

2007-2008
Campus Improvement Plan
for
Black Elementary

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: BLACK ELEMENTARY
CAMPUS NUMBER: 101907148

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	350	373	94%	100%	-	-	-	-	-	-	-
African Amer	25	32	78%	9%	-	-	-	-	-	-	-
X Hispanic	70	79	89%	21%	-	-	-	-	-	-	-
X White	240	245	98%	66%	-	-	-	-	-	-	-
X Econ Disadv	57	67	85%	18%	-	-	-	-	-	-	-
Writing (65%)											
X All Students	122	127	96%	100%	-	-	-	-	-	-	-
African Amer	15	17	88%	13%	-	-	-	-	-	-	-
Hispanic	24	25	96%	20%	-	-	-	-	-	-	-
X White	78	80	98%	63%	-	-	-	-	-	-	-
Econ Disadv	18	19	95%	15%	-	-	-	-	-	-	-
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	356	375	95%	100%	-	-	-	-	-	-	-
African Amer	29	32	91%	9%	-	-	-	-	-	-	-
X Hispanic	71	80	89%	21%	-	-	-	-	-	-	-
X White	241	246	98%	66%	-	-	-	-	-	-	-
X Econ Disadv	58	67	87%	18%	-	-	-	-	-	-	-
Science (40%)											
X All Students	99	101	98%	100%	-	-	-	-	-	-	-
African Amer	5	6	83%	6%	-	-	-	-	-	-	-
Hispanic	23	23	100%	23%	-	-	-	-	-	-	-
X White	66	67	99%	66%	-	-	-	-	-	-	-
Econ Disadv	19	19	100%	19%	-	-	-	-	-	-	-

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?
All Students	19	20	95%	100%	-	-	-	-	-	-	-

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

EXCEPTIONS TABLE

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

DISTRICT NAME: CYPRESS-FAIRBANKS
 CAMPUS NAME: BLACK ELEMENTARY Campus Rating: Recognized
 CAMPUS NUMBER: 101907148 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	BLACK ELEMENTAR	3	All	147	140	95	100	97	88	60					
Reading/ELA	BLACK ELEMENTAR	3	AA	8	8	100	100	100	3	38					
Reading/ELA	BLACK ELEMENTAR	3	Hispanic	28	24	86	90	87	8	29					
Reading/ELA	BLACK ELEMENTAR	3	White	104	102	98	100	99	72	69					
Reading/ELA	BLACK ELEMENTAR	3	Eco.Dis.	27	23	85	90	87	8	30					
Reading/ELA	BLACK ELEMENTAR	3	Spec.Ed.	5	---	---	---	---	---	---					
Reading/ELA	BLACK ELEMENTAR	3	LEP	20	15	75	90	80	2	10					
Reading/ELA	BLACK ELEMENTAR	3	LEP M1	3	---	---	---	---	---	---					
Reading/ELA	BLACK ELEMENTAR	3	LEP M2												
Reading/ELA	BLACK ELEMENTAR	4	All	132	118	89	90	89	48	36					
Reading/ELA	BLACK ELEMENTAR	4	AA	20	13	65	90	75	6	30					
Reading/ELA	BLACK ELEMENTAR	4	Hispanic	26	22	85	90	87	8	31					
Reading/ELA	BLACK ELEMENTAR	4	White	81	78	96	100	97	33	41					
Reading/ELA	BLACK ELEMENTAR	4	Eco.Dis.	20	15	75	90	80	4	20					
Reading/ELA	BLACK ELEMENTAR	4	Spec.Ed.	2	---	---	---	---	---	---					
Reading/ELA	BLACK ELEMENTAR	4	LEP	4	---	---	---	---	---	---					
Reading/ELA	BLACK ELEMENTAR	4	LEP M1	11	10	91	100	94	3	27					
Reading/ELA	BLACK ELEMENTAR	4	LEP M2	4	---	---	---	---	---	---					
Reading/ELA	BLACK ELEMENTAR	5	All	111	107	96	100	97	46	41					
Reading/ELA	BLACK ELEMENTAR	5	AA	7	6	86	90	87	3	43					
Reading/ELA	BLACK ELEMENTAR	5	Hispanic	25	24	92	100	95	5	19					
Reading/ELA	BLACK ELEMENTAR	5	White	73	73	100	100	100	37	51					
Reading/ELA	BLACK ELEMENTAR	5	Eco.Dis.	21	20	95	100	97	6	29					
Reading/ELA	BLACK ELEMENTAR	5	Spec.Ed.	2	---	---	---	---	---	---					
Reading/ELA	BLACK ELEMENTAR	5	LEP	6	4	67	90	75	1	17					
Reading/ELA	BLACK ELEMENTAR	5	LEP M1	3	---	---	---	---	---	---					
Reading/ELA	BLACK ELEMENTAR	5	LEP M2	5	---	---	---	---	---	---					

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	BLACK ELEMENTAR	3	All	150	141	94	100	96	82	55					
Math	BLACK ELEMENTAR	3	AA	9	9	100	100	100	2	22					
Math	BLACK ELEMENTAR	3	Hispanic	30	25	83	90	85	10	33					
Math	BLACK ELEMENTAR	3	White	104	101	97	100	98	65	63					
Math	BLACK ELEMENTAR	3	Eco.Dis.	28	25	89	90	89	6	21					
Math	BLACK ELEMENTAR	3	Spec.Ed.	5	---	---	---	---	---	---					
Math	BLACK ELEMENTAR	3	LEP	22	17	77	90	81	6	27					
Math	BLACK ELEMENTAR	3	LEP M1	3	---	---	---	---	---	---					
Math	BLACK ELEMENTAR	3	LEP M2												
Math	BLACK ELEMENTAR	4	All	134	123	92	100	95	60	45					
Math	BLACK ELEMENTAR	4	AA	20	16	80	90	83	6	30					
Math	BLACK ELEMENTAR	4	Hispanic	27	23	85	90	87	7	26					
Math	BLACK ELEMENTAR	4	White	82	80	98	100	99	44	54					
Math	BLACK ELEMENTAR	4	Eco.Dis.	20	14	70	90	77	2	10					
Math	BLACK ELEMENTAR	4	Spec.Ed.	3	---	---	---	---	---	---					
Math	BLACK ELEMENTAR	4	LEP	4	---	---	---	---	---	---					
Math	BLACK ELEMENTAR	4	LEP M1	11	10	91	100	94	3	27					
Math	BLACK ELEMENTAR	4	LEP M2	4	---	---	---	---	---	---					
Math	BLACK ELEMENTAR	5	All	111	110	99	100	99	72	65					
Math	BLACK ELEMENTAR	5	AA	7	7	100	100	100	4	57					
Math	BLACK ELEMENTAR	5	Hispanic	26	25	96	100	97	8	31					
Math	BLACK ELEMENTAR	5	White	73	73	100	100	100	57	78					
Math	BLACK ELEMENTAR	5	Eco.Dis.	21	21	100	100	100	6	29					
Math	BLACK ELEMENTAR	5	Spec.Ed.	2	---	---	---	---	---	---					
Math	BLACK ELEMENTAR	5	LEP	6	5	83	90	85	1	17					
Math	BLACK ELEMENTAR	5	LEP M1	3	---	---	---	---	---	---					
Math	BLACK ELEMENTAR	5	LEP M2	5	---	---	---	---	---	---					

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	BLACK ELEMENTAR	3	All												
Science	BLACK ELEMENTAR	3	AA												
Science	BLACK ELEMENTAR	3	Hispanic												
Science	BLACK ELEMENTAR	3	White												
Science	BLACK ELEMENTAR	3	Eco.Dis.												
Science	BLACK ELEMENTAR	3	Spec.Ed.												
Science	BLACK ELEMENTAR	3	LEP												
Science	BLACK ELEMENTAR	3	LEP M1												
Science	BLACK ELEMENTAR	3	LEP M2												
Science	BLACK ELEMENTAR	4	All												
Science	BLACK ELEMENTAR	4	AA												
Science	BLACK ELEMENTAR	4	Hispanic												
Science	BLACK ELEMENTAR	4	White												
Science	BLACK ELEMENTAR	4	Eco.Dis.												
Science	BLACK ELEMENTAR	4	Spec.Ed.												
Science	BLACK ELEMENTAR	4	LEP												
Science	BLACK ELEMENTAR	4	LEP M1												
Science	BLACK ELEMENTAR	4	LEP M2												
Science	BLACK ELEMENTAR	5	All	110	106	96	100	97	70	64					
Science	BLACK ELEMENTAR	5	AA	8	6	75	90	80	2	25					
Science	BLACK ELEMENTAR	5	Hispanic	25	24	96	100	97	8	32					
Science	BLACK ELEMENTAR	5	White	72	71	99	100	99	59	82					
Science	BLACK ELEMENTAR	5	Eco.Dis.	22	21	95	100	97	7	32					
Science	BLACK ELEMENTAR	5	Spec.Ed.	2	---	---	---	---	---	---					
Science	BLACK ELEMENTAR	5	LEP	6	5	83	90	85	1	17					
Science	BLACK ELEMENTAR	5	LEP M1	3	---	---	---	---	---	---					
Science	BLACK ELEMENTAR	5	LEP M2	4	---	---	---	---	---	---					

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Black Ele.	AA	0	97.5
Black Ele.	H	0	96.6
Black Ele.	W	0	97.1
Black Ele.	NATIVE	0	97.2
Black Ele.	ASIAN	0	98
Black Ele.	MALE	0	97
Black Ele.	FEMALE	0	97.1
Black Ele.	SPED	0	95.4
Black Ele.	ECD	0	96.7
Black Ele.	LEP	0	96.4
Black Ele.	AT RISK	0	96.8
Black Ele.	GT	0	97.9
Black 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, discipline referrals for excessive talking out/disruptive behavior/inappropriate physical contact will be reduced by 10% from the previous school year.

Formative Evaluation:

District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Implement the social skills program from 'Building Better Relationships.'	VP	All students	BBR liaisons, Teachers, counselor, administrators	BBR posters & Mini lessons Class mtgs.	August 2007 Ongoing
	2 Implement playground safety training for all grade levels	VP	All students	PE Teachers, Homeroom Teachers	PowerPoint on playground safety	August 2007
	3 Implement "No Bullying" Training for 3 rd , 4 th and 5 th graders	VP	All students	Counselor	Videos	September 2007
	4 Implement bus training, Sooper Puppy, and DARE to ensure the safety off all students	VP	All students	Administrators, Teachers	Buses	September 2007
Teachers	1 Orient teachers with crisis plan, school procedures and routines.	SD	All teachers	Administrators, Teachers	Crisis Plan, Non-negotiables, staff handbook	August 2007
	2 Send 10 staff members to Capturing Kids Hearts	SD	Select teachers	Administrators	PTO funds	July/August 2007
Parents	1 Communicate with parents regarding their child's behavior by using the weekly communication card, phone calls, conferences, and/or office referrals.	PI	Parents of identified students	Teachers, Counselor, Administrators	Report Cards, Discipline data	Weekly 3-week progress reports
	2 Utilize an action plan/behavior contract to decrease inappropriate behaviors for identified students.	PI	Parents of identified students	Teachers, Counselor, Administrators	Behavior Intervention Plans	Ongoing

Areas to Improve

District Priority:

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

Area of Focus:

Attendance

For 2007 – 2008, the ADA student attendance will be at or above 97% for all sub-groups including

	2007 Percentage	2008 Expectation
H	96.6%	97%
Sp Ed	95.4%	97%
ED	96.7%	97%
LEP	96.4%	97%
At Risk	96.8%	97%

Campus Objective: #

Formative/Summative Evaluation:

District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Encourage students to attend school daily by recognizing grade level perfect attendance during announcements	AR	All students	Teachers, Registrar, Administrators		Daily
Teachers	1	Celebrate individual perfect attendance through classroom charts/certificates	AR	All students	Teachers, Registrar, Administrators	Certificates, stickers	Each 6-weeks
Parents	1	Encourage parents to make contact with the school on or before the 3 rd day of a student's absence and arrange for work to be picked up and completed on return to school	PI	All students	Teachers	Attendance records, Phone log	Ongoing
	2	Contact parents after the 3 rd day of a student's absence to determine the reason for absence	PI	All students	Teachers, Attendance Secretary	Attendance records, Phone log	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: **Science**

Campus Objective: #

By May, 2008 Black Elementary students in grade 5 will increase percentages in meets expectations and commended performance, by designated increments or greater, of student populations demonstrating proficiency on TAKS Science.

GRADE 5		
	2007 score	2008 expectation
AA	75%	80% (+5)
H	96%	97% (+1)
W	99%	99% (--)
ED	95%	97% (+2)
Sp Ed	50%	75% (+25)
LEP	83%	85% (+2)
Commended	64%	70% (+6)

AA
H
ED

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 opportunities for hands-on activities such as Interactive Science Notebooks, Smart Board activities, Lunch Bunch, and labs	AR T	All students	Teachers	ISN, curriculum guides, Smart Boards	Twice a week
	2	Incorporate science vocabulary from science curriculum guide in all subject areas such as spelling lists, shared reading with science books, using science words in math problems, and journal writing	AR	All students	Teachers	CFISD vocabulary lists	Weekly
	3	Incorporate daily activities to promote vocabulary such as flashcards to be used during transition times, interactive PowerPoint's, workstations, and journal activities.	AR T	All students	Teachers, Instructional Specialist	CFISD vocabulary lists, flashcards	Daily

Teachers	1	Analyze data from benchmarks and CBA's during FINOS, AMS Student Profile Activities, and Data Gaze	AR T	Teachers	Teachers, Instructional Specialist	Benchmark scores, CBA Reports	After each benchmark and CBA
	2	Create individual teacher goals after each benchmark/CBA that will have an impact on instruction.	AR	Science teachers	Teachers	Benchmark scores	After each benchmark and CBA
	3	Monitor that all teachers are using best practice strategies regarding vocabulary, homework, and warm-ups.		Science teachers	Administrators	Administrative walk-throughs	Ongoing
	4	Monitor that all teachers are implementing SQ-RQ-CQ strategies when doing warm-ups, unit tests, and benchmarks and that they are asking higher-order thinking questions.		Science teachers	Administrators	Administrative walk-throughs	Ongoing
	5	Monitor at-risk populations through FINO meetings and Data Gaze and provide the teachers with strategies and materials to increase student's success.	AR	Science teachers	Administrators, Instructional Specialist	Administrative walk-throughs	Every 6- weeks
Parents	1	Send home newsletters outlining objectives for current 6-weeks	PI	Parents	Teachers	Curriculum guides, Newsletters	Each 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: **Mathematics**

(stated in "SMART goal" format)

By May, 2008 Black Elementary students in grades 3, 4, and 5 will increase percentages in meets expectations and commended performance, by designated increments or greater, of student populations demonstrating proficiency on TAKS Math.

Campus Objective: #

	Grade 3		Grade 4		Grade 5	
	2007 Score	2008 Expectation	2007 Score	2008 Expectation	2007 Score	2008 Expectation
AA	100%	100% (--)	80%	83% (+3)	100%	100% (--)
H	83%	85% (+2)	85%	87% (+2)	96%	97% (+1)
W	97%	98% (+1)	98%	99% (+1)	100%	100% (--)
ED	89%	89% (--)	70%	77% (+7)	100%	100% (--)
Sp Ed	80%	83% (+3)	67%	75% (+8)	0%	75% (+75)
LEP	77%	81% (+4)	25%	75% (+50)	83%	85% (+2)
Commended	55%	60% (+5)	45%	50% (+5)	65%	70% (+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	Implement Lunch Bunch tutoring to re-teach concepts	AR	Identified students	5 th grade Teachers	Teacher mini-lessons, BM tests, AMS Data, CBA Data	After 1 st benchmark Ongoing
	2	Incorporate daily activities to promote vocabulary such as math journals, word walls, "remembering rings", games, VAK activities, songs and stories to reinforce vocabulary, and flashcards.	AR	All students	Teachers	CFISD vocabulary lists	Daily

	3	Monitor small group instruction/review to ensure that all students are practicing the skills correctly and to ensure that mistakes are corrected promptly	AR	Identified students	Teachers	Curriculum guides	Weekly
	4	Improve problem solving/higher order thinking by using model drawing, LoTi lessons, and the 4-step method.	AR	All Students	Teachers	Bloom's Taxonomy, grid paper	Daily
Teachers	1	Analyze data from benchmarks and CBA's during FINOS, AMS Student Profile Activities, and Data Gaze	AR	Teachers	Teachers, Instructional Specialist	Benchmark scores, CBA Reports	After each benchmark and CBA
	2	Create individual teacher goals and grade level targets after each benchmark/CBA that will have an impact on instruction.	AR	Teachers	Teachers	Benchmark scores, CBA Reports	After each benchmark and CBA
	3	Participate in grade level and vertical meetings to discuss vertical alignment and areas for growth for math students	AR SD	Teachers	Teachers	Curriculum guides	Each 6-weeks
	4	Schedule planning sessions for 4 th grade teachers and Math Coach	SD	4 th grade teachers	Administrators Instructional Specialist	Math Coach, Curriculum guides	Every other week
	5	Implement Model Drawing/Singapore Method in grades 1-3	AR SD	1 st -3 rd grade teaches	Teachers, Instructional Specialist	Model Drawing curriculum	Fall/Spring
Parents	1	Host Math Night to inform parents about curriculum.	PI	Parents	Teachers, Instructional Specialist	Curriculum guides	Spring 2008
	2	Send home newsletter outlining objectives for the current 6-weeks.	PI	Parents	Teachers	Newsletter	Each 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: **Reading/English Language Arts**

(stated in "SMART goal" format)

By May, 2008 Black Elementary students in grades 3, 4, and 5 will increase percentages in meets expectations and commended performance, by designated increments or greater, of student populations demonstrating proficiency on TAKS Reading.

Campus Objective: #

	Grade 3		Grade 4		Grade 5	
	2007 Score	2008 Expectation	2007 Score	2008 Expectation	2007 Score	2008 Expectation
AA	100%	100% (--)	65%	75% (+10)	86%	87% (+1)
H	86%	87% (+1)	85%	87% (+2)	92%	95% (+3)
W	98%	99% (+1)	96%	97% (+1)	100%	100% (--)
ED	85%	87% (+2)	75%	80% (+5)	95%	97% (+2)
Sp Ed	100%	100% (--)	50%	75% (+25)	0%	75% (+75)
LEP	75%	80% (+5)	25%	75% (+50)	67%	75% (+8)
Commended	60%	65% (+5)	36%	60% (+24)	41%	42% (+1)

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 1 st graders' accuracy and fluency by dedicating 15+ minutes daily to independent reading and using Fry's Phrases	AR	1 st graders	1 st grade Teachers		Daily
	2	Improve 2 nd grade reading comprehension by having students use strategies that show where answers are found, respond to literature in response journals, and implement "turn and talk"	AR	2 nd graders	2 nd grade Teachers	Response journals	Weekly

Students	3	Improve critical reading skills in all students including dyslexia students by using sticky notes during think alouds, tracking reading logs, allowing time for independent reading, incorporating mini-lessons, read alouds, Test Talk, Brown Bag Lunch tutoring, choosing Just Right Books, Buddy Reading, Readers Theater, anchor charts, graphic organizers, taped books, using VAK lessons, implementing Balanced Literacy, Book Talks in the Library, and Readers workshop	AR	All students	Teachers	Just Right Books, graphic organizers, books on tape	Weekly
	4	Implement strategies such as reading responses, vocabulary activities, building classrooms libraries, and individual conferences with students to improve reading comprehension in 3 rd , 4 th , and 5 th grades	AR	3 rd , 4 th , and 5 th graders	3 rd , 4 th , and 5 th Teachers	Curriculum guides	Weekly
	5	Improve bilingual kindergarteners and LEP students' listening skills and ability to respond to explicit and implicit questions by reading stories to them daily	AR	LEP students	Kindergarten Teachers, ESL Teachers	Read aloud books	Daily
	6	Implement focused small group instruction/review based on running records, reading logs, students conferences, and READ180	AR	Identified students	Teachers	Running records, reading logs, teacher notes	Weekly
	7	Implement interventions to ensure that LEP students will achieve at least one level of proficiency during the year based on the composite 2007 TELPAS score	AR	LEP students	Teachers	TELPAS scores	Ongoing
	8	Implement READ180 to meet the needs of struggling readers	AR	Identified students	4 th grade SEI Teacher	READ180 materials	Daily
Teachers	1	Attend 3 sessions of Balanced Literacy Training with Becky Koesel and implement strategies in classrooms	SD	Teachers	Admin, Teachers	<u>The Art of Teaching Reading</u> , substitutes	November 2007(1) Spring 2008 (2)
	2	Provide opportunities for teachers to observe model classroom teachers who are implementing Balanced Literacy.	SD	Teachers	Instructional Specialist, Teachers	Model Teacher classroom, Distance Learning equipment, substitutes	Fall/Spring

Teachers	3	Monitor the One Way Dual Language program in Pre-K and kindergarten	AR	Pre-K/K	Pre-K/Kindergarten Teachers, Administrators	OWDL schedule	Ongoing
	4	Analyze data from benchmarks and CBA's during FINOS, AMS Student Profile Activities, and Data Gaze	AR	Teachers	Teachers, Instructional Specialist	Benchmark scores	After each benchmark and CBA
	5	Create individual teacher goals and grade level targets after each benchmark/CBA that will have an impact on instruction.		Teachers	Teachers	Benchmark scores	After each benchmark and CBA
	6	Meet with Language Arts Helping Teacher to continue implementing Balanced Literacy	SD	Teachers	LA Helping Teacher, Administrators, Teachers	Units of Study	Each 6 weeks
	7	Refine spelling program so that strategies are aligned across grade levels	SD	Teachers	LA Helping Teacher, Administrators, Teachers	Spelling curriculum	Ongoing
Parents	1	Send home newsletters that state current 6 week objectives in reading	PI	Parents	Teachers	Newsletter	Each 6-weeks
	2	Host Reading Night to inform parents of curriculum.	PI	Parents	Teachers, Instructional Specialist	Curriculum guides	Spring 2008

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**

(stated in "SMART goal" format)

By May, 2008 Black Elementary students in grade 4 will increase percentages, in meets expectations and commended performance by designated increments or greater, of student populations demonstrating proficiency on TAKS Writing.

Campus Objective: #

Grade 4		
	2007 score	2008 expectation
AA	84%	86% (+2)
H	96%	97% (+1)
W	98%	99% (+1)
ED	95%	97% (+2)
Sp Ed	100%	100% (--)
LEP	75%	80% (+5)
Commended	48%	50% (+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 Present mini-lessons from Units of Study to improve students TOP writing scores so that they can reach the "advanced high" rating	AR	LEP students	All Teachers	Units of Study	Weekly
	2 Increase the number of students meeting/exceeding written composition standards by using daily mini lessons from the Units of Study that focus on each stage of writing process, by using graphic organizers, and by demonstrating knowledge of certain topics through writing	AR	All Students	All Teachers	Units of Study	Weekly

Student	3	Increase writing scores by implementing Units of Study mini-lessons	AR	All students	4 th Grade Teachers	Units of Study	Weekly
Teachers	1	Review students writing samples in vertical teams to identify target areas in the writing process (Writing Daze)	SD	Writing teachers	Writing Teachers, Assistant Principals	Writing samples, curriculum guide	Each 6 weeks
	2	Meet with vertical Language Arts committee to identify strategies and activities to implement in each grade level for writing improvement	AR	All students	Writing Teachers, Language Arts Liaison	Writing samples	Each 6-weeks
Parents	1	Train a cadre of parents to tutor students in writing	PI	Parents	4 th grade Writing Teachers	Writing samples	Early Spring
	2	Host Parent Writing Night for 4 th grade parents	PI	Parents	4 th grade Writing Teachers	Holistic writing samples	October 29, 2007

*** 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

**Black Elementary
Lillian Chastain
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- x (1) Black Elementary has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
- x (2) The Black 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., (violence prevention/intervention), (dyslexia treatment programs)
 - (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.
- x (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
Amy Price	Teacher 1
Stephanie D'Angelo	Teacher 2
Laura Wojenski	Teacher 3
Beth Hamman	Teacher 4
Roslyn Harris	Teacher 5
Sharon Ferrell	Teacher 6
Kurt Anselmi	Teacher 7
Kim Warnasch	Teacher 8
Diana Vandergriff	Paraprofessional 1
Jan Derr, Tricia Reilly, Julie Lenk, Nancy Payne, Karen Tyler, Lillian Chastain	Non-teaching professional 2
Leisha Davis	Parent 1
Kelly Kley	Parent 2
Karen Hazlett	Community resident 1
Debby Hartzell	Community resident 2
Mary Jayne McGinnis	Business representative 1
Gary Roberts	Business representative 2

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	Sept. 13, 2007	4:14 – 6-15 pm	Black Elem. Library
2	Nov. 28, 2007	4:14 – 6-15 pm	Black Elem. Library
3	Jan. 23, 2008	4:14 – 6-15 pm	Black Elem. Library
4	Mar. 25, 2008	4:14 – 6-15 pm	Black Elem. Library
5	May 13, 2008	4:14 – 6-15 pm	Black Elem. 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)

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.

× (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/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 research-proven strategies to promote students' deep understanding of content and concepts.

CIP PART III: ASSURANCE ADDENDUM

Section D

Black 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	
April 28 *	All Staff	Campus	
30-May	All Staff	Campus	