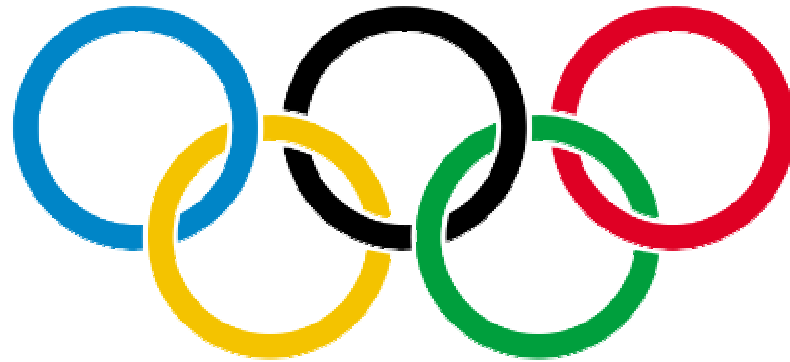


Creating Champions – Get Your Game On...



2008-2009
Campus Improvement Plan
for
Yeager Elementary

Cypress-Fairbanks Independent School District

Areas to Celebrate

Yeager is receiving the Texas Business & Education Coalition (TBEC) Award this year for continuous, sustained academic improvement at commended performance levels in all subjects.

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	TAKS Demographic Performance Summary	Gr. 3 96% Passed 54% Commended Gr. 4 94% Passed 52% Commended Gr. 5 98% Passed 65% Commended
		Writing	TAKS Demographic Performance Summary	Gr. 4 100% Passed 48% Commended
		Math	TAKS Demographic Performance Summary	Gr 3 97% Passed 45% Commended Gr 4 95% Passed 55% Commended Gr 5 99% Passed 62% Commended
		Science	TAKS Demographic Performance Summary	Gr. 5 95% Passed 65% Commended
	Subgroups	All	TAKS Demographic Performance Summary	Gr. 3 Exemplary in Reading and Math Gr. 4 Exemplary in Reading, Math & Wtng Gr. 5 Exemplary in Reading, Math & Sci
		AA	TAKS Demographic Performance Summary	Gr. 3 Exemplary in Reading Gr. 4 Exemplary in Math & Writing Gr. 5 Exemplary in Math
		H	TAKS Demographic Performance Summary	Gr. 3 Exemplary in Reading & Math Gr. 4 Exemplary in Math & Writing Gr. 5 Exemplary in Science
		W	TAKS Demographic Performance Summary	Gr. 3 Exemplary in Reading & Math Gr. 4 Exemplary in Reading, Math & Wtng Gr. 5 Exemplary in Reading, Math & Sci
		ED	TAKS Demographic Performance Summary	Gr. 3 Exemplary in Reading & Math Gr. 4 Exemplary in Math & Reading Gr. 5 Exemplary in Math

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:	The OHI focus will be on Optimal Power Equalization where decisions are made at the appropriate level and campus climate is reflected upon on a regular basis to make adjustments as needed throughout the year.
Formative Evaluation:	Student Achievement Scores, OHI Surveys, Concerns Box, Student Discipline Records, & Teacher Retention Data

STP	Strategies	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Share expectations for student's academic and behavioral performance that communicates that the staff believes the students can be successful.	All	Staff, Students & Administration	R-A-H posters & announcements	Ongoing
	2	Set academic and behavioral (as appropriate) goals with students for improving scores on benchmarks, CBA's, and TAKS.	All	Teachers & Students	Goal-Setting Sheets & Performance Data	Ongoing
	3	Staff members will implement the Responsibility – Attitude – Honor (R-A-H) behavior matrix across all campus settings for consistency in expectations for all students.	All	Staff, Students & Administration	R-A-H Posters, BBR Liaisons & AP's	Ongoing
Teachers	1	OHI team members will model the six beliefs of the OHI principles, so all staff has a clear understanding of the Optimal Power Equalization target for growth.	All	Principal & OHI Team	OHI Manual, Concerns & Compliments Box	Ongoing
	2	OHI team will keep our mission and goals at the forefront of all decisions & periodically monitor climate to gain feedback and make adjustments accordingly.	All	Principal & OHI Team	Concerns Box, Blue Slips & Surveys	Ongoing
	3	Teachers will maintain a positive & engaging learning environment through Marzano, LoTi, & Quantum Learning techniques & using the R-A-H matrix across all campus contexts.	All	Teachers, Administration, BBR Liaisons & District LoTi Coach	Marzano cards, LoTi levels, Quantum Learning, R-A-H & Grade Level planning	Ongoing
	4	Staff will use the Yeager family board by contributing photos of friends and family to promote a sense of campus family and belonging.	All	Staff	Yeager Family Board	Ongoing
Parents	1	OHI team members will publish Yeager's campus mission and goals in the front office & on the campus webpage to keep parents informed.	All	Principal & OHI Team	Front desk posting, campus webpage, & YAP newsletter	Ongoing
	2	Parents will be encouraged to be an active team member in their child's academic, behavioral, social and emotional development.	All	All staff members & parents	Positive calls, weekly folders, parent involvement day, grade level musicals & YAP newsletter	Ongoing

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:

By May 2009, we will decrease the number of discipline referrals by 50%+ in the area of inappropriate physical contact as indicated on the chart below.

Formative Evaluation:

District-developed Reports

PEIMS Code	2007-08 Discipline Data	2008-09 Goal
Inappropriate Physical Contact	93 incidents	-50%+ = 46 incidents or less

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Increase awareness & understanding of campus & teacher expectations with students through Responsibility, Attitude, & Honor (R-A-H) during AM announcements & weekly class meetings.	VP	All	BBR Liaisons, Teachers & Administration	R-A-H Posters & BBR Liaisons/Coaches	8/2008 to 5/2009
	2	Follow all class rules, routines & procedures established in the school and classroom by practicing "R-A-H" in all settings around the campus.	VP	All	Teachers & Administration	R-A-H Posters & BBR Liaisons/Coaches	Ongoing
	3	Attend Pow-Wow meetings to celebrate accomplishments and re-teach targets for improvement.	VP	All	Teachers, AP & Counselor	R-A-H Posters & Certificates	2 times per semester
Teachers	1	Review discipline referrals with identified grade levels or teachers on an "as needed" basis to determine areas for improvement and training	VP	All	Administration & BBR Liaisons	Office Referrals & Infoserv data	Ongoing
	2	Increase staff diversity training through <i>Rage to Hope</i> author Crystal Kuykendall visit & book study, knowledge of BBR strategies, and provide celebration opportunities & re-teaching for students "as needed".	AR VP SD	All	Administration & Staff	CFLMS & Book Study over <i>Rage to Hope</i>	Ongoing
	3	Communicate grade level handbook expectations with parents during Curriculum Nights.	VP PI	All	Administration & Teachers	Handbook	September
Parents	1	Increase awareness and understanding of the Student Code of Conduct with parents.	VP PI	All	Administration & Parents	COC	8/2008-5/2009
	2	Communicate campus R-A-H expectations & provide parenting tips in the YAP newsletter.	VP PI	All	Administration, Teachers & Parents	Counselor, Tuesday Folders, P. Reports & R. Cards	Ongoing
	3	Parents & other visitors will be required to use the V-Soft system & wear a picture ID label at all times when in the building.	VP PI	Visitors to school	Receptionists	V-Soft Materials	Ongoing

Area of Focus: Attendance

District Priority:

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

Campus Objective:

By May 2009, we will maintain student attendance rates to reflect a 97% or above ADA in all student groups indicated below.

Formative/Summative Evaluation:

District-developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Motivate students to attend school daily by providing an engaging and supportive learning environment.	AR	All	Teachers, Administration, & Staff	BBR, Quantum Learning, Balanced Literacy, Technology, & <i>Rage to Hope</i> author presentation & book study	Ongoing
	2 Award perfect attendance awards in grades K-5.	AR	All	Teachers, Registrar & Admin. Secretary	Attendance Records & PIE donations	Ongoing & End-of-year Celebration
Teachers	1 Communicate & work with parents in a positive way that encourages students to attend school.	AR PI	All	Teachers, Administration, & Staff	YAP Newsletter & AM Announcements	Ongoing
	2 Monitor attendance rolls and notify an AP if there is a concern.	AR	All	Teachers & Registrar	Attendance Records	Ongoing
	3 Administrative team will conduct attendance committee meetings "as needed" to monitor and evaluate excessive absences.	AR	All	Administration & Registrar	Attendance Records	Ongoing
Parents	1 Stress the importance of attendance with parents during Curriculum Night, Parent Conference Day, in the YAP Newsletter, etc.	AR PI	All	Teachers & Administration	Grade Level Handbooks & YAP Newsletter	Curriculum Night & Ongoing
	2 Parents will be contacted regarding excessive absences & tardies.	AR PI	All	Registrar, Teachers & Administration	Letters, Phone Calls & Parent Conferences	Ongoing

Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	67	75	78	90	82
All	92	95	95	100	97
Eco.Dis.	79	83	85	90	87
Hispanic	84	86	96	100	97
LEP	67	75	67	90	75
LEP M1	86	87	--	--	--
LEP M2	78	82	100	100	100
Spec.Ed.	--	--	100	100	100
White	100	100	99	100	99

District Priority:

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

Campus Objective:

By May 2009, we will increase the percentage of AA, ED & LEP students demonstrating proficiency on **TAKS Science** and commended performance in all student groups by the amounts indicated above.

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 Emphasize hands-on science.	AR, SD	All Students	Teachers; A Team	Lesson Plans; Classroom Observations	Ongoing
	2 Utilize the observation guide and science journal to increase student understanding of concepts.	AR, SD	All Students	Teachers; A Team	Lesson Plans; Classroom Observations	Ongoing
	3 Utilize graphic organizers, diagrams, and foldable books so students organize information and record data.	AR, SD	All Students	Teachers; A Team	Lesson Plans; Classroom Observations	Ongoing
	4 Use Marzano teaching strategies regarding vocabulary, homework & warm-ups to maximize learning outcomes.	AR, SD	All Students	Teachers; A Team	Lesson Plans; Classroom Observations	Ongoing
Teachers	1 Support Saturday Science Camps with focus on science curriculum & incorporate Study Island for Earth Science objectives.	AR, CE	3-4-5 Science Teachers	Teachers; A Team	Teacher Sign-Up Sheet	Spring 2009
	2 Participate in district training to be better equipped to present appropriate curriculum to students.	AR, SD	5 th Gr Sci Teachers	Teachers	Pro Dev transcript	Ongoing
	3 Have a minimum of one hour of uninterrupted instruction in science at grades 3, 4, and 5, enabling them to master the TEKS at their grade level.	AR	3 – 4 – 5 Science Teachers	Teachers; A Team	Schedule	Ongoing
Parents	1 Underwrite financial support for campus Saturday Science Camps.	AR, PI	At Risk 5 th Gr. Students	PTO; A Team	PTO Budget	Spring 2009

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	87	88	93	100	95	100	100	82	90	85	100	100	89	90	89
All	92	95	97	100	98	98	99	95	100	97	98	99	99	100	99
Eco.Dis.	89	89	95	100	97	96	97	86	90	87	93	95	96	100	97
Hispanic	88	89	100	100	100	96	97	93	100	95	93	95	100	100	100
LEP	84	86	100	100	100	--	--	81	90	84	86	87	100	100	100
LEP M1	100	100	100	100	100	100	100	100	100	100	86	87	--	--	--
LEP M2	--	--	--	--	--	--	--	100	100	100	100	100	100	100	100
Spec.Ed.	--	--	86	90	87	--	--	83	90	85	--	--	100	100	100
White	95	97	96	100	97	100	100	99	100	99	100	100	100	100	100

District Priority:

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

Campus Objective:

By May 2009, we will increase the percentage of SpED, AA, ED, & LEP students demonstrating proficiency on **TAKS Math** and commended performance in all student groups by the amounts indicated above.

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 Improve learning of all students by ensuring that presented lessons include visual, auditory and kinesthetic learning.	AR, SD	All students	Teachers; A Team	Professional Development	Ongoing
	2 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR, SD	All students	Teachers; A Team	Grade book; Promise Meetings	Every 3 or 6 Weeks
Teachers	1 Support Saturday Math Camp with focus on math curriculum.	AR, CE	3-4-5 Math Teachers	Teachers; A Team	Teacher Sign-Up Sheet	Spring 2009
	2 Access the expertise of the Math Instructional Specialist who does small group instruction with students based on CBA data & coaches teachers at all grade levels.	AR, CE	3-4-5 Math Teachers & Math Enrichmt Teacher	Teachers; Math Enrichment Teacher; A Team	Math Enrichment Teacher; CBA results	Ongoing
	3 Use Educaide to select high level content	AR, SD, T	3-4-5 Math Teachers	Teachers; A Team	Lesson Plans	Ongoing
Parents	1 Underwrite financial support for campus Saturday Math Camps.	AR, PI	At Risk 3-4-5 Gr. Students	PTO; A Team	PTO Budget	Spring 2009

Area of Focus: Reading

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	93	95	94	100	96	90	93	91	100	94	75	80	89	90	89
All	96	97	96	100	97	93	95	94	100	96	92	95	98	100	99
Eco.Dis.	97	98	93	100	95	78	82	84	90	86	79	83	93	100	95
Hispanic	94	96	90	100	93	81	84	88	90	89	78	82	96	100	97
LEP	91	94	91	100	94	--	--	71	90	77	57	75	83	90	85
LEP M1	100	100	100	100	100	92	95	100	100	100	86	87	--	--	--
LEP M2	--	--	--	--	--	--	--	100	100	100	78	82	100	100	100
Spec.Ed.	86	87	67	90	75	--	--	57	90	75	--	--	89	90	89
White	98	99	99	100	99	96	97	97	100	98	100	100	99	100	99

District Priority:

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

Campus Objective:

By May 2009, we will increase the percentage of AA, SpED, ED, H, & LEP students demonstrating proficiency on **TAKS Reading** and commended performance in all student groups by the amounts indicated above.

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 Improve accuracy & fluency by dedicating 15+ minutes daily to independent reading.	AR SD T	1 st Gr students	1 st Grade Teachers; A Team	Lesson Plans; Daily Schedule; Classroom Observations & I-Station Software	Ongoing
	2 Improve reading comprehension based on TEKS performance identified as weak on benchmarks. They will strengthen their independent reading level through guided reading instruction; build their stamina & fluency through increasing time for daily, sustained reading.	AR SD T	2 nd Gr students	2 nd Grade Teachers; A Team	Schedules; Lesson Plans & I-Station Software	Ongoing
	3 Critical reading skills (Objective 4) will be a focus. Implement strategies that are successful for H, LEP, SpED, and ED students, especially in the area of grade 4 reading comprehension.	AR SD T	3 rd , 4 th & 5 th Grade students (AA & ED)	3 – 4 – 5 Teachers; A Team	Lesson Plans; Classroom Observations & READ 180 @ grades 4-5.	Ongoing
Teachers	1 Support Saturday Reading Camps with focus on reading curriculum.	AR CE	3-4-5 LA Teachers	3-4-5 LA Teachers; A Team	Teacher Sign-Up Sheet	Spring 2009
	2 Share best teaching practices as it relates to student success with each other.	AR SD	All Teachers	All Teachers; A Team	Schedule Curriculum Opportunities	Ongoing
Parents	1 Underwrite financial support for campus Saturday Reading Camps.	AR PI	At Risk 3-4-5 Students	PTO; A Team	PTO Budget	Spring 2009

Area of Focus: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	100	100	100	100	100
All	96	97	100	100	100
Eco.Dis.	93	95	100	100	100
Hispanic	92	95	100	100	100
LEP	--	--	100	100	100
LEP M1	92	95	100	100	100
LEP M2	--	--	100	100	100
Spec.Ed.	--	--	100	100	100
White	96	97	100	100	100

District Priority:

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

Campus Objective:

By May 2009, we will maintain the percentage of students demonstrating proficiency on **TAKS Writing** and commended performance in all student groups by the amounts indicated above.

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 4 th Grade students will improve holistic scores on TAKS writing prompt. (2008 Written Composition Summary: 50% - 2; 50% - 3 or 4)	AR, SD	4 th Gr students	4 th Gr Teachers; A Team	Lesson Plans; Writing Samples	Ongoing
	2 Improve composition skills in usage, mechanics, spelling, revision, & editing identified as weak on benchmarks.	AR, SD	2 - 5 Gr. Students	2 nd - 5 th Gr LA Teachers; A Team	Lesson Plans; Classroom Observations	Ongoing
Teachers	1 Support Saturday Writing Camps with focus on writing curriculum.	AR, CE	4 th Grade LA Teachers	Teachers; A Team	Teacher Sign-In Sheet	Spring 2009
	2 All teachers will share responsibility for teaching writing at grades PK - 5 th Grades.	AR	PK-5 LA Teachers	Teachers; A Team	Lesson Plans; Classroom Observations	Ongoing
	3 4 th Grade LA teachers will institute a campus CBA practice session.	AR	4 th Gr LA Teachers	4 th Grade LA Teachers & Admin.	Lesson Plans; Data	Jan - Feb 2009
	4 Writing samples will be collected and reviewed at grade level meetings for horizontal alignment & at cross-grade level team meetings for vertical alignment to identify student & staff development needs.	AR	PK-5 LA Teachers	Teachers, IS, & AP's	Writing Samples	Ongoing
	5 Instructional Specialist & district writing committee liaison will provide coaching, feedback and modeling for teachers to support student instruction.	AR	PK-5 LA Teachers	Teachers & Administration	Writing Samples, District Curriculum & 6 Traits of Writing	Ongoing
Parents	1 Underwrite financial support for campus Saturday Writing Camps & small group interventions.	AR, PI	At-Risk 4 th Gr.	PTO; A Team	PTO Budget	Spring 2009

*** Legend**

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

CIP PART II: ASSURANCE ADDENDUM

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	Yeager has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
	Included strategies for implementing a Coordinated School Health Program, grades 6-8. (middle school)
X	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district's scope and sequence for the course and/or grade level.
	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
X	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.

Section B

Membership Composition of the Campus Performance Objectives Council			
Name of CPOC Member		Position	
Carolina Bryan		Teacher 1	
Amie Bass		Teacher 2	
Terri Metcalf		Teacher 3	
Karolyn Lawrence		Teacher 4	
Melissa Brega		Teacher 5	
Kerry Watson		Teacher 6	
Beth Pollack		Teacher 7	
Mary Killalea		Teacher 8	
Mary Dawn Murr		Assistant Principal	
Michelle Truitt		Assistant Principal	
Sarah Calhoun		Math Instructional Specialist	
Judy Minter		Language Arts Instructional Specialist	
Amy Mitton		Media Specialist	
Marrene Harris		Counselor	
Bev Secrest		Campus Secretary	
Tammy McCreary		Parent 1	
Debbie Davidson		Parent 2	
Stuart Snow		Community resident 1	
Patricia Morrow		Community resident 2	
Rick Mauser		Business representative 1	
Diane Brewington		Business representative 2	
CPOC Meetings* for '08-'09			
#	Date	Time	Location
1	10/1/2008	7:45 AM	Yeager Elementary Meeting Room
2	11/12/2008	7:45 AM	Yeager Elementary Meeting Room
3	01/21/2009	7:45 AM	Yeager Elementary Meeting Room
4	04/01/2009	7:45 AM	Yeager Elementary Meeting Room
5	05/08/2009	4-10 PM	Yeager 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.

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 100% .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
X	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced	Each grading period the discipline referrals will be reviewed to determine the	At the end of the school year, the discipline referrals will be reviewed	Implement and monitor the school-wide safety and security plan.

		by 10% from the previous school year.	percent of referrals.	to determine the percent of referrals for XXX .	
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.

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.

**Yeager Elementary
Cypress-Fairbanks Independent School District
Staff Development Plans
2008 – 2009**

Date	Audience	Responsible for Planning	Purpose/Content
4-Aug	Leadership Conference	District Administrative Staff	
7-Aug	GLT/AMS	Elementary – A.M.	
	GLT/AMS	Secondary - P.M.	
5-Aug	Safety Conference	District Administrative Staff	Legal Conference
14-Aug	Department Chair and Team Leader	District Staff	
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Campus Staff	OHI Data Analysis/ Collegial & Collaborative Team Building Activities /Curriculum Planning
19-Aug	All Staff	Campus Staff	<i>Rage to Hope</i> Presentation by Author Crystal Kuykendall & Yeager EOP Presentation by Susan Brenz, Principal & Ralph Gonzales, Assistant Director of CFISD Security
20-Aug	All Staff	District Staff	District Required Staff Development
21-Aug	Elementary/Secondary	Campus Staff	Curriculum Planning
22-Aug	All Staff	Campus Staff	Curriculum Planning
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
4-Nov	All Staff	Campus Staff	District Required Staff Development Activities
5-Jan	Elementary Staff	District Staff	District Required Staff Development Activities
16-Feb	All Staff	Campus Staff	LoTi Training
13-Apr	All Staff	Campus Staff	<i>Rage to Hope</i> Campus Book Study
4-June	All Staff	Campus Staff	Teacher Preparation