

2007-2008
Campus Improvement Plan
for
Copeland Elementary

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
 CAMPUS NAME: COPELAND EL Campus Rating: Exemplary
 CAMPUS NUMBER: 101907130 Grade Span: EE - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Academically Acceptable standards are shown in parentheses.
 Rating Change due to Appeal.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

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	486	506	96%	100%	466	478	97%		-1		
African Amer	*	*	95%	*	*	*	96%		-1		
X Hispanic	57	64	89%	13%	*	*	96%		-7		
X White	343	354	97%	70%	357	365	98%		-1		
Econ Disadv	32	37	86%	7%	*	*	96%		-10		
Writing (65%)											
X All Students	156	162	96%	100%	142	149	95%		1		
African Amer	*	*	93%	*	*	*	> 99%		*		
Hispanic	*	*	91%	*	*	*	> 99%		*		
X White	105	108	97%	67%	109	115	95%		2		
Econ Disadv	*	*	94%	*	*	*	> 99%		*		
Social Studies (65%)											
All Students	*	*	*	*	*	*	*		*		
African Amer	*	*	*	*	*	*	*		*		
Hispanic	*	*	*	*	*	*	*		*		
White	*	*	*	*	*	*	*		*		
Econ Disadv	*	*	*	*	*	*	*		*		
Mathematics (45%)											
X All Students	497	509	98%	100%	475	484	98%		0		
African Amer	37	40	93%	8%	*	*	> 99%		*		
X Hispanic	59	64	92%	13%	*	*	> 99%		*		
X White	353	357	99%	70%	360	369	98%		1		
Econ Disadv	34	37	92%	7%	*	*	> 99%		*		
Science (40%)											
X All Students	158	162	98%	100%	165	173	95%		3		
African Amer	*	*	> 99%	*	*	*	> 99%		*		
Hispanic	15	18	83%	11%	*	*	94%		-11		
X White	*	*	99%	*	132	139	95%		4		
Econ Disadv	*	*	83%	*	*	*	83%		0		

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	14	17	82%	100%	*	*	> 99%		*		

SDAA II 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
10	N/A	N/A	N/A	N/A	N/A

DISTRICT NAME: CYPRESS-FAIRBANKS
 CAMPUS NAME: COPELAND EL Campus Rating: Exemplary
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Analysis groups used to determine ratings are marked with an 'X'.
 Academically Acceptable standards are shown in parentheses.
 Rating Change due to Appeal.
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COMPLETION RATE I TABLE (Gr. 9-12) (75.0%)

	Class of 2006					Class of 2005			Required Improvement			
	# Completers	# dropouts	# in Class	Comp Rate	Stu Grp %	# Completers	# 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	COPELAND EL	3	All	179	178	99	100	99	95	53	161	160	99	114	73
Reading/ELA	COPELAND EL	3	AA	12	12	100	100	100	3	27	8	8	100	4	50
Reading/ELA	COPELAND EL	3	Hispanic	24	24	100	100	100	9	38	16	16	100	7	47
Reading/ELA	COPELAND EL	3	White	123	122	99	100	99	71	58	115	114	99	85	75
Reading/ELA	COPELAND EL	3	Eco.Dis.	7	7	100	100	100	2	29	8	8	100	4	50
Reading/ELA	COPELAND EL	3	Spec.Ed.	7	7	100	100	100	2	29	10	10	100	3	30
Reading/ELA	COPELAND EL	3	LEP	7	7	100	100	100	2	29	6	6	100	2	33
Reading/ELA	COPELAND EL	3	LEP M1	11	11	100	100	100	7	64	5	5	100	3	60
Reading/ELA	COPELAND EL	3	LEP M2								1	0	0	1	100
Reading/ELA	COPELAND EL	4	All	170	153	90	100	93	89	52	157	145	92	53	34
Reading/ELA	COPELAND EL	4	AA	15	13	87	90	88	3	20	13	11	85	2	15
Reading/ELA	COPELAND EL	4	Hispanic	24	18	75	90	80	8	33	15	13	87	3	20
Reading/ELA	COPELAND EL	4	White	114	105	92	100	95	67	59	118	111	94	44	37
Reading/ELA	COPELAND EL	4	Eco.Dis.	18	14	78	90	82	4	22	14	12	86	2	14
Reading/ELA	COPELAND EL	4	Spec.Ed.	7	4	57	90	75	1	14	5	3	60	1	20
Reading/ELA	COPELAND EL	4	LEP	4	---	---	---	---	---	---	3	1	33	0	0
Reading/ELA	COPELAND EL	4	LEP M1	5	---	---	---	---	---	---	2	2	100	0	0
Reading/ELA	COPELAND EL	4	LEP M2	4	---	---	---	---	---	---	3	3	100	1	33
Reading/ELA	COPELAND EL	5	All	168	166	99	100	99	74	44	181	178	98	73	41
Reading/ELA	COPELAND EL	5	AA	14	14	100	100	100	7	50	9	9	100	2	22
Reading/ELA	COPELAND EL	5	Hispanic	20	19	95	100	97	4	20	18	17	94	4	22
Reading/ELA	COPELAND EL	5	White	122	121	99	100	99	57	47	140	138	99	57	41
Reading/ELA	COPELAND EL	5	Eco.Dis.	12	11	92	100	95	4	33	10	10	100	2	20
Reading/ELA	COPELAND EL	5	Spec.Ed.	2	---	---	---	---	---	---	6	6	100	0	0
Reading/ELA	COPELAND EL	5	LEP	4	---	---	---	---	---	---	3	0	0	0	0
Reading/ELA	COPELAND EL	5	LEP M1	1	---	---	---	---	---	---	2	0	0	0	0
Reading/ELA	COPELAND EL	5	LEP M2	3	---	---	---	---	---	---	2	0	0	0	0

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	COPELAND EL	3	All	181	173	96	100	97	106	59	160	157	98	97	61
Math	COPELAND EL	3	AA	12	11	92	100	95	6	50	7	7	100	3	43
Math	COPELAND EL	3	Hispanic	25	21	84	90	86	8	32	16	16	100	10	63
Math	COPELAND EL	3	White	124	121	98	100	99	76	61	115	112	97	68	59
Math	COPELAND EL	3	Eco.Dis.	7	7	100	100	100	3	43	8	8	100	5	63
Math	COPELAND EL	3	Spec.Ed.	10	9	90	100	93	2	20	9	9	100	4	44
Math	COPELAND EL	3	LEP	8	5	63	90	75	3	38	6	6	100	2	33
Math	COPELAND EL	3	LEP M1	11	11	100	100	100	7	64	5	5	100	4	80
Math	COPELAND EL	3	LEP M2								1	1	100	1	100
Math	COPELAND EL	4	All	170	164	96	100	97	104	61	162	155	96	87	54
Math	COPELAND EL	4	AA	15	13	87	90	88	1	7	13	13	100	3	23
Math	COPELAND EL	4	Hispanic	24	22	92	100	95	9	38	15	14	93	8	53
Math	COPELAND EL	4	White	114	112	98	100	99	80	70	122	116	95	69	57
Math	COPELAND EL	4	Eco.Dis.	18	15	83	90	85	4	22	14	14	100	6	43
Math	COPELAND EL	4	Spec.Ed.	7	5	71	90	77	2	29	8	5	63	2	25
Math	COPELAND EL	4	LEP	4	---	---	---	---	---	---	3	2	67	0	0
Math	COPELAND EL	4	LEP M1	5	---	---	---	---	---	---	2	2	100	0	0
Math	COPELAND EL	4	LEP M2	4	---	---	---	---	---	---	3	3	100	2	67
Math	COPELAND EL	5	All	170	170	100	100	100	117	69	182	182	100	131	72
Math	COPELAND EL	5	AA	14	14	100	100	100	5	36	10	10	100	6	60
Math	COPELAND EL	5	Hispanic	20	20	100	100	100	12	60	19	19	100	9	47
Math	COPELAND EL	5	White	124	124	100	100	100	91	73	139	139	100	103	75
Math	COPELAND EL	5	Eco.Dis.	12	12	100	100	100	5	42	11	11	100	5	45
Math	COPELAND EL	5	Spec.Ed.	5	---	---	---	---	---	---	6	6	100	4	67
Math	COPELAND EL	5	LEP	4	---	---	---	---	---	---	3	0	0	1	33
Math	COPELAND EL	5	LEP M1	1	---	---	---	---	---	---	2	0	0	1	50
Math	COPELAND EL	5	LEP M2	3	---	---	---	---	---	---	2	0	0	1	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	COPELAND EL	3	All												
Science	COPELAND EL	3	AA												
Science	COPELAND EL	3	Hispanic												
Science	COPELAND EL	3	White												
Science	COPELAND EL	3	Eco.Dis.												
Science	COPELAND EL	3	Spec.Ed.												
Science	COPELAND EL	3	LEP												
Science	COPELAND EL	3	LEP M1												
Science	COPELAND EL	3	LEP M2												
Science	COPELAND EL	4	All												
Science	COPELAND EL	4	AA												
Science	COPELAND EL	4	Hispanic												
Science	COPELAND EL	4	White												
Science	COPELAND EL	4	Eco.Dis.												
Science	COPELAND EL	4	Spec.Ed.												
Science	COPELAND EL	4	LEP												
Science	COPELAND EL	4	LEP M1												
Science	COPELAND EL	4	LEP M2												
Science	COPELAND EL	5	All	166	162	98	100	99	107	64	179	171	96	88	49
Science	COPELAND EL	5	AA	14	14	100	100	100	5	36	8	8	100	4	50
Science	COPELAND EL	5	Hispanic	20	17	85	90	87	8	40	18	17	94	4	22
Science	COPELAND EL	5	White	120	119	99	100	99	86	72	140	133	95	74	53
Science	COPELAND EL	5	Eco.Dis.	12	10	83	90	85	3	25	11	10	91	5	45
Science	COPELAND EL	5	Spec.Ed.	3	---	---	---	---	---	---	5	4	80	1	20
Science	COPELAND EL	5	LEP	4	---	---	---	---	---	---	3	3	100	0	0
Science	COPELAND EL	5	LEP M1	1	---	---	---	---	---	---	2	2	100	0	0
Science	COPELAND EL	5	LEP M2	3	---	---	---	---	---	---	2	2	100	0	0

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Copeland Ele.	AA	97.7	97.8
Copeland Ele.	H	96.7	97
Copeland Ele.	W	97	97.3
Copeland Ele.	NATIVE	95.4	94.2
Copeland Ele.	ASIAN	97.5	97.4
Copeland Ele.	MALE	97.1	97.4
Copeland Ele.	FEMALE	97	97.1
Copeland Ele.	SPED	95.8	96.8
Copeland Ele.	ECD	97.6	96.8
Copeland Ele.	LEP	96.9	96.8
Copeland Ele.	AT RISK	96.7	97
Copeland Ele.	GT	98.2	97.5
Copeland 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, the discipline referrals for inappropriate physical contact will be reduced by 10% from the previous school year.

<u>Top Office Referrals</u>	
Inappropriate Physical Contact	92
Language/Gestures	62

Formative Evaluation:

District-developed Reports

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Design & present lessons that teach character traits and social skills, teaching students to live "Above the Line"	AR	All	Counselors, Teachers	TSAM, Bibliotherapy	Every 6 weeks
	2	Display posters for ongoing reference and to reinforce expected behaviors	AR	All	Teachers	Posters, Media	Prior to 1 st day of school
	3	Provide a variety of incentives to motivate students to do their best	AR	All	Administrators, Teachers	Activity funds	Every 6 weeks
Teachers	1	Schedule planning teams to create lessons and incentives	SD	Winning Ways Team	Administrators, Teachers	LP Template	Ongoing
	2	Attend BBR District Training, CPI Training	SD	New & Identified Returning Teachers	Administrators, Teachers	Student Services	Fall Semester
	3	Create quality behavior plans and consistently implement	SD	SpEd & Lead Teachers	Administrators, Teachers	Targeting Student Assistance	After 3-5 office referrals
Parents	1	Keep parents up to date on "Living Above the Line" instruction by information in parent newsletters, consistent phone calls if students are having difficulty	PI	All Parents	Administrators, Teachers	District Courses	Every Two Weeks
	2	Provide parent book study	PI	Parents of identified students	Counselors	Book: <i>How to Talk So Kids Can Learn at Home and School</i>	Fall

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

First column is passing Second column is commended

Campus Objective: # 1 By May, 2008, we will increase the percentage of Hispanic and Economically Disadvantaged students demonstrating proficiency on Science TAKS by 10%.

	3rd	4th	5th
WH		99	72
AA		100	36
H		85	40
ED		83	25
SPED		100	100

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	Check rosters to ensure that each struggling student has been assigned to a teacher who has a proven track record of accelerating students' science achievement. (Change assignments and re-balance classes as needed.)	AR, CE	Identified students	Principal	Class rosters; AMS data	Prior to first day of school
	2	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR, CE	Groups listed	Instructional Specialist; teacher	Gradebook; benchmark data	Every 3 or 6 weeks
	3	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen</i> .	AR, CE	Groups listed	Teachers	<i>The Baker's Dozen</i> booklet	Ongoing
	4	Provide extended learning time for students during Supplemental Instruction period, Saturday classes, and after-school tutoring sessions.	AR, CE	Identified students	Admin. and teachers	1) Hands on lesson plans 2) Experiment materials 3) Tutorial packets	Daily and semi-monthly

Students cont'd	5	Identify gaps in students' background knowledge in science, and use direct vocabulary instruction to accelerate growth.	AR, CE	Identified students	Teachers	CFISD academic vocabulary lists, vocabulary cards	Ongoing
Teachers	1	Schedule extended planning with teachers on modifying lessons to target identified struggling learners.	SD	Teachers	Instructional Specialist	Coordinator	Each 6 weeks
	2	Provide book study – Classroom Instruction That Works for ESL Learners	SD	Teachers	Principal	Instructor, Classroom Instruction That Works for ESL Learners	Fall
	3	Schedule Instructional Specialist to work with 5 th Grade on small group instruction plans, visits after collaborative checkpoint data reviews	SD	5 th Grade Teachers	Principal, Instructional Specialist	Instructional Specialist for Math/Science, Science Resource Books	Bi-weekly
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by making phone calls or sending e-mails.	PI	Parents of identified students	Teachers	Samples of student work	Every Two Weeks
	2	Provide Science "How-To" Sessions for parents	PI	5 th Grade Parents	Teachers		Fall – 1 Spring – 2, 3
	3	Hands-on Science program incorporates training for parents and allows small groups, hands-on instruction for review sessions	PI	Volunteers	Teachers & Parents	HOS Packets	Fall – 1 Spring - 2

Ethnic Recap

as of 8/30/2007

	Grade 3	Grade 4	Grade 5
Asian	16	20	19
African American	13	12	16
Hispanic	21	24	27
White	117	129	116
Special Education	8	11	8
Economically Disadvantaged*	8	9	18

66 of 72 pass!

32 of 35 pass!

* as of 8/1/2008

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: Science

Campus Objective: # 2 On each 4th grade benchmark, we will increase the percentage of Hispanic and Economically Disadvantaged by 10% of students demonstrating proficiency

4 th	BM1	BM2	BM3	
	89	87	89	All

Formative/Summative Evaluation: District-developed Tests

STP	#	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Emphasize hands-on science on priority TEKS	AR	Groups listed	4 th Grade Teachers	Curriculum Guide	Ongoing
	2	Use research proven strategies regarding vocabulary, homework and warm-ups	AR	Identified students	4 th Grade Teachers	<i>The Baker's Dozen</i> booklet	Ongoing
	3	Implement SQ+RQ+CQ strategies when doing warm-ups, unit tests, benchmarks	AR	Groups listed	4 th Grade Teachers	District poster	Ongoing
	4	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks	AR, CE	Groups listed	Instructional Specialist; teacher	Gradebook; benchmark data	Every 3 or 6 weeks
	5	Identify gaps in students' background knowledge in science, and use direct vocabulary instruction to accelerate growth.	AR, CE	Identified students	Teachers	CFISD academic vocabulary lists, vocabulary cards	Ongoing
Teachers	1	Observe successful teachers implementing best practices, especially with Hispanic and Economically Disadvantaged students	SD	4 th Grade Teachers	Instructional Specialist; Principal	3 rd & 5 th Grade Teachers; 4 th Grade Teachers	Fall Semester

Teachers cont'd	2	Provide book study – <i>Classroom Instruction That Works for ESL Learners</i>	SD	4 th Grade Teachers	Principal	Facilitator; book <i>Classroom Instruction That Works for ESL Learners</i>	Fall Semester
	3	Schedule Instructional Specialist to work with 4 th grade on small group instruction plans, visits after collaborative checkpoint data reviews	SD	4 th Grade Teachers	Instructional Specialist; Principal	Motivators; goal setting; feedback	Every Two Weeks
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by making phone calls or sending e-mails.	PI	Parents of identified students	Teachers	Samples of student work	Bi-Weekly
	2	Hands-on Science program incorporates training for parents and allows small groups, hands-on instruction for review sessions	PI	Volunteers	Teachers & Parents	HOS Packets	Fall – 1 Spring - 2

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**

First column is passing Second column is commended

Campus Objective: By May, 2008, we will increase target groups passing by 5%; increase commended by 10%

	3rd		4th		5th		All
All	96	59	96	61	100	69	98
AA	92	50	87	7	100	36	93
H	84	32	92	38	100	60	92
ED	100	43	83	22	100	42	92
WH	98	61	98	70	100	73	98

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	AR, CE	Identified students	Principal	Class rosters; AMS data	Prior to first day of school
	2	AR, CE	Groups listed	Instructional Specialist; teacher	Gradebook; benchmark data	Every 3 or 6 weeks
	3	AR, CE	Groups listed	Teachers	<i>The Baker's Dozen</i> booklet	Ongoing
	4	AR, CE	Identified students	Instructional Specialist teachers; AMIP in Spring	Tutorial packets	Daily and semi-monthly

Students cont'd	5	Identify gaps in students' background knowledge in math, and use direct vocabulary instruction to accelerate growth.	AR, CE	Identified students	Teachers	CFISD academic vocabulary lists, vocabulary cards	Ongoing
	6	Provide technology as a tool to deepen concept development	AR	Groups listed	Teachers	Math; Kidspiration software	Every 3 weeks
Teachers	1	Schedule math coaches to work with 4 th and 5 th grade teams on modifying lessons to target identified struggling learners.	SD	4 th & 5 th grade math teams	Math Coaches	Coordinator	Bi-weekly
	2	Provide book study – <i>Classroom Instruction That Works for ESL Learners</i>	SD	Teachers	Principal	Instructor; book <i>Classroom Instruction That Works for ESL Learners</i>	Fall
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by making phone calls or sending e-mails.	PI	Parents of identified students	Teachers	Samples of student work	Bi-Weekly
	2	Provide parent training to provide one-on-one tutoring	PI	Volunteers	Teachers, Parents	Problem Solving Packets	Weekly Oct-Mar

Ethnic Recap

as of 8/30/2007

	Grade 3	Grade 4	Grade 5
Asian	16	20	19
African American	13	12	16
Hispanic	21	24	27
White	117	129	116
Special Education	8	11	8
Economically Disadvantaged*	8	9	18

66 of 72 pass!

32 of 35 pass!

* as of 8/1/2007

Trend Comparing 2006 to 2007

-7% African American
-8% Hispanic
-8% Economically Disadvantaged

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

First column is passing Second column is commended

Campus Objective: # 1 By May, 2008, we will increase the percentage of Hispanic and Economically Disadvantaged students demonstrating proficiency on Reading TAKS by 20% in fourth grade Hispanic and Special Education, 5% in fourth grade African American, 15% in Economically Disadvantaged

	3rd		4th		5th	
All	99	53	90	52	99	44
AA	100	27	87	20	100	50
H	100	38	75	33	94	20
WH	99	58	92	59	99	47
ED	100	29	78	22	92	33
SPED	100	29	75	14	100	50

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	Check rosters to ensure that each struggling student has been assigned to a teacher who has a proven track record of accelerating students' reading achievement. (Change assignments and re-balance classes as needed.)	AR	Identified Students	Principal	Class rosters; AMS Data	Prior to first day of school
	2	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR	Groups listed	Instructional Specialist, Teachers	Gradebook; AMS Data	Every 3 to 6 weeks
	3	Use strategies research proven to be successful for Dyslexic, Hispanic & Economically Disadvantaged students	AR	Groups listed	Dyslexia Teacher, Teachers	<i>The Baker's Dozen</i> booklet, Dyslexic Treatment Protocol	Ongoing
	4	Provide extended learning time during SI, and PEAM.	AR, CE	Identified Students	IS, Teachers, ARIP, Reading Teachers	Lesson Plans, Incentives	Daily and Semi-monthly

Students cont'd	5	Identify LEP student composite score on 2007 TELPAS to implement strategies for students to grow at least one proficiency	AR	Identified Students	Teachers	TELPAS	September and ongoing
	6	Provide technology as a tool to deepen students' understanding of higher level thinking expectations	AR	Groups listed	Teachers	Kidspiration software	Ongoing
Teachers	1	Schedule literacy coach to work with grades 2 through 5 on modifying lesson to target identified struggling students	SD	Grades 2-5	Principal, Reading IS, Literacy Coach, Half time position	IS; Reading Literacy Coach	Bi-weekly
	2	Provide training in Balanced Literacy	SD	Grades 2-5	Principal, Reading IS, Literacy Coach, Half time position	IS; Reading Literacy Coach; books	Ongoing
	3	Schedule teachers to observe model literacy teachers, including teachers on other campuses	SD	Identified teachers	Principal, Reading IS	District Helping Teacher, Teachers	October 2007
	4	Implement Balanced Literacy schedule with focus on quality minilessons and quality products	SD	Grades 3-5	Principal, Reading IS, Literacy Coach, Half time position	IS; Reading Literacy Coach	Ongoing
	5	Book study: <i>The Art of Teaching Reading</i>	SD	Grades K-5	AP, Reading IS, Literacy Coach	Books	Fall
	6	Present mini lessons to students to improve TOP writing scores reaching advanced high	SD	Grades 1-5	AP, Reading IS, Literacy Coach	Books	Fall
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by making phone calls or sending e-mails.	PI	Parents of identified students	Teacher	Samples of student work	Every Two Weeks
	2	Involve parents in monitoring independent reading at home	PI	Grades 1-5	Teacher	Reading Logs, Samples of student work	Weekly

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: # 2 By May 2008, we will increase the percentage of first and second graders' accuracy and fluency by increasing 20% to 90 WPM and increasing first graders by 10% total comprehension

Words per Minute			Total Comprehension		
Gr. 2	90/200	52.53%	Gr. 2	5/8	95.57%
Gr. 1	60/200	67.10%	Gr. 1	6/8	85.16%

Formative/Summative Evaluation: District-developed Tests

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Dedicate 15+ minutes daily to independent reading building stamina and fluency	AR	Groups listed	Teachers	Literacy Library, charts	Daily
	2	Strengthen IRL through guided reading instruction	AR	Groups listed	Teachers, SGRI Teachers	Just Right Books, Big Books	4 Times per week
	3	Present mini lessons to students to improve TOP writing scores reaching advanced high using choral reading	AR	Identified Students Grades 1-2	AP, Reading IS, Literacy Coach	Books, anchor charts, mini lessons	Fall
Teachers	1	Schedule literacy coach, Reading teachers to work with teachers on modifying lesson to target identified struggling students	SD	2 nd Grade	Principal, Reading IS, Literacy Coach, Half time position	Poems, songs, classroom libraries, Reader's Theater scripts, anchor charts, mini lessons	Bi-weekly
	2	Schedule teachers to observe model literacy teachers	SD	Identified teachers	Principal, Reading IS	District Helping Teacher, Teachers	October 2007

Teachers cont'd	3	Book study: <i>The Art of Teaching Reading</i>	SD	Language Arts Teachers	AP, Reading IS, Literacy Coach	Books	Fall
	4	Focus on student achievement will be maintained using district assessments	SD	K-2 Teachers	Instructional Specialist; teacher	Gradebook; benchmark data	Every 3 or 6 weeks
	5	Provide training in Balanced Literacy	SD	Grades 2-5	Principal, Reading IS, Literacy Coach, Half time position	IS; Reading Literacy Coach; books	Ongoing
	6	Implement Balanced Literacy schedule with focus on quality minilessons and quality products	SD	Grades 3-5	Principal, Reading IS, Literacy Coach, Half time position	IS; Reading Literacy Coach	Ongoing
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by making phone calls or sending e-mails.	PI	Parents of identified students	Teacher	Samples of student work	Every Two Weeks

*** 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

**Copeland Elementary
Linda Jefferson
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- (1) Copeland Elementary has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
- (2) The Copeland Elementary CPOC has
 - a. completed a needs assessment which serves as the basis for the CIP.
 - b. reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
 - African American
 - Hispanic
 - White
 - Economically Disadvantaged
 - Special Education
 - Limited English Proficient
 - c. identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
 - d. included in the CIP these elements.
 - Resources allocated
 - Staff responsible for activities and strategies
 - Formative and summative evaluation criteria
 - e. addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention and dyslexia treatment programs.
 - f. provided for a program to encourage parental and community involvement at the campus.
 - g. included goals and methods for violence prevention and intervention on campus.
 - h. 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
Linda Jefferson	Principal
Lisa Bremer	Teacher 1
Lisa Daniels	Teacher 2
Robert Rankin	Teacher 3
Dana Schriever	Teacher 4
Shelley Ivey	Teacher 5
Gail Ruth	Teacher 6
Stephanie Shirley	Teacher 7
Kathy Ward	Teacher 8
Rita Leal	Paraprofessional
Andrea Harper	Non-Teaching Professional
Betty Schuetz	Non-Teaching Professional
Karla Kindred	Parent 1
Debra Yeang	Parent 2
Pam King	Community Member 1
Tom Rowley	Community Member 2
Jessica Ortego	Business Partner 1
David Swan	Business Partner 2
Rayyan Amine	District-Level Professional

CPOC Meetings for '07-'08			
#	Date	Time	Location
1	September 6, 2007	3:30 PM	Copeland Resource Center
2	October 29, 2007	6:20 PM	Copeland Resource Center, Public Meeting
3	January 23, 2008	3:30 PM	Copeland Resource Center
4	March 26, 2008	3:30 PM	Copeland Resource Center
5	May 12, 2008	3:30 PM	Copeland Resource Center

CIP PART III: ASSURANCE ADDENDUM

Section C

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.

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.

Other Legal Requirements

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above 60%.	
Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the TAKS I 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.

CIP PART III: ASSURANCE ADDENDUM

Highly Qualified Teacher Goal	
For 2007 – 2008, the percent of highly qualified teachers in the core academic areas will be at or above 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

Copeland Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2007 – 2008			
Date	Audience	Responsible for Planning	Purpose/Content
6-Jun*	Language Arts Teachers	IS – Reading, AP	Discover Literacy Library, Balanced Literacy quality components
7-Jun*	Math Teachers	IS – Math, Media Specialist	Differentiation by objective, Extension with books in Library
9-Jul*	Science Teachers	IS-Math, Identified Teachers	Hands-on, Higher level thinking
27-Jul*	Language Arts Teachers	Dyslexia Teacher, IS – Reading	Scientific Spelling, Multi-Sensory grammar
1-Aug	Paraprofessionals	Principal	Kicking it up a notch in team building, Reading support, Brain based learning
9-Aug*	All Staff	Principal, Technology Liaisons	Technology integration LoTi Level 3
20-Aug	All Staff	Principal	EXtreme Teaching Network – Best Practices
21-Aug	All Staff	Principal, ROPES Facilitators	EXtreme Teaching Network – Team Building
22-Aug	All Staff	Principal, AP	Legal, Team planning, Data analysis, CIP
19-Sep, 10-Oct, 28-Nov, 16-Jan, 27-Feb, 16-Apr	Language Arts Teachers	IS – Reading, AP	Evaluation of student writing samples, Determine focus for future instruction
15-22-29-Oct, 5-12-26-Nov, 3-Dec	Language Arts Teachers	IS – Reading, Identified Teachers	Book study – <i>The Art of Teaching Reading</i>
16-23-30-Oct, 6-13-Nov	All Staff	Identified Teachers, Principal	Book study - <i>Classroom Instruction That Works for English Language Learners</i>

*TE for January 3, 2008 & February 18, 2008

CIP PART III: ASSURANCE ADDENDUM

Copeland Elementary Cypress-Fairbanks Independent School District Staff Development Plans Cont'd 2007 – 2008			
Date	Audience	Responsible for Planning	Purpose/Content
14-Sep, 26-Oct, 7-Dec, 25-Jan, 7-Mar, 9-Apr	All Core Content Teachers	Principal, AP	Data analysis and goal setting focus
20-21-Sep, 2-9- Nov, 12-19- Dec, 1-8-Feb, 28-Mar, 1-Apr	All Core Content Teachers	Principal, AP	Best practices, Six weeks planning
9-Oct, 11-Dec, 12-Feb	All Teachers	Technology Liaisons	Technology Integration of level 3 activities
18-Oct	All Staff	Diagnostician, Dyslexia Teacher	Autism, Dyslexia