

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

**Cypress-Fairbanks Independent School District**

# **PART I : DATA SUPPLEMENT**

DISTRICT NAME: CYPRESS-FAIRBANKS  
CAMPUS NAME: DANISH ELEMENTARY  
CAMPUS NUMBER: 101907145

Campus Rating: Academically Acceptable  
Grade Span: EE - 05

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

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2007				2006			Required Improvement			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
<b>Reading/ELA (65%)</b>											
X All Students	329	355	93%	100%	287	317	91%		2		
X African Amer	56	57	98%	16%	55	57	96%		2		
X Hispanic	139	163	85%	46%	126	149	85%		0		
X White	102	102	100%	29%	82	85	96%		4		
X Econ Disadv	152	171	89%	48%	124	147	84%		5		
<b>Writing (65%)</b>											
X All Students	102	113	90%	100%	86	103	83%		7		
African Amer	20	21	95%	19%	14	15	93%		2		
X Hispanic	44	51	86%	45%	34	45	76%		10		
X White	29	32	91%	28%	25	29	86%		5		
X Econ Disadv	48	53	91%	47%	33	43	77%		14		
<b>Social Studies (65%)</b>											
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	-		-		
<b>Mathematics (45%)</b>											
X All Students	336	355	95%	100%	287	318	90%		5		
X African Amer	55	58	95%	16%	51	58	88%		7		
X Hispanic	148	162	91%	46%	133	151	88%		3		
X White	100	102	98%	29%	78	83	94%		4		
X Econ Disadv	159	172	92%	48%	127	151	84%		8		
<b>Science (40%)</b>											
X All Students	94	111	85%	100%	66	88	75%		10		
African Amer	15	17	88%	15%	13	22	59%		29		
X Hispanic	37	50	74%	45%	29	38	76%	Yes	-2	-1	No
X White	30	31	97%	28%	20	23	87%		10		
X Econ Disadv	39	52	75%	47%	28	43	65%		10		

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	46	51	90%	100%	43	45	96%		-6		

EXCEPTIONS TABLE

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

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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	DANISH ELEMENTA	3	All	133	126	95	100	97	50	38	131	125	95	58	45
Reading/ELA	DANISH ELEMENTA	3	AA	22	21	95	100	97	5	23	23	23	100	11	48
Reading/ELA	DANISH ELEMENTA	3	Hispanic	55	51	93	100	95	15	27	65	60	92	21	33
Reading/ELA	DANISH ELEMENTA	3	White	44	42	95	100	97	23	52	36	35	97	21	58
Reading/ELA	DANISH ELEMENTA	3	Eco.Dis.	64	58	91	100	94	17	27	67	62	93	20	30
Reading/ELA	DANISH ELEMENTA	3	Spec.Ed.	6	6	100	100	100	3	50	4	0	0	1	25
Reading/ELA	DANISH ELEMENTA	3	LEP	32	28	88	90	89	3	9	40	35	88	6	15
Reading/ELA	DANISH ELEMENTA	3	LEP M1	17	17	100	100	100	13	76	11	11	100	10	91
Reading/ELA	DANISH ELEMENTA	3	LEP M2								0	0	0	0	0
Reading/ELA	DANISH ELEMENTA	4	All	124	112	90	100	93	38	31	128	109	85	30	23
Reading/ELA	DANISH ELEMENTA	4	AA	22	22	100	100	100	10	45	21	19	90	7	33
Reading/ELA	DANISH ELEMENTA	4	Hispanic	58	46	79	90	83	11	19	60	45	75	9	15
Reading/ELA	DANISH ELEMENTA	4	White	35	35	100	100	100	13	37	33	32	97	11	33
Reading/ELA	DANISH ELEMENTA	4	Eco.Dis.	59	50	85	90	87	12	20	61	49	80	13	21
Reading/ELA	DANISH ELEMENTA	4	Spec.Ed.	4	---	---	---	---	---	---	3	2	67	0	0
Reading/ELA	DANISH ELEMENTA	4	LEP	16	13	81	90	84	2	13	23	11	48	3	13
Reading/ELA	DANISH ELEMENTA	4	LEP M1	18	15	83	90	85	1	6	16	14	88	2	13
Reading/ELA	DANISH ELEMENTA	4	LEP M2	8	8	100	100	100	6	75	7	7	100	2	29
Reading/ELA	DANISH ELEMENTA	5	All	120	107	89	90	89	27	23	101	89	88	20	20
Reading/ELA	DANISH ELEMENTA	5	AA	20	18	90	100	93	7	35	30	27	90	4	13
Reading/ELA	DANISH ELEMENTA	5	Hispanic	53	44	83	90	85	8	15	41	34	83	7	17
Reading/ELA	DANISH ELEMENTA	5	White	34	33	97	100	98	10	29	25	24	96	7	28
Reading/ELA	DANISH ELEMENTA	5	Eco.Dis.	54	46	85	90	87	11	20	50	39	78	5	10
Reading/ELA	DANISH ELEMENTA	5	Spec.Ed.	4	---	---	---	---	---	---	5	5	100	0	0
Reading/ELA	DANISH ELEMENTA	5	LEP	14	6	43	90	75	0	0	8	3	38	1	13
Reading/ELA	DANISH ELEMENTA	5	LEP M1	5	---	---	---	---	---	---	2	0	0	1	50
Reading/ELA	DANISH ELEMENTA	5	LEP M2	11	11	100	100	100	1	9	8	8	100	1	13

### 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	DANISH ELEMENTA	3	All		129	94	100	96	55	40	133	117	88	29	22
Math	DANISH ELEMENTA	3	AA	24	21	88	90	89	7	29	24	21	88	3	13
Math	DANISH ELEMENTA	3	Hispanic	56	53	95	100	97	21	38	66	57	86	10	15
Math	DANISH ELEMENTA	3	White	45	43	96	100	97	22	49	35	31	89	12	34
Math	DANISH ELEMENTA	3	Eco.Dis.	66	58	88	90	89	19	29	71	59	83	8	11
Math	DANISH ELEMENTA	3	Spec.Ed.	6	6	100	100	100	2	33	5	4	80	0	0
Math	DANISH ELEMENTA	3	LEP	33	31	94	100	96	7	21	41	36	88	3	7
Math	DANISH ELEMENTA	3	LEP M1	17	17	100	100	100	11	65	11	11	100	5	45
Math	DANISH ELEMENTA	3	LEP M2								0	0	0	0	0
Math	DANISH ELEMENTA	4	All	123	114	93	100	95	52	42	127	112	88	44	35
Math	DANISH ELEMENTA	4	AA	23	22	96	100	97	10	43	21	19	90	8	38
Math	DANISH ELEMENTA	4	Hispanic	56	49	88	90	89	18	32	60	49	82	18	30
Math	DANISH ELEMENTA	4	White	35	34	97	100	98	18	51	32	30	94	10	31
Math	DANISH ELEMENTA	4	Eco.Dis.	58	54	93	100	95	22	38	61	50	82	17	28
Math	DANISH ELEMENTA	4	Spec.Ed.	4	---	---	---	---	---	---	2	1	50	1	50
Math	DANISH ELEMENTA	4	LEP	17	15	88	90	89	6	35	23	16	70	5	22
Math	DANISH ELEMENTA	4	LEP M1	18	17	94	100	96	5	28	16	15	94	5	31
Math	DANISH ELEMENTA	4	LEP M2	8	8	100	100	100	3	38	7	7	100	4	57
Math	DANISH ELEMENTA	5	All	120	116	97	100	98	58	49	108	95	88	34	31
Math	DANISH ELEMENTA	5	AA	20	20	100	100	100	9	45	32	24	75	5	16
Math	DANISH ELEMENTA	5	Hispanic	53	49	92	100	95	21	40	44	41	93	15	34
Math	DANISH ELEMENTA	5	White	34	34	100	100	100	18	55	27	26	96	12	44
Math	DANISH ELEMENTA	5	Eco.Dis.	55	52	95	100	97	24	44	57	46	81	14	25
Math	DANISH ELEMENTA	5	Spec.Ed.	4	---	---	---	---	---	---	5	5	100	2	40
Math	DANISH ELEMENTA	5	LEP	14	11	79	90	83	3	21	10	8	80	1	10
Math	DANISH ELEMENTA	5	LEP M1	5	---	---	---	---	---	---	3	0	0	0	0
Math	DANISH ELEMENTA	5	LEP M2	11	11	100	100	100	6	55	8	8	100	4	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	DANISH ELEMENTA	3	All												
Science	DANISH ELEMENTA	3	AA												
Science	DANISH ELEMENTA	3	Hispanic												
Science	DANISH ELEMENTA	3	White												
Science	DANISH ELEMENTA	3	Eco.Dis.												
Science	DANISH ELEMENTA	3	Spec.Ed.												
Science	DANISH ELEMENTA	3	LEP												
Science	DANISH ELEMENTA	3	LEP M1												
Science	DANISH ELEMENTA	3	LEP M2												
Science	DANISH ELEMENTA	4	All												
Science	DANISH ELEMENTA	4	AA												
Science	DANISH ELEMENTA	4	Hispanic												
Science	DANISH ELEMENTA	4	White												
Science	DANISH ELEMENTA	4	Eco.Dis.												
Science	DANISH ELEMENTA	4	Spec.Ed.												
Science	DANISH ELEMENTA	4	LEP												
Science	DANISH ELEMENTA	4	LEP M1												
Science	DANISH ELEMENTA	4	LEP M2												
Science	DANISH ELEMENTA	5	All	118	101	86	90	87	45	38	108	77	71	22	20
Science	DANISH ELEMENTA	5	AA	19	17	89	90	89	9	47	31	17	55	3	10
Science	DANISH ELEMENTA	5	Hispanic	52	39	75	90	80	11	21	44	31	70	8	18
Science	DANISH ELEMENTA	5	White	34	33	97	100	98	18	53	28	25	89	10	36
Science	DANISH ELEMENTA	5	Eco.Dis.	53	40	75	90	80	16	30	56	34	61	7	13
Science	DANISH ELEMENTA	5	Spec.Ed.	4	---	---	---	---	---	---	5	3	60	1	20
Science	DANISH ELEMENTA	5	LEP	14	3	21	90	75	1	7	10	3	30	0	0
Science	DANISH ELEMENTA	5	LEP M1	5	---	---	---	---	---	---	2	1	50	0	0
Science	DANISH ELEMENTA	5	LEP M2	11	10	91	100	94	4	36	8	7	88	3	38

## CIP PART I: DATA SUPPLEMENT

<b>Cypress-Fairbanks ISD</b>			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Danish Ele.	AA	95.7	94.7
Danish Ele.	H	96.3	96
Danish Ele.	W	95.5	95.6
Danish Ele.	NATIVE	94.3	96.9
Danish Ele.	ASIAN	96.5	96.9
Danish Ele.	MALE	96.1	95.9
Danish Ele.	FEMALE	95.9	95.7
Danish Ele.	SPED	95	94
Danish Ele.	ECD	95.9	95.8
Danish Ele.	LEP	96.5	96.5
Danish Ele.	AT RISK	96.1	96
Danish Ele.	GT	97.3	96.7
Danish Ele.	MIGRANT	99.4	98.9

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 inappropriate physical contact will be reduced by 35% from the previous school year.

For 2007 – 2008, the discipline referrals for nuisance, running, loud behavior will be reduced by 40% from the previous school year.

**Formative Evaluation:**

District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1		All students	Counselors	District training, Books, Internet	August – May 08
	2		All students	Teachers	Posters, student handbook, rule lessons	August – May 08
	3		All students	All staff	Posters, student handbook, rule lessons	August – May 08
	4		Individual at-risk students	Teacher, AP, Behavior Spec.	District training, Targeting student assistance	August – May 08
	5		Individual at-risk students	Teacher, Counselor, Behavior Spec.	District training, Books, Internet, Target student assist.	August – May 08
Teachers	1	SD	All students	All staff	Love/Logic presenter, books & posters	August – Feb. 08
	2	SD	All students	All staff	BBR curriculum District training	August – May 08
	3		All students	All staff, students	Posters, student handbook, rule lessons	August – May 08
Parents	1	PI	All students	All staff, parents, students	Weekly folders, telephone, curriculum nights, Science & reading nights	August – May 08

	2	Support school- wide expectations by communicating and reinforcing high expectations with their children at home.	PI	All students	All staff, parents, students	Weekly folders, telephone, curriculum night, school expectations	August – May 08
	3	Attend parenting classes to develop a home/school connection and a social awareness of different issues that impact their children	PI	Spanish speaking parents	Counselors	District training, books, social service resources	August – May 08

## Areas to Improve

**District Priority:**

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

**Area of Focus:**

**Attendance**

**Campus Objective:**

# For 2007 – 2008, the ADA student attendance will be at or above **97%**.

**Formative/Summative Evaluation:**

District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Monthly incentives for good attendance.		All	At-risk Specialist		September - May
	2	Morning and afternoon announcements to focus on attendance.		All	At-risk Specialist and Principal		September - May
Teachers	1	Homeroom teachers will call home after the second absence to encourage good attendance.		Identified students	Teachers		September - May
	2	Classroom incentives for attendance.		All	Teachers		September - May
	3						
Parents	1	Newsletter articles focusing on attendance.	PI	All	Counselors, Principal, At-risk Specialist		September - May
	2	Phone calls to address excessive absences.	PI	Identified students	At-risk specialist, Teachers		September - May
	3	Provide Spanish parenting classes for improving student success including a focus on good attendance.	PI	Spanish speaking parents	Counselors		September - May

## 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 increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS Science

Hispanic	+15
Econ. Dis.	+15
White	+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	Provide lessons, question stems and homework at the appropriate level of challenge.		All Students	Teachers	Lesson Plans	Aug-May
	2	Utilize extended day science club to assist in re-teaching skills	AR	Identified 4 <sup>th</sup> /5 <sup>th</sup> students	Teachers I.S.	TAKS Materials	Nov.-April
	3	Create an inviting learning environment through science hallway displays.		All Students	Teachers IS	Bulletin Board Displays	Aug-May
	4	Teach science vocabulary daily using strategies from Wide Reading, Direct Teaching of Important Individual Words, Teaching Word Learning Strategies, and Fostering Word Consciousness.	SD TI	All Students	Teachers	Vocabulary Cards <u>Word Play</u> by Michael L. Lujan, M.Ed.	Sept-May
	5	Utilize supplemental resources such as Forde –Ferrier’s Content, Vocabulary, and Practice (CVP) material and Qwizdom Interactive Technology to help gain student mastery.		Identified Students	Teachers	Forde-Ferrier CVP Qwizdom Technology	Sept-May
Teachers	1	Schedule science helping teachers to work with 4 <sup>th</sup> & 5 <sup>th</sup> grade teachers on topics of non-mastery	SD	4 <sup>th</sup> /5 <sup>th</sup> teachers	I.S.	Coordinator	Oct-Jan
	2	Regularly meet and plan with grade level teams and vertical teams to share ideas, celebrations, struggles and to provide effective feedback.	SD	All Science Teachers	Teachers I.S. A.P.’s	N/A	Aug-May

	3	Disaggregate & analyze student data; focusing and addressing areas of non-mastery	TI	All Students	Teachers I.S. At-Risk Com	Tracking Charts Gradebooks Infoserv Data	Aug-April
	4	Monitor and record all checkpoint and Benchmark Data on school-wide data on school-wide tracking chart that breaks information down by subgroups.	TI	All Students	Teachers I.S.	Tracking Charts	Sept-May
	5	Provide opportunities for small group instruction with intervention strategies using the Instructional Specialist.	AR	Identified Students	Teacher IS	N/A	Sept-May
	4	Science teachers will meet monthly as a vertical team to collaborate & communicate across the grade levels.		Science Teachers	Administration I.S. Teachers	N/A	Aug-March
Parents	1	Develop & implement a Family Science Night which promotes enthusiasm, a home/school connection, and an academic awareness of key concepts.	PI TI	All students & families	Science Teachers I.S.	Varied	Dec-Feb
	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**

**Campus Objective:** #

By May, 2008, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS mathematics

	Gr. 3	Gr. 4
African Am.	+2	
Hispanic		+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	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests, district benchmarks, and/or TAKS data. Modify instruction accordingly.	TI	All Students	Teachers I.S. At-Risk Committee	Gradebook Test Data	Aug-May
	2	Provide extended learning time for students before school, during plan time tutoring, and/or during recess and lunch.	AR	Identified Students	Administration I.S. Teachers	Tutorial Materials	Sept-April
	3	Maximize "teachable moments" by utilizing flashcards, songs, movement, etc. during times such as at the restroom, waiting in line, during P.E. & Fine Arts or dismissal.		All Students	Teachers	Flashcards Songs	Aug-May
Teachers	1	Collaborate with Math Helping Teachers and I.S. to identify & create interventions for struggling learners.	CE	Identified Students	MH Teachers I.S. Teachers	N/A	Aug-May
	2	Provide staff development for all new teachers.	SD	New Teachers	Curriculum Dep't. I.S.	Coordinator	Aug-March
	3	P.E. & Fine Arts teachers collaborate with math teachers to reinforce math facts and skills.		Teachers	Math/PE/FA Teachers	Materials Math Teachers Provide	Aug-May

	4	Math teachers will meet monthly as a vertical team to collaborate & communicate across the grade levels.		Math Teachers	Administration I.S. Teachers	N/A	Aug-March
Parents	1	Communicate effectively regarding celebrations and struggles	TI PI	All Students	Teachers	Work Samples	Weekly
	2	Provide flashcards and multiplication CD's for home practice	TI PI	1st-5 <sup>th</sup> Students	I.S. Teachers	Flash Cards	Fall 2007

## 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**

<b>Campus Objective:</b> #	By May, 2008, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS Reading.		Gr 4	Gr 5	
		Hispanic	+11	+7	
		Econ. Dis.	+5	+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		1-5	Teacher	Appropriate independent reading material	Aug-May
	2	AR	PPCD, Pre-K-5 Hispanic Students	Teachers: Classroom and LG. group teachers	Word Play, songs, Poems Research: "Narrowing the Language Gap"	Aug-May
	3		K-5	Teacher: Model think-alouds, Librarian	TAKS materials, texts, books	Aug-May
	4		Pre-K-5	Teacher, IS, Title I	Benchmarks, TAKS, Chkpts	After testing
	5	TI	5 <sup>th</sup> SEI	Teachers, Title I, Librarian	Fiction, Nonfiction, graphic sources	Aug-May
	6	T	5 <sup>th</sup> SEI, nonpassers	Teachers	Read 180 materials	Aug-May
	7	T	2-5	Teachers	Computer Program	Aug-May
Teachers	1		K-5	Teachers, IS	District Guidelines Modeled lessons	Aug-May
	2	AR	K-5	IS-present research, teacher	Research: "Narrowing the Lang. Gap"	1st 6 weeks

	3	Develop fluency through buddy reading, re-reading, poetry, song, and practice across grade levels		PPCD, Pre-K-5	Teachers, student peers	Fluency materials	Aug-May
	4	Staff Development /Book Study on <u>Developing Readers</u> by_Geraldine Haggard	SD	2-5	IS, L/A Liaison	<u>Developing Readers</u> by Geraldine Haggard	October
	5	Staff Development/Book Study and video on <u>Small Group Reading Instruction</u> by Beverly Tyner	SD	K-2	Title I, IS	<u>Small Group Reading Instruction</u> by Beverly Tyner	November
	6	At Risk Bilingual teacher added for extra support in reading for at risk students	AR	At risk students	At RiskTeacher	Guided Reading materials	Aug-May
Parents	1	Incorporate Title I Curriculum Night parent training for daily homework using <u>Paired Reading</u>	PI	K-5	Title I	Video on Paired Reading at Home	Reading Night Oct.22
	2	Communicate high expectations for their children in Reading through parent training “Spanish Parenting for Student Success”	PI	PPCD,Pre-K-5	Parents, teachers Counselors	Parent Training Curriculum Night Presentation and Reading Logs	Aug-May

## Areas to Improve

**District Priority:** 1A

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

**Area of Focus:**

**Writing**

**Campus Objective:** #

By May, 2008, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS Writing.

Hispanic	+4
Econ. Dis.	+2
White	+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	Initiate the Writing Workshop Process with TEK-based, age appropriate, mini-lessons with interactive modeling	TI	Hispanic/Econ Dis.	Teacher	District Training and Lucy Calkins materials	Aug-May
	2	Incorporate the 6 traits of writing to exceed writing standards (emphasis: Ideas, Organization)	TI	Hispanic/Econ Dis.	Teacher, IS	6 Trait District training and resources	Aug-May
	3	Connect real life experiences and student reading to writing through daily response journals in all subject areas		Pre-K	Teacher	Teacher modeled lessons	Aug-May
	4	Employ technological tools to enhance and facilitate the writing process	T	K-5	Teacher	Inspiration, Word for revision editing	Aug-May
Teachers	1	<u>Nuts and Bolts of Teaching Writing</u> by Lucy Calkins-Writing Workshop Training	SD	K-2	IS, Teacher	Lucy Calkins Kit	Aug-May
	2	Increase time spent conferencing with students about their individual writing		K-5	Teacher	<u>Seeing Through New Eyes, Craft Lessons</u>	Aug-May
	3	Implement high interest Writing Club as funded through the Excellence Grant	AR	4 <sup>th</sup> Hisp	IS, 4 <sup>th</sup> Teachers,	Pirate themed books, lessons,	Oct.- Mar

				anic and Econ Dis	Title I, Special Ed teachers	and journals	
	4	We will continue to collect and review 18 compositions per year.		1-5	Teachers, IS		September- May
Parents	1	Training Parents in the Six Trait Writing Strategies at Curriculum Night	PI	K-5	Teacher and Parent	Expectations set by teacher	Sept.
	2	Support special writing days like Glitz and Glamour by emphasizing the importance of writing and elaboration	PI	Pre- K-5	Teacher and Parent	6 Trait materials, Writing Plan	Nov., Feb

**\* Legend**

<b>Code</b>	<b>Plan</b>	<b>Indicates that the strategy addresses...</b>
AR	At-risk	the needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	training needs of teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
T1	Title I	federal mandates for school-wide Title I programs.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.

# **PART III: ASSURANCE ADDENDUM**

## CIP PART III: ASSURANCE ADDENDUM

**Danish Elementary  
Sandy Oliver, Principal  
2007 – 2008  
Campus Improvement Plan  
Cypress-Fairbanks Independent School District**

### Section A

- (1) Danish 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 Danish Elementary CPOC has
  - (a) completed a needs assessment which serves as the basis for the CIP.
  - (b) reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
    - African American
    - Hispanic
    - White
    - Economically Disadvantaged
    - Special Education
    - Limited English Proficient
  - (c) identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
  - (d) included in the CIP these elements.
    - Resources allocated
    - Staff responsible for activities and strategies
    - Formative and summative evaluation criteria
  - (e) addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, dyslexia treatment programs, and pregnancy-related services.
  - (f) included strategies for dropout prevention and reduction. (middle school and high school)
  - (g) included strategies for improving student attendance.
  - (h) included strategies for improving the campus's completion rate. (high school)
  - (i) provided for a program to encourage parental and community involvement at the campus.
  - (j) included goals and methods for violence prevention and intervention on campus.
  - (k) reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
- (3) Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.
- (4) Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach for Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)

## CIP PART III: ASSURANCE ADDENDUM

### Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Eneida Bowen	Teacher 1
Jacquelyn Dahlin	Teacher 2
Oksana Gensior	Teacher 3
Cylla Kavanaugh	Teacher 4
Charlotte Martin	Teacher 5
Virginia Partridge	Teacher 6
Laura Rajabi	Teacher 7
Deb Vela	Teacher 8
Becky Knight	Non-teaching professional 1
Erica Dominguez	Non-teaching professional 2
Vicky Smith	Parent 1
Elda Osorio	Parent 2
Lynn Follis	Community resident 1
William Braley	Community resident 2
Myra Swearingen	Business representative 1
Gary West	Business representative 2

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 11, 2007	4:30pm	Danish Elementary Library
2	November 13, 2007	4:30pm	Danish Elementary Library (Public Hearing for AEIS)
3	January 29, 2008	4:30pm	Danish Elementary Library
4	February 26, 2008	4:30pm	Danish Elementary Library
5	May 8, 2008	4:30pm	Danish Elementary 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 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

☒ (2)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above <b>90%</b> .	
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.

☒ (3)

Highly Qualified Teacher Goal	
For 2007 – 2008, the percent of highly qualified teachers in the core academic areas will be at <b>100%</b> .	
Formative	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.
Summative	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.
Strategy	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

## CIP PART III: ASSURANCE ADDENDUM

### Section D

#### 10 Components of a Title I Program

- 1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
- 2. **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
- 3. **Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
- 4. **High-quality and ongoing, professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
- 5. **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
- 6. **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
- 7. **Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
- 8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
- 9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infosrvweb and are accessible to teachers and administrators.
- 10. **Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

## CIP PART III: ASSURANCE ADDENDUM

Danish 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	