

**2007-2008**  
**Campus Improvement Plan**  
**for**  
**Bane Elementary**

**Cypress-Fairbanks Independent School District**

# **PART I : DATA SUPPLEMENT**

DISTRICT NAME: CYPRESS-FAIRBANKS  
CAMPUS NAME: BANE EL  
CAMPUS NUMBER: 101907101

Campus Rating: Recognized  
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	253	306	83%	100%	260	320	81%		2		
African Amer	22	24	92%	8%	25	28	89%		3		
X Hispanic	190	237	80%	77%	189	242	78%		2		
White	20	24	83%	8%	24	26	92%		-9		
X Econ Disadv	197	240	82%	78%	192	243	79%		3		
Writing (65%)											
X All Students	95	109	87%	100%	89	119	75%		12		
African Amer	9	10	90%	9%	9	10	90%		0		
X Hispanic	75	86	87%	79%	62	90	69%		18		
White	4	6	67%	6%	10	11	91%		-24		
X Econ Disadv	80	90	89%	83%	63	89	71%		18		
Social Studies (65%)											
All Students	0	0	-	0%	0	0	-		-		
African Amer	0	0	-	0%	0	0	-		-		
Hispanic	0	0	-	0%	0	0	-		-		
White	0	0	-	0%	0	0	-		-		
Econ Disadv	0	0	-	0%	0	0	-		-		
Mathematics (45%)											
X All Students	284	308	92%	100%	272	330	82%		10		
African Amer	21	24	88%	8%	21	27	78%		10		
X Hispanic	217	238	91%	77%	201	252	80%		11		
White	25	25	100%	8%	25	26	96%		4		
X Econ Disadv	222	241	92%	78%	206	253	81%		11		
Science (40%)											
X All Students	83	108	77%	100%	63	93	68%		9		
African Amer	5	7	71%	6%	4	6	67%		4		
X Hispanic	60	83	72%	77%	43	69	62%	Yes	10	7	Yes
White	10	10	100%	9%	7	9	78%		22		
X Econ Disadv	63	84	75%	78%	40	66	61%		14		

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	48	54	89%	100%	67	72	93%		-4		

EXCEPTIONS TABLE

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

DISTRICT NAME: CYPRESS-FAIRBANKS  
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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	BANE EL	3	All	91	78	86	90	87	15	16	122	103	84	32	26
Reading/ELA	BANE EL	3	AA	8	7	88	90	89	1	13	21	19	90	4	20
Reading/ELA	BANE EL	3	Hispanic	69	58	84	90	86	7	10	88	72	82	21	24
Reading/ELA	BANE EL	3	White	8	7	88	90	89	3	38	6	6	100	4	67
Reading/ELA	BANE EL	3	Eco.Dis.	65	54	83	90	85	8	12	102	85	83	25	25
Reading/ELA	BANE EL	3	Spec.Ed.	1	---	---	---	---	---	---	6	3	50	1	17
Reading/ELA	BANE EL	3	LEP	39	31	79	90	83	3	8	60	46	77	6	10
Reading/ELA	BANE EL	3	LEP M1	16	16	100	100	100	4	25	16	16	100	14	88
Reading/ELA	BANE EL	3	LEP M2								0	0	0	0	0
Reading/ELA	BANE EL	4	All	109	88	81	90	84	22	20	128	94	73	16	13
Reading/ELA	BANE EL	4	AA	12	10	83	90	85	1	8	13	10	77	2	15
Reading/ELA	BANE EL	4	Hispanic	83	66	80	90	83	15	18	94	66	70	7	7
Reading/ELA	BANE EL	4	White	7	5	71	90	77	4	57	13	11	85	4	31
Reading/ELA	BANE EL	4	Eco.Dis.	88	72	82	90	85	16	18	97	68	70	11	11
Reading/ELA	BANE EL	4	Spec.Ed.	3	---	---	---	---	---	---	4	3	75	0	0
Reading/ELA	BANE EL	4	LEP	31	21	68	90	75	1	3	26	14	54	0	0
Reading/ELA	BANE EL	4	LEP M1	30	26	87	90	88	5	17	38	27	71	4	11
Reading/ELA	BANE EL	4	LEP M2	17	16	94	100	96	7	41	14	12	86	3	21
Reading/ELA	BANE EL	5	All	119	95	80	90	83	19	16	106	89	84	14	13
Reading/ELA	BANE EL	5	AA	9	8	89	90	89	2	25	14	11	79	1	7
Reading/ELA	BANE EL	5	Hispanic	89	67	75	90	80	11	12	71	59	83	6	8
Reading/ELA	BANE EL	5	White	13	12	92	100	95	1	8	11	9	82	2	20
Reading/ELA	BANE EL	5	Eco.Dis.	90	70	78	90	82	15	17	79	64	81	6	8
Reading/ELA	BANE EL	5	Spec.Ed.	3	---	---	---	---	---	---	4	0	0	0	0
Reading/ELA	BANE EL	5	LEP	21	12	57	90	75	1	5	16	6	38	0	0
Reading/ELA	BANE EL	5	LEP M1	6	6	100	100	100	2	33	6	6	100	1	17
Reading/ELA	BANE EL	5	LEP M2	28	25	89	90	89	5	18	28	28	100	2	7

### 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	BANE EL	3	All	96	82	85	90	87	21	22	124	89	72	18	15
Math	BANE EL	3	AA	7	5	71	90	77	1	14	17	10	59	2	12
Math	BANE EL	3	Hispanic	75	63	84	90	86	13	17	93	65	70	10	11
Math	BANE EL	3	White	8	8	100	100	100	3	38	7	7	100	3	43
Math	BANE EL	3	Eco.Dis.	71	59	83	90	85	11	15	104	75	72	10	10
Math	BANE EL	3	Spec.Ed.	1	---	---	---	---	---	---	8	5	63	1	13
Math	BANE EL	3	LEP	43	36	84	90	86	8	19	65	44	68	5	8
Math	BANE EL	3	LEP M1	15	14	93	100	95	7	47	16	16	100	5	31
Math	BANE EL	3	LEP M2								0	0	0	0	0
Math	BANE EL	4	All	110	105	95	100	97	34	31	129	105	81	27	21
Math	BANE EL	4	AA	12	11	92	100	95	4	33	13	9	69	2	15
Math	BANE EL	4	Hispanic	84	80	95	100	97	23	27	95	76	80	15	16
Math	BANE EL	4	White	7	7	100	100	100	2	29	13	12	92	3	23
Math	BANE EL	4	Eco.Dis.	88	85	97	100	98	26	30	98	77	79	18	18
Math	BANE EL	4	Spec.Ed.	4	---	---	---	---	---	---	3	2	67	0	0
Math	BANE EL	4	LEP	32	32	100	100	100	11	34	27	21	78	1	4
Math	BANE EL	4	LEP M1	30	26	87	90	88	6	20	38	29	76	8	21
Math	BANE EL	4	LEP M2	17	17	100	100	100	7	41	14	14	100	6	43
Math	BANE EL	5	All	118	109	92	100	95	37	31	109	100	92	39	36
Math	BANE EL	5	AA	9	8	89	90	89	4	44	13	11	85	2	15
Math	BANE EL	5	Hispanic	88	80	91	100	94	23	26	74	68	92	22	30
Math	BANE EL	5	White	13	13	100	100	100	2	15	11	10	91	5	45
Math	BANE EL	5	Eco.Dis.	88	82	93	100	95	28	32	82	75	91	25	30
Math	BANE EL	5	Spec.Ed.	3	---	---	---	---	---	---	8	7	88	1	13
Math	BANE EL	5	LEP	19	16	84	90	86	3	16	21	17	81	5	24
Math	BANE EL	5	LEP M1	6	6	100	100	100	3	50	6	6	100	2	33
Math	BANE EL	5	LEP M2	28	28	100	100	100	10	36	28	27	96	12	43



**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	BANE EL	3	All												
Science	BANE EL	3	AA												
Science	BANE EL	3	Hispanic												
Science	BANE EL	3	White												
Science	BANE EL	3	Eco.Dis.												
Science	BANE EL	3	Spec.Ed.												
Science	BANE EL	3	LEP												
Science	BANE EL	3	LEP M1												
Science	BANE EL	3	LEP M2												
Science	BANE EL	4	All												
Science	BANE EL	4	AA												
Science	BANE EL	4	Hispanic												
Science	BANE EL	4	White												
Science	BANE EL	4	Eco.Dis.												
Science	BANE EL	4	Spec.Ed.												
Science	BANE EL	4	LEP												
Science	BANE EL	4	LEP M1												
Science	BANE EL	4	LEP M2												
Science	BANE EL	5	All	116	88	76	90	81	24	21	101	64	63	15	15
Science	BANE EL	5	AA	9	6	67	90	75	0	0	11	4	36	1	9
Science	BANE EL	5	Hispanic	87	62	71	90	77	16	18	69	43	62	8	12
Science	BANE EL	5	White	12	12	100	100	100	3	25	11	7	64	2	18
Science	BANE EL	5	Eco.Dis.	87	64	74	90	79	16	18	74	41	55	9	12
Science	BANE EL	5	Spec.Ed.	3	---	---	---	---	---	---	2	1	50	0	0
Science	BANE EL	5	LEP	18	12	67	90	75	3	17	15	5	33	0	0
Science	BANE EL	5	LEP M1	6	4	67	90	75	1	17	6	3	50	0	0
Science	BANE EL	5	LEP M2	28	25	89	90	89	7	25	28	20	71	5	18

## CIP PART I: DATA SUPPLEMENT

<b>Cypress-Fairbanks ISD</b>			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Bane Ele.	AA	94	95
Bane Ele.	H	96.6	96.5
Bane Ele.	W	95	95.9
Bane Ele.	NATIVE	91.6	93
Bane Ele.	ASIAN	97.8	97.8
Bane Ele.	MALE	96.3	96.3
Bane Ele.	FEMALE	96.2	96.5
Bane Ele.	SPED	95.2	95.2
Bane Ele.	ECD	96.5	96.5
Bane Ele.	LEP	96.8	96.8
Bane Ele.	AT RISK	96.5	96.7
Bane Ele.	GT	97.2	97.7
Bane 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

<b>District Priority:</b>		The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.
<b>Area of Focus:</b>		<b>Student Safety</b>
<b>Campus Objective:</b>	#	For 2007 – 2008, the discipline referrals for physical contact will be reduced by 10% from the previous school year.
<b>Formative Evaluation:</b>		District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	Students will:					
	1	demonstrate knowledge of school-wide expectations.	VP	All	All	Aug. 27-May 28
	2	earn positive incentives for consistent and exceptional behavior.	CE, TI, AR	All	All	Every 6 weeks
	3	participate in "First Ticket Winners" to reinforce positive behavior choices.	AR, VP	All	Principal and APs, Teachers	Every 6 weeks
4	Participate in the DARE program.	VP	All	Principal, AP, Teachers	DARE Program	First semester
Teachers	Teachers will:					
	1	implement school-wide expectations (includes buses).	VP	All	All	August 2007-May 2008
	2	implement a positive campus incentive behavior plan.	AR, VP	All	All	August 2007-May 2008
	3	mentor at-risk students through silent mentoring.	AR, VP	ED, AA, H	Selected staff	September 2007-May 2008
4	meet at least once a month to monitor school-wide student discipline plan (Discipline Committee).	AR, VP	All	BBR Committee		August, September, October, November, December, January, February, March, April, and May.
Parents	Parents will:					
	1	receive copies of school-wide expectations and BBR Skill of the Week in order to support campus through school newsletter, parent orientation night and parent conference day.	PI, VP	All	Principal, AP, Teachers, Counselors	Twice a month in Bane Facts

## Areas to Improve

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

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	Students will:					
	1	participate in weekly attendance contests to earn extra recess on Fridays.	AR, CE, TI	All	Teacher, AP, IS	Every week
	2	earn a certificate at the end of the six weeks for each 6 weeks with perfect attendance in grade level awards programs.	AR, CE, TI	All	Administrative Secretary, Teachers	Each 6 weeks
Teachers	Teachers will:					
	1	call students who are absent three days in a row and will develop an attendance intervention plan when a student has more than four absences per six weeks.	AR, CE, TI	All	Teacher, Registrar	Attendance Rosters Each 6 weeks
	2	conference with students with four or more absences a six weeks and develop a plan to improve attendance.	AR, CE, TI	All	Teacher	Each 6 weeks
	3	notify an administrator and counselor of excessive student absences.	AR, CE, TI	All	Teacher, AP, Principal, counselors	Each 6 weeks
Parents	Parents will:					
	1	receive notices regarding the importance of attendance in the school newsletter.	AR, CE, PI	All	Principal, Counselors	Twice a month in Bane Facts

## Areas to Improve

<b>District Priority:</b>		Ensure teacher retention.					
<b>Area of Focus:</b>		<b>Teacher Retention</b>					
<b>Campus Objective:</b>	#	For 2007 – 2008, teacher retention will be at <b>75%</b> or above.					
<b>Formative/Summative Evaluation:</b>		District-developed Reports					
STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	Teachers will:						
	1	participate in BTMG (new teachers only)		New Teachers	Principal, Grant Coordinator	Grant Funding	Monthly
	2	Participate in OHI program		All Teachers	Principal and OHI Committee		Monthly

## Areas to Improve

<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>Science</b>		
<b>Campus Objective:</b>	#	For 2007-2008 school year, we will increase the percentage of students demonstrating proficiency of the Science TAKS test in the <b>bolded</b> target area noted.		
<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 will:						
Students	1	actively participate in weekly hands-on experiments.	AR	All	Teacher	Materials for experiments	Weekly
	2	participate in weekly checkpoints in 5 <sup>th</sup> grade.	AR	All	Teachers, IS		Weekly
	3	participate in goal setting sessions once every six weeks.	AR, TI, CE	All	Teachers, IS		Each 6 weeks
	4	set goals for success on benchmark, CBA, and TAKS tests.	AR, TI, CE	H, ED, AA, SE	Teachers, A-Team, Mentors		Monthly
	5	utilize the observation guide and Science journals in order to increase understanding of Science concepts each week.	AR, TI	H, ED, AA, SE, LEP	Teachers	Observations Guides and Science Journals	Weekly
	6	utilize SQ-RQ-CQ strategy for warm ups and tests.	AR	H, ED, AA, SE, LEP	Teachers		Weekly
	7	highlight relevant information and concepts in study guides.	AR, TI	All	Teachers	Study Guides	Monthly
	8	show strategies for reading non-fiction science material.	AR	All	Teachers	Non-Fiction Science Material	Weekly

Science Continued:

Teachers	Teachers will:						
	1	increase Science time to sixty minutes	AR, TI	All	Teachers	Title I Funds	Daily
	2	utilize Title I Science Specialist in grades 2-5 to provide class support for students.	AR, TI	H, ED, AA, LEP	P, IS	District Warm-ups	Daily
	3	review 3 <sup>rd</sup> and 4 <sup>th</sup> grade content through the use of the district warm-ups on a weekly basis.	AR, TI	H, ED, AA, LEP	IS, Teachers	AMS	Weekly
	4	analyze data by subgroup in order to plan for instruction and determine a class accountability rating.	AR, TI	All	AP, IS		Monthly
	5	participate in staff development in order to plan and prepare materials for investigations and experiments.	SD	All	IS		Monthly
	6	meet every other week with the Science coach to share best teaching practices and strategies.	SD	All	IS, Teachers, Science Coach		Bi-monthly
	7	conduct Super Science a week prior to TAKS test.	SD	H, ED, AA, LEP	AP, IS, Principal		September, January, March
	8	utilize support staff to assist special education students through In-Class Support and tutorials.	AR	SE	AP, Special Education Teachers.		Daily
	10	utilize subject area expertise during planning to support students needs.	SD	All	Teachers		Weekly
	11	hold monthly "Science in a Bag" sessions with students.	AR, TI	All	5 <sup>th</sup> Teachers		Once a Month
	12	focus on questioning strategies to answer multiple-choice questions.	SD	All	Teachers, IS		Daily

Parents	Parents will:						
	1	use highlighted study guide to support students.	PI	All	Teachers	Study Guides	Weekly
	2	volunteer for Nature Trails, Animal Demos and other volunteer events.	PI	All	Principal, SRC, Title I Science Specialist	SRC	September 2007- May 2008
	3	participate in a Marvelous Monday Science night in order to support their children.	PI	All	Principal, AP and IS		February
	4	provide Science study guides to parents.				Study Guides	September

## Areas to Improve

<b>District Priority:</b>	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.																																																																																																																																				
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STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	Students will:					
	1	participate in goal setting six times a year.	AR	All	Teachers	Each 6 weeks
	2	use vocabulary building strategies and utilize manipulatives on a weekly basis.	AR	ED, H, AA, LEP, M1	Teachers	Manipulatives Weekly
	3	conduct problem of the week using multi-step process and think-alouds.	AR	ED, H, AA, M1, LEP	Teachers	Daily
	4	communicate and discuss math concepts in whole group, pairs, etc.		All	Teachers	Daily
	5	participate in math/music program in applicable grade levels.	AR	AA, LEP, M1	Teachers	Weekly
	6	reflect and write about math process and concepts in math journals.	AR	All	Teachers	Math Journals Weekly
	7	participate in 21 <sup>st</sup> Century after school math/music program	AR, TI	All	21 <sup>st</sup> Coordinator/ staff	21 <sup>st</sup> Century Grant September 2007-May 2008
8	use the 4 step window pane to solve problems.	AR	All	Teachers	Daily	

Mathematics continued:

Teachers	Teachers will:					Resources	
	1	re-teach math concepts as needed.	AR	All	Teachers		Daily
	2	utilize Title 1 Math Specialist to provide class support for students.	AR	All	Teachers		Daily
	3	track student data by class and post data.		All	Teachers, IS		Monthly
	4	meet every other week with the Math coach to share best teaching practices and strategies (2-5).	SD	All	Math Coach, IS		Bi-Monthly
	5	analyze data by subgroup in order to plan for instruction and determine a class accountability rating.		All	AP, IS, Teachers		Monthly
	6	develop tests, quizzes and problem solving activities using Educaide software.	T	All	Teachers, IS	Educaide Software	Each 6 weeks
	7	target specific skill strategies to share during planning/vertical sessions with grade levels (i.e. K-1, 1-2, 2-3, etc.)		All	Teachers, IS	Scope/Sequence, AMS Data, Lesson Plans	Daily
	8	conduct early morning tutoring in primary grades.	AR, TI	All	Teachers		Daily
Parents	Parents will:						
	1	participate in a Marvelous Monday night to support children.	PI	All	Principal, AP, IS		February

## Areas to Improve

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Students	Students will:					
	1	participate in goal setting six times a year.	AR	All	Teachers	Every 6 weeks
	2	participate in sustained silent reading.		All	Teachers	Daily
	3	participate in reading groups that are directly related to reading ability.	CE	All	Teachers	Daily
	4	verbalize thinking as they read.		All	Teachers	Daily
	5	reread familiar text in order to develop fluency.	CE, AR	All	Teachers	Daily
	6	read and comprehend at level 6 at the end of K regardless of program.		All	Teachers	May
	7	read and comprehend at level 20 at the end of 1 <sup>st</sup> regardless of program.		All	Teachers	May
	8	read and comprehend at level 30 at the end of 2 <sup>nd</sup> regardless of program.		All	Teachers	May
	9	participate in Neuhaus and Spaulding activities in order to improve phonological awareness (Kindergarten).	AR	H, LEP, M1, ED	Teachers	Daily
	10	participate in the Read 180 program (5 <sup>th</sup> grade SEI and selected at-risk students).	T, AR	H, LEP, MI, ED, SE		Daily
	11	participate in the Achieve 3000 reading program (3 <sup>rd</sup> -5 <sup>th</sup> LA).	T, AR	H, LEP, MI, ED, SE	Teachers	Daily
12	participate in prescribed reading interventions through i-Station and Touch Phonics.	T, AR	SE	Special Ed teachers	Daily	

Reading continued:

Teachers	Teachers will:						
	1	implement balanced literacy program/schedule.	AR, TI, CE, SE	All	Teachers, IS		Each 6 weeks
	2	utilize mini-reteaching tools to target specific TAKS objectives.	AR	All	Teachers		Daily
	3	meet with at-risk students every three weeks to review weekly progress on goals.	CE, AR	AA,H, ED, LEP, M1, SE	IS, Teachers		Daily
	4	utilize support staff (RE Title 1) so that they can individually assist struggling students.	CE, RE	AA,H, ED, LEP, M1	IS, Teachers, RE	Title I Budget	Daily
	5	participate in staff development for improving vocabulary and comprehension.	SD	AA,H, ED, LEP, M1	IS		To be determined
	6	create anchor charts for reading strategies.		All	Teachers		Weekly
	7	meet with the Literacy Coach and Instructional Specialists weekly to focus on successful strategies in Reading.	AR, TI	All	IS, Literacy Coach, Teachers		Each Wednesday
	8	provide students with collaborative activities which will allow for discussion and interactions between students.	AR, TI, CE	All	Teachers		Daily
	9	analyze data by subgroup in order to plan for instruction and determine a class accountability rating.		All	IS, AP, Teachers	AMS Data	Monthly
	11	participate in staff development to implement balanced literacy effectively (Kindergarten-Fifth grade).	SD	All	Teachers, Helping Teachers, IS		October
	12	utilize ARIP Teacher to accelerate student progress in second semester.	SD	All	Teachers, IS, AP, P	District Model Teachers	2 <sup>nd</sup> Semester
	13	send home leveled readers (First and Second grade).		All	Teachers	Title I	Daily
	14	visit a model teacher to obtain assistance with the implementation of balanced literacy as needed (K-5).	SD	All	Teachers, IS		October 2007-March 2008
16	model and utilize higher order thinking questioning strategies.	SD	All	Teachers, IS	District Model Teachers	Daily	
	17	utilize Title III funds for tutorer in working with ESL students.	AR, TI, CE	LEP, HIS, ED	Teachers	Title III Funds	November 2007-April 2008

Parents	Parents will:						
	1	be encouraged to read with their child and monitor through Reading Logs.	PI	All	Parents	Reading Logs	Daily
	2	participate in a Marvelous Monday Reading night in order to support their children.	PI	All	P, AP, IS	Title I Funds	February, March 2008
	3	participate in parent training classes on working with students at home.	PI	All	Parents	Title I Funds	February, March 2008
	4	participate in Marvelous Monday Make/Take night (primary).	PI	All	Parents	Title I Funds	February, March 2008

## Areas to Improve

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<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	Students will:	AR, TI					
	1	participate in weekly revision and editing practice.	AR, TI	All	Teachers		Weekly
	2	participate in writing conferences with their teacher.	AR, TI	All	Teachers		Weekly
	3	participate in 3-week checkpoints.	AR, TI	All	Teachers, IS, AP	Teacher-Made Tests	Monthly
	4	write for a real audience (cross grade level pen pals).	AR, TI	All	Teachers		Daily
	5	write across the curriculum.	AR, TI	All	Teachers, IS, AP		Daily
	6	participate in modeled, shared and interactive writing.	AR, TI	All	Teachers		Daily
	7	participate in writing conferences with members of A-Team a month prior to TAKS writing test.	AR, TI, CE	All	A-Team	Student Writing From CBA	January 2008-February 2008
8	participate in writing camp (4 <sup>th</sup> grade) two weeks prior to TAKS Writing test			Teachers, IS		February 2008	

Writing/Language Arts Continued:

Teachers	Teachers will:						
	1	incorporate revision and editing into mini-lessons.	AR, SE, TI, CE	All	Teachers		Daily
	2	organize and implement lessons by teacher expertise in order to target student's needs.	AR, SE, TI, CE	All	Teachers		Weekly
	3	utilize the mini-reteaching tools to target specific TAKS objectives.	AR	H, ED, AA, LEP	Teachers		Daily
	4	model the writing process for students and utilize mini-lessons to reteach usage and mechanics.	AR, TI	All	Teachers, IS		Daily
	5	incorporate multisensory grammar into lessons.	AR, SD	H, ED, AA, LEP	Teachers	Multi-sensory materials	Weekly
	6	analyze data by subgroup in order to plan for instruction and determine a class accountability rating.	AR, TI	H, ED, AA, LEP	AP, IS	AMS Data	Monthly
	7	participate in cross grade level sharing sessions.	AR, TI	H, ED, SE, AA	Teachers		Daily
	8	focus on instructional needs of M1 and M2 students by analyzing student writing pieces.	AR, TI	H, ED, AA, LEP	Teachers		August 2007-May 2008
	9	collect 18 pieces of writing in order to analyze students writing abilities at each grade level.	All	All	Teachers, IS		Each 6 weeks
10	target M1 and M2 students.						

Parents	Parents will:						
	1	participate in a Marvelous Monday Writing night in order to support their children.	CE, TI, AR	All	P, AP, IS	Title I Funds	January 2008
	2	communicate with teachers weekly in Monday Take Home Folders.	CE, TI, AR	All	P, AP, IS	Title I Funds	August 2007-May 2008

\* 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.

# **PART III: ASSURANCE ADDENDUM**

# CIP Part III

**BANE ELEMENTARY**  
**Virginia S. Marez**  
**2007 – 2008**  
**Campus Improvement Plan**  
**Cypress-Fairbanks Independent School District**

## Section A

- ✓ (1) Bane 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) Bane Elementary's 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 dropout prevention and reduction. (middle school and high school)
  - ✓ (g) included strategies for improving student attendance.
  - (h) included strategies for improving the campus's completion rate. (high school)
  - ✓ (i) provided for a program to encourage parental and community involvement at the campus.
  - ✓ (j) included goals and methods for violence prevention and intervention on campus.
  - (k) 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.

## Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Cynthia Chavez-PK	Teacher 1
Tashanna Fountain-5 <sup>th</sup>	Teacher 2
Susan Gonzales-2 <sup>nd</sup>	Teacher 3
Toy Green-K	Teacher 4
Laura Hopkins-1 <sup>st</sup>	Teacher 5
Luis Rivas-3 <sup>rd</sup>	Teacher 6
Rosha Woods-Sp. Ed.	Teacher 7
Michelle Zimmermann-4 <sup>th</sup>	Teacher 8
Nancy Ambrose	Non-teaching professional 1
Sue Southwell	Non-teaching professional 2
Maribel Rodriguez	Parent 1
	Parent 2
Danielle Hopkins	Community resident 1
	Community resident 2
	Business representative 1
	Business representative 2

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 5, 2007	4:15	Library
2	November 7, 2007	4:15	Library
3	January 23, 2008	4:15	Library
4	March 26, 2008	4:15	Library
5	April 30, 2008	4:15	Library
6	May 21, 2008	4:15	Library

\* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

## Section C

✓ (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/SFA, 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.

### Other Legal Requirements

✓ (2)

Parent and Community Involvement Goal	
For 2007 – 2008, the percent of parents and community members attending PTO meetings will increase by <b>10%</b> .	
Formative	At the end of the first semester, the percent of parents and community members attending PTO meetings will be reviewed to determine progress.
Summative	At the end of the school year, the percent of parents and community members attending PTO 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.

✓ (3)

Highly Qualified Teacher Goal	
For 2007 – 2008, the percent of highly qualified teachers in the core academic areas will be at <b>100%</b> .	
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.

## 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.