

2009-2010
Campus Improvement Plan
for
Wilson 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.

Wilson Elementary Mission Statement

Challenge all students by providing them a well-balanced, rich curriculum with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS).

- Develop in students the competencies identified in the "Portrait of a CFISD Graduate": Effective communicator who successfully uses the levels of communication demanded by the complex and ever-changing world - skills in listening, speaking, writing, reading, mathematics, and technological presentations.
- Competent Problem-solver who can identify problems and the information needed to organize, analyze, interpret, evaluate, predict, and make appropriate decisions to resolve or to avoid the problems that so frequently accompany a rapidly changing world.
- Self-directed Learner who continually seeks knowledge, creates options for learning that lead toward enhanced productivity, takes responsibility of setting appropriate priorities and achievable goals, and monitors and evaluates own progress in goal attainment.
- Responsible citizen who is honest, self-disciplined, respectful of others, and not only accepts, understands, and deals with diversity, but also is appreciative of differences; and, in a cooperative manner, contributes to the community's welfare and participates in the political process.

Wilson Elementary
2009-10 Comprehensive Needs Assessment Summary

The staff at Wilson Elementary includes 78 teachers, 29 paraprofessionals, and 3 administrators. The student population is 29% White, 16% African American, 40% Hispanic, 15% Asian, and 0% Native American. 42 percent of students who attend Wilson Elementary qualify for free or reduced lunch. The mobility rate for Wilson Elementary students is 13.7%.

In accordance with Texas state legislative requirements, the staff at Wilson 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 seventy-five 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: Hispanic students in 4th grade reading (70%) and 5th grade science (71%); and students who are economically disadvantaged in 4th grade reading (65%) and 5th grade science (68%). 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.

Wilson Elementary staff will implement behavioral strategies to reduce the number of discipline incidents related to inappropriate physical contact in the 2009-10 school year. Additionally, efforts will be made to improve the rate of attendance for all student groups including, African American (96.2%), Asian (96.6 %), Hispanic (96.3%), White (96.3%), and students who are economically disadvantaged (96.1%). Efforts will also be made to increase teacher retention at Wilson Elementary. T1 -1

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success	
Students	Subjects	Reading/ELA	91% of all students passed TAKS in grades 3-5; 3 rd grade – 47% commended on TAKS; 87% of kindergarten passed EOY reading benchmark; 94% of 1 st grade passed EOY reading benchmark; 82% of 2 nd grade passed EOY reading benchmark	TAKS scores & benchmark scores	
		Writing	93% of all students passed TAKS in grade 4; 41% commended on TAKS; 81% of 2 nd grade passed EOY revision/editing test	TAKS scores & benchmark scores	
		Math	90% of all students passed TAKS in grades 3-5; 4 th grade – 56% commended; 5 th grade – 44% commended	TAKS scores	
		Science	83% of all students passed TAKS in grade 5; 48% commended	TAKS scores	
		Social Studies			
	Subgroups	All			
		AA	89% passed TAKS Reading and Writing; 95% passed TAKS Math and Science	TAKS scores	
		H	85% passed TAKS Reading; 88% passed TAKS Writing; 84% passed TAKS Math	TAKS scores	
		W	96% passed TAKS Reading and Writing; 93% passed TAKS Math; 92% passed TAKS Science	TAKS scores	
		ED	81% passed Reading TAKS; 89% passed TAKS Writing; 80% passed TAKS Math	TAKS scores	
		LEP			
		SE			
	Social/ Emotional	Discipline			
		Extracurricular			
		Other			
Teacher	Professional Development		An abundance of on-line and live staff development offered for new staff T1-5		
	Qualifications		100% of the staff are highly qualified in their academic content areas T1-3		
	New Staff		Mentoring program with highly qualified mentors assigned to all new staff members T1-5		
	Retention				

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:

To promote a school environment that promotes individuals and teams to think interdependently for the betterment of student achievement and to be proactive toward meeting the challenge of change.

Formative Evaluation:

Surveys, Teacher Retention Data, PBIS data

STP	Strategies		Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will engage in positive activities designed to promote desired outcomes both academically and behaviorally such as student recognition for academic achievement, good conduct, and excellent attendance.	All	Teachers, Administrators, Attendance Secretary	Discipline & Attendance reports; TAKS & benchmark data	Ongoing
	2	Participate in PBIS lessons and activities throughout the year.	All	Teachers, Support Staff	Classroom Observation, Lesson Plans	Ongoing
Teachers	1	The PBIS leadership team will share issues and lead discussions about issues that affect the entire school. They will also analyze data and meet with grade level teams to monitor the implementation and effectiveness of the first year of PBIS.	All Staff	PBIS Leadership Team, Administrators	Agendas from PBIS meetings and faculty meetings	Monthly
	2	Promote continued staff development by offering courses on campus which directly focus on campus needs. Seek input from staff members through electronic surveys to identify professional development interests. T1 -4	All Staff	Teachers, Instructional Specialists, Administration	Online surveys, Attendance Rosters	Ongoing
Parents	1	Parents will provide feedback through Title I surveys and Title I Home/School Compact.	All Parents	Administrators, IS, Title I Teachers	Survey Feedback	Second Semester
	2	Family events will be offered during the school year to promote parental involvement as well as open lines of communication between home and school. These events will be offered both in English and in Spanish.	All Parents	Principal	Attendance Rosters	Monthly
	3	Provide communication about important school events in English and Spanish.	All Parents	Administrative Team	Newsletters, Phone system	Ongoing

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:

Safety: For 2009-2010, the discipline referrals 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	1 Students will receive a variety of positive rewards for demonstrating mastery of school-wide expectations. The school-wide and classroom positives will be rotated every 9 weeks to increase effectiveness.	VP	All students	PBIS Team	PBIS Action Plan and training materials	Ongoing
	2 Classroom guidance lessons will be focused on anger management, bullying and appropriate touch in all grade levels.	VP	All students	Counselors, Teachers	Classroom guidance plan	Ongoing
	3 Health: Participate in CATCH program	AR	All	Teachers	CATCH Materials	Ongoing
Teachers	1 Teachers will receive training in PBIS/BBR strategies and expectations, focusing on developing and implementing SWE.	SD	All staff	PBIS Team	PBIS training materials	August 2009; monthly PBIS faculty meetings
	2 Teachers will review monthly office referral reports so specific behavior needs can be targeted for improvement.	AR	All teachers	PBIS Team	Discipline reports	Monthly PBIS faculty meetings
	3 Wilson staff will focus on providing active supervision for children and school visitors throughout the school day.	VP	All students	All Staff	Crisis plan; use of nametags	Ongoing
	4 Health: Present CATCH lessons to students.	AR	All	Teachers	CATCH Materials	Ongoing

Parents	1	Positive communication with parents about their children will be increased. T1-6	T1, PI	All parents	All teachers and staff	Parent surveys, parent contact logs	Ongoing
	2	Parents will be informed about PBIS via Parent Nights, newsletters, marquees, and conferences. T1-6	T1, PI	All parents	Administrators and teachers	Newsletters and parent events	Ongoing
	3	Parents will be required to present photo identification and wear ID labels at all times when entering the building.	PI	All parents	Front office staff	V-soft	Ongoing

Area of Focus: Attendance

District Priority:

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

**Campus Performance Objective:
Formative/Summative Evaluation:**

#1

For 2009-2010, the ADA student attendance will be at or above **97%**.

District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Provide perfect attendance awards each nine weeks	AR	All students	Administration	Attendance records	Each six weeks
	2	Announce homerooms with perfect attendance each week	AR	All students	Administration	Attendance records	Weekly
Teachers	1	Teach and encourage good hand washing skills while at school	AR	All students	Nurse; Teachers	Hygiene lessons	Ongoing
	2	Teachers will call their students who have been absent for 3 days	AR	All students	Teachers	Attendance records & phone log	Ongoing
Parents	1	Create a learning partnership with parents by encouraging and stressing the importance of regular school attendance through parent newsletters, school website, personal notes and phone calls	AR	All students	Administration and teachers	Attendance records	Ongoing

Area of Focus: Science

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
5	All	134	83	48	151	89	56	85
5	AA	24	92	38	18	61	28	95
5	Hispanic	51	71	25	47	87	43	77
5	White	40	93	73	62	100	71	95
5	Eco. Dis.	57	68	25	51	76	35	75
5	SpEd	8	88	50	7	57	14	89
5	LEP	21	43	10	9	44	11	75
5	LEP M1	10	80	50	--	--	--	83
5	LEP M2	9	89	33	20	90	40	89

District Priority:

1A

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

Campus Performance Objective:

#2

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

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made and district benchmark assessments	AR	All students	Administration and Teachers	Gradebook; assessment data	Every 3 or 6 weeks
	2 Provide extended learning time for teachers to tutor students during supplemental instruction periods and before-school tutoring sessions, Science Camp and Saturday Schools T1-9	T1, AR, CE	Identified Students	Administration, District Science Department and Teachers	Tutorial packets; Title III grants	Ongoing
	3 Increase rigor of lessons through utilizing higher level questioning strategies and monitoring use of correct strategies for vocabulary, homework and warm-ups	AR	All Students	Administration and Teachers	curriculum guide; teacher notes	Ongoing
	4 Provide increased hands-on science investigations and activities to develop conceptual understanding of concepts	AR	All Students	IS and Teachers	Science lab materials	Ongoing

Students Cont'd	5	Provide instruction in reading strategies for non-fiction material	T1, CE	All students	Teachers	Non-fiction materials	Ongoing
	6	Provide small group instruction for identified struggling learners, including our special education students	AR, CE, T1	Identified students	Science Curriculum Specialists, Teachers, IS	Tutoring materials	Ongoing
	7	Develop comprehension and conceptual understanding of science vocabulary with technology power points and vocabulary activities	AR, T	All students	Teachers, Science Specialist	Curriculum and staff drives for sharing materials developed	Ongoing
Teachers	1	Provide time for grade level teachers to analyze data and modify/create individual instructional student plans after each teacher-made and district benchmark assessment T1-8	AR	Teachers	Administration and Teachers	Assessment data	Ongoing
	2	Provide staff development opportunities and implement effective research strategies proven to be successful with AA, H, LEP and ECD students in science T1-4	SD, AR	All teachers	Teachers and Administration	Articles and books studied	Fall 2009
	3	Science Curriculum Specialist will plan with new 5 th grade science teachers every week	CE, AR	5 th grade science teachers	Science curriculum specialist, IS	Planning session notes	September 2009
	4	Teachers will use district recommended strategies for vocabulary, homework and warm-ups	AR	All teachers	Teachers, Appraisers	Feedback from walk-throughs	Ongoing
	5	Provide "mega-monitoring" to verify implementation of stated goals and activities T1-2	AR	All Teachers	Principal, AP's, IS, Math/Science specialist	Walk-through forms	Ongoing
	6	Provide opportunities for exemplary teachers to model lessons for colleagues	SD	Identified Teachers	Administration	Benchmark data; walk throughs	Ongoing
Parents	1	Keep parents up-to-date on their child's recent successes and struggles	PI	Parents of identified students	Teachers	Samples of student work; phone log	Weekly
	2	Create a learning partnership with parents by providing research proven strategies/activities to be used at home to enhance student success (school & grade level newsletters, school website, family involvement nights/programs)	T1, PI, T	All Parents	Administration and Teachers	Research based materials; newsletter, Title 1 funds	Semi-monthly

	3	Keep fifth grade parents up-to-date on upcoming tests and quizzes by having parents initial a sticker in the study guides	PI	All Parents	Teachers	Study guides	Ongoing
	4	Parents will be reminded via personal invitations about each Saturday School opportunity. T1-6	T1, PI	Parents of identified students	Math/Science Specialist	Invitations, parent contact log	Ongoing

Area of Focus: Mathematics

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
3	All	146	88	37	152	88	45	89
3	AA	18	83	11	26	92	27	85
3	Hispanic	47	83	34	44	77	34	85
3	White	54	89	43	61	90	54	89
3	Eco. Dis.	48	75	27	52	79	27	80
3	SpEd	--	--	--	16	75	13	--
3	LEP	28	82	25	25	64	16	85
3	LEP M1	12	100	75	16	100	63	100
3	LEP M2	--	--	--	--	--	--	--
4	All	158	89	56	124	83	30	89
4	AA	25	96	52	18	83	22	97
4	Hispanic	60	77	42	36	81	17	81
4	White	52	96	65	51	84	41	97
4	Eco. Dis.	68	76	38	40	75	18	81
4	SpEd	13	100	31	15	73	20	100
4	LEP	24	54	4	18	56	6	75
4	LEP M1	17	82	65	9	89	--	85
4	LEP M2	13	100	92	14	100	50	100
5	All	135	91	44	154	94	52	94
5	AA	25	92	36	18	72	28	95
5	Hispanic	51	88	31	49	94	43	89
5	White	40	95	65	63	97	63	97
5	Eco. Dis.	56	82	29	53	85	40	85
5	SpEd	9	89	56	7	71	14	89
5	LEP	21	67	24	10	90	10	75
5	LEP M1	10	90	20	--	--	--	93
5	LEP M2	9	100	22	20	100	60	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:	#3	By May 2010, we will increase the percentage (by amounts noted above, 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	1	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made and district benchmark assessments	AR	All students	Administration and Teachers	Gradebook; assessment data	Every 3 or 6 weeks
	2	Provide extended learning time for teachers to tutor students during supplemental instruction periods and before-school tutoring sessions and 5 Saturday Schools T1-9	T1, AR, CE	Identified Students	Administration and Teachers	Tutorial packets; Title III grants	Ongoing
	3	Improve learning of all students by presenting engaging lessons which include visual, auditory and kinesthetic learning opportunities for students	AR	All Students	Math specialist and Teachers	August staff development materials & Math Classroom Checklist	Ongoing
	4	Improve student learning of content by monitoring instruction to ensure the appropriate balance of partner and independent practice	AR	All students	Administrative team	Overview of Math Classroom	Ongoing
	5	2 nd and 3 rd grade students will access ST Math during 2x per week for 45 minutes to increase math problem-solving skills T1-2	AR, T	All students	Math specialist and teachers	ST Math reports	Ongoing
	6	Improve student performance on quizzes and benchmarks by teaching test-taking strategies each quiz and monitoring to ensure that students perform the test-taking strategies that have been taught T1-8	AR	All Students	Math specialist and Teachers	Test-taking strategy powerpoint	Each quiz and benchmark
Teachers	1	Provide time for grade level teachers to analyze data and modify/create individual instructional student plans after each teacher-made and district benchmark assessment T1-8	AR	Teachers	Administration and Teachers	Assessment data	Ongoing

	2	Schedule math coaches to work with grade level teams on modifying lessons to target identified struggling learners	SD	Grade level math teams	Math Specialist	Coordinator	Bi-weekly
	3	Provide staff development opportunities and implement effective research strategies proven to be successful with AA, H and ECD students in math T1-4	SD	All teachers	Administration and teachers	Articles and books studied	Fall 2009
	4	Increase collaboration during lesson planning sessions so that teams are focused on what students have learned, instead of what teachers have taught	SD	Grade level math teams	Math specialist; math coaches	Student achievement results shared with entire team	Weekly
	5	Ensure non-linguistic representations (visual representations or graphic organizational tools) are implemented in math classrooms	AR	All math teachers	Teachers; Math specialist, Administration	Teacher notes; staff development materials	Ongoing
	6	Ensure summarizing and note-taking is implemented through 4-step process journaling or note-taking booklet	AR	All math teachers	Teachers; Math specialist; Administration	Teacher notes; staff development materials	Ongoing
	7	Provide “mega-monitoring” to verify implementation of stated goals and activities T1-2	AR	All math teachers	Principal, Asst. Principals, IS, Math specialist	Walk-through documentation; district math strategies document	Ongoing
Parents	1	Keep parents up-to-date on their child’s recent successes and struggles T1-6	PI	Parents of identified students	Teachers	Samples of student work	Weekly
	2	Create a learning partnership with parents by providing research proven strategies/activities to be used at home to enhance student success (school & grade level newsletters, school website, family involvement nights/programs)	PI, T, T1	All Parents	Administration and Teachers	Research based materials; newsletter; Title 1 funds	Semi-monthly

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	151	98	47	152	92	40	99
3	AA	19	95	47	26	100	35	97
3	Hispanic	48	96	34	45	84	27	97
3	White	55	100	53	60	92	52	100
3	Eco. Dis.	48	96	38	52	90	25	97
3	SpEd	--	--	--	14	79	23	--
3	LEP	31	97	23	26	81	16	98
3	LEP M1	12	100	67	16	100	69	100
3	LEP M2	--	--	--	--	--	--	--
4	All	160	79	32	124	85	27	83
4	AA	25	76	20	18	72	22	81
4	Hispanic	61	70	18	36	83	25	77
4	White	53	89	45	51	90	27	89
4	Eco. Dis.	69	65	16	40	80	20	75
4	SpEd	15	60	13	15	67	27	75
4	LEP	25	40	--	18	56	11	75
4	LEP M1	17	82	24	9	100	33	85
4	LEP M2	13	100	77	14	100	36	100
5	All	138	92	31	154	92	35	95
5	AA	24	92	29	18	78	28	95
5	Hispanic	51	88	14	49	88	18	89
5	White	43	95	47	63	98	52	97
5	Eco. Dis.	54	83	11	52	87	12	85
5	SpEd	11	82	27	6	33	--	85
5	LEP	21	71	5	9	67	--	77
5	LEP M1	10	100	20	--	--	--	100
5	LEP M2	9	100	--	20	100	10	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:

#4 By May 2010, we will increase the percentage (by amounts noted above, or greater) of students demonstrating proficiency on TAKS Reading.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made and district benchmark assessments	AR	All students	Administration and Teachers	Gradebook; assessment data	Every 3 or 6 weeks
	2	Provide extended learning time for teachers to tutor students during supplemental instruction periods and before-school tutoring sessions and summer school T1-9	AR, CE, T1	Identified Students	Administration and Teachers	Tutorial packets, Title 1 scholarships	Ongoing
	3	Provide opportunities for students to regularly engage in sustained reading of independent-leveled texts and materials across curriculum areas	AR, CE, T1	All Students	Teachers, IS	Classroom & literacy library; units of study mini-lessons	Ongoing
	4	Provide the READ 180 program in grades 4 and 5 for at-risk and SEI students	AR, T1, T	Identified students	IS, READ 180 Teachers	SAM reports, TAKS scores	Ongoing
	5	Students will access KidBiz during independent reading time 2x per week for 30 minutes to increase non-fiction reading comprehension T1-2	AR, T	3 rd -5 th grade students	LA teachers, IS, administrators	KidBiz reports	Ongoing
	6	To provide more reading material that will encourage students to read independently, the collection of library books will be increased	AR, T1	All students	Media specialist, teachers	Suggested reading lists, Title 1 funds	Fall 2009
	7	Students who are identified as needing additional support and are reading on a K-2 nd grade reading level will be provided with the opportunity to accelerate their reading growth through the implementation of the I-Station program	AR, T, T1	Identified students	All LA Teachers	I-Station materials and software; Title 1 funds	Daily
	8	Students who are ARDed for support through Special Education will be served with a Literacy Intervention Model, providing the appropriate intervention for a specified time, and then returning to the classroom for the remainder of the LA block in their regular classroom.	AR	Identified students	Principal, AP's, Diagnostician, Special Education staff, LA teachers	Master schedule, ARD minutes, Literacy Intervention materials	Daily/Ongoing

	9	Assist preschool children in the transition from early childhood programs to pre-k or kindergarten by providing materials for parents to use at home T1-7	T1	Identified students	Reading Specialists, IS and Teachers	Monthly newsletters; Pre-k and K registration	April registration; Monthly
	10	Apply the strategies of proficient readers and monitor comprehension by applying fix-up strategies to clarify meaning.	AR	Identified students	Reading Specialists, IS and Teachers	Literacy intervention materials and target strategies	Ongoing
	11	Organize flexible and dynamic small groups for reading instruction, selecting teaching points based on the students' needs to improve critical reading skills. The collection of leveled readers in the literacy library will be increased to provide more choices and greater numbers of books.	AR, T1	All Students	Reading Specialists, IS and Teachers	Balanced Literacy staff development materials, suggested reading lists	Daily/ Ongoing
Teachers	1	Provide time for grade level teachers to analyze data and modify/create individual instructional student plans after each teacher-made and district benchmark assessment T1-8	SD	Teachers	Administration	Gradebook; assessment data	Ongoing
	2	Provide staff development opportunities and implement effective research strategies proven to be successful with AA, H and ECD students in reading T1-4	SD	All Teachers	Administration, District Curriculum specialists and Teachers	Articles and books studied	Fall 2009
	3	Provide opportunities for exemplary teachers to observe or model lessons for colleagues	SD	Identified Teachers	Administration	Benchmark data; walk throughs	Ongoing
	4	Provide "mega-monitoring" to verify implementation of stated goals and activities T1-2	AR	All teachers	Principal, AP's, IS	Walk-throughs	Ongoing
	5	Use district reading units of study to provide direct instruction on the strategies that proficient readers use, including the use of test-taking.	AR	All teachers	Teachers and IS	District reading units of study	Ongoing
	6	Provide opportunities for learning communities to establish vertical guidelines and language to meet individual student and team goals	SD	Teachers	Teachers and Administration	Research based materials and benchmark data	One time per semester
Parents	1	Keep parents up-to-date on their child's recent successes and struggles T1-6	PI	Parents of identified students	Teachers	Samples of student work	Weekly

	2	Create a learning partnership with parents by providing research proven strategies/activities to be used at home to enhance student success (school & grade level newsletters, school website, family involvement nights/programs)	PI, T, T1	All Parents	Administration and Teachers	Research based materials; Newsletters; Title 1 funds	Semi- monthly
	3	Assist students in the transition from one grade level to the next by providing a book and packet of resources for parents to use at home with their child during the summer	PI, T1	All Parents and students	Reading specialists; Media specialist, IS and Teachers	Suggested reading lists; Title 1 funds	May 2010

Area of Focus: Writing

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
4	All	159	91	41	122	92	38	94
4	AA	25	92	40	18	89	44	95
4	Hispanic	60	85	33	35	86	29	87
4	White	53	92	42	50	94	36	95
4	Eco. Dis.	69	87	26	39	87	26	88
4	SpEd	14	71	14	14	86	36	77
4	LEP	24	71	8	16	75	19	77
4	LEP M1	17	100	41	9	89	22	100
4	LEP M2	13	100	69	14	100	71	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:

#5 By May 2010, we will increase the percentage (by amounts noted above, or greater) of students demonstrating proficiency on TAKS Writing.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made and district benchmark assessments	AR	All students	Administration and Teachers	Gradebook; assessment data	Every 3 or 6 weeks
	2	Provide extended learning time for teachers to tutor students during supplemental instruction periods and before-school tutoring sessions T1-9	AR, CE, T1	Identified Students	Administration and Teachers	Tutorial packets	Ongoing
	3	Demonstrate (through modeled, shared, and interactive writing) how revision and editing processes help writers communicate meaning in clear and concise ways	AR	All Students	Teachers	Writer's workshop materials	Ongoing

Students Cont'd	4	Apply revision and editing strategies within written compositions (Reduce 1-rating compositions with weak conventions.)	AR	All students	Teachers, IS	Revising & Editing cards	Ongoing
	5	Provide opportunities for students to reflect and reread their own work prior to revising and editing; utilize grade-level revising and editing practice cards	AR	All Students	Administration and Teachers	Revising & editing cards	Ongoing
Teachers	1	Provide time for grade level teachers to analyze data and modify/create individual instructional student plans after each teacher-made and district benchmark assessment T1-8	SD	Teachers	Administration	Gradebook; Assessment data	Ongoing
	2	Provide staff development opportunities and implement effective research strategies proven to be successful with AA, H and ECD students in reading T1-4	SD	Teachers	Administration	Articles and books studied	Ongoing
	3	Provide opportunities for exemplary teachers to model/confer lessons for colleagues	SD	Identified Teachers	Administration	benchmark data; walk throughs	Ongoing
	4	Use Jeff Anderson's Editing invitations strategy to introduce grammar and written convention skills in authentic writing	SD	All teachers	IS	Walk-throughs	Ongoing
	5	Provide "mega-monitoring" to verify implementation of stated goals and activities T1-2	SD	All teachers	Principal, AP's, IS	Walk-throughs	Ongoing
	6	Teachers will meet in grade level teams to share and analyze student written compositions and develop a plan for future instruction	SD	Teachers	Administration and teachers	Samples of student work	One time per six weeks
Parents	1	Keep parents up-to-date on their child's recent successes and struggles T1-6	PI	Parents of identified students	Teachers	Samples of student work	Weekly
	2	Create a learning partnership with parents by providing research proven strategies/activities to be used at home to enhance student success (school & grade level newsletters, school website, family involvement nights/programs)	PI, T, T1	All Parents	Administration and Teachers	Research based materials; newsletter, Title 1 funds	Semi-monthly

*** 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

**Wilson Elementary
Pam Link, 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	Wilson Elementary has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
	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
Pam Link	Principal:
Connie Culver and Yosleny Garcia	Teacher 1: Kindergarten and Pre-Kindergarten
Raleigh Phillips	Teacher 2: 1 st Grade
Tyler White	Teacher 3: 2 nd Grade
Linda Cates	Teacher 4: 3 rd Grade
Angela Rea	Teacher 5: 4 th Grade
Stephanie Miller	Teacher 6: 5 th Grade
Phyllis Miller	Teacher 7: Special Populations
Linda Williams	Teacher 8: Large Group
Amy Frank and Mark Ostrowski	Non-teaching professional 1: Assistant Principals
Verla Hodges and Susan Sprawls	Non-teaching professional 2: Instructional and Curriculum Specialists
Patty Koenning	Parent 1:
Robyn Booker	Parent 2:
Barbara Guidry	Community resident 1:
Walt Bohn	Community resident 2:
Chrissy Waite	Business representative 1:
Audrey Wimberly	Business representative 2:

CPOC Meetings* for '09 – '10			
#	Date	Time	Location
1	September 16, 2009	4:15-5:15 p.m.	Wilson Library
2	October 14, 2009	4:15-5:15 p.m.	Wilson Library
3	*December 3, 2009	4:15-5:15 p.m.	Wilson Library
4	February 17, 2010	4:15-5:15 p.m.	Wilson Library
5	April 14, 2010	4:15-5:15 p.m.	Wilson 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.

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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 for 09-10 .	Implement and monitor the school-wide safety and security plan.
X	6) Special Education	For 2009-2010, the percent of students meeting ARD expectations will be at or above 80% .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
X	7) Highly Qualified Teacher	For 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.

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	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.
	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.

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	<p>14) High School CTE</p>	<p>For 2009-2010, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) XX%.</p>	<p>After each SFA, the staff will review the results to determine progress in meeting established performance level.</p>	<p>TAKS results will be reviewed to determine if targets were met.</p>	<p>Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.</p>
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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

Wilson 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	
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.