



'Bee' the Difference

2007-2008
Campus Improvement Plan
for
Emmott Elementary

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: EMMOTT EL
CAMPUS NUMBER: 101907120

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	314	341	92%	100%	340	359	95%		-3		
X African Amer	42	54	78%	16%	46	55	84%		-6		
X Hispanic	68	78	87%	23%	72	75	96%		-9		
X White	149	152	98%	45%	157	163	96%		2		
X Econ Disadv	75	88	85%	26%	65	77	84%		1		
Writing (65%)											
X All Students	110	115	96%	100%	97	116	84%		12		
African Amer	19	21	90%	18%	9	14	64%		26		
Hispanic	26	26	100%	23%	20	24	83%		17		
X White	43	45	96%	39%	47	57	82%		14		
X Econ Disadv	28	31	90%	27%	16	21	76%		14		
Social Studies (65%)											
All Students	0	0	-	0%	0	0	-		-		
African Amer	0	0	-	0%	0	0	-		-		
Hispanic	0	0	-	0%	0	0	-		-		
White	0	0	-	0%	0	0	-		-		
Econ Disadv	0	0	-	0%	0	0	-		-		
Mathematics (45%)											
X All Students	329	347	95%	100%	341	363	94%		1		
X African Amer	42	54	78%	16%	45	56	80%		-2		
X Hispanic	75	79	95%	23%	71	74	96%		-1		
X White	155	157	99%	45%	159	166	96%		3		
X Econ Disadv	80	91	88%	26%	68	79	86%		2		
Science (40%)											
X All Students	95	101	94%	100%	97	110	88%		6		
African Amer	9	12	75%	12%	12	15	80%		-5		
Hispanic	18	20	90%	20%	17	21	81%		9		
X White	48	49	98%	49%	48	53	91%		7		
Econ Disadv	15	18	83%	18%	22	28	79%		4		

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	47	54	87%	100%	40	41	98%		-11		

EXCEPTIONS TABLE

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

DISTRICT NAME: CYPRESS-FAIRBANKS
 CAMPUS NAME: EMMOTT EL Campus Rating: Recognized
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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	EMMOTT EL	3	All	129	122	95	100	97	62	48	141	136	96	65	46
Reading/ELA	EMMOTT EL	3	AA	22	20	91	100	94	8	36	29	24	83	5	17
Reading/ELA	EMMOTT EL	3	Hispanic	31	29	94	100	96	14	45	30	30	100	10	33
Reading/ELA	EMMOTT EL	3	White	59	57	97	100	98	29	49	57	57	100	35	61
Reading/ELA	EMMOTT EL	3	Eco.Dis.	41	38	93	100	95	14	34	32	28	88	9	29
Reading/ELA	EMMOTT EL	3	Spec.Ed.	7	7	100	100	100	2	29	12	11	92	4	33
Reading/ELA	EMMOTT EL	3	LEP	11	9	82	90	85	2	18	14	14	100	3	21
Reading/ELA	EMMOTT EL	3	LEP M1	9	9	100	100	100	6	67	13	13	100	9	69
Reading/ELA	EMMOTT EL	3	LEP M2								0	0	0	0	0
Reading/ELA	EMMOTT EL	4	All	126	106	84	90	86	52	41	127	112	88	31	24
Reading/ELA	EMMOTT EL	4	AA	25	15	60	90	75	4	16	16	11	69	2	13
Reading/ELA	EMMOTT EL	4	Hispanic	28	23	82	90	85	9	32	26	23	88	7	27
Reading/ELA	EMMOTT EL	4	White	49	46	94	100	96	27	55	63	56	89	17	27
Reading/ELA	EMMOTT EL	4	Eco.Dis.	34	23	68	90	75	8	24	27	18	67	5	19
Reading/ELA	EMMOTT EL	4	Spec.Ed.	2	---	---	---	---	---	---	8	6	75	1	13
Reading/ELA	EMMOTT EL	4	LEP								0	0	0	0	0
Reading/ELA	EMMOTT EL	4	LEP M1	16	13	81	90	84	5	31	7	6	86	1	14
Reading/ELA	EMMOTT EL	4	LEP M2	10	9	90	100	93	4	40	14	14	100	3	21
Reading/ELA	EMMOTT EL	5	All	112	106	95	100	97	43	38	129	117	91	36	28
Reading/ELA	EMMOTT EL	5	AA	15	13	87	90	88	3	20	26	21	81	3	12
Reading/ELA	EMMOTT EL	5	Hispanic	22	19	86	90	87	7	32	22	21	95	3	14
Reading/ELA	EMMOTT EL	5	White	55	54	98	100	99	20	36	58	54	93	21	36
Reading/ELA	EMMOTT EL	5	Eco.Dis.	22	21	95	100	97	6	27	39	31	79	7	18
Reading/ELA	EMMOTT EL	5	Spec.Ed.	9	9	100	100	100	2	22	5	5	100	2	40
Reading/ELA	EMMOTT EL	5	LEP	2	---	---	---	---	---	---	1	0	0	0	0
Reading/ELA	EMMOTT EL	5	LEP M1								1	0	0	0	0
Reading/ELA	EMMOTT EL	5	LEP M2	5	---	---	---	---	---	---	11	11	100	3	27

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	EMMOTT EL	3	All	129	121	94	100	96	69	53	144	130	90	65	45
Math	EMMOTT EL	3	AA	25	18	72	90	78	8	32	32	22	69	6	19
Math	EMMOTT EL	3	Hispanic	31	30	97	100	98	14	45	30	28	93	13	43
Math	EMMOTT EL	3	White	57	57	100	100	100	35	61	58	56	97	28	48
Math	EMMOTT EL	3	Eco.Dis.	45	40	89	90	89	15	33	37	27	73	11	30
Math	EMMOTT EL	3	Spec.Ed.	9	9	100	100	100	1	11	12	9	75	2	17
Math	EMMOTT EL	3	LEP	10	10	100	100	100	2	20	15	14	93	6	40
Math	EMMOTT EL	3	LEP M1	9	9	100	100	100	9	100	13	13	100	8	62
Math	EMMOTT EL	3	LEP M2								0	0	0	0	0
Math	EMMOTT EL	4	All	129	119	92	100	95	66	51	129	116	90	53	41
Math	EMMOTT EL	4	AA	25	20	80	90	83	8	32	16	9	56	2	13
Math	EMMOTT EL	4	Hispanic	29	26	90	100	93	9	31	27	26	96	9	33
Math	EMMOTT EL	4	White	51	49	96	100	97	31	61	64	59	92	26	41
Math	EMMOTT EL	4	Eco.Dis.	34	27	79	90	83	9	26	27	21	78	6	22
Math	EMMOTT EL	4	Spec.Ed.	6	6	100	100	100	0	0	10	10	100	2	20
Math	EMMOTT EL	4	LEP	1	---	---	---	---	---	---	0	0	0	0	0
Math	EMMOTT EL	4	LEP M1	15	13	87	90	88	5	33	7	6	86	3	43
Math	EMMOTT EL	4	LEP M2	10	9	90	100	93	6	60	14	14	100	9	64
Math	EMMOTT EL	5	All	116	114	98	100	99	72	62	127	121	95	49	39
Math	EMMOTT EL	5	AA	17	15	88	90	89	7	41	25	21	84	4	16
Math	EMMOTT EL	5	Hispanic	23	23	100	100	100	10	43	21	21	100	7	33
Math	EMMOTT EL	5	White	56	56	100	100	100	38	68	57	56	98	22	39
Math	EMMOTT EL	5	Eco.Dis.	25	24	96	100	97	12	48	39	35	90	8	21
Math	EMMOTT EL	5	Spec.Ed.	10	10	100	100	100	6	60	6	6	100	2	33
Math	EMMOTT EL	5	LEP	2	---	---	---	---	---	---	3	0	0	2	67
Math	EMMOTT EL	5	LEP M1								1	0	0	1	100
Math	EMMOTT EL	5	LEP M2	5	---	---	---	---	---	---	11	11	100	5	45

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	EMMOTT EL	3	All												
Science	EMMOTT EL	3	AA												
Science	EMMOTT EL	3	Hispanic												
Science	EMMOTT EL	3	White												
Science	EMMOTT EL	3	Eco.Dis.												
Science	EMMOTT EL	3	Spec.Ed.												
Science	EMMOTT EL	3	LEP												
Science	EMMOTT EL	3	LEP M1												
Science	EMMOTT EL	3	LEP M2												
Science	EMMOTT EL	4	All												
Science	EMMOTT EL	4	AA												
Science	EMMOTT EL	4	Hispanic												
Science	EMMOTT EL	4	White												
Science	EMMOTT EL	4	Eco.Dis.												
Science	EMMOTT EL	4	Spec.Ed.												
Science	EMMOTT EL	4	LEP												
Science	EMMOTT EL	4	LEP M1												
Science	EMMOTT EL	4	LEP M2												
Science	EMMOTT EL	5	All	112	104	93	100	95	57	51	126	103	82	41	33
Science	EMMOTT EL	5	AA	17	12	71	90	77	2	12	24	14	58	3	13
Science	EMMOTT EL	5	Hispanic	22	20	91	100	94	8	36	21	17	81	6	29
Science	EMMOTT EL	5	White	53	52	98	100	99	33	62	58	51	88	21	36
Science	EMMOTT EL	5	Eco.Dis.	23	18	78	90	82	8	35	37	25	68	8	22
Science	EMMOTT EL	5	Spec.Ed.	6	6	100	100	100	3	50	5	4	80	2	40
Science	EMMOTT EL	5	LEP	2	---	---	---	---	---	---	2	1	50	1	50
Science	EMMOTT EL	5	LEP M1								1	1	100	1	100
Science	EMMOTT EL	5	LEP M2	5	---	---	---	---	---	---	11	10	91	3	27

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Emmott Ele.	AA	96.9	96.3
Emmott Ele.	H	96.3	96.6
Emmott Ele.	W	97	96.8
Emmott Ele.	NATIVE	96.5	94.9
Emmott Ele.	ASIAN	98	97.7
Emmott Ele.	MALE	96.9	96.9
Emmott Ele.	FEMALE	97.1	96.7
Emmott Ele.	SPED	95.1	95.3
Emmott Ele.	ECD	96.8	96.3
Emmott Ele.	LEP	97.2	96.9
Emmott Ele.	AT RISK	96.7	96.6
Emmott Ele.	GT	98.8	97.9
Emmott Ele.	MIGRANT	0	0

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

PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA		
		Writing	Round Robin activities in the spring utilizing teacher strengths in conferencing and conferring with young writers. <u>Revising the Essay</u> book study w/4 th grade LA teachers	11 (9%) Score 4 on TAKS 32 (26%) Score 3 on TAKS +26% increase in AA +17% increase in H +14% increase in ED
		Math	Math Coaches @ grades 3,4,and 5 to maintain focus on curriculum pace and activities	TAKS commended rates at all grades @ > 50%
		Science	Schedule additional time for 5 th graders to return to the planetarium for review of 4 th grade TEKS	51% commended 4-9% gains in all populations
		Social Studies	Vertical team support of grade level TEKS & activities	Benchmark scores
	Subgroups	All	Focused weekly planning for all content areas w/IS & coaches; Tues LA/SS & Wed. M/Sci	Increase in % TAKS met expectations in M, Sci, and Writing
		AA	Teacher conferences and conferring with individual students formed strong relationships and trust	Increase in % TAKS met expectations in Writing
		H	Teacher conferences and conferring with individual students formed strong relationships and trust in writing. Focus on VAKT activities in Science	Increase in % TAKS met expectations in Writing & Science
		W	Individual goal setting conferences with students and teachers. Parents signed and supported the goals.	Increase in % TAKS met expectations in Reading, Math, Sci., and Writing
		ED	All of the above strategies were utilized	Increase in % TAKS met expectations in Reading, Math, Sci., and Writing
	Social/ Emotional	Discipline	Project Wisdom program of daily announcements	Discipline referrals
		Extracurricular	Before & After School Clubs available to all students	Membership in clubs
		Other	Monday Mentors for every at risk student in 3,4,5 grade	TAKS % for all pops.
	Teacher	Professional Development	Support on campus for teachers as they grow in understanding of Balanced Literacy through Book Studies, modeling and Becky Koesel training	The development of a thriving PLC is becoming evident on our campus
		Qualifications	Continue practice to hire Highly Qualified teachers	100% HQT

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: #1

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 & Campus 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 Staff Development Ongoing
	2 Encourage students to demonstrate outstanding character traits and give positive recognition in school/classroom celebrations utilizing the <i>Character Ed</i> Curriculum	VP	All Students	Teachers BBR liaisons Counselor administrators	Character Ed "Bee" posters	Ongoing
Teachers	1 Increase staff training in anger and aggression management strategies, anti-bullying, and conflict	SD	Teachers	Counselor administrators	DMC reports	Ongoing
	2 Train all new campus staff in 'Building Better Relationships' and provide support by primary and intermediate BBR liaisons	SD	New staff	District staff BBR liaisons	<u>Well-Managed Classroom</u>	First Semester
	3 Send 4 staff members to 'Capturing Kids' Hearts' 3 day training in Round Top, Texas & staff members will return and provide in-service for campus staff.	SD	CKH Team	Principal Flippin Group	Scholarship Funding	Sept. 25 – 29 On-going
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 During parent conferences, utilize an action plan to decrease inappropriate behaviors.	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

Campus Objective:

#2 For 2007 – 2008, the ADA student attendance will be at or above 97% in all sub-groups.

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 and recognize high attendance in school/classroom celebrations.	AR	All Students	Teachers Registrar Administrators	Perfect attendance certificates Class mtgs.	Ongoing
	2	Announce the attendance at the end of day announcements with a target of 25 students or less	AR	All Students	Principal	PEIMS Report	Ongoing
Teachers	1	Create a 'While You Were Out' folder for each student during student absences	AR	All Students	Teachers	Folders	Ongoing
	2	Maintain 'Rainbow Room' daily for students who need to complete work or absences	AR	All Students	Teachers Administrators	Attendance records	Ongoing
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**

By May, 2008 Emmott 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.

Campus Objective: #3

	2007 score	2008 expectation	Grade 5
AA	71 %	77 %	+ 6 %
H	91 %	94 %	+ 3 %
W	98 %	99 %	+ 1 %
ED	78 %	82 %	+ 4 %
Commended	51%	55%	+ 4 %

Formative/Summative Evaluation:

Texas Assessment of Knowledge and Skills for 5th grade Science

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Content and Vocabulary will be stressed through unit review and posters provided in the classrooms	AR	ALL	Teacher	TEKS – Teacher Provided	Ongoing
	2	Identification and classification of animals, habitats, environments, and solar systems through Animal Odyssey – Eco Adventure – Gulf Mysteries – Science Club/Academy and on-stage portable Planetarium	AR	All	Teacher	TEKS – Science Resource Center	Ongoing
	3	Enhance vocabulary and comprehension with Hands on Activities – Nature Trails – Animals in the classroom program – Senses through taste and feel – VAKT – Study of the seasons	AR	All	Teacher	TEKS/TAKS Science Resource Center	Ongoing

	4	Experiments – hands on labs, cause and effects experiments/observations, observation of live life cycles (chickens, butterflies, mealworms, etc)	AR	All	Teacher	Science Resource Center	Ongoing
	5	Distance Learning – technology at work – demonstrates the power of science through technology – student can be in a classroom environment and still communicate to other parts of the city/nation/world in live classroom studies.	T	All	Teacher	Media Specialist, Teacher	Ongoing
Teachers	1	Staff Development – attend update training on all district applications, such as Nature Trails, etc.	SD	All	Teacher District Helping Teachers	TEKS, Curriculum Guides	Ongoing
	2	Team meetings- able to brainstorm, meet with Instructional Specialist to plan focused and appropriate lessons	AR	All	Teacher	TEKS, Curriculum Guides	Ongoing
	3	Utilize test data – CBA and Benchmark scores – zeroing in on missed questions and item analysis. A-Z motivating strategies implemented in goal setting and/or review with student	AR	All	Teacher	TEKS, Curriculum Guides, Campus Reports, <u>Motivation A-Z</u>	Ongoing
Parents	1	Attend TAKS and Curriculum Nights to become aware of the high level expectations for student achievement in all grade levels.	PI	All	Parent	Campus	Ongoing
	2	Participate in SRC and Biz Town training to assist and help facilitate in extra-curricular activities and for hands-on parent involvement through in district field trips.	PI	All	Parent	Campus, Science Resource Center, VIPS liaison	Ongoing

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: **Mathematics**

By May, 2008 Emmott 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: #4

	Grade 3		Grade 4		Grade 5	
	'07 Score	'08 Expectation	'07 Score	'08 Expectation	'07 Score	'08 Expectation
AA	72 %	+ 6 = 78 %	80 %	+3 = 83 %	88 %	+1 = 89 %
H	97 %	+1 = 98 %	90 %	+3 = 93 %	100 %	100 %
W	100 %	100 %	96%	+1 = 97 %	100 %	100 %
ED	89 %	+1 = 90 %	79%	+4 = 83 %	96 %	+1 = 97%
Commended	53 %	+ 2 = 55 %	51 %	+4 = 55 %	62 %	+1 = 63 %

Formative/Summative Evaluation:

Texas Assessment of Knowledge and Skills for 3, 4, 5 grade Mathematics

STP		Strategies	Cod es*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Utilize Quantum Learning strategies into daily lessons to build the intrinsic motivation of students. Use VAKT/brain base learning strategies to meet the needs of all learners – especially at-risk students.	AR	All	Teachers	KAV district activities, <i>Quantum Learning</i> team and materials, Teacher, Instruction Specialist	Ongoing

	2	Improve on vocabulary – use research based techniques to introduce content based vocabulary, Use research proven strategies (I.E. Marzano) in order to develop math vocabulary	AR T	All	Teacher	Teacher, Instructional Specialist, CFISD vocabulary lists & power-points	Ongoing
	3	Manipulatives – Model Drawings – Think-alouds – use of hands-on tools as an approach to introduce math in a concrete manner. Think-alouds facilitate discussions involving mathematics teacher model, teacher-student model, and cooperative student model	AR T	All	Teacher	Teacher, Instructional Specialist, <i>Educaide</i>	Ongoing
	4	Analyzing data from a variety of sources including daily work, district quizzes, benchmarks, and student work assists in the facilitating of small groups for re-teaching, reinforcement, small group instruction, and for pull-out tutoring.	AR	All	Teacher	Teacher, Resource Teachers, Instructional Specialist, test data	Ongoing
	5	Developmentally appropriate math activities to introduce and reinforce math concepts for independent learning and small group learning and for simply making math fun.	AR	All	Teacher	Teacher, Resource Teachers, Instructional Specialist	Ongoing
Teachers	1	Participate in <u>Motivation A-Z</u> book study to learn strategies that can be incorporated into lesson to motivate all learners. Math Their Way Staff Development for primary grades.	SD	Teachers	Teachers, Administrative Team, Paras,	<u>Motivation A-Z</u> materials, District Staff Development, <i>Math Their Way</i> workbook	Ongoing
	2	Utilize the aide of a Math Coach and attend new <i>Educaide</i> software update in order to create relevant teaching materials	AR T	Teachers	Teachers, Administrative Team, Instructional Specialist	Math Coach, <i>Educaide</i> materials, Instructional Specialist	Ongoing

	3	Communication -Weekly meetings with team and/or Assistant Principal to review data from students test and class work results, meet with instructional specialist to address TEKS driven instruction.	AR T	Teachers	Teachers, Administrative Team, Instructional Specialist	Math Coach, <i>Educaide</i> materials, Instructional Specialist	Ongoing
Parents	1	Communication – use of Friday folders or other type communication folders in order to monitor progress both academically and behaviorally.	PI	Parents	Teachers, parents	Monitoring notebook, student work, communication log, conduct card	Ongoing
	2	Participation in Parents Night Academy and conducting parent/teacher conferences to share academic and behavioral progress and to discuss beginning of the year benchmark data.	PI	Parents	Teacher, parents	Communication log, conference forms, monitoring notebook	Ongoing

Areas to Improve

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Area of Focus: **Reading/English Language Arts**

By May, 2008 Emmott 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/ELA.

Campus Objective: #5

	Grade 3		Grade 4		Grade 5	
	'07 Score	'08 Expectation	'07 Score	'08 Expectation	'07 Score	'08 Expectation
AA	91 %	+3 = 94%	60 %	+ 15 = 75%	87 %	+1 = 88%
H	94 %	+2 = 96%	82 %	+3 = 85%	86 %	+1 = 87%
W	97%	+1 = 98%	94 %	+2 = 96%	98 %	+1 = 99%
ED	93 %	+2 = 95%	68 %	+7 = 75%	95 %	+2 = 97%
Commended	48 %	+2 = 50%	41%	+4 = 45%	38 %	+4 = 42%

Formative/Summative Evaluation:

Texas Assessment of Knowledge and Skills for Reading / ELA

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Increase comprehension through the use of "Just Right" books, graphic organizers and reading response letters, mini lessons, teacher and peer conferencing, reading stations, guided reading and strategy groups, and high-order comprehension questioning during guided reading	AR	All	Teacher	<u>Growing Readers</u> , Bloom's Taxonomy, District's 6wk plans, Literacy Library, <u>The Art of Teaching</u>	Ongoing

	2	For Independent Reading increase reading time to 10 – 40 minutes per day based on grade level, conferencing and conferring during independent reading to focus on individual student needs, for At-risk/LEP students use TAKS pull outs.	AR	All	Teacher	<u>The Art of Teaching Reading</u> , Units of Study, Independent Reading Books, Literacy Library	Ongoing
	3	In the Oral Language area, we will utilize <i>Mountain Language</i> program for ESL students, monitor accuracy through self-monitored stations using tape recordings of their own reading, model reading mini lessons on focused reading comprehension skills based on TEKS, use share time to respond appropriately for listening and speaking skills.	AR	All	Teacher	<u>Art of Teaching Reading</u> , Mountain Language, Growing Readers, Units of Study	Ongoing
	4	We will apply critical thinking skills in guided reading and strategy groups while using small group instruction, modeling, and through <i>Quantum Learning</i> .	AR SD	All	Teacher	<i>Quantum Learning</i> , <u>The Art of Teaching Reading</u> , <u>Growing Readers</u> , Becky Koesel Units of Study	Ongoing
	5	Designate funds to expand the Literacy Library and order quality titles to supplement needed leveled books	AR	All	Principal I.S.	Lucy Caulking Becky Koesel Reggie Routman	Ongoing
Teachers	1	Implement the art of teaching by utilizing strategies taught in <u>The Art of Teaching Reading</u> and <u>Growing Readers</u> workshops and book study – individually and in groups.	SD	All	Teacher, Administrative Staff, ARIP, Reading Specialists	District's 6wk plans, <u>The Art of Teaching Reading</u> , <u>Growing Readers</u>	Fall Semester
	2	Weekly Planning meetings with Instructional Specialist to ensure TEKS based lessons	SD	All	Teachers, Administrative Staff	District's 6wk plans, <u>The Art of Teaching Reading</u> , <u>Growing Readers</u>	Ongoing

	3	Model listening comprehension through read-alouds, shared reading, and book talks. Utilize ARIP to support reading comprehension in small strategy groups for at-risk students,	AR	All	Teacher, Instructional Specialist, ARIP, Administration	6 weeks plans, Instructional Specialist, ARIP, <u>The Art of Teaching Reading</u>	Ongoing
	4	Teacher will utilize a personal website for communication updates with parents	AR	All	Teacher	SchoolNotes.com	Ongoing
Parents	1	Support good reading habits by reading aloud, and monitoring daily reading assignments. Encourage fluency also by modeling reading and having child read aloud to another person.	PI	All	Parent	Reading logs, newspapers and age-appropriate books, home reader book bags	Ongoing
	2	Two-way communicate between the teacher and parent concerning the needs of the student through notes, e-mail, phone calls, and individual conferences.	PI	All	Teacher Parent	Student work, progress reports	Ongoing
	3	Utilize the online calendar, Year at a Glance, and curriculum sites on the campus/district website as well as teacher site on SchoolNotes.com	T	All	Teacher District/campus webmaster	cfisd.net SchoolNotes.com	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: **Writing**

By May, 2008 Emmott 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: #5

	2007 score	2008 expectation	Grade 4
AA	88 %	89 %	+ 1 %
H	100 %	100 %	100 %
W	96 %	97 %	+ 1 %
ED	88 %	89 %	+ 1 %
Commended	32 %	35 %	+ 3 %

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
1	<i>Utilize Words Their Way at all grades, and encourage accuracy through direct teaching of word patterns in small groups and self-directed workstations.</i>	SD	All	Teacher	<i>Words Their Way</i> program	Ongoing
2	Revision and Editing Skills – mini lessons, REP cards, peer conferences, independent writing. Practice word sorts daily.	AR	All	Teacher	District unit of study, <u>Revising the Essay</u>	Ongoing
3	Expressing independent thoughts and ideas – use daily writing notebook to practice the writing process, use shared writing techniques	AR	All	Teacher	District units of study, <u>Six Traits of Writing</u>	Ongoing

	4	<u>6 Traits of Writing</u> – model during writing mini lessons, implement the use of the writing traits. Produce 3 writing samples per 6 weeks utilizing the writing process. Practice hand-writing skills daily	AR	All	Teacher	<u>Six Traits of Writing</u>	Ongoing
	5	Conference and confer with students during independent writing time to focus on individual student needs.	AR	All	Teacher	District units of study	Ongoing
Teachers	1	Writing camp “Round Robin” and other writer workshops to reinforce 6 Traits of Writing and writing process. Refer to Story Plot Chart for story organization.	AR	All 4 th graders	Teachers and Administrative Staff	<u>Revising the Essay</u> , 6 Traits	Ongoing
	2	Implement strategies learned from book study on <u>Revising the Essay</u> for editing and revision in writing, <i>Words Their Way</i> for spelling, and <u>The Art of Teaching Reading</u> strategies for independent and shared reading.	SD	All	Teachers and Administrative Staff	Revising the Essay, Words Their Way, Becky Koesel	Ongoing
	3	Attend district and campus level professional development for new ideas on balanced literacy.	SD	All	Teachers and Administrative Staff	Professional development courses	Ongoing
	4	Create and utilize a balanced literacy schedule at all grade levels for Language Arts classrooms	AR SD	All	LA Teachers, LA Liaison	Lesson plans, Observations, SD Training	Ongoing
Parents	1	Encourage good study habits. Incorporate spelling strategies and have child practice handwriting, word sorts, on a daily basis.	PI	All	Parent	Homework	Ongoing
	2	Communication and conferences – attend scheduled meetings; attempt to meet once per six-weeks with teacher. Have student submit weekly story writing assignments.	PI	All	Parent	Scheduled conference & meetings	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: **Social Studies**

Campus Objective #6 By May, 2008 Emmott students will increase the percentage of students in each sub-group to 90% or greater demonstrating proficiency on district benchmarks in Social Studies.

Formative/Summative Evaluation: District-developed Tests

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Improve reading comprehension in non fiction reading by utilizing summarization, outlining, and chunking of text	AR	All	Teachers	IS/AP	ongoing
	2 Improve reading comprehension in non fiction reading by utilizing Quantum Learning techniques	SD	All	Teachers	QL Team and training	ongoing
	3 Improve content vocabulary through discussion and visuals	T	All	Teachers	United Streaming	ongoing
	4 Utilize Marzano's strategies to improve content understanding	SD	All	Teachers	Differentiated Instruction that Works	ongoing
	5 Encourage non fiction reading	AR	All	Teachers	Time for Kids	ongoing
	6 Focus on SS vocabulary and activities to reinforce content	AR	All	Teachers	Curriculum Guide	ongoing
Teachers	1 "George to George" Grant submission	SD	All	Teachers Liaison	G2G Training	ongoing
	2 Utilize motivation strategies to promote academic efforts	SD	All	Teachers	<u>Motivation A-Z</u>	8/13/07 ongoing
	3 Utilize benchmark data to set individual goals	AR	All	Teachers	Forms	ongoing
Parents	1 Kindergarten Parent Night Academy	PI	All	Teachers Administration	Parent sign in sheets	Sept. 24
	2 Parent conferences to discuss grade level expectations	PI	All	Teachers	Parent sign in sheets	Completed by Oct. 10

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

**Emmott Elementary
Mary Ann Smith - Principal
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- √ (1) Emmott 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 Emmott 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/ESL
 - √ (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) included strategies for dropout prevention and reduction. (middle school and high school)
 - √ (g) included strategies for improving student attendance.
 - √ (h) provided for a program to encourage parental and community involvement at the campus.
 - √ (i) included goals and methods for violence prevention and intervention on campus.
 - √ (j) 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
Lisa Kitzmann	Teacher 1 Pre Kindergarten
Felicia Worchesik	Teacher 2 Kindergarten
Sally Eaves	Teacher 3 First Grade
Norma Scarborough	Teacher 4 Second Grade
Theresa Zarosky	Teacher 5 Third Grade
Ellen Cummings	Teacher 6 Fourth Grade
Chrsitina Stout	Teacher 7 Fifth Grade
Julia Sookma	Teacher 8 Special Education
Julie Marczak	Teacher 9 PEAM team
Teri Quick	Paraprofessional
Linda Almuhtadi	Instructional Specialist for LA/SS
Gatherine Dye	Curriculum Specialist for M/Sci
Mary Coldwell	Nurse
Barbara Johnson	Librarian
Michelle Erickson	Counselor
Jan Crow	Assistant Principal
Crystal Mueller	Assistant Principal
Kristin Thorin	Parent 1
Lori Dantzer	Parent 2
Kenny Effinger	Community resident 1
Lisa Underwood	Community resident 2
Bob R. Covey	Business representative 1
Shelli Huckins	Business representative 2
Tony Barcelona	School District representative

CIP PART III: ASSURANCE ADDENDUM

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 11, 2007	7:15 a.m.	Emmott Library
2	September 17, 2007	4:00 p.m.	Emmott Library
3	October 25, 2007	7:15 a.m.	Emmott Library
4	November 29, 2007	7:15 a.m.	Emmott Library
5	January 17, 2008	4:00 p.m.	Emmott Library
6	March 6, 2008	7:15 a.m.	Emmott Library
7	May 8, 2008	4:00 p.m.	Emmott 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

Texas Assessment of Knowledge and Skills Recognized or Exemplary Goal	
√ (1)	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 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	
√ (2)	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, 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

Parent and Community Involvement Goal	
√ (3)	For 2007 – 2008, the percent of parents and community members attending PTO meetings will increase by 10%.
Formative	At the end of the first semester, the percent of parents and community members attending PTO meetings will be reviewed to determine progress.
Summative	At the end of the school year, the percent of parents and community members attending PTO meetings will be reviewed to determine if the objective was met.
Strategy	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.

CIP PART III: ASSURANCE ADDENDUM

Violence Prevention and Intervention Goal	
√ (4)	For 2007 – 2008, discipline referrals for inappropriate physical contact will be reduced by 10% from the previous year.
Formative	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Strategy	Implement and monitor the school wide safety and security plan.
Violence Prevention Goal	
√ (5)	For 2007 – 2008, the total discipline referrals for offenses will be reduced by 15% from the previous school year.
Formative	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals.
Strategy	Implement and monitor the school-wide safety and security plan.
Special Education Goal	
√ (6)	For 2007 – 2008, the percent of students meeting ARD expectations will be at or above 90%.
Formative	Each grading period, students' progress on TEKS will be monitored and reviewed. Strategic staffing measures will be in place for accurate determination of TAKS levels, prior to each ARD.
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.

CIP PART III: ASSURANCE ADDENDUM

√ (7)

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

CIP PART III: ASSURANCE ADDENDUM

Emmott Elementary Cypress-Fairbanks Independent School District Additional Staff Development Plans are Embedded in the CIP 2007 – 2008			
Date	Audience	Responsible for Planning	Purpose/Content
13-Aug	Instructional staff attends workshop Dr. Barbara Blackburn	Campus Administrative Staff	<u>Motivation A-Z</u> Book Study Diversity – reaching & teaching all students
24 & 25 Aug	All Math teachers	Catherine Dye Math IS	Teacher created materials aligned w/TEKS
9/20, 10/11, 11/15, 1/10, 2/21,3/27, 4/17	All Language Arts teachers	Amanda Coyle Cheryl Malone Linda Almuhtadi - IS	Book Studies <u>The Art of Teaching Reading</u> <u>Growing Readers</u>
9/18,10/9,10/18 10/30	All Language Arts teachers	Ellen Cummings	Book Study <u>Revising the Essay</u>
12-Sept	All teachers	Assistant Principals	PDAS update
13-Sept	SpEd staff	Diagnostician	SpEd updates
Fall 2007	All Language Arts teachers	Linda Almuhtadi	Words Their Way Make & Take Workshop
25,26,27 Sept	Counselor, Lead Mentor + 2 teachers	Principal	Capturing Kids Hearts 3-day event in Round Top, TX
10/2	Campus Kindergarten LA Retreat	District Helping Teachers	Balanced Literacy
10/3	2/3 LA Retreat	District Helping Teachers	Balanced Literacy
10/4	1 st grade LA Retreat	District Helping Teachers	Balanced Literacy
10/10	4/5 LA Retreat	District Helping Teachers	Balanced Literacy
9/20	All teachers	Marianna Buentello	Effective Monitoring Notebooks
9/28	All Math teachers	Catherine Dye	<i>Educaide</i> technology training
November	SpEd/GenEd teachers	District Coordinator	NonViolent Crisis Intervention
Oct – Dec	New LA teachers	Marianna Buentello	District Model LA teacher observations
October	All teachers	Principal/Asst. Principals/IS	Data DAZE review