

**2007-2008**  
**Campus Improvement Plan**  
**for**  
**Fiest Elementary School**

**Cypress-Fairbanks Independent School District**

# **PART I : DATA SUPPLEMENT**

DISTRICT NAME: CYPRESS-FAIRBANKS  
CAMPUS NAME: FIEST EL  
CAMPUS NUMBER: 101907124

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	400	434	92%	100%	403	425	95%		-3		
X African Amer	54	59	92%	14%	39	46	85%		7		
X Hispanic	77	86	90%	20%	66	71	93%		-3		
X White	213	230	93%	53%	249	255	98%		-5		
X Econ Disadv	66	75	88%	17%	39	47	83%		5		
<b>Writing (65%)</b>											
X All Students	132	139	95%	100%	130	143	91%		4		
African Amer	18	20	90%	14%	14	16	88%		2		
Hispanic	20	24	83%	17%	21	25	84%		-1		
X White	79	80	99%	58%	74	81	91%		8		
Econ Disadv	22	25	88%	18%	19	22	86%		2		
<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	414	440	94%	100%	389	424	92%		2		
X African Amer	54	61	89%	14%	39	46	85%		4		
X Hispanic	77	87	89%	20%	60	72	83%		6		
X White	223	232	96%	53%	239	253	94%		2		
X Econ Disadv	64	76	84%	17%	42	46	91%		-7		
<b>Science (40%)</b>											
X All Students	140	155	90%	100%	127	151	84%		6		
African Amer	18	20	90%	13%	10	13	77%		13		
X Hispanic	34	38	89%	25%	16	26	62%		27		
X White	68	75	91%	48%	84	93	90%		1		
X Econ Disadv	28	31	90%	20%	6	14	43%		47		

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	30	36	83%	100%	26	28	93%		-10		

EXCEPTIONS TABLE

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

DISTRICT NAME: CYPRESS-FAIRBANKS  
 CAMPUS NAME: FIEST EL Campus Rating: Recognized  
 CAMPUS NUMBER: 101907124 Grade Span: EE - 05

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

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%)

	Class of 2006					Class of 2005			Required Improvement			
	# Com- pleters	# dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	-	-	-	-	-	-	-	-	-	-	-	-
African Amer	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-
Econ Disadv	-	-	-	-	-	-	-	-	-	-	-	-

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

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

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.0%)

	2005-06			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %
All Students	-	-	-	-
African Amer	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Econ Disadv	-	-	-	-

Due to definitional changes, Annual Dropout Rate Required Improvement is not calculated in 2007.

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

### CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Reading/ELA	FIEST EL	3	All	142	138	97	100	98	54	39	134	133	99	56	42
Reading/ELA	FIEST EL	3	AA	25	23	92	100	95	4	16	21	21	100	3	14
Reading/ELA	FIEST EL	3	Hispanic	24	23	96	100	97	5	22	19	19	100	5	26
Reading/ELA	FIEST EL	3	White	71	70	99	100	99	32	46	81	80	99	43	53
Reading/ELA	FIEST EL	3	Eco.Dis.	23	22	96	100	97	7	30	15	15	100	2	13
Reading/ELA	FIEST EL	3	Spec.Ed.	4	---	---	---	---	---	---	11	10	91	6	55
Reading/ELA	FIEST EL	3	LEP	9	9	100	100	100	3	38	7	7	100	1	14
Reading/ELA	FIEST EL	3	LEP M1	12	12	100	100	100	7	58	2	0	0	1	50
Reading/ELA	FIEST EL	3	LEP M2								0	0	0	0	0
Reading/ELA	FIEST EL	4	All	152	126	83	90	85	49	32	153	138	90	35	23
Reading/ELA	FIEST EL	4	AA	23	19	83	90	85	3	13	19	14	74	1	5
Reading/ELA	FIEST EL	4	Hispanic	27	20	74	90	79	6	22	26	23	88	2	8
Reading/ELA	FIEST EL	4	White	86	72	84	90	86	33	38	87	82	94	23	26
Reading/ELA	FIEST EL	4	Eco.Dis.	26	19	73	90	79	4	15	23	20	87	1	4
Reading/ELA	FIEST EL	4	Spec.Ed.	17	10	59	90	75	3	18	14	10	71	1	7
Reading/ELA	FIEST EL	4	LEP	2	---	---	---	---	---	---	4	3	75	0	0
Reading/ELA	FIEST EL	4	LEP M1	7	5	71	90	77	0	0	4	3	75	0	0
Reading/ELA	FIEST EL	4	LEP M2	2	---	---	---	---	---	---	11	11	100	3	27
Reading/ELA	FIEST EL	5	All	172	161	94	100	96	58	34	161	151	94	48	30
Reading/ELA	FIEST EL	5	AA	24	23	96	100	97	6	25	18	14	78	1	6
Reading/ELA	FIEST EL	5	Hispanic	42	40	95	100	97	8	19	26	24	92	2	8
Reading/ELA	FIEST EL	5	White	81	76	94	100	96	33	41	97	95	98	36	37
Reading/ELA	FIEST EL	5	Eco.Dis.	40	36	90	100	93	7	18	19	13	68	2	11
Reading/ELA	FIEST EL	5	Spec.Ed.	10	8	80	90	83	2	20	9	8	89	0	0
Reading/ELA	FIEST EL	5	LEP	7	4	57	90	75	0	0	2	0	0	0	0
Reading/ELA	FIEST EL	5	LEP M1	5	---	---	---	---	---	---	2	0	0	0	0
Reading/ELA	FIEST EL	5	LEP M2	5	---	---	---	---	---	---	4	0	0	0	0

**CIP PART I: DATA SUPPLEMENT**

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Math	FIEST EL	3	All	146	137	94	100	96	64	44	134	118	88	43	32
Math	FIEST EL	3	AA	24	19	79	90	83	5	21	21	17	81	3	14
Math	FIEST EL	3	Hispanic	25	24	96	100	97	4	16	19	15	79	5	26
Math	FIEST EL	3	White	73	70	96	100	97	40	55	80	73	91	31	39
Math	FIEST EL	3	Eco.Dis.	24	20	83	90	85	5	21	15	13	87	2	13
Math	FIEST EL	3	Spec.Ed.	6	6	100	100	100	2	33	11	10	91	3	27
Math	FIEST EL	3	LEP	10	10	100	100	100	5	50	7	6	86	1	14
Math	FIEST EL	3	LEP M1	12	12	100	100	100	7	58	2	2	100	0	0
Math	FIEST EL	3	LEP M2								0	0	0	0	0
Math	FIEST EL	4	All	151	134	89	90	89	61	40	153	136	89	48	31
Math	FIEST EL	4	AA	23	20	87	90	88	4	17	19	14	74	5	26
Math	FIEST EL	4	Hispanic	27	20	74	90	79	5	19	27	21	78	3	11
Math	FIEST EL	4	White	85	78	92	100	95	41	48	86	81	94	26	30
Math	FIEST EL	4	Eco.Dis.	25	18	72	90	78	6	24	22	20	91	3	14
Math	FIEST EL	4	Spec.Ed.	16	10	63	90	75	4	25	14	10	71	2	14
Math	FIEST EL	4	LEP	2	---	---	---	---	---	---	4	3	75	0	0
Math	FIEST EL	4	LEP M1	7	6	86	90	87	0	0	4	4	100	0	0
Math	FIEST EL	4	LEP M2	2	---	---	---	---	---	---	11	11	100	5	45
Math	FIEST EL	5	All	174	168	97	100	98	83	48	161	155	96	81	51
Math	FIEST EL	5	AA	24	22	92	100	95	10	42	18	18	100	3	17
Math	FIEST EL	5	Hispanic	43	40	93	100	95	14	33	27	25	93	7	27
Math	FIEST EL	5	White	81	80	99	100	99	43	53	96	93	97	56	58
Math	FIEST EL	5	Eco.Dis.	40	35	88	90	89	12	30	19	17	89	6	32
Math	FIEST EL	5	Spec.Ed.	12	11	92	100	95	4	33	8	8	100	2	25
Math	FIEST EL	5	LEP	7	6	86	90	87	1	14	3	0	0	2	67
Math	FIEST EL	5	LEP M1	5	---	---	---	---	---	---	2	0	0	1	50
Math	FIEST EL	5	LEP M2	4	---	---	---	---	---	---	4	0	0	0	0



**CIP PART I: DATA SUPPLEMENT**

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Science	FIEST EL	3	All												
Science	FIEST EL	3	AA												
Science	FIEST EL	3	Hispanic												
Science	FIEST EL	3	White												
Science	FIEST EL	3	Eco.Dis.												
Science	FIEST EL	3	Spec.Ed.												
Science	FIEST EL	3	LEP												
Science	FIEST EL	3	LEP M1												
Science	FIEST EL	3	LEP M2												
Science	FIEST EL	4	All												
Science	FIEST EL	4	AA												
Science	FIEST EL	4	Hispanic												
Science	FIEST EL	4	White												
Science	FIEST EL	4	Eco.Dis.												
Science	FIEST EL	4	Spec.Ed.												
Science	FIEST EL	4	LEP												
Science	FIEST EL	4	LEP M1												
Science	FIEST EL	4	LEP M2												
Science	FIEST EL	5	All	166	150	90	100	93	72	43	160	133	83	54	34
Science	FIEST EL	5	AA	23	21	91	100	94	6	26	18	13	72	3	17
Science	FIEST EL	5	Hispanic	41	37	90	100	93	13	32	27	17	63	3	11
Science	FIEST EL	5	White	77	69	90	100	93	41	53	96	86	90	36	38
Science	FIEST EL	5	Eco.Dis.	37	33	89	90	89	7	19	18	8	44	2	11
Science	FIEST EL	5	Spec.Ed.	8	7	88	90	89	5	63	8	8	100	2	25
Science	FIEST EL	5	LEP	6	4	67	90	75	0	0	2	1	50	0	0
Science	FIEST EL	5	LEP M1	5	---	---	---	---	---	---	2	1	50	0	0
Science	FIEST EL	5	LEP M2	4	---	---	---	---	---	---	4	3	75	0	0

## CIP PART I: DATA SUPPLEMENT

<b>Cypress-Fairbanks ISD</b>			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Fiest Ele.	AA	96.8	96.9
Fiest Ele.	H	96.3	95.8
Fiest Ele.	W	97.1	96.6
Fiest Ele.	NATIVE	98.3	95.7
Fiest Ele.	ASIAN	97.5	97.5
Fiest Ele.	MALE	97	96.6
Fiest Ele.	FEMALE	96.9	96.6
Fiest Ele.	SPED	95.8	95.4
Fiest Ele.	ECD	96.6	96.1
Fiest Ele.	LEP	96.9	96.4
Fiest Ele.	AT RISK	96.8	96.5
Fiest Ele.	GT	98.4	98
Fiest Ele.	MIGRANT	0	0

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

**2007-2008**  
**Campus Improvement Plan**  
**for**  
**Fiest Elementary School**

**Cypress-Fairbanks Independent School District**

# **PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES**

## Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success	
<b>Students</b>	<b>Subjects</b>	Reading/ELA	ALL student group – 92% passed TAKS	TAKS scores	
		Writing	ALL student group – 95% passed TAKS	TAKS scores	
		Math	ALL student group – 94% passed TAKS	TAKS scores	
		Science	ALL student group – 90% passed TAKS	TAKS scores	
		Social Studies			
		Other			
	<b>Subgroups</b>	All			
		AA	92% passed Reading; 90% passed Writing; 90% passed Math	TAKS scores	
		H	90% passed Reading	TAKS scores	
		W	93% passed Reading; 99% passed Writing; 96% passed Math; 91% passed Science; 53% Commended in Science	TAKS scores	
		ED	90% passed Science	TAKS scores	
		LEP SE			
	<b>Social/ Emotional</b>	Discipline			
Extracurricular					
Other					
<b>Teacher</b>	<b>Professional Development</b>				
	<b>Qualifications</b>		100% of Fiest's teacher are HQ in their content area.		
	<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 physical contact, fighting and disruptive behavior will be reduced by 33% from the previous school year.

**Formative Evaluation:**

District-developed Reports

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will be taught Building Better Relationships (BBR) skills through weekly classroom mini lessons.	VP AR	All Students	All Teachers and BBR team	BBR Strategies	August 2007 ongoing
	2 Students will “Live Above the Line” by demonstrating the Eight Keys of Success. (Quantum Learning)	VP AR	All Students	All Teachers and BBR team	“Above the Line” display and stickers	August 2007 ongoing
	3 Six weeks office referrals will be displayed by grade level in the cafeteria. Recognition will be given to the grade level with the fewest referrals.	VP AR	All Students	All Teachers Admin. Assistant	District discipline reports	Each six weeks
	4 Students will earn Bear Bucks for demonstrating appropriate behavior.	VP AR	All Students	All teachers and BBR team	Bear Bucks / Incentives	August 2007 ongoing
Teachers	1 Teachers will receive training in BBR and Quantum Learning.	SD	All Teachers	Campus BBR Team and QL Trainer	District Training	Ongoing - 2007-2008
	2 Teachers will review discipline data each six weeks. Plans will be monitored and adjusted as needed.	SD	All Teachers	Teachers, APs, Principal	District discipline reports	Each six weeks
Parents	1 Parents will receive positive communication about their child, a minimum of three times per six weeks, through the use of a weekly communication card and positive phone calls and notes.	PI	All Parents	All Teachers and Staff	Parent contact and weekly communication card	Weekly
	2 Parents will be informed about the Building Better Relationship Skills and Eight Keys of Success through the Fiest Facts Newsletter.	PI	All Parents	Administrative Staff	Newsletter	Every other Friday

## 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	Student attendance will be displayed by grade level in the front hall.	AR PI	All Students	Admin. Assistant	Attendance Data	Each six weeks
	2	Recognition will be given to the grade level with the highest attendance.	AR	All Students	Administrative Staff	Incentives	Each six weeks
Teachers	1	Teachers / Staff will contact parents whenever a student is absent for three consecutive days.	AR PI	All Teachers	Teachers / Staff	Attendance card/phone log	Ongoing
	2	Teachers will recognize students with perfect attendance each six weeks by using incentives provided by PIE.	AR	All Teachers	Teachers / Staff	PIE Incentives Attendance Card	Each six weeks
Parents	1	Parents will be informed of the importance of regular attendance through the Fiest Facts and personal conversations with teachers, counselors and administrators.	PI	All Parents	Teachers, Counselors and Admin. Staff	Attendance card Fiest Fact Newsletter	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, we will increase the percentage (by amounts noted at right, or greater) of 5 <sup>th</sup> grade students demonstrating proficiency on the TAKS science test.	Group	% increase	08 target	2011 target
	All	+3	93	100
	AA	+3	94	100
	H	+3	93	100
	ECD	+1	90	90

**Campus Objective:** #3 Increase TAKS science commended performance rates for 5<sup>th</sup> grades students

Group	% increase	08 target	2011 target
5 <sup>th</sup>	+3	46	50

By May 2008, we will increase the percentage (by amount noted at the right, or greater) of students demonstrating proficiency on the science benchmark in grades 1 – 5.	Group	% increase	08 target	2011 target
	1 <sup>st</sup>	+3	100	100
	2 <sup>nd</sup>	+3	92	95
	3 <sup>rd</sup>	+3	92	97
	4 <sup>th</sup>	+3	92	95
	5 <sup>th</sup>	+4	90	95

**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	Utilize observation guides and science journals to increase student understanding of science concepts and to assess their comprehension of science content.	AR	All Students	Teachers, IS, AP	Science Materials	Ongoing
	2	Provide increased hands-on science investigations and activities to develop conceptual understanding of science concepts.	AR	All Students	Teachers	Science Materials Curr. Guide	Ongoing

	3	Develop comprehension and conceptual understanding of science vocabulary with technology power points and vocabulary suitcase activities.	AR T	All Students	Teachers	Science Materials, Power Point	Ongoing
	4	Teachers will model think-aloud strategies for answering TAKS format questions.	AR	All Students	Teachers	Science Materials	Ongoing
	5	Use graphic organizers, diagrams, and foldable books so students can organize science information and record data.	AR	All Students	Teachers	Science Materials	Ongoing
Teachers	1	Teachers will use district recommended strategies for vocabulary, homework and warm-ups.	SD	All Teachers	IS, Science Dept.	Science Materials, Curr Guide,	Ongoing
	2	Teachers will model and teach SQRQCQ strategies when doing warm-ups, weekly check points, unit tests, and benchmarks.	SD	All Teachers	IS, Science Dept.	Science Materials, Curr Guide	Ongoing
	3	Increase the use of higher order thinking questions in lessons.	SD	All Teachers	IS, Science Dept.	Science Materials, Curr Guide	Ongoing
	4	Implement research based strategies proven to be successful with AA, H and ECD students in science.	SD	All Teachers	IS, Science Dept.	Best Practices Strategies	Ongoing
	5	Master schedule will allow a one hour block of time for science instruction at grade 3, 4, and 5.	SD	All Teachers	AP	Master Schedule	Ongoing
	6	Analyze benchmark data to make decisions about instruction and curriculum.	SD	All Teachers	IS	Benchmark scores / data	After each Benchmark
Parents	1	Parents will be made aware of all benchmark dates through the Fiest Hotline, Fiest Facts and monthly calendars.	PI	All Parents	Teachers, Admin. Team	News letter Calendar	Ongoing
	2	Keep parents up-to-date on their child's progress by making phone calls, using the communication card and sending notes/emails home.	PI	All Parents	Teachers	Work samples and grades	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, we will increase the percentage (by amounts noted at the right, or greater) of 3rd grade students demonstrating proficiency on the TAKS Math test.

Group	% increase	08 target	2011 target
All	+2	96	100
AA	+4	83	90
H	+1	97	100
ECD	+2	85	90

By May 2008, we will increase the percentage (by amounts noted at the right, or greater) of 4th grade students demonstrating proficiency on the TAKS Math test.

Group	% increase	08 target	2011 target
All	+1	90	90
AA	+1	88	90
H	+5	79	90
ECD	+6	78	90

**Campus Objective:** #4

By May 2008, we will increase the percentage (by amounts noted at the right, or greater) of 5th grade students demonstrating proficiency on the TAKS Math test.

Group	% increase	08 target	2011 target
All	+1	98	100
AA	+3	95	100
H	+2	95	100
ECD	+2	90	90

Increase TAKS math commended performance rates for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades.

Group	% increase	08 target	2011 target
3 <sup>rd</sup>	+3	46	50
4 <sup>th</sup>	+5	45	50
5 <sup>th</sup>	+2	50	53

**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 learning of all students by ensuring that presented lessons include visual, auditory and kinesthetic learning opportunities for students.	AR	All students	IS, Teachers, Administration	August staff development materials and math classroom checklist, Curr. Guide	Ongoing
	2	Improve student performance on quizzes/benchmarks by teaching one new test-taking strategy each quiz and benchmark and monitoring to ensure that students perform the test-taking strategies that have been taught.	AR T	All Students	IS, Teachers Administration	Test-taking strategy power point	Each quiz and benchmark
	3	Improve student learning of content by monitoring instruction to ensure the appropriate balance of partner and independent practice.	AR	All Students	IS, Teachers	Overview of math classroom	Daily
	4	Provide extended learning time for students during supplemental instruction periods and tutoring sessions.	AR	Identified students	Teachers	Individualized tutorial materials	Daily and semi-monthly
Teachers	1	Schedule math coaches to work with 4 <sup>th</sup> and 5 <sup>th</sup> grade teachers on modifying lessons to target identified struggling learners.	SD CE	4 <sup>th</sup> and 5 <sup>th</sup> grade math teachers	IS	Math Coach	Bi-weekly
	2	Schedule grade level math team meetings to review the student assignments that each teacher will be using to ensure that students in each teacher's classroom are provided the opportunity to practice at a high level of thinking.	SD	Grade level math teams	IS, AP	Test Reference Booklets	Weekly
	3	Enroll a second teacher in Quantum Learning training as funds allow.	SD	Staff	Admin Team	SD Funds + Instruct. Budget	Oct 6 - 10
	4	Vertical Team Meetings held three times during school year.	SD	Teachers	IS Admin. Team Liaison	District Math Dept.	Ongoing
	5	Teachers (grades 3-5) meet with students to develop individual goals and provide the data needed to help students track their achievement.	SD	Teachers	IS Admin. Team	CBA, Benchmark Data	Ongoing
	6	Teachers will use assessment data to plan instruction for reteaching and extending, increasing the percentage of students passing, as well as the percentage earning commended.	SD	Teachers	IS Admin. Team	CBA, Benchmark Data	Ongoing

	7	Teachers (grades 1,4,5) will attend coaching sessions.	SD	Teachers	IS Admin. Team	District Coaches	Ongoing
	8	Teachers will use a variety of instructional strategies to reinforce math vocabulary: <ul style="list-style-type: none"> <li>● Marzano's Instructional Strategies that Work</li> <li>● Baker's Dozen</li> </ul>	SD	Teachers	IS Admin. Team	District Training Materials	Ongoing
	9	Teachers will design and present lessons that implement research proven strategies from the following: <ul style="list-style-type: none"> <li>● Marzano</li> <li>● Baker's Dozen</li> <li>● Magnificent Seven</li> <li>● Quantum Learning</li> </ul>	SD	Teachers	IS Admin. Team Katie Freed	District Training Materials; QL Materials	Ongoing
Parents	1	Keep parents up-to-date on their child's progress by making phone calls, using the communication card, and sending notes/emails home.	PI	Parents	Teachers	Work samples and grades	Weekly
	2	Conduct a TAKS training night for parents that includes math activities and strategies.	PI	Parents of Math TAKS takers	3 <sup>rd</sup> , 4 <sup>th</sup> 5 <sup>th</sup> grade math teachers	Math materials	Evening during the fall semester

## 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, we will increase the percentage (by amounts noted at the right, or greater) of 3rd grade students demonstrating proficiency on the TAKS Reading test.

Group	% increase	08 target	2011 target
All	+1	98	100
AA	+3	95	100
H	+1	97	100
ECD	+1	97	100

By May 2008, we will increase the percentage (by amounts noted at the right, or greater) of 4th grade students demonstrating proficiency on the TAKS Reading test.

Group	% increase	08 target	2011 target
All	+2	85	90
AA	+2	85	90
H	+5	79	90
ECD	+6	79	90

**Campus Objective:** #5 By May 2008, we will increase the percentage (by amounts noted at the right, or greater) of 5th grade students demonstrating proficiency on the TAKS Reading test.

Group	% increase	08 target	2011 target
All	+2	96	100
AA	+1	97	100
H	+2	97	100
ECD	+3	93	100

Increase TAKS reading passing rates for 3<sup>rd</sup> graders on first administration of the TAKS tests.

Group	% increase	08 target	2011 target
3 <sup>rd</sup>	+3	95	100
5 <sup>th</sup>	+1	90	95

Increase TAKS reading commended performance rates for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades.

Group	% increase	08 target	2011 target
3 <sup>rd</sup>	+3	42	50
4 <sup>th</sup>	+5	37	50
5 <sup>th</sup>	+6	40	50

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

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Improve kindergarten students' phonological awareness skills through daily Neuhaus activities.	AR	All Students	All Teachers, IS	Neuhaus Materials	Ongoing
	2	Improve kindergartners' listening skills and ability to respond to explicit and implicit questions by reading stories to them daily.	AR	All Students	All Teachers, IS	Books and District materials	Ongoing
	3	Improve first graders' accuracy and fluency by dedicating 15+ minutes daily to independent reading.	AR	All Students	All Teachers, IS	Individual books	Ongoing
	4	Improve 2 <sup>nd</sup> grade students' reading comprehension through focusing on TEKS performance identified as weak on benchmarks. Strengthen their independent reading level through guided reading instruction; build their stamina and fluency by increasing daily time for independent reading.	AR CE	All Students	All Teachers, IS, RE	Classroom and Literacy Library	Ongoing
	5	Implement research based strategies proven to be successful with H and ECD students in reading, especially in the area of 4 <sup>th</sup> grade comprehension.	AR	All Students	All Teachers, IS	Materials provided at August SD	Ongoing
	6	Provide opportunities for students to regularly engage in sustained reading of independent leveled texts and materials (3 <sup>rd</sup> , 4 <sup>th</sup> 5 <sup>th</sup> critical reading skills).	AR CE	All Students	All Teachers, RE	Classroom and Literacy Library	Ongoing
Teachers	1	Participate in a professional learning community about research based strategies that are proven to be successful with H and ECD students in reading.	SD	All Teachers	Admin. Team, LA helping teacher	Research based materials	Ongoing
	2	Construct anchor charts that reinforce strategic thinking (i.e., Marzano), so that students know when, how, and why to incorporate the strategy in their reading and can refer to the chart for support (3 <sup>rd</sup> , 4 <sup>th</sup> 5 <sup>th</sup> critical reading skills).	SD	All Teachers	IS Administration	S D training in August	Ongoing
	3	Utilize district model lessons to address critical TEKS objectives. Regularly analyze assessment data in order to ensure alignment between daily instruction and critical TEKS objectives (3 <sup>rd</sup> , 4 <sup>th</sup> 5 <sup>th</sup> critical reading skills).	SD	All Teachers	IS	District Materials, work samples, benchmark data	Ongoing
	4	Schedule Language Arts Helping Teachers to work with 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade teachers on reading comprehension strategies.	SD	All Teachers	IS Administration	LA helping teacher	Ongoing

	5	Have teachers identify LEP students' composite score on 2007 TELPAS so that they can implement the interventions for students to grow at least one level of proficiency during the year.	SD	ESL Teachers	Counselor, AP	ESL Liaison, TELPAS Data	Ongoing
	6	Encourage teachers to attend professional development opportunities such as the summer Academy and ESL symposiums.	SD	Non-certified ESL Teachers	Administration IS	ESL Dept.	Ongoing
	7	Language Arts teachers will participate in vertical team meetings four times during the school year.	SD	LA teachers	Liaisons Administration IS	LA Dept.	Ongoing
	8	Weekly planning with IS and/or AP.	SD	LA teachers	Administration IS	Curriculum Documents; Research based strategies, i.e. Marzano, QL,	Ongoing
	9	Use Distance Learning to observe model balanced literacy lessons.	SD	LA Teachers	IS	Model Teacher; Technology	October 11, 2007
	10	Meet with District Helping Teacher to 1) plan with teachers at beginning of year, 2) observe modeled reading strategies for Reading, Language, Social Studies and Science.	SD	Teachers	IS	HT – Ms. Berger	Ongoing
	11	Attend Professional Development (provided by the District) to aid in the implementation of Balanced Literacy.	SD	LA Teachers	Administration IS	District LA Dept.	Ongoing
	12	Provide Spalding training at Fiest for teachers grades 1-5.	SD	LA Teachers	Administration IS	District Spalding Trainer	August 2007
Parents	1	Keep parents up-to-date on their child's progress by making phone calls, using the communication card and sending notes/emails home.	PI	Parents	Teachers	Work samples and grades	Weekly
	2	Conduct a TAKS training night for parents that includes	PI	Parents of Reading	3 <sup>rd</sup> , 4 <sup>th</sup> 5 <sup>th</sup>	Reading	Evening during

		reading activities and strategies.		TAKS takers	grade reading teachers	materials	the fall semester
--	--	------------------------------------	--	----------------	---------------------------	-----------	----------------------

## 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**

<b>Campus Objective:</b> #6	TAKS Writing test.	By May 2008, we will increase the percentage (by amounts noted at the right, or greater) of 4th grade students demonstrating proficiency on the	Group	% increase	08 target	2011 target
			All	+2	96	100
			AA	+3	94	100
			H	+3	84	90
			ECD	+2	90	90

Improve 3<sup>rd</sup> and 5<sup>th</sup> graders' usage, mechanics, spelling, revision and editing skills.

District-developed Tests and Texas Assessment of Knowledge and Skills

**Formative/Summative Evaluation:**

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Provide instructional support through focused mini-lessons and individualized writing conferences in order to grow writers who are developing a wide repertoire of writing strategies, who are developing the ability to reflect on their processes to set goals, and who are learning to write with clear intentions and purposes.	AR	All students	Teacher, IS	Writing Committee, Balanced Literacy materials	Ongoing
	2	Demonstrate (through modeled, shared, and interactive writing) how the revision and editing processes help writers communicate meaning in clear and concise ways.	AR	All students	Teacher	District SD Writing Committee	Ongoing
	3	Utilize grade-level revising and editing practice cards/Mountain Language program to teach students basic editing symbols. Construct an ongoing editing checklist that serves as a visual reminder of concepts that students should attend to in their writing.	AR	All students	Teacher	Writing Committee	Ongoing
	4	Create a method of displaying commonly misspelled high-frequency words (via word wall and/or core lists in writing folders) for which students are held accountable while writing.	AR	All students	Teacher, IS	Core Spelling list	Ongoing
	5	Students will attend an author visit that supports the	AR	All	Librarian	Authors,	Ongoing

		reader's/writer's workshop.		students		Activi.Funds	
Teachers	1	Teachers will provide writing instruction using the writer's workshop model in all grade levels.	SD	All teachers	LA Teachers	District training	Ongoing
	2	Teachers will submit 18 writing samples from each student to the leadership team that demonstrate students' growth as writers.	SD	All teachers	Admin Team	Writing Samples	Ongoing
	3	Employee technology tools to facilitate the writing process (e.g., Inspiration for mind-mapping during pre-writing, Word for revision, editing, and publishing).	SD T	All teachers	Tech Team	Computer programs	Ongoing
	4	Continue presenting mini-lessons to students to improve their TOP writing scores so that they reach the "advanced high" rating, the necessary exit score.	SD	All teachers	Admin Team, IS	TOP Rater training, Balanced Literacy strategies	Ongoing
Parents	1	Keep parents up-to-date on their child's progress by making phone calls, using the communication card and sending notes/emails home.	PI	Parents	Teachers	Work samples and grades	Weekly
	2	Conduct a TAKS training night for parents that includes writing activities and strategies.	PI	Parents of Writing TAKS takers	3 <sup>rd</sup> , 4 <sup>th</sup> 5 <sup>th</sup> grade writing teachers	Writing materials, e.g. Six Traits; Released TAKS	Evening during the fall semester

## 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:** #7 By May 2008, we will increase the percentage (by amount noted at the right, or greater) of students demonstrating proficiency on the social studies benchmark in grades 1 – 5.

Group	% increase	08 target	2011 target
1 <sup>st</sup>	+2	94	96
2 <sup>nd</sup>	+1	94	96
3 <sup>rd</sup>	+4	90	92
4 <sup>th</sup>	+1	96	97
5 <sup>th</sup>	+4	80	90

**Formative/Summative Evaluation:** District-developed Tests

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Teachers will deliver in-depth, content-rich, TEKS-based lessons that engage learners.	AR	All Students	Social Studies Teachers	August 23 <sup>rd</sup> SD	Ongoing
	2	Apply reading and writing strategies in social studies instruction.	AR	All Students	Social Studies Teachers	Curriculum Guide	Ongoing
Teachers	1	Review benchmark results and plan for instructions.	SD	All Teachers	IS Administration	Benchmark Data	After each Benchmark
	2	Request SS helping teacher to assist the fifth grade teacher in planning instruction of the Civil War unit.	SD	All Teachers	IS Administration	SS Helping Teacher	Fall Semester
Parents	1	Keep parents up-to-date on their child's progress by making phone calls, using the communication card and sending notes/emails home.	PI	Parents	Teachers	Work samples and grades	Weekly
	2	Conduct a TAKS training night for parents that include reading activities and strategies.	PI	Parents of Reading TAKS takers	3 <sup>rd</sup> , 4 <sup>th</sup> 5 <sup>th</sup> grade reading teachers	Reading materials; Released TAKS	Evening during the fall semester

**\* 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

### Fiest Elementary Ronda Rickett 2007 – 2008 Campus Improvement Plan Cypress-Fairbanks Independent School District

#### Section A

- Fiest 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 Fiest 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) provided for a program to encourage parental and community involvement at the campus.
  - (g) included goals and methods for violence prevention and intervention on campus.
  - (h) reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
- (3) Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.

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

<b>Membership Composition of the Campus Performance Objectives Council</b>			
<b>Name of CPOC Member</b>		<b>Position</b>	
Brandi Scott		Teacher 1	
Ann Burgdorf		Teacher 2	
Karen Griffen		Teacher 3	
Virginia Dubose		Teacher 4	
Cheryl McBain		Teacher 5	
Sarah Thrasher		Teacher 6	
Sarah Montague		Teacher 7	
Marie Walker		Teacher 8	
Ellen Johnson		Teacher 9	
Janie Brooks		Teacher 10	
Gayle Orłowski		Teacher 11	
Niza Montero		Non-teaching professional 1	
Denise Johnson		Non-teaching professional 2	
Laura Hickman		Non-teaching professional 3	
Debbie Fuller		Non-teaching professional 4	
Karla Fields		Parent 1	
Danielle McCraw		Parent 2	
Betty Flood		Community resident 1	
Amanda Seabaugh		Community resident 2	
David Clark		Business representative 1	
		Business representative 2	
<b>CPOC Meetings* for '07-'08</b>			
<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
1	August 15, 2007	8:00 am – 3:00 pm	Fiest Library
2	September 20, 2007	3:30 pm – 5:00 pm	Fiest Library
3	*December 6, 2007	3:30 pm – 5:00 pm	Fiest Library
4	February 7, 2008	3:30 pm – 5:00 pm	Fiest 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 Addendum

# CIP PART III: ASSURANCE ADDENDUM

## Section C

(1)

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

(2)

Texas Assessment of Knowledge and Skills Commended Performance Goal	
For 2007-2008, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	
Formative	After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.

### Other Legal Requirements

(3)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above <b>95%</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.

### 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

Fiest 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	