

*Each Child Counts*



2007-2008

**Campus Improvement Plan**  
for  
**Farney Elementary School**

**Cypress-Fairbanks Independent School District**

# **PART I : DATA SUPPLEMENT**

DISTRICT NAME: CYPRESS-FAIRBANKS  
CAMPUS NAME: FARNEY ELEMENTARY  
CAMPUS NUMBER: 101907135

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?
<b>Reading/ELA (65%)</b>											
X All Students	366	391	94%	100%	495	521	95%		-1		
African Amer	15	15	100%	4%	13	15	87%		13		
X Hispanic	63	70	90%	18%	97	108	90%		0		
X White	270	288	94%	74%	360	373	97%		-3		
Econ Disadv	27	31	87%	8%	55	60	92%		-5		
<b>Writing (65%)</b>											
X All Students	115	128	90%	100%	148	158	94%		-4		
African Amer	4	4	100%	3%	5	5	100%		0		
Hispanic	17	20	85%	16%	30	33	91%		-6		
X White	88	98	90%	77%	105	112	94%		-4		
Econ Disadv	13	14	93%	11%	12	15	80%		13		
<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	364	391	93%	100%	493	521	95%		-2		
African Amer	13	15	87%	4%	13	15	87%		0		
X Hispanic	63	71	89%	18%	99	108	92%		-3		
X White	271	288	94%	74%	356	373	95%		-1		
Econ Disadv	28	31	90%	8%	52	58	90%		0		
<b>Science (40%)</b>											
X All Students	104	118	88%	100%	157	171	92%		-4		
African Amer	2	4	50%	3%	4	5	80%		-30		
Hispanic	17	24	71%	20%	34	42	81%		-10		
X White	79	84	94%	71%	109	113	96%		-2		
Econ Disadv	5	7	71%	6%	16	20	80%		-9		

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	23	29	79%	100%	34	37	92%		-13		

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

EXCEPTIONS TABLE

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

DISTRICT NAME: CYPRESS-FAIRBANKS  
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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	FARNEY ELEMENTA	3	All	144	144	100	100	100	60	42	200	190	95	114	57
Reading/ELA	FARNEY ELEMENTA	3	AA	7	7	100	100	100	1	14	7	6	86	2	29
Reading/ELA	FARNEY ELEMENTA	3	Hispanic	27	27	100	100	100	11	41	34	30	88	12	35
Reading/ELA	FARNEY ELEMENTA	3	White	104	104	100	100	100	46	45	153	148	97	96	63
Reading/ELA	FARNEY ELEMENTA	3	Eco.Dis.	10	10	100	100	100	2	20	31	29	94	10	32
Reading/ELA	FARNEY ELEMENTA	3	Spec.Ed.	5	---	---	---	---	---	---	12	10	83	4	33
Reading/ELA	FARNEY ELEMENTA	3	LEP	6	6	100	100	100	1	17	18	15	83	0	0
Reading/ELA	FARNEY ELEMENTA	3	LEP M1	2	---	---	---	---	---	---	5	5	100	3	60
Reading/ELA	FARNEY ELEMENTA	3	LEP M2								1	0	0	1	100
Reading/ELA	FARNEY ELEMENTA	4	All	144	123	85	90	87	57	40	177	163	92	49	28
Reading/ELA	FARNEY ELEMENTA	4	AA	7	7	100	100	100	3	43	8	4	50	1	13
Reading/ELA	FARNEY ELEMENTA	4	Hispanic	23	18	78	90	82	4	17	38	32	84	7	18
Reading/ELA	FARNEY ELEMENTA	4	White	106	91	86	90	87	45	42	123	119	97	38	31
Reading/ELA	FARNEY ELEMENTA	4	Eco.Dis.	19	15	79	90	83	6	32	21	16	76	2	10
Reading/ELA	FARNEY ELEMENTA	4	Spec.Ed.	12	10	83	90	85	4	33	7	7	100	2	29
Reading/ELA	FARNEY ELEMENTA	4	LEP								3	2	67	0	0
Reading/ELA	FARNEY ELEMENTA	4	LEP M1	10	6	60	90	75	1	10	9	7	78	2	22
Reading/ELA	FARNEY ELEMENTA	4	LEP M2	5	---	---	---	---	---	---	8	8	100	0	0
Reading/ELA	FARNEY ELEMENTA	5	All	126	117	93	100	95	35	28	184	177	96	60	33
Reading/ELA	FARNEY ELEMENTA	5	AA	6	5	83	90	85	2	33	6	6	100	1	17
Reading/ELA	FARNEY ELEMENTA	5	Hispanic	25	22	88	90	89	7	28	45	43	96	9	20
Reading/ELA	FARNEY ELEMENTA	5	White	89	84	94	100	96	23	26	122	117	96	44	36
Reading/ELA	FARNEY ELEMENTA	5	Eco.Dis.	10	7	70	90	77	1	10	25	24	96	3	12
Reading/ELA	FARNEY ELEMENTA	5	Spec.Ed.	6	5	83	90	85	1	17	14	12	86	4	29
Reading/ELA	FARNEY ELEMENTA	5	LEP	4	---	---	---	---	---	---	6	4	67	0	0
Reading/ELA	FARNEY ELEMENTA	5	LEP M1	1	---	---	---	---	---	---	2	0	0	0	0
Reading/ELA	FARNEY ELEMENTA	5	LEP M2	6	5	83	90	85	1	17	5	5	100	1	20

### 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	FARNEY ELEMENTA	3	All	149	132	89	90	89	45	30	198	180	91	80	40
Math	FARNEY ELEMENTA	3	AA	8	6	75	90	80	2	25	7	6	86	2	29
Math	FARNEY ELEMENTA	3	Hispanic	28	24	86	90	87	7	25	33	29	88	8	24
Math	FARNEY ELEMENTA	3	White	107	96	90	100	93	34	32	151	138	91	67	44
Math	FARNEY ELEMENTA	3	Eco.Dis.	11	8	73	90	79	1	9	29	24	83	4	14
Math	FARNEY ELEMENTA	3	Spec.Ed.	9	7	78	90	82	2	22	12	8	67	3	25
Math	FARNEY ELEMENTA	3	LEP	7	5	71	90	77	1	14	17	13	76	0	0
Math	FARNEY ELEMENTA	3	LEP M1	2	---	---	---	---	---	---	5	5	100	2	40
Math	FARNEY ELEMENTA	3	LEP M2								1	1	100	1	100
Math	FARNEY ELEMENTA	4	All	140	133	95	100	97	66	47	179	166	93	73	41
Math	FARNEY ELEMENTA	4	AA	7	7	100	100	100	2	29	8	5	63	1	13
Math	FARNEY ELEMENTA	4	Hispanic	23	22	96	100	97	11	48	39	33	85	8	21
Math	FARNEY ELEMENTA	4	White	103	97	94	100	96	47	46	124	120	97	61	49
Math	FARNEY ELEMENTA	4	Eco.Dis.	19	19	100	100	100	7	37	21	17	81	6	29
Math	FARNEY ELEMENTA	4	Spec.Ed.	9	9	100	100	100	3	33	7	7	100	2	29
Math	FARNEY ELEMENTA	4	LEP								4	2	50	0	0
Math	FARNEY ELEMENTA	4	LEP M1	10	9	90	100	93	2	20	9	6	67	1	11
Math	FARNEY ELEMENTA	4	LEP M2	5	---	---	---	---	---	---	8	8	100	4	50
Math	FARNEY ELEMENTA	5	All	125	121	97	100	98	62	50	186	182	98	98	53
Math	FARNEY ELEMENTA	5	AA	4	---	---	---	---	---	---	9	8	89	4	44
Math	FARNEY ELEMENTA	5	Hispanic	25	21	84	90	86	9	38	44	44	100	19	43
Math	FARNEY ELEMENTA	5	White	90	90	100	100	100	48	53	122	119	98	68	56
Math	FARNEY ELEMENTA	5	Eco.Dis.	8	7	88	90	89	2	25	25	24	96	6	24
Math	FARNEY ELEMENTA	5	Spec.Ed.	5	---	---	---	---	---	---	13	13	100	5	38
Math	FARNEY ELEMENTA	5	LEP	4	---	---	---	---	---	---	6	5	83	0	0
Math	FARNEY ELEMENTA	5	LEP M1	1	---	---	---	---	---	---	2	0	0	0	0
Math	FARNEY ELEMENTA	5	LEP M2	6	5	83	90	85	2	33	5	5	100	1	20



**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	FARNEY ELEMENTA	3	All												
Science	FARNEY ELEMENTA	3	AA												
Science	FARNEY ELEMENTA	3	Hispanic												
Science	FARNEY ELEMENTA	3	White												
Science	FARNEY ELEMENTA	3	Eco.Dis.												
Science	FARNEY ELEMENTA	3	Spec.Ed.												
Science	FARNEY ELEMENTA	3	LEP												
Science	FARNEY ELEMENTA	3	LEP M1												
Science	FARNEY ELEMENTA	3	LEP M2												
Science	FARNEY ELEMENTA	4	All												
Science	FARNEY ELEMENTA	4	AA												
Science	FARNEY ELEMENTA	4	Hispanic												
Science	FARNEY ELEMENTA	4	White												
Science	FARNEY ELEMENTA	4	Eco.Dis.												
Science	FARNEY ELEMENTA	4	Spec.Ed.												
Science	FARNEY ELEMENTA	4	LEP												
Science	FARNEY ELEMENTA	4	LEP M1												
Science	FARNEY ELEMENTA	4	LEP M2												
Science	FARNEY ELEMENTA	5	All	126	110	87	90	88	56	44	184	169	92	70	38
Science	FARNEY ELEMENTA	5	AA	4	---	---	---	---	---	---	9	7	78	3	33
Science	FARNEY ELEMENTA	5	Hispanic	25	18	72	90	78	8	32	44	36	82	10	23
Science	FARNEY ELEMENTA	5	White	90	83	92	100	95	43	48	120	116	97	49	41
Science	FARNEY ELEMENTA	5	Eco.Dis.	8	6	75	90	80	1	13	25	21	84	6	24
Science	FARNEY ELEMENTA	5	Spec.Ed.	5	---	---	---	---	---	---	13	12	92	5	38
Science	FARNEY ELEMENTA	5	LEP	4	---	---	---	---	---	---	6	1	17	0	0
Science	FARNEY ELEMENTA	5	LEP M1	1	---	---	---	---	---	---	2	2	100	0	0
Science	FARNEY ELEMENTA	5	LEP M2	6	5	83	90	85	1	17	5	3	60	1	20

## CIP PART I: DATA SUPPLEMENT

<b>Cypress-Fairbanks ISD</b>			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Farney Ele.	AA	97.6	97
Farney Ele.	H	96.7	96.3
Farney Ele.	W	96.8	96.7
Farney Ele.	NATIVE	95.6	95.3
Farney Ele.	ASIAN	97.6	97.5
Farney Ele.	MALE	96.9	96.8
Farney Ele.	FEMALE	96.8	96.6
Farney Ele.	SPED	96.2	95.7
Farney Ele.	ECD	96.1	95.9
Farney Ele.	LEP	97.3	96.6
Farney Ele.	AT RISK	96.7	96.3
Farney Ele.	GT	97.5	97.7
Farney 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
	<b>Subjects</b>	<b>Reading/ELA</b>	<b>TAKS Demographic Performance Summary</b>	Gr. 3 100% passed 42% commended Gr. 4 85% passed 40% commended Gr. 5 93% passed 35% commended
		<b>Writing</b>	<b>TAKS Demographic Performance Summary</b>	Gr. 4 91% passed 28% commended
		<b>Math</b>	<b>TAKS Demographic Performance Summary</b>	Gr. 3 89% passed 30% commended Gr. 4 95% passed 47% commended Gr. 5 97% passed 50% commended
		<b>Science</b>	<b>TAKS Demographic Performance Summary</b>	Gr. 5 87% passed 44% commended
	<b>Subgroups</b>	<b>All</b>	<b>TAKS Demographic Performance Summary</b>	Gr. 3 Exemplary in reading Gr. 4 Exemplary in math, writing Gr. 5 Exemplary in math, reading
		<b>AA</b>	<b>TAKS Demographic Performance Summary</b>	Gr. 3 Exemplary in reading Gr. 4 Exemplary in math, reading, writing
		<b>H</b>	<b>TAKS Demographic Performance Summary</b>	Gr. 3 Exemplary in reading Gr. 4 Exemplary in math
		<b>W</b>	<b>TAKS Demographic Performance Summary</b>	Gr. 3 Exemplary in math, reading Gr. 4 Exemplary in math, writing Gr. 5 Exemplary in math, science, reading
		<b>ED</b>	<b>TAKS Demographic Performance Summary</b>	Gr. 3 Exemplary in reading Gr. 4 Exemplary in math, writing
		<b>LEP</b>	<b>TAKS Demographic Performance Summary</b>	Gr. 3 Exemplary in reading
		<b>SE</b>	<b>TAKS Demographic Performance Summary</b>	Gr. 4 Exemplary in math, Gr. 5 Exemplary in math,
	<b>Social/ Emotional</b>	<b>Discipline</b>		
		<b>Extracurricular</b>		
		<b>Other</b>		
<b>Teacher</b>	<b>Professional Development</b>			
	<b>Qualifications</b>		<b>Highly Qualified Teachers</b>	<b>100%</b>
	<b>New Staff</b>			
	<b>Retention</b>			
<b>Parent</b>				

## 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, the discipline referrals for inappropriate behaviors will be reduced by 5% from the previous school year.

**Formative Evaluation:**

District-developed Reports

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Encourage students to follow school rules and building expectations.	VP	All	Teachers	Classroom rules	Ongoing
	2	Have counselors provide guidance lessons on social skills, cross-cultural effectiveness, conflict resolution, anger management, character development and anti-victimization.	VP	All	Counselors	Literature-based lessons, Kelso Conflict Resolution, WHO series, etc.	Ongoing
	3	Provide students with clear expectations through implementation of the <i>Looks Like Sounds Like</i> school curriculum.	VP	All	Teachers	<i>Looks Like Sounds Like</i>	Ongoing
Teachers	1	Provide teachers with <i>Looks Like Sounds Like</i> curriculum.	VP	All	Principal	Curriculum	Ongoing
	2	Assure all staff have been trained in BBR curriculum.	VP	All	Administration	BBR curriculum	Ongoing
	3	Review grade level referrals and re-teach behavior expectations as necessary.	VP	All	Assistant principals	Teachers, assistant principals	Ongoing
Parents	1	Assure that all visitors entering the building follow guidelines and check in through V-soft.	VP	Parents	Principal	V-soft records	Ongoing
	2	In a timely manner, communicate with parents regarding student behavior.	VP	Parents	Teachers, Assistant principals	Documentation	Ongoing
	3	Provide parenting tips in the Falcon Flyer.	VP	Parents	Counselor	Newsletter	Weekly

## 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%.

**Formative/Summative Evaluation:**

District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Provide instruction on the Eight Keys of Excellence to encourage all students to strive toward excellence.	AR	All	Teachers	Quantum learning	Ongoing
	2	Encourage all students to be present everyday by providing weekly reports/celebrations by announcing 100% homerooms and the top three grade levels in attendance.	AR	All	Principal	Attendance rosters	Ongoing
	3	Award students with Perfect Attendance awards each six weeks and at the end of the year for Perfect Attendance for the year.	AR	All	Teachers	Awards	Each six weeks
Teachers	1	Encourage teachers to call parents when students are absent two or more days to communicate that they have been missed.	AR	All	Administration	Attendance records	Ongoing
	2	Monitor attendance and inform assistant principals if there is a concern.	AR	All	Teachers	Attendance roster	Ongoing
Parents	1	Communicate with parents when students have been absent 2 or more days.	AR	All	Teachers	Attendance roster	Ongoing
	2	Stress the importance of attendance with parents during parent conferences.	AR	All	Teachers	Handbook	Parent conferences, curriculum night

## 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:** #3

- a. By May, 2008, Farney students in grades K-5 will perform at 78% or higher in all subpopulations on the science benchmark tests.
- b. By May, 2008, Farney students in fifth grade will perform at a 50% or higher commended level on the science TAKS test.

	5 <sup>th</sup>
All	+1
AA	+13
H	+6
ED	+5

- c. By May, 2008, students will increase the percentage by amounts noted at right, or greater) of students demonstrating proficiency on TAKS science.

- d. Percentage of 5<sup>th</sup> grade special education students scoring at proficiency or higher in science will increase from 80% to 83% by the end of the 2007 -2008 school year as measured by TAKS testing (administered in accordance with special education guidelines) in Spring of 2008.

**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	Ensure that students have a minimum of 55 minutes of instruction in science daily at grades 3, 4, and 5.	AR	All	Administrators	Schedule	Ongoing
	2	Enhance the curriculum by incorporating digital curriculum opportunities.	AR, T	All	Teachers	Lesson plans	Ongoing
	3	Build science vocabulary through vocabulary building strategies.	AR	All	Teachers	Lesson plans	Ongoing
	5	Review/Reinforce through game formats such as <i>Jeopardy</i> and <i>Are You Smarter than a Fifth Grader?</i>	AR, T	All	Teachers	Lesson plans	Ongoing
	6	Provide weekly checkpoints to assure students are mastering concepts.	AR	All	Teachers	Grades	Ongoing
	7	Ensure the completion of weekly homework using the science study guide.	AR	All	Teachers	Grades	Ongoing
	8	Complete warm-ups daily using the science study guide.	AR	All	Teachers	Study guide	Ongoing
	9	Utilize observation guides and science journals to increase comprehension	AR	All	Teachers	Guides and journals	Ongoing

	10	Provide extended learning for students during supplemental instruction time, Saturday classes, and before school tutoring.	AR	All	Instructional Specialists, Teachers	Class rosters	Ongoing
Teachers	1	Encourage and provide instruction on the use of Bloom's Taxonomy and higher-order thinking questions.	SD	All	Teachers	Bloom's	Ongoing
	2	Set high expectations for continuous hands-on science.	SD	All	Assistant principals	Curriculum	Ongoing
	3	Participate in district training in order to present the science curriculum to students using a hands-on approach.	SD	All	Teachers	Curriculum	Ongoing
	4	Monitor implementation of SQ-RQ-CQ strategies.	SD	All	Assistant principals	Curriculum	Ongoing
Parents	1	Ask PTO to continue to fund the butterfly/vegetable gardens.	PI	ED	Principal	PTO budget	September, 2007
	2	Provide Parent/Student workshops to learn strategies for helping students at home.	PI	All	Teachers	Agendas	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:**

**Mathematics**

**Campus Objective:** #4

a. Percentage of Hispanic and Economically Disadvantaged students in grades 3-5 scoring at proficiency or higher in math will increase from 89% to 92% by the end of April, 2008 as measured by the TAKS test.  
 b. By May, 2008, Farney students in grade 3, 4, and 5 will increase performance by 5% or higher on the commended level of the math TAKS test.

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
All	+1	+2	+1
AA	+5	maintain	+20
H	+4	+1	+2
ED	+6	maintain	+2

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

d. Percentage of 3<sup>rd</sup> grade special education students scoring at proficiency or higher in math will increase from 78% to 82% by the end of the 2007 -2008 school year as measured by TAKS testing (administered in accordance with special education guidelines) in Spring of 2008.

**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 Use direct vocabulary instruction to accelerate growth.	AR,	H, ED	Teachers	G-drive	Ongoing
	2 Use <i>Quantum Learning</i> strategies to increase students' ability in math.	AR	H, All	Teachers	Bookstudy	Ongoing
	3 Provide extended learning for students during supplemental instruction time, Saturday classes, and before school tutoring.	AR	All	Instructional Specialists, Teachers	Group rosters	Ongoing
	4 Provide weekly checkpoints to assure students are mastering concepts.	AR	All	Teachers	Gradebooks	Ongoing
Teachers	1 Schedule math coaches for grades 3 and 4 to modify lesson plans and enhance learning strategies.	SD	H, All	Teachers	Coordinator	Ongoing
	2 Provide time for grade level achievement meetings in order to analyze data and monitor student progress.	AR	H, All	Administrators	Principal	Ongoing
	3 Provide <i>Quantum Teaching</i> staff development.	SD	All	Trainer	Quantum Teaching Book	September - November
Parents	1 Provide Parent/Student Workshops so that parents can	PI	All	Teachers	Teachers	Fall, 2007

		learn strategies to assist students at home.					
	2	Provide Curriculum Nights to introduce parents to the four step problem solving process.	PI	All	Teachers	Teachers	September, 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**

**Campus Objective:** #5

a. Percentage of all students in grades 3-5 scoring at proficiency or higher in reading will increase from 94% to 95% by the end of April, 2008 as measured by the TAKS test.

b. Increase the number of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders achieving commended performance on TAKS from 42% to 45% for 3<sup>rd</sup> grade, 40% to 42% for 4<sup>th</sup> grade, and 28% to 35% for 5<sup>th</sup> grade.

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
All	maintain	+2	+2
AA	maintain	maintain	+2
H	maintain	+4	+2
ED	maintain	+4	+7

c. By May, 2008, students will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS reading/English language arts.

d. Percentage of 4<sup>th</sup> and 5<sup>th</sup> grade special education students scoring at proficiency or higher in reading will increase from 83% to 85% by the end of the 2007 -2008 school year as measured by TAKS testing (administered in accordance with special education guidelines) in Spring of 2008.

**Formative/Summative Evaluation:** District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Improve 1 <sup>st</sup> graders' accuracy and fluency by dedicating 15+ minutes daily to independent reading.	AR	All	Teachers	Leveled Readers	Ongoing
	2	Improve reading comprehension in grade two by focusing on balanced literacy.	AR	All	Teachers	Curriculum	Ongoing
	3	Implement reading strategies research-proven to be successful with at-risk students.	AR	AA, H, ED	Teachers	Quantum learning strategies	Ongoing
	4	Provide extended learning for students during supplemental instruction time, Saturday classes, and before school tutoring.	AR	All	Instructional Specialists, Teachers	Group rosters	Ongoing
	5	Have 1 <sup>st</sup> grade students read weekly with parents trained in paired reading.	AR	First grade	Teachers	Parent lists	Ongoing
		Use flexible groupings for students with identified areas of concern.	AR	Identified students	Teachers	Groupings, lesson plans	Ongoing
		Provide scheduled iStation time for students with reading	AR	Sped	Teachers	iStation	Ongoing

		IEPS.					
Teachers	1	Provide <i>The Art of Teaching Reading</i> staff development bookstudy in order to assist teachers with an understanding of balanced literacy.	SD	All	Language Arts Liaison	<i>The Art of Teaching Reading</i>	Fall, 2007
	2	Schedule staff development with Becky Koesel.	SD	All	Prinicpal	Roster	Fall, 2007
	3	Have teachers identify LEP students' composite score on the 2007 TELPAS so that they can implement the interventions for students to grow at least one level of proficiency during the year.	AR	LEP	Teachers, assistant principals	TELPAS	Fall, 2007
	4	Provide time for teachers to observe model teacher instruction.	SD	All	Assistant Principals	Plans	Ongoing
	5	Utilize assigned district helping teacher to assist with balanced literacy implementation	SD	All	Assistant Principals	Helping teacher	Ongoing
Parents	1	Provide Parent/Student Workshops so that parents can learn strategies to assist students at home.	PI	All	Teachers	Teachers	Fall, 2007
	2	Encourage volunteer parent readers.	PI	All	Teachers	Teachers	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**

**Campus Objective:** #6

- a. Percentage of all 4<sup>th</sup> grade students scoring a 2 or higher on the writing TAKS test will increase to 94% by May, 2008.
- b. Percentage of 2<sup>nd</sup> grade students scoring at proficiency or higher on usage, mechanics, spelling, revision, mechanics, and editing skills will increase to 95% on the End-of-Year Benchmark by May, 2008.
- c. By May, 2008, students will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS writing.
- d. Percentage of 4<sup>th</sup> grade special education students scoring at proficiency or higher in writing will increase from 78% to 82% by the end of the 2007-2008 school year as measured by TAKS testing (administered in accordance with special education guidelines) in Spring of 2008.

	4 <sup>th</sup>
All	+3
AA	Maintain
H	+1
ED	+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	Encourage student writing through a Writing Camp in January/February, 2008.	AR	All	Teachers	Plans	January, 2008
	2	Create three writing samples per six weeks and provide feedback by conferencing with individual students.	AR	All	Teachers	Writing Samples	Ongoing
	3	Fourth graders will participate in a workshop provided by the <i>Greensheet</i> newspaper.	AR	All	Teachers	Greensheet	November, 2007
	4	Improve usage, mechanics, spelling, revision, and editing skills as identified by weak performance on benchmarks.	AR	All	Teachers	Curriculum	Ongoing
	5	Continue presenting mini-lessons to students to improve their TOP writing scores so that they reach the "advanced high" rating.	AR	LEP	Teachers	Curriculum	Ongoing
	6	Improve scores on CBA's, benchmarks, and TAKS through goal-setting sessions with the students each six weeks.	AR	All	Teachers	Goal-setting forms	Each six weeks

	7	Increase vocabulary by incorporating word of the week into students' writing.	AR	All	Teachers	Word of the Week Announcement	Ongoing
Teachers	1	Plan and participate both vertically and horizontally within school grade level meetings to improve communication and align practices among language arts teachers grades K-5.	AR	4 <sup>th</sup> grade team	Teachers	Plans	Ongoing
	2	Implement balanced literacy as planned by teams and curriculum.	SD	All teachers	Teachers	Curriculum	Ongoing
	3	Participate in meetings to analyze data and guide appropriate instruction and interventions..	AR	All teachers	Administration	Data	Each six weeks
Parents	1	Pursue parents as writing coaches.	PI	Parents	Teachers	Meetings	Ongoing
	2	Inform parents of skills being taught through Curriculum Night and Parent/Student Workshops.	PI	Parents	Teachers	Agendas	Fall, 2007

\* **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

**Farney Elementary School  
Beth Coleman  
2007 – 2008  
Campus Improvement Plan  
Cypress-Fairbanks Independent School District**

### Section A

- (1) Farney 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 Farney 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. (TEKS Implementation Plan)

**CIP PART III: ASSURANCE ADDENDUM**  
**Section B**

Membership Composition of the Campus Performance Objectives Council			
Name of CPOC Member		Position	
Kristi Zerangue		Teacher 1 Kindergarten	
Jennifer Frick		Teacher 2 First grade	
Delaney Potter		Teacher 3 Second grade	
Gynnis Fletcher		Teacher 4 Third grade	
Gail Fein		Teacher 5 Fourth grade	
Amy Abramowitz		Teacher 6 Fifth grade	
Lori Mitchell		Teacher 7 Special Pops	
David Kastor/Tim Burke		Teacher 8 Large group	
Kristi Moss/Sarah Parker Laura Boyd/Beth Bush		Non-teaching professional 1 Instructional Specialists/Counselors	
Ruth Wiesmann Susan Blowey/Corma Sisk		Non-teaching professional 2 Librarian and Assistant Principals	
Madelan Polefko		Parent 1	
Jan Hensen		Parent 2 Representing PTO	
Francine Turco		Community resident 1	
Mr. Turco		Community resident 2	
Bob Salisbury		Business representative 1	
<i>Still Looking</i>		Business representative 2	
CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 4, 2007	4:15	Library
2	October 10, 2007	6:00	Library
3	January 8, 2008	4:15	Library
4	February 19, 2008	4:15	Library
5	April 15, 2008	4:15	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)

<b>Texas Assessment of Knowledge and Skills Recognized or Exemplary Goal</b>	
For 2007-2008, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	
Formative	After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.

(2)

<b>Texas Assessment of Knowledge and Skills Commended Performance Goal</b>	
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**

(3)

<b>Special Education Goal</b>	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above 90%.	
Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the TAKS A and/or TAKS Alt tests will be reviewed to determine if the ARD objectives were met.
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.

### CIP PART III: ASSURANCE ADDENDUM

(4)

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 infoservweb 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

Farney Elementary School 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	