100	92	95	100	100	100
Spec.Ed.	85	87	75	90	80	100	100	73	90	79	--	--	71	90	75
White	84	86	90	100	93	96	97	84	90	86	100	100	97	100	98

- District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
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- Campus Objective:** #3 By April 2009, we will increase the percentage (by amounts noted above, or greater) of students demonstrating proficiency on TAKS mathematics.
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- 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 examining results of teacher-made and district benchmark tests	AR	Groups listed	Administration and Teachers	Gradebook; benchmark data	Every 3 or 6 weeks
	2	Provide extended learning time for teachers to tutor their own students during supplemental instruction periods and before-school tutoring sessions and Saturday Schools	AR	Identified Students	Administration and Teachers	Tutorial packets	Ongoing
	3	Improve learning of all students by presenting engaging lessons which include visual, auditory and kinesthetic learning opportunities for students	AR	All Students	Administration and Teachers	August staff development materials & Math Classroom Checklist	Ongoing

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	4	Improve student performance on quizzes and benchmarks by teaching one new test-taking strategy each quiz and benchmark and monitoring to ensure that students perform the test-taking strategies that have been taught	AR	All Students	Administration and Teachers	Test-taking strategy powerpoint	Each quiz and benchmark
Teachers	1	Provide staff development time to analyze data and modify/create individual instructional student plans after each benchmark	SD	Teachers	Administration	Benchmark data	Ongoing
	2	Schedule math coaches to work with K- 5 th grade teams on modifying lessons to target identified struggling learners	SD	All Math Teachers	Administration	Coordinator	Bi-weekly
	3	Provide staff development opportunities for trainings, vertical alignment, share sessions and/or book studies on effective research proven strategies such as Quantum Learning and Loti	SD	Teachers	Administration	Compensatory funds	Ongoing
Parents	1	Keep parents up-to-date on their child's recent successes and struggles	PI	Parents of identified students	Teachers	Samples of student work	Weekly
	2	Create a learning partnership with parents by providing research proven strategies/activities to be used at home to enhance student success (school & grade level newsletters, school website, family involvement nights/programs)	PI	All Parents	Administration and Teachers	Research based materials	Semi-monthly

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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	84	86	100	100	100	80	83	72	90	78	85	87	78	90	82
All	91	94	92	100	95	88	89	85	90	87	90	93	92	100	95
Eco.Dis.	87	88	90	100	93	82	85	80	90	83	85	87	87	90	88
Hispanic	88	89	84	90	86	84	86	83	90	85	91	94	88	90	89
LEP	79	83	81	90	84	--	--	56	90	75	--	--	67	90	75
LEP M1	100	100	100	100	100	91	94	100	100	100	88	89	--	--	--
LEP M2	--	--	--	--	--	100	100	100	100	100	92	95	100	100	100
Spec.Ed.	100	100	79	90	83	--	--	67	90	75	67	75	33	90	75
White	95	97	92	100	95	92	95	90	100	93	92	95	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:

#4

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

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 examining results of teacher-made and district benchmark tests	AR	Groups listed	Administration and Teachers	Gradebook; benchmark data	Every 3 or 6 weeks
	2	Provide extended learning time for teachers to tutor their own students during supplemental instruction periods and before-school tutoring sessions	AR	Identified Students	Administration and Teachers	Tutorial packets	Ongoing
	3	Provide opportunities for students to regularly engage in sustained reading of independent-leveled texts and materials across curriculum areas	AR	All Students	Teachers	Classroom & literacy library	Ongoing
	4	Organize flexible and dynamic small groups for reading instruction, selecting teaching points based on the students' needs to improve critical reading skills	AR	All Students	Instructional Specialist and Teachers	Balanced Literacy staff development	Ongoing

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						materials	
Teachers	1	Provide staff development time to analyze data and modify/create individual instructional student plans after each benchmark	SD	Teachers	Administration	Benchmark data	Ongoing
	2	Provide staff development opportunities for trainings, share sessions and/or book studies on balanced literacy and Loti	SD	Teachers	Administration	Compensatory funds	Ongoing
	3	Provide opportunities for exemplary teachers to observe or model lessons for colleagues	SD	Identified Teachers	Administration	Benchmark data; walk throughs	Ongoing
	4	Provide opportunities for learning communities to establish vertical guidelines and language to meet individual student and team goals	SD	Teachers	Teachers and Administration	Research based materials and benchmark data	One time per semester
Parents	1	Keep parents up-to-date on their child's recent successes and struggles	PI	Parents of identified students	Teachers	Samples of student work	Weekly
	2	Create a learning partnership with parents by providing research proven strategies/activities to be used at home to enhance student success (school & grade level newsletters, school website, family involvement nights/programs)	PI	All Parents	Administration and Teachers	Research based materials	Semi-monthly

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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	89	89	89	90	89
All	95	97	92	100	95
Eco.Dis.	87	88	87	90	88
Hispanic	91	94	86	90	87
LEP	--	--	75	90	80
LEP M1	97	98	89	90	89
LEP M2	100	100	100	100	100
Spec.Ed.	--	--	86	90	87
White	100	100	94	100	96

District Priority:

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

Campus Objective:

#5 By March 2009, we will increase the percentage (by amounts noted above, or greater) of students demonstrating proficiency on TAKS Writing.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made and district benchmark tests	AR	Groups listed	Administration and Teachers	Gradebook; benchmark data	Every 3 or 6 weeks
	2 Provide extended learning time for teachers to tutor their own students during supplemental instruction periods and before-school tutoring sessions	AR	Identified Students	Administration and Teachers	Tutorial packets	Ongoing
	3 Demonstrate (through modeled, shared, and interactive writing) how revision and editing processes help writers communicate meaning in clear and concise ways	AR	All Students	Teachers	Writer's workshop materials	Ongoing
	4 Provide opportunities for students to reflect and reread their own work prior to revising and editing; utilize grade-level revising and editing practice cards	AR	All Students	Administration and Teachers	Revising & editing cards	Ongoing
Teachers	1 Provide staff development time to analyze data and modify/create individual instructional student plans after	SD	Teachers	Administration	Benchmark data	Ongoing

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		each benchmark					
	2	Provide staff development opportunities for trainings, share sessions and/or book studies on Writer's Workshop and Loti	SD	Teachers	Administration	Compensatory funds	Ongoing
	3	Provide opportunities for exemplary teachers to model/confer lessons for colleagues	SD	Identified Teachers	Administration	benchmark data; walk throughs	Ongoing
	4	Teachers will meet in grade level teams to share and analyze the 18 compositions required by the district and develop a plan for future instruction	SD	Teachers	Administration and teachers	Samples of student work	One time per six weeks
Parents	1	Keep parents up-to-date on their child's recent successes and struggles	PI	Parents of identified students	Teachers	Samples of student work	Weekly
	2	Create a learning partnership with parents by providing research proven strategies/activities to be used at home to enhance student success (school & grade level newsletters, school website, family involvement nights/programs)	PI	All Parents	Administration and Teachers	Research based materials	Semi-monthly

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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

Wilson Elementary

Pam Link

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	Wilson 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 dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
X	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.
X	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.
X	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.
X	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
Pam Link	Principal:
Lisa Zalomski	Teacher 1: Kindergarten
Raleigh Phillips	Teacher 2: 1 st Grade
Nicole Carroll	Teacher 3: 2 nd Grade
Caitlyn Barry	Teacher 4: 3 rd Grade
Marion Hegyesi	Teacher 5: 4 th Grade
Stephanie Miller	Teacher 6: 5 th Grade
Phyllis Miller	Teacher 7: Special Populations
Mindy McCarthy	Teacher 8: Large Group
Amy Frank & Mark Ostrowski	Non-teaching professional 1: Assistant Principals
Verla Hodges & Susan Sprawls	Non-teaching professional 2: Instructional Specialists
Robyn Booker	Parent 1:
Chrissy Waite	Parent 2:
Barbara Guidry	Community resident 1:
Walt Bohn	Community resident 2:
Bob Bruce	Business representative 1:
Marcy Bruce	Business representative 2:

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	September 17, 2008	4:15-5:15 p.m.	Wilson Elementary Library
2	October 16, 2008	4:15-5:15 p.m.	Wilson Elementary Library
3	*December 4, 2008	4:15-5:15 p.m.	Wilson Elementary Library
4	February 17, 2009	4:15-5:15 p.m.	Wilson Elementary Library
5	April 14, 2009	4:15-5:15 p.m.	Wilson Elementary 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 10% .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
x	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.

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CIP PART II: ASSURANCE ADDENDUM

x	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by 10% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for disruption and physical contact.	Implement and monitor the school-wide safety and security plan.
x	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above 80% .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
x	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at 100% .	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be X% or less with no student group exceeding X% .	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

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CIP PART II: ASSURANCE ADDENDUM

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

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CIP PART II: ASSURANCE ADDENDUM

Section D

- 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

Wilson Elementary School 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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