



Andre' Elementary

Students Teachers Parents

Whatever it Takes

2007-2008 Campus Improvement Plan

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: ANDRE EL
CAMPUS NUMBER: 101907146

Campus Rating: Academically Acceptable
Grade Span: EE - 05

Analysis groups used to determine ratings are marked with an 'X'.
Academically Acceptable standards are shown in parentheses.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2007				2006			Required Improvement			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
Reading/ELA (65%)											
X All Students	453	592	77%	100%	-	-	-	-	-	-	-
X African Amer	130	176	74%	30%	-	-	-	No	-	-	-
X Hispanic	244	320	76%	54%	-	-	-	-	-	-	-
X White	60	71	85%	12%	-	-	-	-	-	-	-
X Econ Disadv	295	399	74%	67%	-	-	-	No	-	-	-
Writing (65%)											
X All Students	165	207	80%	100%	-	-	-	-	-	-	-
X African Amer	42	56	75%	27%	-	-	-	-	-	-	-
X Hispanic	91	115	79%	56%	-	-	-	-	-	-	-
White	24	27	89%	13%	-	-	-	-	-	-	-
X Econ Disadv	110	142	77%	69%	-	-	-	-	-	-	-
Social Studies (65%)											
All Students	0	0	-	0%	-	-	-	-	-	-	-
African Amer	0	0	-	0%	-	-	-	-	-	-	-
Hispanic	0	0	-	0%	-	-	-	-	-	-	-
White	0	0	-	0%	-	-	-	-	-	-	-
Econ Disadv	0	0	-	0%	-	-	-	-	-	-	-
Mathematics (45%)											
X All Students	475	595	80%	100%	-	-	-	-	-	-	-
X African Amer	129	177	73%	30%	-	-	-	No	-	-	-
X Hispanic	260	321	81%	54%	-	-	-	-	-	-	-
X White	65	71	92%	12%	-	-	-	-	-	-	-
X Econ Disadv	311	403	77%	68%	-	-	-	-	-	-	-
Science (40%)											
X All Students	121	169	72%	100%	-	-	-	No	-	-	-
X African Amer	33	57	58%	34%	-	-	-	No	-	-	-
X Hispanic	64	85	75%	50%	-	-	-	-	-	-	-
White	17	19	89%	11%	-	-	-	-	-	-	-
X Econ Disadv	78	112	70%	66%	-	-	-	No	-	-	-

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

SDAA II Results (50%)	2007				2006			Required Improvement			
	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %	# Tests Met ARD	# Tests	Pct Met ARD	Met Min Size	Act Chg	RI	Met RI?
X All Students	49	52	94%	100%	-	-	-	-	-	-	-

EXCEPTIONS TABLE

Number Evaluated	Mrs Allowed	Number Needed	Floor(s) Met?	Msr(s) used in 2006?	Exceptions Applied
19	N/A	N/A	N/A	N/A	N/A

DISTRICT NAME: CYPRESS-FAIRBANKS
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Campus Rating: Academically Acceptable
Grade Span: EE - 05

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Academically Acceptable standards are shown in parentheses.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%)

	Class of 2006					Class of 2005			Required Improvement			
	# Com- pleters	# dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	-	-	-	-	-	-	-	-	-	-	-	-
African Amer	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-
Econ Disadv	-	-	-	-	-	-	-	-	-	-	-	-

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.0%)

	2005-06			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %
All Students	-	-	-	-
African Amer	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Econ Disadv	-	-	-	-

Due to definitional changes, Annual Dropout Rate Required Improvement is not calculated in 2007.

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Reading/ELA	ANDRE EL	3	All	240	193	80	90	83	48	20					
Reading/ELA	ANDRE EL	3	AA	73	57	78	90	82	13	18					
Reading/ELA	ANDRE EL	3	Hispanic	128	102	80	90	83	24	19					
Reading/ELA	ANDRE EL	3	White	30	28	93	100	95	10	33					
Reading/ELA	ANDRE EL	3	Eco.Dis.	156	118	76	90	81	22	14					
Reading/ELA	ANDRE EL	3	Spec.Ed.	9	6	67	90	75	1	11					
Reading/ELA	ANDRE EL	3	LEP	70	48	69	90	76	6	9					
Reading/ELA	ANDRE EL	3	LEP M1	16	16	100	100	100	7	44					
Reading/ELA	ANDRE EL	3	LEP M2												
Reading/ELA	ANDRE EL	4	All	239	158	66	90	75	41	17					
Reading/ELA	ANDRE EL	4	AA	72	47	65	90	75	10	14					
Reading/ELA	ANDRE EL	4	Hispanic	124	82	66	90	75	21	17					
Reading/ELA	ANDRE EL	4	White	32	21	66	90	75	8	25					
Reading/ELA	ANDRE EL	4	Eco.Dis.	165	105	64	90	75	21	13					
Reading/ELA	ANDRE EL	4	Spec.Ed.	6	3	50	90	75	0	0					
Reading/ELA	ANDRE EL	4	LEP	28	8	29	90	75	2	7					
Reading/ELA	ANDRE EL	4	LEP M1	43	27	63	90	75	9	21					
Reading/ELA	ANDRE EL	4	LEP M2	8	8	100	100	100	1	13					
Reading/ELA	ANDRE EL	5	All	198	164	83	90	85	30	15					
Reading/ELA	ANDRE EL	5	AA	69	53	77	90	81	11	16					
Reading/ELA	ANDRE EL	5	Hispanic	96	80	83	90	85	13	14					
Reading/ELA	ANDRE EL	5	White	25	24	96	100	97	3	12					
Reading/ELA	ANDRE EL	5	Eco.Dis.	127	106	83	90	85	18	14					
Reading/ELA	ANDRE EL	5	Spec.Ed.	6	4	67	90	75	1	17					
Reading/ELA	ANDRE EL	5	LEP	25	17	68	90	75	2	8					
Reading/ELA	ANDRE EL	5	LEP M1	10	10	100	100	100	3	30					
Reading/ELA	ANDRE EL	5	LEP M2	18	17	94	100	96	2	11					

CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Math	ANDRE EL	3	All	242	165	68	90	75	49	20					
Math	ANDRE EL	3	AA	75	46	61	90	75	14	19					
Math	ANDRE EL	3	Hispanic	128	90	70	90	77	21	16					
Math	ANDRE EL	3	White	30	24	80	90	83	12	40					
Math	ANDRE EL	3	Eco.Dis.	156	100	64	90	75	22	14					
Math	ANDRE EL	3	Spec.Ed.	13	3	23	90	75	1	8					
Math	ANDRE EL	3	LEP	68	39	57	90	75	4	6					
Math	ANDRE EL	3	LEP M1	16	15	94	100	96	6	38					
Math	ANDRE EL	3	LEP M2												
Math	ANDRE EL	4	All	238	198	83	90	85	54	23					
Math	ANDRE EL	4	AA	72	54	75	90	80	11	15					
Math	ANDRE EL	4	Hispanic	124	107	86	90	87	34	27					
Math	ANDRE EL	4	White	31	28	90	100	93	5	16					
Math	ANDRE EL	4	Eco.Dis.	165	135	82	90	85	33	20					
Math	ANDRE EL	4	Spec.Ed.	6	2	33	90	75	0	0					
Math	ANDRE EL	4	LEP	28	18	64	90	75	1	4					
Math	ANDRE EL	4	LEP M1	43	39	91	100	94	13	30					
Math	ANDRE EL	4	LEP M2	8	8	100	100	100	3	38					
Math	ANDRE EL	5	All	204	175	86	90	87	46	23					
Math	ANDRE EL	5	AA	73	57	78	90	82	11	15					
Math	ANDRE EL	5	Hispanic	96	85	89	90	89	23	24					
Math	ANDRE EL	5	White	27	26	96	100	97	8	30					
Math	ANDRE EL	5	Eco.Dis.	128	110	86	90	87	30	24					
Math	ANDRE EL	5	Spec.Ed.	8	7	88	90	89	2	25					
Math	ANDRE EL	5	LEP	24	19	79	90	83	3	13					
Math	ANDRE EL	5	LEP M1	10	10	100	100	100	4	40					
Math	ANDRE EL	5	LEP M2	18	17	94	100	96	2	11					

CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Science	ANDRE EL	3	All												
Science	ANDRE EL	3	AA												
Science	ANDRE EL	3	Hispanic												
Science	ANDRE EL	3	White												
Science	ANDRE EL	3	Eco.Dis.												
Science	ANDRE EL	3	Spec.Ed.												
Science	ANDRE EL	3	LEP												
Science	ANDRE EL	3	LEP M1												
Science	ANDRE EL	3	LEP M2												
Science	ANDRE EL	4	All												
Science	ANDRE EL	4	AA												
Science	ANDRE EL	4	Hispanic												
Science	ANDRE EL	4	White												
Science	ANDRE EL	4	Eco.Dis.												
Science	ANDRE EL	4	Spec.Ed.												
Science	ANDRE EL	4	LEP												
Science	ANDRE EL	4	LEP M1												
Science	ANDRE EL	4	LEP M2												
Science	ANDRE EL	5	All	201	142	71	90	77	42	21					
Science	ANDRE EL	5	AA	72	43	60	90	75	9	13					
Science	ANDRE EL	5	Hispanic	95	68	72	90	78	22	23					
Science	ANDRE EL	5	White	26	24	92	100	95	7	27					
Science	ANDRE EL	5	Eco.Dis.	130	92	71	90	77	30	23					
Science	ANDRE EL	5	Spec.Ed.	5	---	---	---	---	---	---					
Science	ANDRE EL	5	LEP	24	14	58	90	75	3	13					
Science	ANDRE EL	5	LEP M1	10	9	90	100	93	5	50					
Science	ANDRE EL	5	LEP M2	18	16	89	90	89	3	17					

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Andre Ele.	AA	0	95.6
Andre Ele.	H	0	96.1
Andre Ele.	W	0	95.5
Andre Ele.	NATIVE	0	95.5
Andre Ele.	ASIAN	0	96.4
Andre Ele.	MALE	0	95.9
Andre Ele.	FEMALE	0	95.9
Andre Ele.	SPED	0	95.7
Andre Ele.	ECD	0	96
Andre Ele.	LEP	0	96.2
Andre Ele.	AT RISK	0	96
Andre Ele.	GT	0	97.5
Andre Ele.	MIGRANT	0	0

Gold Performance Acknowledgment
 Attendance rates
 District >= 96.0%
 Elementary >= 97.0%

PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES

Areas to Improve

District Priority:

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

Area of Focus:

Student Safety

Campus Objective: #

For 2007 – 2008, total discipline referrals will be reduced by 50% from the previous year.
 For 2007 – 2008, the discipline referrals for inappropriate physical contact will be reduced by 50% from the previous school year.

Formative Evaluation:

District-developed Reports

STP	Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Direct social skills instruction through Building Better Relationships & Second Step Program.	AR VP	All Students	Teachers, Behavior Specialist	Building Better Relationships, Second Step Program, Bullying Lessons	Ongoing Checkpoints: End of Six Weeks
	2 Target specific Social Skills Instruction for students earning conduct notes and/or office referrals.	AR VP	Identified Students	Behavior Specialists, Assistant Principals, Teachers	Building Better Relationships, Second Step Program, Bullying Lessons	Ongoing Checkpoints: Individual Data
	3 School-wide expectations established and implemented (based on PBIS model).	AR	All Students	Teachers Administrators	School-wide PBIS Plan	Ongoing
	4 Provide adult mentors, as needed.	AR	Identified Students	Assistant Principals	District Coordinators	Ongoing
Teachers	1 Enroll four teachers in Quantum Learning training.	SD	Specific Teachers	Specific Teachers	District Trainers	Ongoing
	2 Provide training on strategies to meet needs of a diverse population.	SD	Teachers Staff	Administrators	Ruby Payne, etc.	Ongoing
	3 Encourage community involvement through activities such as home visits and attending community events.	AR P	Targeted Families	Administrators, Teachers	Staff Handbook, "Types of" and "How to" Conference with Parents, Teacher Logs	Ongoing
Parents	1 Inform parents of their child's triumphs/struggles through phone calls, conferences, notes, and emails.	PI	Parents	Teachers, Administrators	"Types of" and "How to" Conference with Parents: Staff Handbook, Teacher Logs, Meeting Agendas	Ongoing
	2 Invite and encourage parents to participate in parenting classes, curriculum nights, and conferences.	PI TI	Parents	Teachers, Administrators	"Types of" and "How to" Conference with Parents: Staff Handbook, Teacher Logs, Meeting Agendas SOS Parenting	Ongoing

Areas to Improve

District Priority:	Ensure that students understand the importance of attending school regularly and completing high school.
Area of Focus:	Attendance
Campus Objective:	# For 2007 – 2008, the ADA student attendance will be at or above 97% .
Formative/Summative Evaluation:	District-developed Reports and AEIS

STP	Codes	Strategies	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Public recognition for meeting attendance goal, individually and collectively.	AR	All Students	Principal, Assistant Principals	Attendance	Each six weeks
	2	Homeroom earns "Race to Exemplary" daily points for 100% attendance.		All Students	Team Leaders	Point Sheets	Daily and Each six weeks
	3	Post a daily 100% attendance sign at homeroom doorway.	AR	All Students	Teachers, Students	Attendance	Daily
Teachers	1	Ensure every student absence has a note. Phone parent if note not received.	AR PI	Identified Students	Teachers	Attendance Card	Daily, as needed
	2	Build a community within class so that students want to be at school.	AR	All Students	Teachers, Students	Attendance Card / Parent Note	Daily, as needed
Parents	1	Empower parents by implementing and stressing the importance of attendance. Communicate the attendance goal through newsletter, conferences, phone calls and emails.	PI TI	Parents	Principal, Teachers, Parents	Attendance, September Curriculum Nights, Newsletters, Conferences	Ongoing
	2	Speak with the parent on day 2 of an absence and when student is tardy or leaves early.	PI TI	Identified Parents	Teachers, Parents, Administrators	Attendance	When Necessary

Areas to Improve

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

Area of Focus: **Science**

By May 2008, we will increase the percentage

	5 th
AA	+15
H	+6
ED	+6

Campus Objective: # *(by amounts noted at the right, or greater)*
of students demonstrating proficiency on TAKS Science.

All other grade levels will achieve an 80% pass rate on district science benchmarks.

Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Improve achievement on science benchmarks through the support of the Science Helping Teacher, Saturday Camps, and tutorials.	AR CE	All Students	Teachers, Science Helping Teachers	Science Helping Teacher, Benchmark, Saturday Camp	Each Benchmark Period
	2 Identify gaps in students' background knowledge in science and use direct vocabulary instruction to accelerate growth.	AR	Identified Students	Teachers, Instructional Specialists	Science Vocabulary Resources and Games	Ongoing
	3 Implement research-based science strategies, hands-on investigations, and critical TEKS. Include strategies from <u>Classroom Instruction that Works</u> (Marzano, Pickering and Pollock).	AR SD	All Students	Teachers, Instructional Specialists, Assistant Principals	Research Based Strategies, Experiment Materials, and TEKS	Ongoing
	4 Team plan lessons at LoTi 2 or higher. Utilize higher order thinking skills (HOTS) daily.	AR	All Students	Teachers, Instructional Specialists, Assistant Principals	Marzano and Bloom's Framework	Ongoing
Teachers	1 Attendance and implementation of District provided new teacher curriculum training.	SD	New Teachers	District Staff, New Teachers	District Staff Development	Ongoing
	2 Participation in science/technology workshops. Implement science technology into lessons.	SD	All Teachers	Teachers	District Staff Development	Ongoing
	3 Teach and emphasize science vocabulary and high incident academic vocabulary.	SD AR	All Teachers	Teachers, Liaisons	Science and Academic Vocabulary List	Ongoing
	4 Analyze benchmark data to improve instruction, provide reteach, and celebrate successes.	AR	Science Teachers	Principal, Assistant Principals, Instructional Spec.	Achievement Meetings, Planning Sessions	Each Benchmark Period
Parents	1 Encourage use of science study guide when completing daily science homework.	PI TI	All Students	Parents	Study Guides	Ongoing
	2 Provide and encourage participation in Science Curriculum Coffees.	PI TI	All Parents	Principal, Assistant Principals, Liaisons	Curriculum Coffees	Spring Semester

Areas to Improve

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

Area of Focus: **Mathematics**

Campus Objective: #	#	<i>By May 2008, we will increase the percentage</i>	<i>(by amounts noted at the right, or greater) of students</i>	<i>demonstrating proficiency on TAKS math.</i>	<i>All other grade levels will achieve an 80% pass rate on district math benchmarks.</i>	
				<i>3^d</i>	<i>4th</i>	<i>5th</i>
		<i>AA</i>	<i>+14</i>	<i>+5</i>	<i>+4</i>	
		<i>H</i>	<i>+7</i>	<i>+1</i>	<i>+1</i>	
		<i>ED</i>	<i>+11</i>	<i>+3</i>	<i>+1</i>	

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	Provide extended learning time for students during supplemental instruction period, Saturday classes, pull-out programs and recess tutorials.	AR CE	Identified Students	Administrators, Teachers, Math Helping Teachers	Master Schedule, Supplemental Materials	Daily Fall 2007, Spring 2008
	2	Monitor each student's progress in learning the critical TEKS at achievement meetings by examining results of teacher-made tests, classroom observations and district benchmarks.	AR CE	All Students	Administrators, Teachers	Student Data	Ongoing
	3	Identify gaps in student's background knowledge in math and use direct vocabulary instruction to accelerate growth.	AR	Identified Students	Teachers	Vocabulary Supplements	Ongoing
	4	Identify and address needs of 2007-2008 4 th graders, especially African American and economically disadvantaged students, through researched based practices.	AR CE	Identified Students	Instructional Specialists, Teachers	Student Data, Modeled Drawings, Research Based Strategies	Ongoing
	5	Implement ST Math in 2 nd and 3 rd grades.	T	All 2 nd & 3 rd Students	Teachers	ST Math Software	Ongoing
Teachers	1	Schedule math coaches to work with 2 nd , 3 rd & 5 th grades on modifying lessons to target identified struggling learners	SD	Identified Teachers	Math Coaches, Teachers	Math Coordinator	Weekly
	2	Enroll teachers in Quantum Learning training and encourage follow-up sessions for teachers who have previously attended.	SD	Identified Teachers	District Personnel	District and School Funds	Ongoing
	3	Analyze benchmark data to improve instruction, provide reteach, and celebrate successes.	AR	Math Teachers	Principal, Assistant Principals, Instructional Spec.	Achievement Meetings, Planning Sessions	Each Benchmark Period
Parents	1	Keep parents up to date on their child's triumphs and struggles with curriculum nights, parent conferences, and ongoing communication.	PI	Parents	Administrators, Teachers	Staff Handbook, Parent Conferences	Ongoing
	2	Invite and encourage parents to participate in parent trainings, curriculum nights, and Math Curriculum Coffees and Safari Camp Parent Learning.	PI TI	Parents	Administrative Staff, Teachers, Math Helping Teachers	Agendas	Ongoing

Areas to Improve

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/English Language Arts**

Campus Objective: # *By May 2008, we will increase the percentage (by amounts noted at the right, or greater) of students demonstrating proficiency on TAKS reading. All other grade levels will achieve 80% passing rate on district reading benchmarks.*

Reading Language Arts	3 ^d	4 th	5 th
AA	+4	+10	+4
H	+3	+9	+2
ED	+5	+11	+2

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 Design and present lessons using non-fiction text: i.e. science, social studies.	AR TI	All Students	Teachers Administrators, Instructional Specialists	Literacy Library ELL Library	Ongoing
	2 Identify individual reading levels and provide support through guided reading and Kid Biz.	AR	All Students	Instructional Specialists, Coaches, Teachers	Literacy Library Kid Biz	1 st 6 Weeks & Ongoing
	3 Utilize graphic organizers regularly and target vocabulary instruction and word study.	AR	Students	Specialists, Teachers, Coaches	Professional Library	Ongoing
	4 Monitor each student's progress in critical TEKS by examining results of tests and benchmarks.	AR TI CE	All Students	Teachers, Administrators	Gradebook, Testing, Benchmark Data	Ongoing
	5 Provide extended learning time for students through small group during Supplemental Instruction, Saturday classes, and extra support.	AR CE	Identified Students	Instructional Specialists, Helping Teachers, Specialists	Literacy Library ELL Library	Daily and Semi-monthly
Teachers	1 Schedule trainings, focusing on specific reading objectives and balanced literacy.	SD	All ELA Teachers	Instructional Specialists, Coaches, Teachers	Professional Library Book Study, Coaches/District Staff	Ongoing
	2 Equip teachers with the proper tools for teaching reading, i.e. graphic organizers, word analysis	SD	All Teachers	Instructional Specialists, Coaches, Teachers	Professional Library, Coaches	Ongoing
	3 Intensive on-going training for all teachers in word study and vocabulary development.	SD	All Teachers	Instructional Specialists, Coaches, Teachers	Professional Library, District Staff, Coaches	Ongoing
	4 Analyze benchmark data to improve instruction, provide reteach, and celebrate successes.	AR	Reading Teachers	Principal, Assistant Principals, Instructional Spec.	Achievement Meetings, Planning Sessions	Each Benchmark Period
Parents	1 Provide reading training including SSI information, Reading Curriculum Coffee, and Safari Camp Parent Training.	PI TI	Parents	Teachers, Administrators	Professional Library Curriculum Coffees	Fall and Spring, Ongoing
	2 Keep parents up to date on recent triumphs and struggles by making necessary contacts.	PI TI	Parents	Teachers	Student Work Samples	Ongoing

Areas to Improve

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

Area of Focus: **Writing**

Campus Objective: # *By May 2008, we will increase the percentage of students demonstrating proficiency on TAKS writing by 3% overall with an emphasis on African American, LEP, and Economically Disadvantaged students. These student groups will increase by the amounts noted at the right or greater. All other grade levels will achieve an 80% pass rate on district benchmarks.*

Writing	4 th
AA	+6
H	+6
ED	+5

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 Writing Round Robin schedule based on December CBA scores. Focus on composition skills. Provide Saturday Camp.	AR	All Students	Administrators, LA Teachers	CBA Data Saturday Camp	January 2008
	2 Student goal setting at nine weeks. Monitor each student's progress through writing samples and district benchmarks.	AR TI	All Students	Administrators, Teachers	Student Data	Fall 2007, Ongoing
	3 Implement Writer's Workshop – school-wide.	AR	All Students	Administrators, Teachers, Instructional Specialists	Writing Plan, Writing Committee	Ongoing
	4 Publish individual and class books.	AR	All Students	Writing Liaison, Teachers	Publishing Company	Fall 2007, Spring 2008
	5 Post final copies of student writing in Writing Hall of Fame.	AR	All Students	Writing Committee, LA Teachers	Media Specialist and Wall of Fame	Ongoing
Teachers	1 Align writing curriculum through the writing committee.	SD	All Teachers	Writing Committee	Writing TEKS	Ongoing
	2 Identify curriculum areas of focus and individual student needs at the achievement meetings.	SD	Teachers	Administrators, Teachers	Student Data Benchmarks	Fall 2007, Spring 2008
	3 Utilize the school-wide writing plan to strengthen instruction.	AR	All Teachers	Administrators, Teachers	Writing TEKS	Ongoing
Parents	1 Invite and encourage parent participation at the Author's Tea celebration.	PI TI	4 th Grade Parents	4 th Grade LA Teachers	Writing Plan	Spring 2008
	2 Curriculum Coffees with writing emphasis: 4 th grade writing emphasis for 1 st semester and school-wide focus during the 2 nd semester.	P TI	All Parents	Assistant Principals, Reading Coach, Writing Liaison	Writing Plan, Writing TEKS	Fall 2007, Spring 2008

*** 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.

PART III: ASSURANCE ADDENDUM

CIP PART III: ASSURANCE ADDENDUM

**Andre' Elementary
Marilyn Fredell
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- (1) Andre' 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])
- (2) The Andre' Elementary CPOC has
 - (a) completed a needs assessment which serves as the basis for the CIP.
 - (b) reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, 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.
 - African American
 - Hispanic
 - White
 - Economically Disadvantaged
 - Special Education
 - Limited English Proficient
 - (c) identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
 - (d) included in the CIP these elements.
 - Resources allocated
 - Staff responsible for activities and strategies
 - Formative and summative evaluation criteria
 - (e) addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, dyslexia treatment programs, and pregnancy-related services.
 - (f) included strategies for improving student attendance.
 - (g) provided for a program to encourage parental and community involvement at the campus.
 - (h) included goals and methods for violence prevention and intervention on campus.
 - (i) 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).
- (3) 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.
- (4) Counselors will provide students and parents with information about higher education.

CIP PART III: ASSURANCE ADDENDUM
Section B

Membership Composition of the Campus Performance Objectives Council			
Name of CPOC Member	Position	Name of CPOC Member	Position
Kari Suchecki	Teacher 1	Marilyn Fredell	Chairman - Principal
Lynn Bates	Teacher 2	Jenna Bogard	District Representative
Kristi Marberry	Teacher 3	Gail Craig	Assistant Principal
Kristi Harden	Teacher 4	Kim Smith	Assistant Principal
Ashley Templeton	Teacher 5	Michelle Truitt	Assistant Principal
Norma Lopez	Teacher 6	Julia Wolverton	Instructional Specialist
Erin Smith	Teacher 7	Heidi Draehn	Instructional Specialist
Elizabeth Bradley	Teacher 8	Jan Buettner	Counselor
LaVonne Valcin	Non-teaching professional 1	Leah King	Counselor
Nancy Devlin	Non-teaching professional 2	Laura Householder	Media Specialist
Yadira Rusoe	Parent 1		
Juanita Kazmi	Parent 2		
Chris Bradley	Community resident 1		
Sheri Burford	Community resident 2		
William Mieras, Horizon's Tutoring	Business representative 1		
Byron Tipping, Zodiac Polaris	Business representative 2		

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 11, 2007	4:00 – 6:00 PM	Andre' Elementary
2	October 1, 2007	4:00 – 6:00 PM	Andre' Elementary
3	January 14, 2008 Public Hearing	4:00 – 6:00 PM	Andre' Elementary
4	May 12, 2008	4:00 – 6:00 PM	Andre' Elementary
5	June 5, 2008 Needs Assessment	8:00 – 4:00 PM	Andre' Elementary

* 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 III: ASSURANCE ADDENDUM

Section C

(1)

Texas Assessment of Knowledge and Skills Recognized or Exemplary Goal	
For 2007-2008, 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.)	
Formative	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.

(2)

Texas Assessment of Knowledge and Skills Commended Performance Goal	
For 2007-2008, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	
Formative	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.

Other Legal Requirements

(3)

Parent and Community Involvement Goal	
For 2007 – 2008, 50% of parents will attend parent meetings, as appropriate.	
Formative	At the end of the first semester, the percent of parents and community members attending parent meetings will be reviewed to determine progress.
Summative	At the end of the school year, the percent of parents and community members attending parent meetings will be reviewed to determine if the objective was met.
Strategy	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.

CIP PART III: ASSURANCE ADDENDUM

(4)

Violence Prevention and Intervention Goal	
For 2007 – 2008, the discipline referrals for offenses will be reduced by 50% from the previous school year.	
Formative	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals.
Strategy	Implement and monitor the school-wide safety and security plan.

(5)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above 90% .	
Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the TAKS A and/or TAKS Alt tests will be reviewed to determine if the ARD objectives were met.
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.

(6)

Highly Qualified Teacher Goal	
For 2007 – 2008, the percent of highly qualified teachers in the core academic areas will be at 100% .	
Formative	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.
Summative	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.
Strategy	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

CIP PART III: 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.
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 III: ASSURANCE ADDENDUM

Andre' Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2007 – 2008			
Date	Audience	Responsible for Planning	Purpose/Content
2-Aug	Leadership Conference	District Administrative Staff	
3-Aug	GLT/AMS	Elementary – A.M.	
	GLT/AMS	Secondary - P.M.	
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
14-Aug	Department Chair and Team Leader	District Staff	
16-Aug-17	New Staff Orientation	District Staff	
20-Aug	All Staff	Campus	
21-Aug	All Staff	Campus	
22-Aug	All Staff	Campus	
23-Aug	Elementary/Secondary	District Staff	
24-Aug	All Staff	Campus	
8-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
3-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
4-Jan	All Staff	Campus	
18-Feb	All Staff	Campus	
30-May	All Staff	Campus	