

**Ride the Wave of Success**



**2009-2010  
Campus Improvement Plan  
for  
SHERIDAN 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.

### **Sheridan Elementary Mission Statement**

- To foster a positive and friendly atmosphere where students are encouraged to become independent learners and staff are motivated to reach their full potential so that Sheridan graduates will be successful responsible citizens.

Sheridan Elementary  
2009-10 Comprehensive Needs Assessment Summary

The staff at Sheridan Elementary includes 80 teachers, 30 paraprofessionals, and 3 administrators. The student population is 12% White, 17% African American, 68% Hispanic, 3% Asian, and 1% Native American. Sixty-six percent of students who attend Sheridan Elementary qualify for free or reduced lunch. The mobility rate for students at Sheridan Elementary is 21.9%.

In accordance with Texas state legislative requirements, the staff at Sheridan Elementary conducted a comprehensive needs assessment for the 2009-2010 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 90% 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 2009-2010 school year including: African American students in 3<sup>rd</sup> grade math (71%); Hispanic 3<sup>rd</sup> grade math (87%); White 3<sup>rd</sup> grade math (88%); economically disadvantaged in 3<sup>rd</sup> grade math (85%); African American 4<sup>th</sup> grade math (77%); ED in 4<sup>th</sup> math (87%); special education 4<sup>th</sup> math (78%); African American in 4<sup>th</sup> ELA (80%); Hispanic 4<sup>th</sup> ELA (74%); ED 4<sup>th</sup> ELA (74%); Sped 4<sup>th</sup> ELA (30% - 3/10 passed); special education in 4<sup>th</sup> writing (67%); 5<sup>th</sup> math, AA (86%); 5<sup>th</sup> math, sped (71%); 5<sup>th</sup> science AA (81%); 5<sup>th</sup> science Hispanic (88%); 5<sup>th</sup> science ED (86%), sped (86%). 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.

Sheridan Elementary staff will implement behavioral strategies to reduce the number of discipline incidents related to inappropriate physical contact in the 2009-2010 school year. Additionally, efforts will be made to improve the rate of attendance for all student groups including, African American (96.4%), Hispanic (96.5%), White (95.8%), and students who are economically disadvantaged (96.5%). Efforts will also be made to increase teacher retention at Sheridan Elementary.

## Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	Language Arts teams K-5 had an opportunity 2 times during the year to plan for extended periods of time. READ 180 in 4 <sup>th</sup> & 5 <sup>th</sup> grade was a success. The students loved it!	Sheridan is an Exemplary campus for the first time.
		Writing	The teachers are using Writer's Workshop and Karen Lowery met with 4 <sup>th</sup> grade students and 3 <sup>rd</sup> grade students in the spring to focus on vocabulary and voice in their writing. Students across the grade levels showcased their writing in their "White Books".	All groups were at an exemplary rating at 4 <sup>th</sup> grade writing. Two students made a 4 on writing TAKS.
		Math	Math Coaches and our Instructional Specialist planned with each grade level for rigor and relevance. Saturday Camps and goal setting motivated our students.	
		Science	The science specialist planned with 2-5 grades during the first semester to incorporate more hands on instruction. The specialist worked with new and struggling 4/5 <sup>th</sup> students during science to review important concepts and hands science activities.	All 5 <sup>th</sup> TAKS science 87% with 42% commended; H science 87% with 44 % commended; ED science 84% with 40% commended
	Teacher	Reading /Writing	Teachers were involved in book studies. Language Arts 5 <sup>th</sup> grade teachers used Delta Science readers during before the Science TAKS test with their students. Achievement meetings kept the teachers focused.	
		Math		
		Science		

# Areas to Improve – 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.

**Area of Focus:**

## Student Safety

**Campus Performance Objective:** #

Safety: For 2009-2010, the discipline referrals for inappropriate physical conduct and language-gestures/refusing will be reduced by **10%** from the previous school year as indicated on the cart below.

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

PEIMS code	2009-2010 Discipline Data	2010-2011 Goal
Inappropriate physical conduct	120 incidents	-10% or less
Language-gestures/refusing	56 incidents	-10% or less

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Increase awareness and understanding of campus and teacher expectations with students and staff.	AR, SD,VP	All	Admin/ Teachers	PBIS Matrix	Aug 25 – May 2010
	2 Review PBIS matrix powerpoint/poster daily in homeroom. Bus matrix will be reviewed daily.	AR,T, VP	All	Teachers	Matrix; powerpoint	Aug. 25-May 2010
	3 Monthly New Student Orientation to review and practice basic school information and PBIS Matrix	AR, VP	All	Behavior Spec	PBIS Matrix	Oct. – May 2010
	4 Character and Social Skills Development in large group rotation and home room.	AR,VP	All	Teachers/ Admin	BBR posters; PBIS Matrix	Aug. 25-May 2010
	5 Health: Participate in CATCH program	AR	All	Teachers	CATCH Materials	Ongoing
Teachers	1 Review discipline data from office referrals monthly to determine areas in need of improvement and re-teaching.	AR,VP	All	Admin	PEIMS Data	Aug. 25-May 2010
	2 All staff will be trained in PBIS and BBR. T1-4	AR,SD, TI,VP	All	Admin	PBIS staff development; BBR Training	Aug. 25 – Jan. 2009
	3 Teachers will follow behavior/consequence continuum.	AR, SD, VP	All	Behavior Spec., Teachers, Admin	Student Code of Conduct	Aug. 17-May 2010
	4 PBIS letter and matrix provided in substitute folder and at sign in.	AR,VP	All	Receptionist, Teachers; Behavior Spec.	PBIS matrix	Sept. 2008-May 2010
	5 Health: Present CATCH lessons to students.	AR	All	Teachers	CATCH	Ongoing

						Materials	
Parents	1	Increase awareness and understanding of the PBIS matrix and Student Code of Conduct (COC). Discuss expectations at curriculum nights and provide parents with a PBIS brochure. T1-6	AR,PI, VP	All	Admin , Behavior Spec., Teachers,	PBIS matrix; Newsletter; COC	Aug. 22, 23 – May 2010
	2	Parenting classes (P.L.A.Y.) offered through S.O.S. to target parents of At-Risk Students.	AR,PI, VP	At-Risk	Counselors Behavior Int.	S.O.S.	Fall/Spring

# Areas to Improve

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

**District Priority:**

**Area of Focus:**

**Campus Performance Objective:**

**Formative/Summative Evaluation:**

**Attendance**  
 # For 2009-2010, the ADA student attendance will be at or above **98%**.  
 District-developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students have an opportunity to be recognized on morning Power Point and during 9 week Awards Days for perfect attendance and zero tardies.	AR	All	Teachers, Admin. Asst. Secretary	Attendance Reports	1 <sup>st</sup> - 9 <sup>th</sup> weeks
	2 Tardy incentives will be awarded to classrooms with 100% of their students in class by 8:10.	AR	All	Teachers, Admin. Asst. Secretary	Tardy Reports	1-9 <sup>th</sup> weeks
	3 Through an engaging and supportive learning environment the students will be motivated to attend school.	AR, CE, TI	All	Teachers	PBIS, Quantum Learning, LOTI, Capturing Kids' Hearts, Balanced Literacy	Aug. 09-May 2010
Teachers	1 Homeroom Teachers will take attendance accurately at 9:10 each day. Post weekly announcements of those homerooms with no tardies for nine weeks.	AR	All	Homeroom Teachers, Attendance Sect.	Attendance Record	Aug. 24 – May 2010
	2 Teachers will call parents after child has been absent 3 days. AP will be notified if there is a concern.	AR, PI	All	Teachers	Attendance Records	Aug. 24- May 2010
	3 Develop a caring relationship with students that motivate and encourage them to attend school.	AR, CE, TI	All	Teachers	Capturing Kids' Hearts, PBIS	Aug. 2009 – May 2010
Parents	1 Stress the importance of attendance with parents during curriculum nights and in parent newsletters. T1-6	AR, PI	All	Teachers	School Newsletter, 9 wk class newsletter	Aug. 2009 – May 2010

## Areas to Improve - Science

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
5	All	153	88	42	233	85	39	90
5	AA	36	81	28	49	78	37	90
5	Hispanic	98	88	44	144	85	35	90
5	White	15	100	60	33	91	48	100
5	Eco. Dis.	99	86	40	148	81	35	90
5	SpEd	7	86	29	13	69	38	90
5	LEP	32	81	22	38	66	16	90
5	LEP M1	22	82	27	15	73	27	90
5	LEP M2	--	--	--	47	94	51	--

**District Priority:**

1A Ensure that students' competence reaches or exceeds grade-level standards for science.

**Area of Focus:**

**Science**

**Campus Performance Objective:**

# By May 2010, we will increase the percentage by amounts noted below, or greater of students meeting standards or being commended on science TAKS.

**Formative/Summative Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students and staff will participate in "Science Word Day". They will choose a science word with definition included to share with classmates. They will dress according to their word. T1-2	AR	All students	Science IS	Science Vocabulary	Fall '09
	2 Science Showcase – Students will participate in activities throughout the year to spark their interest and promote learning. Science Showcase: K-2 class project, 3 group projects, 4-5 individual projects.	AR, CE	K-5 students	Teacher, Science Helping Teacher, Ap, IS	Science TEKS,	Sept. 2009 – May 2010
	3 Master Science teachers will organize and plan high energy science lessons for Science Club before or after school and an opportunity to attend Science Saturday Camps. T1-2	AR, TI	5 <sup>th</sup> students	IS, AP, Principal, At-Risk Science Tch	Science Curric.	Fall-Spring Semester 2009-10
	4 Utilize the Garden Lady (Stephanie Baker) to focus on objective 4-Earth science in 3 <sup>rd</sup> and 5 <sup>th</sup> grades.	AR, SD	3 & 5 students	Science at-risk tchr,	Science Curric. - Data	Fall-Spring Semester

					teachers, Garden Lady		
	5	Students will have 60 minutes of uninterrupted science time if at all possible with the master schedule.	AR, T1	3-5	AP, IS, Principal	Scheduling committee	Fall 2009- Spring 2010
	6	Use Distance learning to enrich students' understanding of the scientific process and allow the sharing of scientific observations and data with other learning communities. "Science Reporters" to share streaming video on announcements or at lunch to reinforce concepts.	AR, SD, T	5 <sup>th</sup> students	Master Science Teacher	Distance Learning Equip. Access to Connect 2 Texas	Aug. 09 – May -10
	7	Students will participate in hands-on investigations and activities to develop conceptual understanding of science concepts. T1-2	AR, SD	All students	Science HT, Teachers, Admin.	Science vocabulary, Science labs	Aug. 09 – 10
	8	5 <sup>th</sup> grade ED, AA, LEP students failing benchmarks and quizzes will be pulled out to work with science helping teacher during science class to review labs using Quantum Learning strategies. T1-8	AR, SD,CE	5 <sup>th</sup> Target students	Science HT, Teachers, Admin.	Science curriculum (TEKS), scope & sequence	Oct. 09 – May 10
	9	Students will use science vocabulary words from morning power points to increase their understanding. Science journals and observation guides will be used to increase comprehension and promote vocabulary development grades 1 <sup>st</sup> – 5 <sup>th</sup> .	AR, T	All students	Librarian, Science IS, Teachers, Admin.	Science vocabulary, Science TEKS, journals, obs. guides	Aug. 09 – May 10
Teachers	1	LOTI training- More focused lessons on questioning/technology strategies to increase higher order thinking questions. T1-4	AR, SD, T	All Teachers	Tech/LOTI team	LOTI resources	Aug. 09 – May 10
	2	School will provide substitutes for T. ½ day to meet, plan and goal set as a group using data to meet the needs of their students. Meet biweekly with IS for purposeful planning. 5 <sup>th</sup> grade will meet with the Science Helping Teacher to plan weekly lessons incorporating LoTi.	AR, T1, CE, T	Teachers- all levels	IS, AP, Prin, Science HT	TEKS, Teaching materials, student data	Once a semester; Aug. 09 – May 10 weekly
	3	Science Helping Teacher will push-in and pull-out small groups of students depending on their quizzes, benchmarks, and CBA data. T1-9	AR, T1, CE	Teachers- Tutors	Admin-5 <sup>th</sup> Science Teachers	TEKS, Teaching materials, student data	Fall & Spring Semester
	4	Quantum Learning strategies will be used on a regular basis for students' engagement and long-term learning. T1-2	AR, SD	All students	Assist. Prin./IS, teachers	Staff Development from DATE Grant	Sept. 09- May 10
	5	New science teachers will attend New Teacher Science Trainings.	AR, SD	New Science Teachers	AP, IS, Teachers	Staff Development Department	Fall 2009

	6	PBIS matrix practiced and implemented to cut down on behaviors and maximize instructional time in class.	AR, SD, VP	All students	Science teachers, Behavior specialist	PBIS, BBR	Aug. 09 – May 10
Parents	1	Parents will be invited to attend Children's Museum Night with their children (transportation will be provided). T1-6	AR, T1	All students	Teachers, Admin Staff	Title I funding	Aug. 09– May 10
	2	"Pumpkin Patch Problem Solving Night" parents will attend with their children to enjoy and learn strategies used for science and math.	AR, T1, T	All students	Sc Liaison, M Liaison, Teachers, IS, AR Sc Specialist	Science Resources & Math Resources	Fall 09
	3	Saturday school for targeted students will be organized and presented in a novel and meaningful way. T1-9	AR, T1	5 <sup>th</sup> Students	IS, AP, Prin, and Teachers	TEKS, Teaching materials, student data	Spring 2010
	4	Parents will monitor Agendas for Science updates, test scores/, study dates and successes.	AR	Students	Parents	Agendas	Aug. 09 – May 10

## Areas to Improve - Math

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
3	All	148	85	37	206	73	18	90
3	AA	24	71	21	40	63	5	85
3	Hispanic	101	87	36	132	74	19	90
3	White	16	88	50	29	76	31	90
3	Eco. Dis.	100	85	35	134	68	18	90
3	SpEd	--	--	--	10	60	--	--
3	LEP	70	90	40	86	76	19	93
3	LEP M1	8	100	50	12	100	50	100
3	LEP M2	--	--	--	--	--	--	--
4	All	170	88	35	241	94	37	90
4	AA	31	77	29	49	88	31	85
4	Hispanic	117	90	32	134	95	32	93
4	White	19	100	58	52	98	52	100
4	Eco. Dis.	125	87	30	134	93	35	90
4	SpEd	9	78	22	14	86	29	85
4	LEP	58	84	17	67	93	27	90
4	LEP M1	26	100	58	22	95	32	100
4	LEP M2	9	100	100	13	100	38	100
5	All	154	95	44	230	90	31	97
5	AA	36	86	33	49	80	19	90
5	Hispanic	98	97	47	142	93	34	98
5	White	16	100	44	32	94	34	100
5	Eco. Dis.	99	93	42	146	89	29	95
5	SpEd	7	71	--	13	69	15	90
5	LEP	32	91	28	37	84	11	94
5	LEP M1	22	100	55	14	93	7	100
5	LEP M2	--	--	--	47	96	47	--

<b>District Priority:</b>	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
<b>Area of Focus:</b>		<b>Mathematics</b>
<b>Campus Performance Objective:</b>	#	By May 2010, we will increase the percentage of students demonstrating proficiency on TAKS Math and commended performance in all student groups by the amounts indicated below.
<b>Formative/Summative Evaluation:</b>		District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Check rosters to ensure that each struggling student has been assigned to a teacher who has a proven track record of accelerating student's math achievement. (Change assignments and re-balance classes as needed.)	AR	All	Teachers, AP, Principal	Attendance, Cum folders	1st weeks of school year
	2	Monitor each student's progress in learning the critical TEKS and identify gaps in knowledge by examining results of teacher-made tests, district benchmarks and CBA. T1-8	AR	All	Teachers, IS	Gradebook, data	After benchmarks, CBA, etc.
	3	Early morning GiGi club. T1-9	AR, CE, T1	2, 3	Teachers, Helping Teacher	Student data	Oct. 09 – May 10
	4	Title 1 Math Helping Teacher will provide small group support to targeted students (focus will be 3 <sup>rd</sup> grade).	AR, CE, T1	2,3,4,5	Helping Teachers, IS	Student data	Aug. 09 May 10
	5	Invite targeted students to attend TAKS Math Saturday Training Camps. T1-9	AR, CE, T1	3,4,5	Teachers, AP, Math IS	Student data	Fall & Spring 2010
	6	Invite students and parents to TAKS math night.	AR, T1, CE	3,4,5	Teachers, Prin., AP, Math IS	Student data	Spring 2010
	7	Students will track their individual and class data and establish goals based on quizzes and benchmarks.	AR, T1, SD	All	Teachers, IS	Student data, Birdville ISD video (new tch)	After benchmarks
	8	Provide summer school scholarships for students not meeting expectations in math.	AR, T1	1-5	Math Teachers, IS, Adm Team	Benchmark, TAKS Data	Spring 2010
	9	Use Quantum Learning Strategies in classroom.	AR, SD	All	Teachers	Quantum Learning Training	Aug. 09 – May 10
	10	Implement PBIS strategies to decrease behaviors and maximize instructional time in class.	AR, SD, VE, T1	All	Teachers, IS, AP, Principal	PBIS training	Aug. 08 – May 10

Teachers	1	Guided planning sessions with math IS and district math coaches, focusing on critical TEKS and innovative strategies (window pane, Quantum Learning, Capturing Kids' Hearts, & LoTi). Vertical team meetings after school to discuss transitional strategies for 2 <sup>nd</sup> to 3 <sup>rd</sup> .	AR, T1, SD	1-5	IS, Teacher, math coaches	Math teacher notes, scope and sequence, Educaide, Achievement meetings	1 <sup>st</sup> semester - weekly 2 <sup>nd</sup> semester - Every other week New teachers – weekly
	2	Math Coaches will plan with teachers to review strategies their students used on quizzes and benchmarks to develop lessons that are high in rigor and relevant. T1-2	AR, CE, SD,	3, 5	Teachers, Math IS, Math coach	Educaide, scope and sequence	Every other week
	3	Half day planning sessions with Math IS, AP, and Principal to review individual student, class, and grade level data to develop an achievement plan. T1-5	AR, T1, CE	1,2,3,4,5 Math teachers	Teachers, Math IS, AP, Principal	Student data	Fall 2009, Spring 2010
	4	Math teachers will visit "Model" classrooms on campus and at other schools to gather ideas and strategies to use with their students.	AR, TI, CE	K-5 Math teachers	Teachers, IS, AP	Schedule, Feedback Form	Fall 2009, Spring 2010
	5	All new math teachers will attend recommended math staff development to implement strategies that will increase success with students.	AR, SD, T1	New Math teachers	Teachers, Math IS	Math Curriculum Department	As recommended
	6	Support Saturday Math Training Camps with focus on critical TEKS for struggling students and provide a "Commended" camp for students who need to be challenged.	AR, CE, T1	1-5 Math teachers	Teachers, Math IS, AP, Principal	Math curriculum, Critical TEKS, Achievement meetings	1 to 2 times during school year
	7	Title I math helping teacher will pull small groups of students to accelerate and motivate their learning. (Focus on 3 <sup>rd</sup> )	AR, CE, TI, SD	TI, 2-5 Math teachers	Teachers, Title I, IS, AP, Principal	Math Curriculum, Staff Dev., Math Helping	Beginning Aug. 25
	8	Ensure non-linguistic representation (visual representations or graphic organizational tools) are implemented in math classrooms	AR, CE, SD, T, T1	1 – 5 Math teachers	Teachers, Math IS	Math Curriculum	Fall 2009, Spring 2010
	9	Ensure summarizing and note-taking is implemented through 4-step process journaling or note-taking booklet	AR, CE, SD, T, T1	2-5 Math teachers	Teachers, Math, IS	Math Curriculum	Fall 2009, Spring 2010
	10	Student Engagement (behavioral, emotional, cognitive) & Rigor staff developments will be provided for teachers to increase connections and long term learning.	AR, SD, TI, CE	TI, Pre-K – 5 Math teachers	Teachers, Title I, IS, AP, Principal	Math curriculum, Critical TEKS, Achievement meetings, DATE Grant	Fall 2009, Spring 2010
Parents	1	Parents and students will be invited to attend Math Nights in the spring connected with Family Library Night. Involve parents and students in using window pane and	AR, CE, PI, T1	All	Teachers, AP, IS, Principal	Math curriculum, Educaide	Spring 2010

		problem solving strategies. T1-6					
	2	Benchmark letter sent home to parents with benchmark results to share strengths & weaknesses.	AR, CE, PI, T1	All	Teachers, Math IS, AP	Benchmark student data	After each benchmark

## Areas to Improve - Reading

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
3	All	147	95	43	212	92	25	97
3	AA	25	96	44	41	93	24	97
3	Hispanic	99	93	36	137	91	21	95
3	White	16	100	63	29	97	41	100
3	Eco. Dis.	101	93	39	140	91	19	95
3	SpEd	--	--	--	7	86	14	--
3	LEP	68	91	32	90	89	15	94
3	LEP M1	8	100	75	12	100	42	100
3	LEP M2	--	--	--	--	--	--	--
4	All	170	77	23	238	82	19	90
4	AA	30	80	17	48	81	21	85
4	Hispanic	118	74	20	133	75	14	85
4	White	19	95	42	51	96	29	97
4	Eco. Dis.	125	74	20	133	78	14	80
4	SpEd	10	30	10	11	73	18	90
4	LEP	59	56	2	67	60	1	80
4	LEP M1	26	88	42	22	77	9	90
4	LEP M2	9	89	89	13	100	46	90
5	All	153	93	26	227	93	17	95
5	AA	36	92	22	48	98	13	95
5	Hispanic	97	93	27	140	90	17	95
5	White	16	94	25	32	97	22	96
5	Eco. Dis.	97	90	27	145	90	14	93
5	SpEd	7	86	14	13	69	23	90
5	LEP	31	87	7	36	78	33	90
5	LEP M1	22	91	18	14	93	8	94
5	LEP M2	--	--	--	47	94	19	--

**District Priority:**

1A

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

**Area of Focus:****Reading****Campus Performance Objective:**

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*By May 2010, we will increase the percentage (by amounts noted or greater) of students demonstrating proficiency on TAKS reading in order to achieve an exemplary rating.*

**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	Goal Setting with students for improvement on benchmarks, TAKS, checkpoints, CBA's and other assessments.	AR, CE, T1, T	All	Teachers & Students	AMS Data, Gradebook	Prior to and after benchmarks or TAKS
	2	Provide storytelling sessions with Karen Lowery to model reading strategies, genre, vocabulary, expression and fluency. T1-2	AR, T1	2,3,4,5	LA IS & Teachers	Title 1 Funding	Weekly for 6 consecutive weeks
	3	Empower students to use PBIS strategies to protect their instructional time.	AR, SD, VP	All	All staff & Behavior Spec.	PBIS Matrix	Daily
	4	Recess tutoring, Title I small group tutoring, TAKS Saturday Camps to provide additional instruction for TAKS. T1-9	AR, CE, T1	1-5	Teachers	Student Data, Curriculum	Fall 2009, Spring 2010
	5	Apply the strategies of proficient readers and monitor comprehension by applying fix-up strategies to clarify meaning.	AR, CE, T1,	1-5	Teachers	Balanced Literacy small group instruction	Aug. 09-May 10
	6	Summer school scholarships will be provided for students experiencing difficulty in reading	AR, T1	1-5	Teachers, IS, AP, Principal	Benchmarks, TAKS data	Spring 2010
	7	Students have the opportunity to participate in Kid Biz 3000 on their home computers and classrooms to build fluency and comprehension.	AR, T1, PI, T	3-5	Teachers, Parents	Kid Biz 3000	October 2009 – May 2010
Teachers	1	Analyze data to guide instruction, reflect, and brainstorm interventions to improve literary skills. 5th grade will improve first round passing rate on TAKS reading. 4 <sup>th</sup> grade will focus on H, ED, Sped groups. 2 <sup>nd</sup> will improve reading comprehension skills by focusing on TEKS weak on benchmarks. T1-8	AR, CE, SD, T1	All	AP's, Reading IS's, Teachers	Data, Achievement Meetings	Each 6 weeks
	2	Continue I-Station for struggling readers in special	AR	1-5	AP, IS	Training	Aug. 2009-May

		education and general education (35 spaces).				sessions	2010
	3	Plan weekly with IS and/or AP to guide critical TEKS and instructional strategies.	AR	1-5	IS and AP's	Curr. Guides, TEKS	Weekly
	4	Balanced Literacy Implemented (increase small group instruction, guided, and strategy) in Language Arts classes and vertical and LA retreat for teachers to plan.	AR, SD, CE, T1	K-5	Teachers, IS's, AP's	District Guides	Ongoing
	5	Half-day planning sessions for LA teachers to plan strategies based on data from benchmarks (each semester). T1-5	AR, SD, CE, T1	K-5	AP's, IS	Data, Curr. Guides	1 each semester
	6	Send teachers to visit and reflect on model classrooms for balanced literacy. Provide Word Work staff development for LA teachers.	AR, SD, CE, T1	K-5	AP's; IS; District Helping Tchr	Model Classroom	Fall 2009;1 per teacher
	7	Independent reading built into daily schedules to improve accuracy and fluency (15+ minutes).	AR, CE, T1	K-5	AP's	Indiv. Books	Daily
	8	Continue <b>READ 180</b> for 4 <sup>th</sup> and 5 <sup>th</sup> Grade SEI, TAKS failures (ED & H) to improve reading comprehension and strengthen independent reading level.	AR, CE, T1, SD	4, 5 SEI, TAKS R failures (ED, AA, H)	SEI R/LA Teacher, AP, Reading IS	READ 180 Program	Aug. 09 – May 10
	9	Monitor and track student attendance and data in Saturday camps.	AR, TI, SD	3-5	Teachers; IS; APs	Attendance Rosters	2009-2010
	10	Develop the use of rubrics and monitoring notebooks to track student progress.	AR, TI, SD, CE	K-5	Teachers; IS; AP	Notebooks	2009-2010
	11	Use district reading units of study to provide direct instruction on the strategies that proficient readers use, including the use of test-taking.	AR, T1, SD	2-5	Teachers, IS	Lesson Plans, District Curriculum	2009-2010
	12	Reading specialist will attend Scotopic Sensitivity training.	AR, T1, SD, CE	1-5	Reading specialist, IS, AP, Principal	Scotopic Sensitivity Training	2009-2010
	13	Provide students time to participate in <b>Kid Biz</b> to build reading fluency and comprehension at their independent reading level.	AR, SD, T1, T	3-5	Reading teachers, Rdg IS, AP	Kid Biz Program	Sept. 09- May 10
Parents	1	Attend TAKS Parent Nights and Library Nights (once a month) provided to share information and strategies to prepare for TAKS tests. T1-6	AR, PI, CE, T1	3-5	LA teachers, librarian, ISs, APs, Principal	Tutoring/ test strategies	Spring 2010
	2	Support with transportation and attendance on TAKS Saturday Training Camps and extra tutoring.	AR, PI, T1	3-5	Teachers, IS	Communication with parents	As needed
	3	Participate in parent make and take night for reading journals and writing journals.	AR, CE, T1, PI	All	AP, Title 1 committee	Presentation	Fall 2009
	4	Participate in Curriculum Night with their children in reading.	AR, PI, T1, CE	All	LA Committee	Strategies for reading at home	Fall 2009

	5	Provide information during registration for parents of preschool children to ensure a smooth transition from early childhood program (pre-readiness activities and parent involvement ideas will be included).	AR, CE, T1, PI	Pre-K & K parents	Title I committee	Neuhaus and scholastic materials	Spring 2010
	6	Keep teachers informed of struggles in order to better aid class performance.	AR, PI	All	Teachers	Samples of student work	Weekly
	7	Encourage their children to participate in book incentive reading programs and time for their children to read independently at home for 20+ minutes.	AR, PI, T1, CE	K-5	Teachers, Librarian, Reading IS	Parent notes	Fall 2009 – Spring 2010; daily

## Areas to Improve - Writing

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
4	All	169	93	20	231	94	18	95
4	AA	31	100	26	46	91	28	100
4	Hispanic	117	91	14	130	93	11	94
4	White	18	100	44	49	96	24	100
4	Eco. Dis.	125	91	18	129	93	17	94
4	SpEd	9	67	--	10	100	20	85
4	LEP	58	79	2	64	89	9	90
4	LEP M1	26	100	27	22	100	5	100
4	LEP M2	9	100	67	13	92	23	100

**District Priority:**

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

**Area of Focus:**

**Writing**

**Campus Performance Objective:**

# By May 2010, we will increase the percentage of students demonstrating proficiency on TAKS writing in 4<sup>th</sup> 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	1 Monitor each student's composition skills. Provide time to confer with students about their writing and successful implementing of writer's workshop.	AR, SD, T	All students	K-5 Teachers	Writing journal & samples; classroom obs.	Aug. 09 – May 10
	2 Focus on the improvement of usage, mechanics, spelling, revision, editing, & sentence structure as identified on benchmarks writing composition.	AR, CE, SD, T1, T	Identified students	Teachers, Reading spec.	Benchmark data; writing journals; lesson plans; classroom obs.	Aug. 09 – May 10
	3 Use Karen Lowery to motivate students to brainstorm ideas and develop vocabulary in their writing. Use K. Lowery's lesson plans for target objectives. T1-6	AR, T1	3 <sup>rd</sup> & 4 <sup>th</sup> Oct./Nov & Mar/Apr	Teachers; Instructional specialist	Schedule; lesson plans; classroom observations	Bi-weekly Sept. 09 – Mar. 10
	4 Brainstorm seed ideas in his/her writer's notebook.	AR, CE, SD, T1	K – 5 students	Teachers, Reading spec.	Writing journal	Daily
Teachers	1 All teachers will continue professional dev. in Writer's Workshop and implement 6 +1 Writing Traits. Provide	AR, SD	K-5 LA teachers	Instructional Specialist	District LA staff	Aug. 09 – May 10

	campus						
	2	All teachers will share the responsibility of teaching writing through all content areas.	TI, AR, CE, SD	All teachers & large group teachers	Admin Team	Planning sessions	Aug. 09- May 10
	3	Weekly planning sessions and one half day planning session for 4 <sup>th</sup> grade teachers to plan and collaborate quality instruction. T1-5	AR, CE, T1	4 <sup>th</sup> LA teachers	Instructional Specialist	Planning sessions, lesson plans	Aug. 09 – May 10 weekly
	4	Analyze students writing samples each six weeks to implement strategies to increase the number of students earning a 2 or higher rating on the TAKS written composition. Grade level teachers K-5 will discuss and analyze a minimum of three writing samples per six weeks to improve individual students' writing.	AR, SD, T1, CE	K – 5 LA teachers	IS, AP, Principal	Writing journals, writing compositions	Once per six weeks, Aug. 09-May 10
	5	Use student data, Ralph Fletcher's "Teaching the Qualities of Writing" kit, and the district curriculum units of study to plan and deliver TEKS-based mini-lessons and focused small-group and/or individualized instruction.	AR, SD, T1,	4 <sup>th</sup> LA teachers	LA Teachers, LA IS, AP	Writing journals, writing compositions	Aug. 09- May 10
	6	All LA teachers will share the responsibility for teaching writing at grades PreK – 5 <sup>th</sup> Grades through implementing balance literacy and Writer's Workshop.	AR	PK – 5 LA teachers	Teachers, dyslexia T, IS, AP, Principal	Lesson plans; classroom observations	Aug. 09 – May 10
Parents	1	Keep parents up-to-date on their child's progress through conferences and progress reports. T1-6	AT, PI, T1	Parents of identified students	Teachers	Writing compositions; journals	As needed
	2	Invite parents to Library Night where writing is the focus and to "Show Case of the Stars" (showcase students' white books). Provide parents with writing strategies they can implement at home.	AT, PI, T1	All students	Librarian, writing committee	Library Night & Showcase of the Stars invitation; Parent newsletter; white books	Library Nights monthly; Showcase – May 10

\* **Legend**

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

## CIP PART II: ASSURANCE ADDENDUM

**Robbie Sheridan Elementary School**  
**Anne Wilcox**  
**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.

<b>X</b>	Sheridan 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])
<b>X</b>	Completed a needs assessment which serves as the basis for the CIP.
<b>X</b>	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.
<b>X</b>	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
<b>X</b>	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
<b>X</b>	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
<b>X</b>	Included strategies for improving student attendance.
<b>X</b>	Provided for a program to encourage parental and community involvement at the campus.
<b>X</b>	Included goals and methods for violence prevention and intervention on campus.
<b>X</b>	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).
<b>X</b>	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)
<b>X</b>	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
<b>X</b>	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
<b>X</b>	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.
<b>X</b>	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
Anne Wilcox	Principal:
Marci Morton	Secretary
Regina Guidry & Cathy Null	Assistant Principals
Rene McIntyre & Cynthia Pearson	Instructional Specialists
Shirley Davis	Counselor
Bettie McGinness	Librarian
Tamera Felder	Testing Coordinator – At Risk
Cindy Cook	Behavior Specialist
Kathy Marinko	AP Secretary
Peggy Smith	Para
Angela White	Science
Marlene Martinez	Registrar
Jill Florence	Diagnostician
Veronica Gonzales	Pre-K Teacher
Kelly McMahon	Kindergarten Teacher
Jennifer Garland	1 <sup>st</sup> grade Teacher
Melvina Dobard	2 <sup>nd</sup> Grade Teacher
Deane Hart	3 <sup>rd</sup> Grade Teacher
Melissa Martin	4 <sup>th</sup> Grade Teacher
Brittney Merz	5 <sup>th</sup> Grade Teacher
Vicki King	Special Education
Jenifer Jones	Reading Enrichment Teacher
Casi Nixon	Large Group
Toi Venable	Parent 2:

## CIP PART II: ASSURANCE ADDENDUM

BradYeaneey	Community resident 1:
Karen Batson	Business representative:

<b>CPOC Meetings* for '09 – '10</b>			
#	Date	Time	Location
1	September 29, 2009	3:30-4:30	Computer Lab
2	November 09, 2009	6:00-6:30	Cafeteria (AEIS Report)
3	January 19, 2010	7:30-8:00	Library (Review Goals)
4	April 20, 2010	3:30-4:30	Computer Lab
5	May 27, 2010	8:10-3:30	Computer Lab

\* 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.

	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
<b>X</b>	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.
<b>X</b>	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.
<b>X</b>	3) Parent and Community Involvement	For 2009-2010, 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.
<b>X</b>	4) Violence Prevention and Intervention	For 2009-2010, 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.
<b>X</b>	5) Violence Prevention	For 2009-2010, the discipline referrals for	Each grading period the discipline referrals will be	At the end of the school year, the discipline	Implement and monitor the school-wide safety

## CIP PART II: ASSURANCE ADDENDUM

		offenses will be reduced by 10% from the previous school year.	reviewed to determine the percent of referrals.	referrals will be reviewed to determine the percent of referrals for inappropriate physical conduct.	and security plan.
<b>X</b>	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.
<b>X</b>	7) Highly Qualified Teacher	For 2009-2010, the percent of highly qualified teachers in the core academic areas will be at <b>100%</b> .	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 <b>XX%</b> or less with no student group exceeding <b>XX%</b> .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 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 <b>XX%</b> .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2009-2010, the percent of students who graduate with RHSP will be at or above <b>XX%</b> .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate

## CIP PART II: ASSURANCE ADDENDUM

					testing, classes, and programs.
	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 <b>XX%</b> .	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2009-2010, the percent of students who take an AP exam will be at or above <b>XX%</b> .	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	13) High School AEIS – SAT/ACT Exams	For 2009-2010, the percent of graduates who take SAT/ACT exams will be at or above <b>XX%</b> .	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	14) High School CTE	For 2009-2010, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) <b>XX%</b> .	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

## 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

<b>Robbie Sheridan Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2009-2010</b>			
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	
August 18	**Elementary and Secondary Campus	Campus Administrative Staff	
August 19	Secondary Campus	Campus Administrative Staff	
August 19	Elementary District (Adam-Keith)	Elementary Curriculum Staff	
August 20	Secondary District	Secondary Curriculum Staff	
August 20	Elementary District (Kirk-Yeager)	Elementary Curriculum Staff	
August 21	Elementary and Secondary Campus	Campus Administrative Staff	
October 12	Elementary Parent Conferences	Campus Administrative Staff	
October 12	Secondary District	Secondary Curriculum Staff	
January 4	Elementary District	Elementary Curriculum Staff	
January 4	**Secondary Campus	Campus Administrative Staff	
January 5	**Elementary and Secondary Campus	Campus Administrative Staff	
*February 15	Elementary and Secondary Campus	Campus Administrative Staff	
*June 3	Elementary and Secondary Campus	Campus Administrative Staff	

\* 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.