

2007-2008
Campus Improvement Plan
for
BIRKES ELEMENTARY

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: BIRKES ELEMENTARY
CAMPUS NUMBER: 101907139

Campus Rating: Exemplary
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	392	397	99%	100%	541	563	96%		3		
X African Amer	68	72	94%	18%	65	73	89%		5		
X Hispanic	84	84	100%	21%	104	109	95%		5		
X White	186	187	99%	47%	305	312	98%		1		
X Econ Disadv	57	59	97%	15%	67	70	96%		1		
Writing (65%)											
X All Students	120	121	99%	100%	168	175	96%		3		
African Amer	22	22	100%	18%	28	30	93%		7		
Hispanic	21	21	100%	17%	31	32	97%		3		
X White	68	69	99%	57%	85	87	98%		1		
Econ Disadv	16	16	100%	13%	23	24	96%		4		
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	395	398	99%	100%	549	568	97%		2		
X African Amer	71	72	99%	18%	63	73	86%		13		
X Hispanic	83	84	99%	21%	107	110	97%		2		
X White	186	187	99%	47%	309	314	98%		1		
X Econ Disadv	59	60	98%	15%	67	73	92%		6		
Science (40%)											
X All Students	118	122	97%	100%	169	189	89%		8		
African Amer	23	25	92%	20%	16	18	89%		3		
Hispanic	26	27	96%	22%	30	39	77%		19		
X White	44	44	100%	36%	99	105	94%		6		
Econ Disadv	23	23	100%	19%	26	28	93%		7		

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	44	49	90%	100%	49	56	88%		2		

EXCEPTIONS TABLE

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

DISTRICT NAME: CYPRESS-FAIRBANKS
 CAMPUS NAME: BIRKES ELEMENTARY Campus Rating: Exemplary
 CAMPUS NUMBER: 101907139 Grade Span: EE - 05

Analysis groups used to determine ratings are marked with an 'X'.
 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	BIRKES ELEMENTA	3	All	157	156	99	100	99	89	57	211	206	98	114	54
Reading/ELA	BIRKES ELEMENTA	3	AA	25	24	96	100	97	10	40	27	24	89	10	37
Reading/ELA	BIRKES ELEMENTA	3	Hispanic	36	36	100	100	100	21	58	40	39	98	17	43
Reading/ELA	BIRKES ELEMENTA	3	White	75	75	100	100	100	45	61	125	124	99	76	61
Reading/ELA	BIRKES ELEMENTA	3	Eco.Dis.	25	24	96	100	97	12	48	21	20	95	7	33
Reading/ELA	BIRKES ELEMENTA	3	Spec.Ed.	3	---	---	---	---	---	---	11	9	82	2	18
Reading/ELA	BIRKES ELEMENTA	3	LEP	15	15	100	100	100	7	47	8	8	100	4	50
Reading/ELA	BIRKES ELEMENTA	3	LEP M1	8	8	100	100	100	6	75	10	10	100	8	80
Reading/ELA	BIRKES ELEMENTA	3	LEP M2								0	0	0	0	0
Reading/ELA	BIRKES ELEMENTA	4	All	143	139	97	100	98	64	45	193	178	92	58	30
Reading/ELA	BIRKES ELEMENTA	4	AA	28	25	89	90	89	9	32	37	32	86	6	16
Reading/ELA	BIRKES ELEMENTA	4	Hispanic	30	30	100	100	100	13	43	38	34	89	6	16
Reading/ELA	BIRKES ELEMENTA	4	White	73	72	99	100	99	39	53	90	85	94	37	41
Reading/ELA	BIRKES ELEMENTA	4	Eco.Dis.	18	17	94	100	96	5	28	32	29	91	6	19
Reading/ELA	BIRKES ELEMENTA	4	Spec.Ed.	6	6	100	100	100	2	33	10	8	80	2	20
Reading/ELA	BIRKES ELEMENTA	4	LEP	1	---	---	---	---	---	---	4	3	75	0	0
Reading/ELA	BIRKES ELEMENTA	4	LEP M1	7	7	100	100	100	2	29	13	12	92	1	8
Reading/ELA	BIRKES ELEMENTA	4	LEP M2	6	6	100	100	100	3	50	10	10	100	3	30
Reading/ELA	BIRKES ELEMENTA	5	All	133	132	99	100	99	56	42	202	198	98	68	34
Reading/ELA	BIRKES ELEMENTA	5	AA	28	27	96	100	97	10	36	23	22	96	4	17
Reading/ELA	BIRKES ELEMENTA	5	Hispanic	29	29	100	100	100	10	36	41	40	98	9	22
Reading/ELA	BIRKES ELEMENTA	5	White	49	49	100	100	100	25	51	109	108	99	42	39
Reading/ELA	BIRKES ELEMENTA	5	Eco.Dis.	25	24	96	100	97	8	32	31	31	100	7	23
Reading/ELA	BIRKES ELEMENTA	5	Spec.Ed.	5	---	---	---	---	---	---	7	7	100	0	0
Reading/ELA	BIRKES ELEMENTA	5	LEP	3	---	---	---	---	---	---	4	0	0	0	0
Reading/ELA	BIRKES ELEMENTA	5	LEP M1	1	---	---	---	---	---	---	3	0	0	1	33
Reading/ELA	BIRKES ELEMENTA	5	LEP M2	6	6	100	100	100	1	17	7	7	100	1	14

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	BIRKES ELEMENTA	3	All	158	153	97	100	98	89	56	213	203	95	88	41
Math	BIRKES ELEMENTA	3	AA	25	24	96	100	97	9	36	27	22	81	8	30
Math	BIRKES ELEMENTA	3	Hispanic	37	34	92	100	95	18	49	42	38	90	14	33
Math	BIRKES ELEMENTA	3	White	75	74	99	100	99	50	67	125	124	99	57	46
Math	BIRKES ELEMENTA	3	Eco.Dis.	25	24	96	100	97	11	44	22	19	86	4	18
Math	BIRKES ELEMENTA	3	Spec.Ed.	3	---	---	---	---	---	---	13	12	92	6	46
Math	BIRKES ELEMENTA	3	LEP	16	14	88	90	89	8	50	8	8	100	2	25
Math	BIRKES ELEMENTA	3	LEP M1	8	8	100	100	100	5	63	10	10	100	6	60
Math	BIRKES ELEMENTA	3	LEP M2								0	0	0	0	0
Math	BIRKES ELEMENTA	4	All	143	140	98	100	99	84	59	196	185	94	111	57
Math	BIRKES ELEMENTA	4	AA	28	26	93	100	95	10	36	37	31	84	16	43
Math	BIRKES ELEMENTA	4	Hispanic	30	29	97	100	98	16	53	38	37	97	17	45
Math	BIRKES ELEMENTA	4	White	73	73	100	100	100	50	68	91	88	97	58	64
Math	BIRKES ELEMENTA	4	Eco.Dis.	18	17	94	100	96	7	39	34	30	88	12	35
Math	BIRKES ELEMENTA	4	Spec.Ed.	6	6	100	100	100	2	33	10	8	80	4	40
Math	BIRKES ELEMENTA	4	LEP	1	---	---	---	---	---	---	6	5	83	1	17
Math	BIRKES ELEMENTA	4	LEP M1	7	7	100	100	100	6	86	13	12	92	4	31
Math	BIRKES ELEMENTA	4	LEP M2	6	6	100	100	100	5	83	10	10	100	6	60
Math	BIRKES ELEMENTA	5	All	137	136	99	100	99	78	57	206	202	98	118	58
Math	BIRKES ELEMENTA	5	AA	28	28	100	100	100	10	36	24	24	100	8	33
Math	BIRKES ELEMENTA	5	Hispanic	31	30	97	100	98	16	52	42	41	98	17	43
Math	BIRKES ELEMENTA	5	White	50	50	100	100	100	32	64	111	108	97	71	64
Math	BIRKES ELEMENTA	5	Eco.Dis.	26	26	100	100	100	11	42	32	31	97	17	55
Math	BIRKES ELEMENTA	5	Spec.Ed.	7	7	100	100	100	2	29	6	6	100	3	60
Math	BIRKES ELEMENTA	5	LEP	3	---	---	---	---	---	---	5	5	100	1	20
Math	BIRKES ELEMENTA	5	LEP M1	1	---	---	---	---	---	---	3	0	0	2	67
Math	BIRKES ELEMENTA	5	LEP M2	6	6	100	100	100	2	33	6	6	100	3	50

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	BIRKES ELEMENTA	3	All												
Science	BIRKES ELEMENTA	3	AA												
Science	BIRKES ELEMENTA	3	Hispanic												
Science	BIRKES ELEMENTA	3	White												
Science	BIRKES ELEMENTA	3	Eco.Dis.												
Science	BIRKES ELEMENTA	3	Spec.Ed.												
Science	BIRKES ELEMENTA	3	LEP												
Science	BIRKES ELEMENTA	3	LEP M1												
Science	BIRKES ELEMENTA	3	LEP M2												
Science	BIRKES ELEMENTA	4	All												
Science	BIRKES ELEMENTA	4	AA												
Science	BIRKES ELEMENTA	4	Hispanic												
Science	BIRKES ELEMENTA	4	White												
Science	BIRKES ELEMENTA	4	Eco.Dis.												
Science	BIRKES ELEMENTA	4	Spec.Ed.												
Science	BIRKES ELEMENTA	4	LEP												
Science	BIRKES ELEMENTA	4	LEP M1												
Science	BIRKES ELEMENTA	4	LEP M2												
Science	BIRKES ELEMENTA	5	All	133	126	95	100	97	64	48	203	176	87	63	31
Science	BIRKES ELEMENTA	5	AA	28	24	86	90	87	9	32	23	18	78	6	26
Science	BIRKES ELEMENTA	5	Hispanic	29	28	97	100	98	13	45	42	31	74	7	17
Science	BIRKES ELEMENTA	5	White	47	47	100	100	100	28	60	108	100	93	40	37
Science	BIRKES ELEMENTA	5	Eco.Dis.	26	24	92	100	95	8	31	32	27	84	5	16
Science	BIRKES ELEMENTA	5	Spec.Ed.	5	---	---	---	---	---	---	7	5	71	1	14
Science	BIRKES ELEMENTA	5	LEP	4	---	---	---	---	---	---	5	2	40	1	20
Science	BIRKES ELEMENTA	5	LEP M1	1	---	---	---	---	---	---	3	3	100	0	0
Science	BIRKES ELEMENTA	5	LEP M2	6	6	100	100	100	2	33	6	4	67	2	33

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Birkes Ele.	AA	97.4	97.7
Birkes Ele.	H	96.7	96.6
Birkes Ele.	W	97	96.9
Birkes Ele.	NATIVE	98.6	99.8
Birkes Ele.	ASIAN	97.7	97.7
Birkes Ele.	MALE	97.2	96.8
Birkes Ele.	FEMALE	97	97.4
Birkes Ele.	SPED	96.6	96.7
Birkes Ele.	ECD	96.5	96.8
Birkes Ele.	LEP	96.9	96.8
Birkes Ele.	AT RISK	96.9	96.6
Birkes Ele.	GT	97.4	97.3
Birkes Ele.	MIGRANT	0	0

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

PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	For all TAKS subjects we met with staff and analyzed data. We decided how many we had to have pass TAKS to reach 90%.	Earned EXEMPLARY rating
		Writing	Everyone on the grade level had to agree which students had to be reached. After benchmarks, we used TAKS \$\$ and ARIP \$\$\$ to hire subs. The subs taught a class for 2 days while the teachers pulled and met with struggling students in Reading and Writing.	
		Math	For Math, we did the same thing with subs and also hired a tutor (AMIP \$\$\$\$) trained to pull small groups for math instruction.	
		Science	We assigned only one TAKS prep at 3,4,5 for teacher to teach and focus on so they could be the expert on that subject. They also pulled kids at recess and lunch to emphasize specific areas of the curriculum.	
		Extracurricular	HUGS program (staff mentors), Community mentors, Jr. Counselors for 4 th and 5 th graders working with K and 1 students.	
Teacher	Professional Development		The Instructional Specialists and two teachers went to STEP UP TO TAKS both in 06-07 and in 05-06. They were able to share with the rest of our 3-4-5 teachers exactly what objectives are tested more frequently, how they are tested, and gave the teachers specific examples of what and how to teach the objectives.	
	New Staff		We only had two new teachers in 06-07 due to Postma opening and Birkes had a major reduction in enrollment.	

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, the discipline referrals for inappropriate physical contact will be reduced by **25%** from the previous school year.

Formative Evaluation:

District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Implement character trait program	AR, VP	All students	Counselors	6 week reports	Every six weeks
	2	BBR and Behavior Mgt Specialist will work with students & staff as needed	AR, VP	Identified students	APs	Coordinator	Ongoing
	3	Conduct two bus evacuation drills (Fall and Spring)	VP	All students	Principal & P.E. Teacher	Transp. Dept.	September and April
	4	Continue the HUGS program, Jr. Counselors, and Student Council to enhance student involvement. Mentors and students will be assigned to students with challenges.	AR, VP	Identified students	Counselors, ISSs, APs, Teachers	Counselor information, Assessment data	September 2007 through May 2008
	5	Use Quantum Learning strategies (Where are you living?, VAK, SLANT, etc.) to motivate students and set expectations.	VP	All students	6 Trained teachers, all staff	Staff	Ongoing
Teachers	1	BBR monthly review, BBR skills, and character trait emphasis at staff meetings	AR, VP, SD	All staff	Principal, counselors, BBR consultant	Coordinator, BBR materials, Character trait materials	Ongoing
	2	Offer CPI (nonviolent crisis intervention and prevention) at Birkes	VP, SD	All staff	Principal	Coordinator	Sept 17, 19, 24
Parents	1	Communicate successes and challenges	PI	Identified parents	Teachers, administrators	Phone, conferences	Ongoing
	2	Communicate character traits and BBR skills in parent newsletters.	PI	All parents	Principal, counselors	Newsletters	Bi-monthly

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 maintain at 97%.

**Formative/Summative
Evaluation:**

District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Call parents to check on students with excessive absences.	AR	Identified students	Teachers	Data	Ongoing
Parents	1	Counselors conference with parents of students with excessive absences.	AR, PI	Parents of identified students	Counselors	Data	Ongoing
	2	Report attendance rates each six weeks to parents. Send home perfect attendance certificates.	AR, PI	All	Principal, Admin	Data & newsletter	Bi-monthly 6 weeks

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

Campus Objective:

By May, 2008, we will maintain 90+% of all students demonstrating proficiency on TAKS Science.

By May, 2008, we will maintain 30-50% of all students earning commended performance 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 tests and district benchmarks.	AR, CE	All	ISs, Teachers	Gradebook, benchmark data	Every 6 weeks
	2	Analyze data & make individual plan for each student not meeting proficiency	AR, CE	Identified students	ISs, teachers	Data	Every 6 weeks
	3	Utilize observation guides and science journals to increase comprehension.					
	4	Use hands-on investigations and activities to develop conceptual understanding of science concepts.					
Teachers	1	Assign one TAKS prep load for each 5 th grade teacher in order for the teacher to be an expert in that curriculum assignment	SD	5 th grade staff	APs	Class rosters	August 07
Parents	1	Attend TAKS Science Night	PI	All	APs, ISs, teachers	Rosters	October 29, 2007
	2	Communicate successes/challenges with parents via calls, conferences, progress notes, and report cards.	PI	All students	Teachers	Gradebook Assessment data	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:

Mathematics

Campus Objective:

By May, 2008, we will maintain 90+% proficiency in all students demonstrating proficiency on TAKS Mathematics.
By May, 2008, we will maintain 30-50% of all students earning commended performance 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 tests and district benchmarks.	AR, CE	All Students	ISs, Teachers	Gradebook, Benchmark data	Every six weeks
	2	Use AMIP \$\$\$ funds for tutoring students in second semester	AR, CE	Identified students	ISs, Teachers	Assessment data/ CE funds	Spring Semester
	3	Analyze data and make an individual plan for each student not meeting proficiency.	AR, CE	Identified students	ISs, APs, Teachers	Assessment data	Every six weeks
	4	Continue a four step problem solving method for grades 1-5	AR, SD	All 1-5	Teachers, IS	Assessment data	Ongoing
	5	Focus on Objective 6 in 1 st grade and Objective 1 and 3 in 2 nd grade	AR, CE, SD	1 st & 2nd	IS, Teachers	Assessment data	Ongoing
Teachers	1	Assign one TAKS prep for each teacher in 3, 4, 5 in order for the teacher to become an expert in that curriculum area	SD	3, 4, 5 staff	APs	Class rosters	August 07
	2	Schedule math coach for 2 nd grade math teachers	SD, CE	2 nd staff	IS and AP	Coordinator	Bi-monthly
	3	Enroll 6 teachers in Quantum Learning and share ideas with entire staff at staff meetings	SD, CE	All staff	Principal, 6 trained teachers	Comp. Funds	Monthly
Parents	1	TAKS Math Parent Night	PI	3rd	ISs, APs	Rosters	October 29, 2007
	2	Communicate via phone calls, conferences, progress notes, and report cards successes and challenges.	PI	All	Teachers	Gradebook Assessment	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 maintain 90+% for all students demonstrating proficiency on TAKS Reading.
By May, 2008, we will maintain 30-50% of all students earning commended performance 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	Provide storytelling enrichment for 4 th and 5 th graders emphasizing vocabulary, listening, and writing.	AR, T, SD	All 4 th & 5 th graders	Principal, AP, IS, PTO	Karen Lowery, PTO	Through December 2007
	2	Provide extended learning time for students during supplemental instruction, before school tutoring, lunch/recess. Grant was obtained to offer extra reading time/library time 2x a month after school and 1x a week during July and August 2007.	AR, CE, SD	Identified students	IS, Teacher	Grant, schedule	Ongoing through May 2007
	3	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR, CE	Identified students	IS, AP, teacher	Assessment data	Every six weeks
	4	Analyze data and make an individual plan for each student not meeting proficiency.	AR, CE	Identified students	IS, Teacher	Assessment data	Every six weeks
	5	Use ARIP \$\$\$ funds to tutor students in the second semester	CE, AR	Identified students	IS, Teacher	CE funds, assessment data	Second semester
	6	At kindergarten, 1 st , and 2 nd grades, focus on phonological awareness, comprehension, and fluency.	AR	Identified students	IS, Teacher	Assessment data	Ongoing
	7	Add a .5 dyslexia/reading enrichment teacher to serve more students.	AR, CE	Identified students	Principal, IS	CE funds	September - May
Teachers	1	Consultant Becky Koesel will work with all staff on literacy strategies.	SD	All staff	IS	Rosters and assessment data	Sept, October, and January 2008

	2	District literacy initiatives and coaches	SD	Identified staff	IS	Coordinator	Ongoing
	3	Kindergarten retreat for all kinder teachers	SD	Kdg. staff	AP	Coordinator/ helping teachers	September 26, 2007
Parents	1	Reading TAKS night	PI	3 rd Parents	IS, AP	TAKS data, SSI materials	October 22, 2007
	2	Communicate successes and challenges via phone calls, conferences, progress notes, and report cards.	PI	All Students	Teachers	Assessment data	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.

Campus Objective:

By May, 2008, we maintain the 90+% of students demonstrating proficiency on Writing TAKS.

By May, 2008, we will maintain 30-50% of all students earning commended performance 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	Continue to use 6 Traits of Writing to teach students in all grade levels.	AR, T, SD	All Students	Teachers, IS	6 Traits curriculum	Ongoing
	2	LoTi levels of 3 and above on student projects	AR, T, SD	All students	Teachers, IS	Technology	Ongoing
	3	Continue to use laptops to aid in editing writing and increase motivation.	AR, T	All Students	Teachers, Tech liaison	Technology	Ongoing
	4	Use TAKS \$\$ funds to hire subs for teachers to pull students one-on-one to conference with writing students.	AR, CE	Identified students	IS	CE funds, District	Complete by February 2008
Teachers	1	New teachers attend scoring "4" "3" "2" "1" on compositions.	SD	Identified staff	IS, AP	Coordinator	First Semester
	2	Consultant Becky Koesel will work with all staff on literacy strategies.	SD	All staff	IS	Assessment data	September, October, & January 2008
	3	Assign one TAKS prep for 4 th grade teachers.					
Parents	1	Writing TAKS Night	PI	All parents	IS, AP, Teachers	TAKS assessment Rosters	October 22, 2007
	2	Communicate successes and challenges via phone calls, conferences, progress notes, and report cards.	PI	All	Teachers	Assessment data	Ongoing

* **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

**Birkes Elementary
Carla Brosnahan
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- (1) Birkes Elementary School 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 Birkes 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.

CIP PART III: ASSURANCE ADDENDUM
Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Tiffany Razo	Teacher 1
Kerri Turner	Teacher 2
Kristine Berger	Teacher 3
Penny Crowson	Teacher 4
Toni Strack	Teacher 5
Patti Paine	Teacher 6
Pam Thomson	Teacher 7
Kay Gonzales	Teacher 8
Jeanette Gerault/Karen Stockton	Non-teaching professional 1
Roy Sprague	Non-teaching professional 2
Mrs.Allison Van Pelt	Parent 1
Mrs. Elaine Boubenider	Parent 2
Mr. Rodney Hammonds	Community resident 1
Mrs. Natasha Hammonds	Community resident 2
Mr. Nick Hernandez	Business representative 1
Mrs. Darla King	Business representative 2

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 27, 2007	8:00 & 4:00	Room 307
2	November 20, 2007	9:30	Conference room – Public Hearing
3	January 23, 2008	4:00	Room 307
4	May 21, 2008	8:00	Room 307
5	June 4, 2008	9:00	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 III: ASSURANCE ADDENDUM

Section C

(1)

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.

(2)

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

Birkes 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	State of District Address
3-Aug	GLT/AMS	Elementary – A.M.	Campus Data
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
15-Aug	Birkes Time Equivalency Day	Campus Staff	Quantum Learning, BBR, Technology, Curr. Make & Take, Conflict Resolution
16-Aug-17	New Staff Orientation	District Staff	District Policies/Procedures
20-Aug	All Staff	Campus	Staff policies, library, Team meetings, LoTi
21-Aug	All Staff	Campus	Technology, Math, LA, ESL, GT, SS, Sc.,
22-Aug	All Staff	Campus	LRE, Co-Teach, ICS, Literacy Library, nurses, counselors
23-Aug	Elementary	District Staff	Curriculum
24-Aug	All Staff	Campus	Meet the Teacher, Transportation, Grade level meetings
17,19,24-Sept	Forty Staff Members	Principal and Coordinator	CPI Training
Sept, Oct, Jan	LA Staff	Instructional Specialist	Becky Koesel
25-Sept	LA Staff	Instructional Specialist	Prof. Book Club
8-Oct	Elementary Staff	Campus Staff	Parent Conferences
Nov, Jan, Feb	All Staff	Assistant Principal	Book Study – Seven Simple Secrets
3-Jan	Elementary Staff	District Staff	Curriculum
4-Jan	All Staff	Campus	Assessment Data
18-Feb	All Staff	Campus	TE Day from August 15 Quantum Learning, BBR, Technology, Conflict Resolution, LA/Math Make & Take
30-May	All Staff	Campus	End of year closeout