

**2009-2010
Campus Improvement Plan
for
Owens Elementary**

Cypress-Fairbanks Independent School District

Mission Statements

Cypress-Fairbanks Independent School District Mission Statement

The district will provide the environment and learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society and in the workplace. The Cypress-Fairbanks ISD graduate will exhibit the following attributes:

- Effective Communicator;
- Competent Problem-solver;
 - Self-directed Learner;
- Responsible Citizen; and
 - Quality Producer.

Owens Elementary Mission Statement

Our school motto "Owens Welcomes Everyone to Never-Ending Success!" The staff, students, and parents work as a team to create a child-centered school and to develop a life-long love of learning. Our goal is to produce students who are effective communicators, competent problem-solvers, self-directed learners, quality producers and responsible citizens.

Owens Elementary 2009-10 Comprehensive Needs Assessment Summary

The staff at Owens Elementary includes 69 teachers, 26 paraprofessionals, and 3 administrators. The student population is 29% White, 11% African American, 49% Hispanic, 10% Asian, and .5% Native American. Forty-seven percent of students who attend Owens Elementary qualify for free or reduced lunch. The mobility rate for students at Owens Elementary is 17.1%.

In accordance with Texas state legislative requirements, the staff at Owens Elementary conducted a comprehensive needs assessment for the 2009-10 school year. The needs assessment was conducted to identify gaps in student achievement and other areas for improvement. The information used to conduct the needs assessment included the data from the 2009 Texas Assessment of Knowledge and Skills (TAKS), mobility, discipline, attendance, and teacher retention data.

A student group with fewer than ninety percent students passing in a given TAKS-tested content area is identified as a priority. Based on the review of the data, several priority areas were identified that will be addressed in the 2009-10 school year including: African American students in 3rd grade math (70%); Hispanic students in 5th grade science (80%), 3rd grade math (79%), 3rd grade reading (83%), 4th grade reading (81%), and 5th grade reading (80%), and 4th grade writing (83%); students who are economically disadvantaged in 5th grade science (80%), 3rd grade math (74%), 3rd grade reading (82%), 4th grade reading (77%), 5th grade reading (79%), and 4th grade writing (83%). Best practices will be used to address the areas of need in the content area(s) and student group(s) identified. Strategies to address the need in these areas are delineated in Part I of the campus improvement plan.

Owens Elementary staff will implement behavioral strategies to reduce the number of discipline incidents related to disruptive behavior in the 2009-10 school year. Additionally, efforts will be made to improve the rate of attendance for all student groups including, African American (96.5%), Hispanic (96.0%), White (96.0%), and students who are economically disadvantaged (96.0%). Efforts will also be made to increase teacher retention at Owens Elementary.

Area of Focus: Campus Culture

District Priority:

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

Campus Performance Objective

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Owens Elementary is an educational community dedicated to producing successful, engaged learners who are fully prepared for and committed to the post-secondary educational endeavors needed to succeed in today's society.

Owens Elementary is committed to improving the Organizational Health and overall effectiveness of our school by appropriately trusting, delegating and providing freedom to individuals and teams who are able and willing to function interdependently.

Formative Evaluation:

OH Survey, College & Career Day Data

STP	Strategies	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	will participate in college/career day activities	All	Counselor; IS	Guidance lessons October, 2009
	2	will attend Future Jackrabbit Day activities to help students transition into PK and kindergarten (Title I)	PK/KG	Assistant Principals; teachers	Powerpoint presentation; summer activity packet; transportation May, 2010
	3	will engage in activities such as ROPES to effectively communicate, problem solve and work as teams	Grades 4 and 5	ROPES facilitators	ROPES course September - January
Teachers	1	will participate in team building and problem solving activities at the ROPES course (SD)	All Staff	Principal; ROPES facilitators	ROPES Course August 7, 2009
	2	will value ongoing professional development by participating in professional learning communities and campus and district professional learning opportunities	All Staff	Principal; staff development liaison	Jeans coupons for every 5 credits earned Ongoing
	3	will create and implement a staff social contract	All Staff	Staff	Contract August, 2009 and ongoing
	4	will make all decisions consistent with our mission and goals relying on data and sound theory and practice (Belief Statement #1)	All Staff	Staff	OH Resources Ongoing

Teachers Cont'd	5	Implement a structure that will empower individuals and teams in a positive manner for student growth (organizational chart, OH team, CAT team, vertical teams, etc.)	All Staff	Staff	Organizational chart	Ongoing
Parents	1	will engage in follow up activities with students provided by the counselor for college/career day	All	Counselor	Activities for home	October, 2009
	2	Will attend Future Jackrabbit Day activities to help their children successfully transition into PK and kindergarten (Title 1)	PK/K	Assistant principals; teachers	Powerpoint presentation; welcome to kindergarten packet	May, 2010

Area of Focus: Student Safety and Health

District Priority:

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

Health: Ensure that students understand their responsibility to behave in ways that cause them to be physically fit emotionally healthy, and drug free.

Campus Performance Objective

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Safety: For 2009-2010, discipline referrals for physical contact will be reduced by 10% from the previous school year.

For 2009-2010, discipline referrals for excessive talking /disrupting will be reduced by 10% from the previous school year.

Health: For 2009-2010, the campus will provide a coordinated school health and physical activity program in which 100% of the students participate.

Formative Evaluation:

Safety: District-developed Reports

Health: Fitnessgram Reports and Student Survey

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	Students will:						
	1	routinely follow school-wide procedures	VP	All	Teachers	Procedure PowerPoint	Daily
	2	earn positive incentives for consistent and exceptional behavior –school wide (ie. Line of Pride and You Rock Bucks) and in the classroom	VP	All	Teachers	Incentives	Daily
	3	will be mentored through the SNAPP program	VP	At-risk	Counselor; mentors	SNAPP committee; activities	Weekly
	4	participate in peer mentoring through the Junior Counselors program	VP	K/1/5	Counselor	Program materials	Weekly
	5	participate in the PALS mentoring program with Cypress Falls High School	VP	At-risk	Counselor	PALS	Weekly
	6	participate in small group and individual social skill lessons with the instructional specialist	VP	At-risk	IS	Behavior plans	Weekly
7	Health: Participate in CATCH program	AR	All	Teachers	CATCH Materials	Ongoing	

Teachers	Teachers will:						
	1	implement strategies from Capturing Kids Hearts, Keystone Curriculum, Quantum Learning, Building Better Relationships and Keep 'Em Thinking on Their Toes	VP, SD	All	Teachers	Keystone curriculum; social contracts	Daily
	2	establish and implement school-wide procedures and expectations	VP	All	Teachers; campus advisory team	Procedures flip book and Power Points	Daily
	3	use a 4:1 model (or greater) when giving feedback to students	VP	All	Teachers	4:1 posters	Daily
	4	maintain positive, respectful relationships with students and parents	VP	All	Teachers	Communication Binder	Daily
	5	attend Capturing Kids Hearts (3 days), Building Better Relationships (2 days), and the Flippen Leadership Series	VP, SD	All	Teachers; Principal/APs	PTO funds	Summer and Fall
	6	receive "Wild about You" rewards for being noticed greeting students, giving positive feedback, helping team members, implementing school-wide procedures, making a child's day, varying instructional activities, etc.	VP	All	Administrative Team	Incentives	Daily
	7	complete the TEACHSCAPE online behavior management course	VP	All	Teachers	Online course	Fall
	8	practice and implement our Emergency Operating Plan (EOP) including a quick reference guide on how to handle emergencies at the campus	VP	All	Campus advisory team; administrative team; teachers	EOP; quick reference guide	Ongoing
	9	participate in emergency preparedness drills to practice bus evacuation, lock down and shelter in place procedures	VP	All	All staff	Drill lesson plans; schedule	3 per semester
10	Health: Present CATCH lessons to students.	AR	All	Teachers	CATCH Materials	Ongoing	
Parents	Parents will: T1-6						
	1	receive information in order to support the campus through phone calls, weekly communication folders, school newsletters, parent nights and parent conferences.	PI, VP	Grades PK-5	Teachers; Administrative Team	Newsletter; weekly folders	Weekly
2	attend a community outreach meeting, "Connecting with our Community", to learn about various topics such as CHIPS/Medicaid, Domestic Violence Prevention/Intervention, and Gang Awareness	PI, VP	H ED	Counselors	Guest speakers	Fall	

Area of Focus: Attendance

District Priority:	Ensure that students understand the importance of attending school regularly and completing high school.
Campus Performance Objective	# For 2009-2010, the ADA student attendance will be at or above 97.0%.
Formative/Summative Evaluation:	District-developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	Students will:						
	1	earn a certificate at the end of each nine weeks (classroom) and at the end of the year (awards ceremony) for perfect attendance	AR	All	Teachers; attendance secretary; principal	Certificates	Each 9 weeks
	2	practice healthy habits such as proper hand washing, covering coughs and sneezes, appropriate use of antibacterial gel, staying home when ill, etc.	AR	All	Nurse; teachers	Health lessons and videos; reminder posters	Daily
Teachers	Teachers will:						
	1	call students who are absent 3 days in row and will develop an attendance intervention plan when a student has more than four absences per nine weeks	AR	All	Teachers	Attendance rosters	Each 9 weeks
	2	teach, model, and practice healthy habits such as proper hand washing, covering coughs and sneezes, appropriate use of antibacterial gel, staying home when ill, etc.	AR	All	Nurse; teachers	Health lessons and videos; reminder posters	Daily
	3	notify an administrator of excessive student absences including early departures and tardies	AR	All	Teachers	Attendance rosters	Each 9 weeks
Parents	Parents will: T1-6						
	1	receive attendance letters when absences/tardies exceed acceptable levels	AR, PI	All	Attendance secretary	Attendance rosters	Each 9 weeks
	2	receive notice of the criteria for perfect attendance which includes limits on tardies and early departures from school	AR, PI	All	Principal; teachers	First day packet	August

Area of Focus: Science

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
5	All	131	90	59	121	88	50	93
5	AA	20	95	70	15	80	7	97
5	Hispanic	56	80	45	44	73	45	83
5	White	43	98	72	50	100	60	99
5	Eco. Dis.	59	80	39	34	62	29	83
5	SpEd	--	--	--	7	86	43	--
5	LEP	20	65	35	6	50	--	75
5	LEP M1	10	90	30	--	--	--	93
5	LEP M2	10	90	60	15	53	20	93

District Priority:

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

Campus Performance Objective

By May 2010, we will increase the percentage (by amounts noted or greater) of students demonstrating proficiency on TAKS Science in Fifth Grade.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	Students will: 1 attend district science camp and six Super Science Friday night camps T1-9	AR	5 th -H, ED, LEP, M1, M2	5 th grade teachers; IS; science coach	Tutoring materials	October - April
	2 Participate in quality, hands-on experiments in the science classroom while using observation guides and science notebooks to increase comprehension of science concepts.	AR SD	All 2-5	Science teachers; science coach; district science helping teachers	District curriculum documents	Weekly
	3 Use appropriate strategies to comprehend non-fiction	AR SD	All	Teachers; literacy coach; science coach	Literacy library; library	August - May
	4 attend science tutoring groups before school, during recess, and/or during large group time	AR T1	4 th and 5 th - H, ED, LEP, M1, M2	5 th grade teachers; science coach; district science helping teachers	Tutoring materials	Daily

Students Cont'd	5	use science journals in each grade level to think critically about higher order questions	SD	All	Teachers; IS; science coach	Journals	Daily
	6	participate in online discussions about science experiments using Wiki pages	T	4 th and 5 th grade	Teachers; science coach	Website	August - May
	7	receive 75 minutes of uninterrupted instruction in science	AR	Grades 3-5	Teachers; science coach	Master schedule	Daily
	8	increase vocabulary by utilizing the science interactive bulletin board activities, vocabulary games, small group rotations and science bowl.	AR	Grades 2-5	Teachers; science coach	Games, boards, bowl questions; district curriculum documents	Daily
	9	set goals for achievement periodically based on checkpoint quizzes, unit tests, and benchmarks.	AR	Grades 3-5	Teachers; science coach	Goal setting forms; data from quizzes, tests and benchmarks	August - May
Teachers	Teachers will:						
	1	develop and implement weekly checkpoint quizzes to monitor each student's progress in learning the critical TEKS T1-8	SD	Grades 2-5	Teachers; science liaison; science coach	District curriculum documents	Weekly
	2	collaborate as a vertical team	SD	Grades K-5	Teachers; science coach	District curriculum documents	Fall/Spring
	3	maintain an awareness of student needs and sense of urgency by reviewing our school-wide/grade level data charts posted in the hallways and maintaining class data folders including a class accountability rating	AR SD	All	Teachers; administrative team	Grade level data charts; data folders	Weekly
	4	attend half day planning sessions to review data, determine class accountability rating, and develop lessons for student improvement	SD T1	All	2-5 grade science teachers; IS	Sub allocation; data	Fall /Spring
	5	increase the use of science content non-fiction texts for students to improve comprehension and critical thinking	SD T1	All	LA teachers; literacy coach; liaisons	Literacy library	August SD; Weekly
	6	plan for Quadrant D learning and incorporate LoTi strategies to increase the level of HEAT (higher order thinking, engagement, authenticity, and technology) in the classroom T1-2	T SD	All	Teachers; technology team	Rigor/Relevance Framework; Computers; LoTi planning documents	Minimum of one Quadrant D learning experience per 9 weeks
	7	implement content area reading strategies and ask higher-order thinking questions	SD	All	Teachers	District curriculum documents	August SD; Daily
	8	attend coaching sessions with the campus Science Coach T1-4	SD , CE , T1	Grades 2-5	Science coach	Science Coach	Weekly
	9	ensure that students are participating in hands-on science activities (ie. the students conducting the experiment, not	AR	All	Teachers; science coach	District curriculum documents; science	Weekly

	teacher demonstration)				lab materials	
10	analyze data by subgroups in order to plan for instruction using a data tracking chart after each unit test and benchmark T1-8	AR	All	Teachers	Class data charts	Monthly
11	provide extended learning opportunities such as Science Bowl, Interactive Science Boards, and Science “lunch movies” (United Streaming) T1-2	T1 T AR	All	Science coach	Science curriculum	Daily
12	use technology such as BrainPop and interactive white boards to increase the level of engagement and the level of thinking in lessons	SD T	All	Teachers; technology team; coaches	Brainpop subscription	Ongoing
13	engage in mega-monitoring of classrooms by conducting data walks to increase effectiveness of instruction T1-2	AR SD	All	Administrative team	Walkthrough data	Daily
14	use songs, chants and kinesthetic activities in order to help students retain conceptual information	AR	All	Teachers; science coach	Science curriculum	Weekly
15	create “anchor charts” to post in the classrooms to summarize science concepts and to review/revisit previously taught information	AR	All	Teachers	Charts	Weekly
16	attend Quantum Learning staff development workshop(new teachers) use quantum learning strategies during instruction time(all teachers)	SD	Grades K-5	Teachers	QL materials	Fall
17	Implement the following questioning strategies from the Model Classroom Project: <ul style="list-style-type: none"> • Use cognitive verbs in questions 75% of the time • Use a variety of simultaneity techniques (3+ techniques for 12+ total uses per lesson) • Use randomness strategies such as craft sticks to call on students randomly during every lesson (have students raise their hands to <u>ask</u> the teacher questions, not to answer questions) • Use wait time plus coaching when appropriate • Use cognitive verbs in praise statements at least 10 times per lesson 	SD	All	Teachers	Model Classroom Project materials	Daily
18	engage students by opening and closing lessons with a TPO (three part objective)	SD	All	Teachers	Model Classroom Project materials	Daily
19	utilize paraprofessionals in the classroom to implement a rotation/stations model to increase and practice vocabulary, reteach concepts from checkpoints, and engage in hands on science	AR	Grade 5	Teachers; coach	Schedule	Daily
20	identify learning gaps in students’ background knowledge in science and use direct vocabulary instruction to accelerate growth	AR	All	All teachers including large group; science coach; IS	Data from quizzes and benchmarks	Daily

Parents	Parents will: T1-6						
	1	use highlighted study guides to support students	PI	Grades 2-5	Teachers	Study guides	Weekly
	2	volunteer for Nature Trails, Animal Demonstrations, SRC activities and deliveries, and other volunteer events	PI	All	Volunteer coordinator; PTO; teachers; APs	SCR guidelines; science curriculum	Monthly
	3	attend Family Science Night	PI T1	5 th Gr.	5 th teachers; science coach	Hands on activities; take home activities	Fall
4	Access science resources online through Schoolwires	T1 PI	1-5	Teachers; science coach	Schoolwires	Ongoing beginning in August	

Area of Focus: Mathematics

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
3	All	162	84	31	126	91	31	86
3	AA	20	70	15	15	87	20	77
3	Hispanic	70	79	21	50	84	22	83
3	White	54	93	43	47	98	36	95
3	Eco. Dis.	66	74	17	47	87	19	79
3	SpEd	6	67	33	6	100	33	75
3	LEP	52	75	13	35	83	17	80
3	LEP M1	15	100	67	11	100	55	100
3	LEP M2	--	--	--	--	--	--	--
4	All	127	96	59	147	90	52	97
4	AA	11	100	82	17	88	41	100
4	Hispanic	55	95	42	68	87	41	97
4	White	44	95	70	47	94	66	97
4	Eco. Dis.	48	92	42	68	82	38	95
4	SpEd	--	--	--	8	50	--	--
4	LEP	30	93	33	38	84	37	95
4	LEP M1	13	92	54	9	100	56	95
4	LEP M2	10	100	60	14	100	71	100
5	All	140	97	57	123	96	58	98
5	AA	20	100	70	16	88	25	100
5	Hispanic	61	95	39	45	93	52	97
5	White	47	98	67	50	100	70	99
5	Eco. Dis.	65	97	40	35	91	46	98
5	SpEd	7	86	29	7	100	43	87
5	LEP	22	95	14	6	83	17	97
5	LEP M1	11	100	45	--	--	--	100
5	LEP M2	10	100	40	16	94	47	100

District Priority:

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

Campus Performance Objective

By May 2010, we will increase the percentage (by amounts noted or greater) of students demonstrating proficiency on TAKS Mathematics

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline	
Students	Students will:						
	1	practice test-taking strategies such as asking for reading assistance and pacing	AR	Grades K-5	Teachers	Testing guidelines; district curriculum documents	Weekly
	2	attend math tutoring groups (lunch/recess, AMIP, math coach, before school technology lab, six Friday night camps)	CE, AR, T1	Grades 1-5	Math coach; teachers; paras	Tutoring materials	Daily or weekly
	3	participate in individualized goal setting activities	AR	Grades 2-5	Teachers	Goal setting forms	Fall/Spring
	4	maximize learning by using manipulatives, cognitive verbs and physical movement T1-2	AR	All	Teachers	Math curriculum	Weekly/daily
	5	use math vocabulary in cooperative groups while reflecting on math concepts	AR	All	Teachers	Math curriculum	Weekly
	6	participate in SD Math (JiJi) activities on the computer at least 90 minutes per week	T T1	2-3	Teachers	SD Math	Weekly
	7	earn incentives for mastering math facts	AR T1	2-5	Teachers; Math Coach	Incentives	Fall/Spring
8	use the four step process, model drawing, and Bloom's Taxonomy questioning cards to increase analytical and critical thinking skills	AR	All	Teachers	Questioning cards	Daily	

Teachers	Teachers will:						
	1	analyze data by subgroups in order to plan for instruction using a data tracking chart after each quiz and benchmark T1-8	AR	All	Teachers	Class data charts	Each six weeks
	2	maintain an awareness of student needs and sense of urgency by reviewing our school-wide/grade level data charts posted in the hallways and maintaining class data folders including a class accountability rating	AR	All	Teachers; administrative team	Grade level data charts	Weekly
	3	attend the Quantum Learning staff development workshop(new teachers) Use quantum learning strategies during instruction time(all teachers)	SD	Grades K-5	Teachers	QL materials	Fall
	4	participate in Math Vertical Team Planning	SD	Grades K-5	Teachers; math coach	District curriculum documents	Fall/Spring
	5	find opportunities to re-teach math concepts.	AR	All	Teachers	Educaide program	Daily
	6	teach one new test-taking strategy each quiz and benchmark and monitor to ensure that students perform the test-taking strategies they have been taught T1-8	AR	All	Teachers	District curriculum documents	Each quiz and benchmark
	7	attend half day planning sessions to review data, determine class accountability rating, and develop lessons for student improvement	SD T1	Grades PK-5	Teachers; math coach	Sub allocation; data	Fall and spring
	8	plan for Quadrant D learning and incorporate LoTi strategies to increase the level of HEAT (higher order thinking, engagement, authenticity, and technology) in the classroom T1-2	T SD	All	Teachers; technology team	Rigor/Relevance Framework; Computers; LoTi planning documents	Minimum of one Quadrant D learning experience per 9 weeks
	9	build endurance in students time on task by extending the September and November benchmark time-length to align with the time-length window allowed in TAKS	AR	Grades 2-5	Principal	Testing schedule	Fall
	10	PE, art and music teachers will collaborate with math teachers to reinforce math facts and skills	AR	All	Teachers	Math curriculum	August -May
11	engage in mega-monitoring of classrooms by conducting data walks to increase effectiveness of instruction T1-2	AR SD	All	Administrative team	Walkthrough data	Daily	

Teachers Cont'd	12	<p>implement the following questioning strategies from the Model Classroom Project:</p> <ul style="list-style-type: none"> • Use cognitive verbs in questions 75% of the time • Use a variety of simultaneity techniques (3+ techniques for 12+ total uses per lesson) • Use randomness strategies such as craft sticks to call on students randomly during every lesson (have students raise their hands to <u>ask</u> the teacher questions, not to answer questions) • Use wait time plus coaching when appropriate • Use cognitive verbs in praise statements at least 10 times per lesson 	SD	All	Teachers	Model Classroom Project materials	Daily
	13	engage students by opening and closing lessons with a TPO (three part objective)	SD	All	Teachers	Model Classroom Project materials	Daily
	14	create "anchor charts" to post in the classrooms to summarize math concepts and to review/revisit previously taught information	AR	All	Teachers	Charts	Weekly
	15	Ensure non-linguistic representations (visual representations or graphic organizational tools) are implemented in math classrooms	AR	All	Teachers	District curriculum documents	Daily
	16	Ensure summarizing and not-taking is implemented through 4-step process, journaling, and note-taking booklet	AR	All	Teachers	District Curriculum Documents; note taking guides	Daily
	17	attend coaching sessions with math helping teachers and/or our campus math coach	SD, CE, T1	Grades 1-5	Teachers	Math helping teachers; math coach	Weekly
Parents	Parents will: T1-6						
	1	attend Family Math Night	PI T1	Grades 1-5	Teachers; Math coach	Hands-on activities; take home activities	October
	2	Practice math facts at home with flashcards, web sites for fact practice and/or printed materials	PI T1	Grades 2-5	Teachers; math coach	Flash cards; Schoolwires links	Weekly
3	Access math resources online such as DMH, websites, and PowerPoints of the 4-step process	T1 PI	1-5	Teachers; math coach	Schoolwires	August - May	

Area of Focus: Reading/English Language Arts

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
3	All	162	91	45	127	94	37	94
3	AA	20	90	35	15	93	33	93
3	Hispanic	71	83	32	50	86	12	85
3	White	54	100	61	47	100	57	100
3	Eco. Dis.	67	82	27	46	89	18	85
3	SpEd	--	--	--	--	--	--	--
3	LEP	52	79	21	35	83	15	83
3	LEP M1	16	100	63	12	100	58	100
3	LEP M2	--	--	--	--	--	--	--
4	All	124	90	33	145	82	28	93
4	AA	11	100	45	17	82	35	100
4	Hispanic	53	81	19	68	72	16	84
4	White	43	95	49	45	93	36	97
4	Eco. Dis.	47	77	11	68	71	15	81
4	SpEd	--	--	--	8	38	--	--
4	LEP	28	71	4	38	66	8	77
4	LEP M1	13	92	38	9	78	11	95
4	LEP M2	10	100	50	13	92	46	100
5	All	142	88	35	123	93	36	89
5	AA	20	95	50	15	100	--	97
5	Hispanic	60	80	17	46	85	27	83
5	White	50	92	46	50	98	50	95
5	Eco. Dis.	67	79	18	36	83	14	83
5	SpEd	7	43	--	7	86	14	75
5	LEP	22	55	--	7	57	--	75
5	LEP M1	11	100	--	--	--	--	100
5	LEP M2	10	90	44	16	81	19	93

District Priority:

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

Campus Performance Objective

By May 2010, we will increase the percentage (by amounts noted 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	Students will:						
	1	develop fluency by engaging in readers' theatre, read aloud, author sharing, familiar rereading, poetry and song	AR	Grades K-5	Teachers; Literacy Coach	Literacy library; library	Daily
	2	increase stamina and fluency in reading by adding up to forty five minutes of sustained reading time in all grade levels (no less than 15 minutes daily)	AR	All	Teachers	Balanced literacy schedule; class libraries	Daily
	3	Attend tutoring before school and during recess and large group	AR	All	Teachers; paras	Tutoring materials; technology applications	Daily
	4	attend Saturday Reading Camp T1-9	AR	Grades 3-5	Teachers; Literacy Coach	Tutoring materials	Spring
	5	access KidBiz during the Reading Workshop before school or as part of independent reading twice each week for 30-90 minutes to increase comprehension skills T1-2	AR T	3-5	Teachers	KidBiz program	Weekly
	6	access I-Station before school or during tutoring for 90 minutes each week (identified students)	T AR	K-3	Teachers, paras, coaches	I-Station program	Weekly
	7	attend reading tutoring groups (ARIP, Reading Enrichment, Bilingual Language Enrichment, Dyslexia, SGRI, Instructional Specialist, summer school)	AR CE T1	Grades 1-5	Reading specialists; ARIP teacher; Literacy Coach	Tutoring materials; Title I	Daily

Teachers	Teachers will:						
	1	participate in reading book studies such as <u>Conferring with Readers</u> to learn strategies to improve reading comprehension	SD	Grades K-5	Teachers; literacy coach	Books; Wiki spaces	Summer and Fall 2009
	2	continue to implement the balanced literacy schedule including read aloud, small groups, shared reading, independent reading, conferring, etc.	SD T1	Grades PK-5	Teachers; literacy coach	Schedule; literacy library; class libraries	Daily
	3	implement the Scholastic READ 180 program	T AR SD	5 th Gr. SEI and At-Risk	SEI teacher	Computers; READ 180 Program	Daily
	4	maintain an awareness of student needs and sense of urgency by reviewing our school-wide/grade level data charts posted in the hallways and maintaining class data folders including a class accountability rating	AR	All	Teachers; administrative team	Grade level data charts	Weekly
	5	analyze data by subgroups in order to plan for instruction using a data tracking chart after each quiz and benchmark T1-8	AR	All	Teachers	Class data charts	Monthly
	6	participate in the district's pilot program for balanced literacy	SD	K-1	Teachers; coaches	District curriculum documents; Wikispaces	Daily
	7	attend coaching sessions with the instructional specialist/literacy coach, the reading specialists, and/or the K/1 district coaches T1-4	SD CE T1	All	Teachers; literacy coach; reading specialists	Coaches	Weekly
	8	use student performance data to flexibly regroup students for small group instruction	AR	All	Teachers; coaches	Assessment data	Ongoing
9	plan for Quadrant D learning and incorporate LoTi strategies to increase the level of HEAT (higher order thinking, engagement, authenticity, and technology) in the classroom T1-2	T SD	All	Teachers; technology team	Rigor/Relevance Framework; Computers; LoTi planning documents	Minimum of one Quadrant D learning experience per 9 weeks	

Teachers Cont'd	10	create reading “anchor charts” to post in the classroom to summarize new concepts learned from mini-lessons, to review previously taught information, and to emphasize key strategies for reading/comprehension T1-2	SD	All	Teachers; literacy coach	Charts	Ongoing
	11	attend training to administer and use the Fountas and Pinnell assessment system and the Teacher College assessment system T1-4	SD T1	K-5	Teachers	Assessment systems	Fall
	12	implement the One-Way Dual Language Program in pre-kindergarten, kindergarten, and first grade bilingual classrooms	AR	PK-LEP/H K – LEP/H 1 -	Teachers	Schedule	Daily
	13	implement the 50/50 SEI (structured-English Immersion)/Bilingual program in second grade (two classes), and third grade (two classes)	AR	H LEP	Teachers	Schedule	Daily
	14	implement the SEI (structured-English Immersion) program in fourth grade and fifth grade	AR	H LEP	Teachers	Schedule	Daily
	15	engage in mega-monitoring of classrooms by conducting data walks to increase effectiveness of instruction T1-2	AR SD	All	Administrative team	Walkthrough data	Daily
	16	review and analyze TELPAS data to learn where students scored and plan interventions to ensure students grow at least one level of proficiency during the year	AR	LEP	Teachers; ESL liaison	TELPAS Data	Fall and Spring
	17	collaborate with instructional leaders in the selection of literature selections for the literacy library and the school library.	T1	All	Teachers; literacy coach; LA Vertical Team	Title I; resource center; literacy library	Fall
	18	Implement the following questioning strategies from the Model Classroom Project: <ul style="list-style-type: none"> • Use cognitive verbs in questions 75% of the time • Use a variety of simultaneity techniques (3+ techniques for 12+ total uses per lesson) • Use randomness strategies such as craft sticks to call on students randomly during every lesson (have students raise their hands to <u>ask</u> the teacher questions, not to answer questions) • Use wait time plus coaching when appropriate • Use cognitive verbs in praise statements at least 10 times per lesson 	SD	All	Teachers	Model Classroom Project materials	Daily

Teachers Cont'd	19	engage students by opening and closing lessons with a TPO (three part objective)	SD	All	Teachers	Model Classroom Project materials	Daily
	20	implement a half day planning session for reading teachers to review data, determine class accountability rating, and develop lessons for student improvement T1-5	SD T1	Grades PK-5	Teachers; literacy coach	Sub allocation; data	Fall
Parents	Parents will: T1-6						
	1	attend Family Reading Night	PI T1	Grades 1-5	Teachers; literacy coach	Take home activities	October
	2	attend Partners In Print	PI T1	Kinder	Teachers	Take home activities	Fall/Spring
	3	participate in parent readers volunteer program	PI	Grades K-5	VIPS	Volunteer reader schedule	Every other week
	4	Access online curriculum information through Schoolwires	T1 PI	1-5	Teachers; literacy coach	Schoolwires	Fall

Area of Focus: Writing

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
4	All	124	90	27	146	92	29	93
4	AA	11	100	27	16	100	31	100
4	Hispanic	54	83	19	69	88	16	85
4	White	44	98	34	47	94	45	99
4	Eco. Dis.	48	83	13	67	88	12	85
4	SpEd	--	--	--	9	78	--	--
4	LEP	29	76	7	40	80	13	81
4	LEP M1	13	92	38	9	100	22	95
4	LEP M2	8	100	38	14	100	36	100

District Priority:

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

Campus Performance Objective

By May 2010, we will increase the percentage (by amounts noted 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	Students will:					
	1	attend writing camp T1-9	AR	4 th grade	Teachers; literacy coach	District curriculum documents Spring
	2	gain confidence and motivation by attending the writing skit performance	AR	4 th grade	4 th grade teachers; administrative team	Skit Spring

Teachers	Teachers will:						
	1	implement Writing Workshop and increase the amount of time students spend each day on the writing process	AR	Grades K-5	Teachers; literacy coach	Writers' notebooks	Daily
	2	utilize strategies from the "The Six Traits of Writing"	SD	Grades K-5	Teachers; literacy coach	District curriculum documents	Daily
	3	implement Spalding and Words Their Way	SD T1	Grades 1-5	Teachers; literacy coach	Spalding cards/books	August TE; weekly
	4	maintain an awareness of student needs and sense of urgency by reviewing our school-wide/grade level data charts posted in the hallways T1-2	AR	All	Teachers; administrative team	Grade level data charts	Weekly
	5	analyze data by subgroups in order to plan for instruction using a data tracking chart after each benchmark T1-8	AR	All	Teachers	Class data charts	Monthly
	6	participate in the LA Vertical Team to provide staff development and feedback to Language Arts Teachers on writing samples	SD	Grades K-5	Writing committee	Writing portfolios	Each six weeks
	7	participate in the writing book study <u>Mechanically Inclined</u>	SD	K-5	Teachers; coaches	Book; wiki	Summer and Fall
	8	attend coaching sessions with the instructional specialist/literacy coach and the reading specialist	SD T1	All	Teachers; coaches	District curriculum documents	Weekly
	9	plan for Quadrant D learning and incorporate LoTi strategies to increase the level of HEAT (higher order thinking, engagement, authenticity, and technology) in the classroom T1-2	T SD	All	Teachers; technology team	Rigor/Relevance Framework; Computers; LoTi planning documents	Minimum of one Quadrant D learning experience per 9 weeks
	10	engage in mega-monitoring of classrooms by conducting data walks to increase effectiveness of instruction T1-2	AR SD	All	Administrative team	Walkthrough data	Daily
	11	present mini-lessons to students to improve their TELPAS writing scores so that they reach the "advanced high" rating necessary to exit	AR	LEP	Teachers	Mini-lessons; TELPAS data	Weekly
12	attend a half day planning session for writing teachers to review data; determine class accountability ratings and develop lessons for student improvement T1-5	SD T1	Grades PK-5	Teachers; literacy coach	Sub allocation; data	Fall	

Teachers Cont'd	13	implement writing workshop using the district, genre-based writing units of study	SD	K-5	Teachers	District curriculum documents; Lucy Calkins Units of Study; Fletcher's Teaching the Qualities of Writing	Daily
	14	use genre-specific literature as mentor texts and model how to apply specific author's craft strategies in students' writing	SD	K-5	Teachers	Mentor texts	Weekly
	15	use the Revising and Editing Practice (REP) cards to reinforce language conventions	AR	2-5	Teachers	REP Cards	Weekly
	16	Implement the following questioning strategies from the Model Classroom Project: <ul style="list-style-type: none"> • Use cognitive verbs in questions 75% of the time • Use a variety of simultaneity techniques (3+ techniques for 12+ total uses per lesson) • Use randomness strategies such as craft sticks to call on students randomly during every lesson (have students raise their hands to <u>ask</u> the teacher questions, not to answer questions) • Use wait time plus coaching when appropriate • Use cognitive verbs in praise statements at least 10 times per lesson 	SD	All	Teachers	Model Classroom Project materials	Daily
	17	engage students by opening and closing lessons with a TPO (three part objective)	SD	All	Teachers	Model Classroom Project materials	Daily
	18	analyze student writing (grade-level) to develop instructional and intervention plans	SD AR	All	Teachers; writing committee; vertical team; literacy coach	Writing samples; district rubrics	Each six weeks
	Parents	Parents will: T1-6					
1		attend Writing TAKS Night	PI T1	Grade 4	Teachers	Take home activities	November

- **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

Owens Elementary
Laura Barrett, Principal
2009-2010
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	Owens Elementary 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.
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.
X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.

CIP PART II: ASSURANCE ADDENDUM

X	IDEA Part B and IDEA Preschool Stimulus Funds – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities and lowering preschool LRE.
X	The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Laura Barrett	Principal:
Andrea Jones	Teacher 1:
Robi Schweitzer	Teacher 2:
Allison Habada	Teacher 3:
Jennifer Lopez	Teacher 4:
Malia Passmore	Teacher 5:
Shelby Gan	Teacher 6:
Keith Case	Teacher 7:
Laurie Aguirre and Lisa Hughes	Teacher 8:
Michelle Merricks	Non-teaching professional 1:
Katie Herrera	Non-teaching professional 2:
Laura Backs	Parent 1:
Michelle Schnibben	Parent 2:
Polly Finkenbiner	Community resident 1:
Michelle Nixon	Community resident 2:
Monique Boudreaux	Business representative 1:
Dallas Foster	Business representative 2:

CPOC Meetings* for '09 – '10			
#	Date	Time	Location
1	September 28, 2009	8:00am	Owens Library
2	November 6, 2009	9:30am	Owens Library – Accountability Hearing
3	January 14, 2010	8:00am	Owens Library
4	April 7, 2010	8:00am	Owens Library
5	May 27, 2010	8:00am	Owens 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.

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 2009-2010, 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 2009-2010, 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 2009-2010, 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 2009-2010, 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 2009-2010, 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.	Implement and monitor the school-wide safety and security plan.

CIP PART II: ASSURANCE ADDENDUM

X	6) Special Education	For 2009-2010, 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 2009-2010, 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 2009-2010, 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 2009-2010 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 2009-2010 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 2009-2010, 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.

CIP PART II: ASSURANCE ADDENDUM

	11) High School AEIS – Advanced Courses and Dual Credit	For 2009-2010, 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 2009-2010, 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 2009-2010, 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 2009-2010, 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.

CIP PART II: ASSURANCE ADDENDUM

Section D

10 Components of a Title I Program

- 1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
- 2. **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
- 3. **Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
- 4. **High-quality and ongoing professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
- 5. **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
- 6. **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
- 7. **Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
- 8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
- 9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
- 10. **Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

CIP PART II: ASSURANCE ADDENDUM

Owens Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2009-2010			
Date	Audience	Responsible for Planning	Purpose/Content
August 3	Leadership Conference (8-10)	District Administrative Staff	
August 3	GLT/AMS (10-4)	District Administrative Staff	
August 4	Legal Conference (8-10)	District Administrative Staff	
August 11	Department Chair & Team Leader	Secondary Curriculum Staff	
August 13 & 14	New Staff Orientation	District & Campus Administrative Staff	
August 17	**Elementary and Secondary Campus	Campus Administrative Staff	See agenda
August 18	**Elementary and Secondary Campus	Campus Administrative Staff	See agenda
August 19	Secondary Campus	Campus Administrative Staff	
August 19	Elementary District (Adam-Keith)	Elementary Curriculum Staff	See agenda
August 20	Secondary District	Secondary Curriculum Staff	
August 20	Elementary District (Kirk-Yeager)	Elementary Curriculum Staff	District Curriculum
August 21	Elementary and Secondary Campus	Campus Administrative Staff	
October 12	Elementary Parent Conferences	Campus Administrative Staff	Parent Conferences
October 12	Secondary District	Secondary Curriculum Staff	
January 4	Elementary District	Elementary Curriculum Staff	TE
January 4	**Secondary Campus	Campus Administrative Staff	
January 5	**Elementary and Secondary Campus	Campus Administrative Staff	TE – Model Classroom Project
*February 15	Elementary and Secondary Campus	Campus Administrative Staff	See agenda
*June 3	Elementary and Secondary Campus	Campus Administrative Staff	See agenda

* Inclement Weather Days MAY NOT BE USED AS CTE.

** A campus may choose a maximum of two Campus Time Equivalency Days. No waiver is required; however, please notify the Staff Development office with the dates of your planned CTE days, if any.