

2007-2008
Campus Improvement Plan
for
Hairgrove Elementary

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: HAIRGROVE EL
CAMPUS NUMBER: 101907128

Campus Rating: Academically Acceptable
Grade Span: EE - 05

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

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2007				2006			Required Improvement			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
Reading/ELA (65%)											
X All Students	313	385	81%	100%	325	377	86%		-5		
African Amer	29	32	91%	8%	29	30	97%		-6		
X Hispanic	222	285	78%	74%	226	274	82%		-4		
X White	41	46	89%	12%	52	55	95%		-6		
X Econ Disadv	221	282	78%	73%	206	253	81%		-3		
Writing (65%)											
X All Students	106	117	91%	100%	87	111	78%		13		
African Amer	11	12	92%	10%	9	10	90%		2		
X Hispanic	76	84	90%	72%	62	85	73%		17		
White	13	15	87%	13%	10	10	100%		-13		
X Econ Disadv	75	84	89%	72%	61	82	74%		15		
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	335	385	87%	100%	330	382	86%		1		
African Amer	30	32	94%	8%	26	29	90%		4		
X Hispanic	242	285	85%	74%	236	279	85%		0		
X White	43	46	93%	12%	50	56	89%		4		
X Econ Disadv	239	282	85%	73%	215	258	83%		2		
Science (40%)											
X All Students	85	118	72%	100%	104	137	76%	Yes	-4	-1	No
African Amer	8	10	80%	8%	6	8	75%		5		
X Hispanic	62	92	67%	78%	72	99	73%	Yes	-6	**	No
White	10	10	100%	8%	22	26	85%		15		
X Econ Disadv	61	89	69%	75%	63	84	75%	Yes	-6	**	No

** Met the minimum size requirement, but did not meet the 70% floor for Recognized.

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	40	46	87%	100%	35	38	92%		-5		

EXCEPTIONS TABLE

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

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Campus Rating: Academically Acceptable
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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	HAIRGROVE EL	3	All	155	135	87	90	88	24	15	136	125	92	47	35
Reading/ELA	HAIRGROVE EL	3	AA	12	11	92	100	95	1	8	13	13	100	5	38
Reading/ELA	HAIRGROVE EL	3	Hispanic	109	95	87	90	88	18	17	95	85	89	30	32
Reading/ELA	HAIRGROVE EL	3	White	24	20	83	90	85	4	17	21	20	95	6	29
Reading/ELA	HAIRGROVE EL	3	Eco.Dis.	109	94	86	90	87	15	14	93	83	89	27	29
Reading/ELA	HAIRGROVE EL	3	Spec.Ed.	11	8	73	90	79	1	9	12	9	75	2	17
Reading/ELA	HAIRGROVE EL	3	LEP	65	50	77	90	81	3	5	55	45	82	9	16
Reading/ELA	HAIRGROVE EL	3	LEP M1	34	34	100	100	100	13	38	29	29	100	20	71
Reading/ELA	HAIRGROVE EL	3	LEP M2								0	0	0	0	0
Reading/ELA	HAIRGROVE EL	4	All	124	92	74	90	79	32	26	118	86	73	9	8
Reading/ELA	HAIRGROVE EL	4	AA	13	11	85	90	87	5	38	15	12	80	4	27
Reading/ELA	HAIRGROVE EL	4	Hispanic	90	62	69	90	76	19	21	86	58	67	2	2
Reading/ELA	HAIRGROVE EL	4	White	15	13	87	90	88	4	27	10	9	90	2	20
Reading/ELA	HAIRGROVE EL	4	Eco.Dis.	91	61	67	90	75	18	20	87	58	67	6	7
Reading/ELA	HAIRGROVE EL	4	Spec.Ed.	4	---	---	---	---	---	---	4	4	100	0	0
Reading/ELA	HAIRGROVE EL	4	LEP	18	7	39	90	75	1	6	19	8	42	0	0
Reading/ELA	HAIRGROVE EL	4	LEP M1	36	23	64	90	75	6	17	25	14	56	1	4
Reading/ELA	HAIRGROVE EL	4	LEP M2	23	21	91	100	94	13	57	28	25	89	2	7
Reading/ELA	HAIRGROVE EL	5	All	121	99	82	90	85	19	16	142	127	89	19	13
Reading/ELA	HAIRGROVE EL	5	AA	10	8	80	90	83	3	30	10	9	90	1	10
Reading/ELA	HAIRGROVE EL	5	Hispanic	93	73	78	90	82	13	14	102	89	87	12	12
Reading/ELA	HAIRGROVE EL	5	White	12	12	100	100	100	2	17	26	25	96	4	15
Reading/ELA	HAIRGROVE EL	5	Eco.Dis.	90	73	81	90	84	11	12	87	75	86	7	8
Reading/ELA	HAIRGROVE EL	5	Spec.Ed.	3	---	---	---	---	---	---	8	7	88	1	13
Reading/ELA	HAIRGROVE EL	5	LEP	25	13	52	90	75	1	4	21	11	52	0	0
Reading/ELA	HAIRGROVE EL	5	LEP M1	6	6	100	100	100	0	0	7	7	100	0	0
Reading/ELA	HAIRGROVE EL	5	LEP M2	19	15	79	90	83	1	5	31	29	94	2	6

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	HAIRGROVE EL	3	All	153	118	77	90	81	30	20	137	110	80	38	28
Math	HAIRGROVE EL	3	AA	11	11	100	100	100	5	45	12	10	83	5	42
Math	HAIRGROVE EL	3	Hispanic	110	80	73	90	79	19	17	97	77	79	23	24
Math	HAIRGROVE EL	3	White	22	19	86	90	87	4	18	21	16	76	7	33
Math	HAIRGROVE EL	3	Eco.Dis.	108	82	76	90	81	22	20	94	73	78	21	22
Math	HAIRGROVE EL	3	Spec.Ed.	10	6	60	90	75	1	10	12	9	75	2	17
Math	HAIRGROVE EL	3	LEP	67	45	67	90	75	9	13	57	43	75	7	12
Math	HAIRGROVE EL	3	LEP M1	33	30	91	100	94	11	33	29	28	97	16	55
Math	HAIRGROVE EL	3	LEP M2								0	0	0	0	0
Math	HAIRGROVE EL	4	All	128	115	90	100	93	44	34	121	99	82	23	19
Math	HAIRGROVE EL	4	AA	13	10	77	90	81	5	38	15	14	93	4	27
Math	HAIRGROVE EL	4	Hispanic	92	84	91	100	94	30	33	89	69	78	12	13
Math	HAIRGROVE EL	4	White	17	15	88	90	89	5	29	10	9	90	3	30
Math	HAIRGROVE EL	4	Eco.Dis.	93	82	88	90	89	30	32	90	70	78	16	18
Math	HAIRGROVE EL	4	Spec.Ed.	6	5	83	90	85	0	0	7	5	71	1	14
Math	HAIRGROVE EL	4	LEP	20	18	90	100	93	6	30	21	14	67	2	10
Math	HAIRGROVE EL	4	LEP M1	36	32	89	90	89	8	22	25	18	72	3	12
Math	HAIRGROVE EL	4	LEP M2	23	23	100	100	100	15	65	28	27	96	7	25
Math	HAIRGROVE EL	5	All	125	116	93	100	95	48	38	140	131	94	46	33
Math	HAIRGROVE EL	5	AA	10	9	90	100	93	4	40	10	7	70	2	20
Math	HAIRGROVE EL	5	Hispanic	95	88	93	100	95	31	33	100	95	95	29	29
Math	HAIRGROVE EL	5	White	14	13	93	100	95	8	57	26	25	96	12	46
Math	HAIRGROVE EL	5	Eco.Dis.	91	83	91	100	94	32	35	87	80	92	25	29
Math	HAIRGROVE EL	5	Spec.Ed.	4	---	---	---	---	---	---	8	8	100	3	38
Math	HAIRGROVE EL	5	LEP	25	20	80	90	83	4	16	21	17	81	3	14
Math	HAIRGROVE EL	5	LEP M1	6	6	100	100	100	3	50	7	7	100	2	29
Math	HAIRGROVE EL	5	LEP M2	19	19	100	100	100	7	37	31	30	97	6	19

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	HAIRGROVE EL	3	All												
Science	HAIRGROVE EL	3	AA												
Science	HAIRGROVE EL	3	Hispanic												
Science	HAIRGROVE EL	3	White												
Science	HAIRGROVE EL	3	Eco.Dis.												
Science	HAIRGROVE EL	3	Spec.Ed.												
Science	HAIRGROVE EL	3	LEP												
Science	HAIRGROVE EL	3	LEP M1												
Science	HAIRGROVE EL	3	LEP M2												
Science	HAIRGROVE EL	4	All												
Science	HAIRGROVE EL	4	AA												
Science	HAIRGROVE EL	4	Hispanic												
Science	HAIRGROVE EL	4	White												
Science	HAIRGROVE EL	4	Eco.Dis.												
Science	HAIRGROVE EL	4	Spec.Ed.												
Science	HAIRGROVE EL	4	LEP												
Science	HAIRGROVE EL	4	LEP M1												
Science	HAIRGROVE EL	4	LEP M2												
Science	HAIRGROVE EL	5	All	123	89	72	90	78	28	23	140	105	75	24	17
Science	HAIRGROVE EL	5	AA	10	8	80	90	83	4	40	10	6	60	2	20
Science	HAIRGROVE EL	5	Hispanic	94	64	68	90	75	17	18	100	73	73	15	15
Science	HAIRGROVE EL	5	White	13	12	92	100	95	7	54	26	22	85	5	19
Science	HAIRGROVE EL	5	Eco.Dis.	91	63	69	90	76	20	22	87	64	74	10	11
Science	HAIRGROVE EL	5	Spec.Ed.	3	---	---	---	---	---	---	8	5	63	1	13
Science	HAIRGROVE EL	5	LEP	25	12	48	90	75	2	8	21	7	33	0	0
Science	HAIRGROVE EL	5	LEP M1	6	6	100	100	100	1	17	7	5	71	1	14
Science	HAIRGROVE EL	5	LEP M2	19	11	58	90	75	3	16	31	25	81	4	13

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Hairgrove Ele.	AA	97	95.6
Hairgrove Ele.	H	96.7	96.8
Hairgrove Ele.	W	95.2	95.3
Hairgrove Ele.	NATIVE	0	0
Hairgrove Ele.	ASIAN	96.7	97.7
Hairgrove Ele.	MALE	96.7	96.7
Hairgrove Ele.	FEMALE	96.4	96.6
Hairgrove Ele.	SPED	95.6	95.5
Hairgrove Ele.	ECD	96.6	96.6
Hairgrove Ele.	LEP	96.7	96.8
Hairgrove Ele.	AT RISK	96.5	96.7
Hairgrove Ele.	GT	97	97.3
Hairgrove Ele.	MIGRANT	0	0

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

PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES

Areas to Improve

District Priority:

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Area of Focus:

Student Safety

Campus Objective: # 1

For 2007 – 2008, discipline referrals for physical contact and language/gestures will be reduced by 30% or more from 138 to less than 100.

Formative Evaluation:

District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will be taught our school-wide BBR expectations.	VP AR	All students	Teachers	BBR Committee BBR Helping Teachers	Daily
	2 Students will earn a variety of positive rewards for demonstrating mastery of the social skills by earning Dolphin dollars.	VP AR	All students	All staff members	Dolphin Dollar continuum of rewards	Daily – to earn Dolphin Dollars and rewarded incrementally through May 2008
	3 Classroom guidance lessons will focus on cooperation, personal safety, anti-bullying, conflict resolution and transitions.	VP AR	All students	Counselor Teachers	Classroom Guidance Plan	Monthly
	4 4th grade students will participate in the ROPES program and other grade levels will participate in cooperative activities during PE.	VP AR	All students	ROPES Facilitators, Teachers	ROPES Curriculum	Fall semester for 4 th grade at ROPES; ongoing in PE
Teachers	1 All staff members will receive training in BBR school-wide plan.	SD	All staff	BBR Liaison BBR Committee	BBR Committee members	August 2007
	2 Teachers will establish positive, respectful relationships while implementing consistent rules, procedures and routines.	VP AR	Teachers	Teachers	BBR Committee, Behavior Helping Teachers	First six weeks of school; ongoing

	3	Teachers will be trained to utilize the discipline continuum when working with students on behavior.	SD	Teachers	Asst. Princ.	Hairgrove Discipline Continuum	August 2007; ongoing
	4	Teachers will be provided opportunities to participate in CPR and the use of the Automated External Defibrillator (AED).	SD	Offered to all staff, required in some areas	Nurse, District Trainers	CPR/AED Training materials	Ongoing
	5	Teachers will be trained on the campus crisis plan which includes stopping visitors without name badges and escorting them to the front office.	SD	All staff	Principal	Crisis Plan	August 2007; ongoing
Parents	1	Communicate with parents regarding their child's behavior by using the weekly folder, student planner, parent conferences, phone calls, and/or office referrals.	PI	Parents	Teachers Admin.	Thursday folders, student planners, progress reports, report card, discipline data	August 27, 2007-May 2008
	2	Parents will be required to sign-in, present identification, and wear a visitor label at all times when in the building. Parents will also be notified that teachers have been trained to stop anyone not wearing a badge and escort them to the office to prevent unidentified adults in the building.	PI	All parents	Front Office Personnel	V-Soft, newsletters	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, average daily attendance (ADA) 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	Students will understand how their individual attendance counts towards their team score and is reflected in the school-wide goal of 97% or greater.	AR	All Students	Teachers Asst. Princ. Principal	Game On Scoreboard	Weekly
	2	Students with perfect attendance will receive incentives provided through the PIE Office.	AR	All Students	Teachers	Coupons from PIE, Attendance roster	Each six weeks
	3	Students with perfect attendance for the entire year will be recognized at the awards assembly in May.	AR	All Students	Teachers Principal Registrar	Attendance roster	May 2008
Teachers	1	Teachers will take daily attendance and make an effort to contact parents about excessive tardies or absences that impact learning.	AR PI	All Students	Teachers	Attendance rosters, phone logs, weekly folders	Ongoing
	2	Staff members will sign in upon arrival to school each day.	SD	All Staff	Principal	Sign-in folders	Daily
Parents	1	Parents will be notified about the state requirement for attendance in order to receive credit for the school year.	PI	Parents	Principal	Newsletters, phone calls	Monthly
	2	Parents will be notified of excessive absences and tardies.	AR PI	Parents	Registrar Principal APs	Parent Letters	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.

Science

Area of Focus:

	5 th	
	D	H
AA	+3	+10
ED	+7	+21
H	+7	+22
LEP	+14	+42

Campus Objective: # 3 By May 2008, we will exceed the district expected increase shown in the first column of the table above and will work towards the Hairgrove exemplary expectation to increase the percentage of students demonstrating proficiency in TAKS Science.

Formative/Summative Evaluation: Building developed checkpoints, District-developed Tests and Texas Assessment of Knowledge and Skills, weekly quizzes, journal entries, Test Talk Lessons

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Use direct vocabulary instruction to accelerate growth.	AR CE T1	All students	Teachers	CFISD academic vocab. lists	Daily
	2	Monitor progress of critical TEKS mastery by analyzing results of 3 week checkpoints, district quizzes and benchmarks.	AR CE T1	Groups listed in table	Instr. Spec. Teachers	Checkpt data, gradebook, benchmark data	Every 3 weeks
	3	Hold weekly Science Bowl that counts as part of Game On during lunch, work with science helping teachers two days/week, and attend tutorials as part of additional time and extended learning opportunities.	AR CE	All Students	Teachers Instr. Spec. Sc. Coach Sc. Helping Teacher	Science Curriculum	Weekly through May 2008

	4	Provide small group instruction for identified striving scientists.	AR CE	Identified students	Teachers Sc. Coach	Data from checkpoints, benchmarks and quizzes	Daily through May 2008
	5	Set class and individual student goals for checkpoints, quizzes and benchmarks.	AR	All students	Teachers, students	Data from checkpoints, benchmarks and quizzes	Every 3 weeks
Teachers	1	Utilize district science helping teachers to work with teams to plan targeted lessons to meet the needs of striving scientists.	AR	Identified students	Teachers Sc. Coach	Sc. Helping Teachers	Bi-weekly
	2	New teachers will attend the training sessions provided by staff development.	SD	New Science Teacher	Science Department	Science Curriculum	Each six weeks
	3	Classes will display results of checkpoints and teachers will goal-set with individual students so that they are aware of the progress they are making. Overall teacher class results will be display in the hallway with a goal of 90% as the target by the TAKS Administration. Teachers will work backwards to determine the improvement needed over time to achieve the 90% goal.	AR SD T1	Science teachers, students	Science Teachers Instr. Spec. Asst. Princ.	Checkpt data, Baseball diamonds, visuals for student goals in each class, line graphs	Every 3 weeks following checkpoints
	4	The Principal, and Assistant Principals will engage in hyper-monitoring of classrooms by conducting walk-throughs with feedback to increase effectiveness of instruction.	AR SD	Science Teachers	Principal Asst. Principal	Walkthrough Forms	Daily
	5	Train 2 nd -5 th grade math/science teachers in literacy across the curriculum with a focus on non-fiction reading.	SD T1	2 nd -4 th grade math teams	Principal	Consultant, Becky Koesel	Prior to start of school, follow-up once in the fall and once in the spring
Parents	1	Provide parents materials for home and/or training to help increase science vocabulary.	T1 PI	All Parents	Teachers Instr. Spec. Sc. Coach	Vocabulary Materials	Each semester
	2	Attend Science Night	T1 PI	All Parents, students	Instr. Spec. Sc. teachers Staff vol.	SRC materials Mad Science	October 22, 2007

	3	Parents will be informed about and recruited to attend and participate in various field trips to SRC and ROPES.	PI	All Parents	Teachers	Curriculum Nights, parent conferences, sign-up posters, PTO VIPS	Ongoing
	4	Inform parents of child's progress – both celebration and areas of weakness by making phone calls, sending e-mails and holding conferences.	PI	Parents of identified students	Teachers	Work samples	Weekly

Areas to Improve

District Priority: 1A

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

Area of Focus:

Mathematics

	3 rd		4 th		5 th	
	D	H	D	H	D	H
AA			+4	+13	+3	+8
ED	+5	+14	+1	+2	+3	+7
H	+4	+17	+3	+9	+2	+5
LEP	+8	+23	+3	+8	+3	+10

Campus Objective: # 4

By May 2008, we will exceed the district expected increase shown in the first column of the table above and will work towards the Hairgrove exemplary expectation to increase the percentage of students demonstrating proficiency in TAKS Mathematics.

Formative/Summative Evaluation:

Building developed checkpoints, District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Assign striving students to highly qualified teachers with proven track records of high student achievement. Re-group classes as needed.	AR CE T1	Identified students	Principal Asst. Principals Instr. Spec.	Class lists AMS data Checkpt data	Prior to 1 st day of school, after each checkpt, district quiz, and benchmark
	2 Monitor progress of critical TEKS mastery by analyzing results of 3 week checkpoints, district quizzes and benchmarks.	AR CE T1	Groups listed in table	Instr. Spec. Teachers	Checkpt data, gradebook, benchmark data	Every 3 wks
	3 Provide extended learning time for students – before school, after school, and Saturday classes.	AR CE T1	Identified students	Principal Asst. Principals Instr. Spec. Teachers	Tutorial packets	Daily and monthly (beginning in October)
	4 Use direct vocabulary instruction to accelerate growth.	AR CE T1	Identified students	Teachers	CFISD academic vocab. Lists	Daily

	5	Set class and individual student goals for checkpoints, quizzes and benchmarks.	AR	All students	Teachers, students	Data from checkpts, benchmarks and quizzes	Every 3 weeks
Teachers	1	Schedule math coaches to work with 2 nd -4 th grade teams to target identified striving students.	SD T1	2 nd -4 th grade math teams	Instr. Spec. Math coaches	Math coaches	Bi-weekly
	2	Train 2 nd -5 th grade math/science teachers in literacy across the curriculum with a focus on non-fiction reading.	SD T1	2 nd -4 th grade math teams	Principal	Consultant, Becky Koesel	Prior to start of school, follow-up once in the fall and once in the spring
	3	Schedule after school staff development sessions to analyze checkpoint data, and make plans to accelerate failing students.	AR SD T1	1 st -5 th grade math teams	Instr. Spec. Teachers	Instr. Spec. Data from checkpts, benchmarks and quizzes	Every 3 weeks-after checkpts
	4	The Principal, and Assistant Principals will engage in hyper-monitoring of classrooms by conducting walk-throughs with feedback to increase effectiveness of instruction.	AR SD	Math teachers	Principal Asst. Princ.	Walk-through Form	Daily
	5	Classes will display results of checkpoints and teachers will goal-set with individual students so that they are aware of the progress they are making. Overall teacher class results will be display in the hallway with a goal of 90% as the target by the TAKS Administration. Teachers will work backwards to determine the improvement needed over time to achieve the 90% goal.	AR SD T1	Math teachers, students	Math teachers Instr. Spec. Asst. Princ.	Checkpt data, Baseball diamonds, visuals for student goals in each class, line graphs	Every 3 weeks following checkpoints
Parents	1	Inform parents of child's progress – both celebration and areas of weakness by making phone calls, sending e-mails and holding conferences.	PI	Parents of identified students	Teachers	Work samples	Weekly

Areas to Improve

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

Reading

Area of Focus:

	3 rd		4 th		5 th	
	D	H	D	H	D	H
AA	+3	+5	+2	+5	+3	+10
ED	+1	+4	+8	+23	+3	+9
H	+1	+3	+7	+21	+4	+12
LEP	+4	+13	+36	+51	+23	+38

Campus Objective: # 5 By May 2008, we will exceed the district expected increase shown in the first column of the table above and will work towards the Hairgrove exemplary expectation to increase the percentage of students demonstrating proficiency in TAKS Reading.

Formative/Summative Evaluation: Building developed checkpoints, District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Provide students with a structured Reading Workshop model that includes Read Aloud, Read Aloud with Accountable Talk, Shared Reading, Independent Reading, Guided Reading, Strategy Lessons, and conferring.	AR	All Students	Teachers	Consultant, Becky Koesel District Helping Teachers	Daily
	2	Provide students with a visual schedule for the workshop.	AR	All Students	Teachers	Master schedules, individual schedules	Daily
	3	Implement the READ 180 program for 5 th SEI and at-risk students.	AR T	Targeted students	READ 180 Teacher	READ 180 Helping Teacher, Share Sessions	Daily

	4	3 rd -5 th grade students will access KidBiz during the reading workshop as part of independent reading twice each week for 30 minutes to increase comprehension skills.	AR T	3 rd -5 th grade students	Teachers	KidBiz Program	Daily
	5	Monitor progress of critical TEKS mastery by analyzing results of 3 week checkpoints, and benchmarks.	AR CE T1	Groups listed in table	Instr. Spec. Teachers	Checkpt data, gradebook, benchmark data	Every 3 wks
	6	Students will have the opportunity to attend an after school Book Club to increase reading levels, fluency, stamina and confidence.	AR T1	Groups listed in table	M. Reams, P. Myers, G. Lang	Instructional Excellence Grant	Oct. 2007- May 2008
Teachers	1	Provide teachers with training in comprehensive literacy.	SD	Language Arts teachers Title I teachers	Principal	Consultant, Becky Koesel	3 days in June, Sept., Nov., Jan. March, and June '08
	2	Utilize the expertise of our Title I and Reading Enrichment teachers to provide staff development on running records and miscue analysis.	SD CE	Language Arts teachers	Title I Team Instr. Spec. Rdg. Enrich. teacher	DRA Kits <u>The Art of Teaching Reading Guided Reading</u>	August 21, 2007
	3	Schedule after school staff development sessions to analyze checkpoint data, and make plans to accelerate failing students.	AR SD T1	1 st -5 th Language Arts Teachers	Instr. Spec.	Data from checkpts, benchmarks and quizzes	Every 3 weeks
	4	The Principal, and Assistant Principals will engage in hyper-monitoring of classrooms by conducting walk-throughs with feedback to increase effectiveness of instruction.	AR SD	Language Arts Teachers	Principal Asst. Princ.	Walk-through Forms	Daily
	5	Classes will display results of checkpoints and teachers will goal-set with individual students so that they are aware of the progress they are making. Overall teacher class results will be display in the hallway with a goal of 90% as the target by the TAKS Administration. Teachers will work backwards to determine the improvement needed over	AR SD T1	Lang. Arts teachers, students	Lang. Arts Teachers Instr. Spec. Asst. Princ.	Checkpt data, Baseball diamonds, visuals for student goals in each class, line graphs	Every 3 weeks following checkpoints

		time to achieve the 90% goal.					
	6	Teachers will have the opportunity to continue learning about guided reading, conferring with students and strategy lessons by attending Book Club after school with their students.	SD	Teachers of identified students	M. Reams, P. Myers, G. Lang	Book Club staff, lit. library materials, monitoring notebooks, videos	Oct. 2007- May 2008
Parents	1	Communicate with parents ways to work with their child (children) at home and to encourage school/parent partnerships related to living a readerly life.	T1 PI CE	Parents of identified students	Title I team, principal Instr. Spec. Rdg. Enrichment LA Teachers	Title I parent meetings, conferences, samples sent home, newsletters	Ongoing
	2	Inform parents of child's progress – both celebration and areas of weakness by making phone calls, sending e-mails and holding conferences.	PI	Parents of identified students	Teachers	Work samples	Weekly

Areas to Improve

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

Writing

Area of Focus:

	4th	
	D	H
AA	+2	+7
ED	+3	+3
H	+3	+4
LEP	+8	+23

Campus Objective: # 6 By May 2008, we will exceed the district expected increase shown in the first column of the table above and will work towards the Hairgrove exemplary expectation to increase the percentage of students demonstrating proficiency in TAKS Writing.

Formative/Summative Evaluation: Building developed checkpoints, District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Provide students with a structured Writer's Workshop model that includes Shared Writing, Modeled Writing, Independent Writing, small group lessons, conferring and conventions.	AR	All Students	Teachers	Consultant – Elizabeth Martin Lucy Calkins Units of Study materials	Oct. 1 & 2 with consultant ; ongoing
	2 Provide students with a visual schedule for the workshop.	AR	All Students	Teachers	Master sched. Indiv. Sched.	Daily
	3 Monitor progress of critical TEKS mastery by analyzing results of 3 week checkpoints, 4 th grade CBA and benchmarks.	AR CE T1	Groups listed in table	Instr. Spec. Teachers	Checkpt data, gradebook, benchmark data	Every 3 wks
	4 Students will be provided with opportunities to write in	AR	All	Teachers	District	Ongoing

		science, math, social studies and reading.		Students		curriculum, team meetings	
Teachers	1	Teachers of LEP students will identify composite scores of students on the 2007 TELPAS so that they can implement the interventions needed for students to grow at least one level of proficiency during the year. For those LEP students who did not meet one year's growth IEPs will be developed and implemented to ensure the growth needed for 2008.	AR	LEP students	Teachers Asst. Princ. Instr. Spec. Title I Rdg. Enrich.	TELPAS reports, IEPs	Ongoing
	2	The Principal, and Assistant Principals will engage in hyper-monitoring of classrooms by conducting walk-throughs with feedback to increase effectiveness of instruction.	AR SD	Language Arts Teachers	Principal Asst. Princ.	Walk-through Forms	Daily
	3	Classes will display results of checkpoints and teachers will goal-set with individual students so that they are aware of the progress they are making. Overall teacher class results will be display in the hallway with a goal of 90% as the target by the TAKS Administration. Teachers will work backwards to determine the improvement needed over time to achieve the 90% goal.	AR SD T1	Lang. Arts teachers, students	Lang. Arts teachers Instr. Spec. Asst. Princ.	Checkpt data, Baseball diamonds, visuals for student goals in each class, line graphs	Every 3 weeks following checkpoints
	4	Provide teachers with in-depth staff development in writer's workshop.	SD	Language Arts teachers	Principal	Consultant, Elizabeth Martin	Oct. 1, 2
Parents	1	Provide parents with updated information regarding student progress in writing using the Thursday folder, student planner, phone calls, conferences and newsletters.	PI	Parents of identified students	Teachers	Thursday folders, student work samples, conference notes	Ongoing
	2	Inform parents of child's progress – both celebration and areas of weakness by making phone calls, sending e-mails and holding conferences.	PI	Parents of identified students	Teachers	Work samples	Weekly

*** 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

Hairgrove Elementary 2007 – 2008 Campus Improvement Plan Cypress-Fairbanks Independent School District

Section A

- (1) Hairgrove Elementary School 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 Hairgrove Elementary School CPOC has
- X (a) completed a needs assessment which serves as the basis for the CIP.
 - X (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
 - X (c) identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
 - X (d) included in the CIP these elements.
 - Resources allocated
 - Staff responsible for activities and strategies
 - Formative and summative evaluation criteria
 - X (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)
 - X (g) included strategies for improving student attendance.
 - (h) included strategies for improving the campus's completion rate. (high school)
 - X (i) provided for a program to encourage parental and community involvement at the campus.
 - X (j) included goals and methods for violence prevention and intervention on campus.
 - X (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.

CIP PART III: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Amanda Davis	PPCD Teacher
Shayne Byrne	Pre-K Teacher
Daryn Seidl	Kindergarten Teacher
Michelle Logback	1 st Grade Teacher
Leticia Curiel	2 nd Grade Teacher
Stacy McNulty	3 rd Grade Teacher
Leah Brown	4 th Grade Teacher
Sheena Marcelin-Johnson	5 th Grade Teacher
Kandy Bond	Assistant Principal
Darynda Klein	Assistant Principal
Jennifer Hickey	Parent
Linda Harvey	Parent
Hugo Sanchez	Community Resident
LaNita Faught	Community Resident
Roy Krieg	Business Representative
David Tripp	Business Representative
Additional CPOC Members	
Brenda Southworth	PE Teacher
LaNita Faught	Paraprofessional
Kathy Black	Special Education Teacher
Michelle Reams	Title I Teacher
Kelli Durham	Central Office Representative

CIP PART III: ASSURANCE ADDENDUM

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 24, 2007	3:30 p.m.	Hairgrove Library
2	November 19, 2007	3:30 p.m.	Hairgrove Library
3	February 11, 2008	3:30 p.m.	Hairgrove Library
4	April 14, 2008	3:30 p.m.	Hairgrove Library
5	May 12, 2008	3:30 p.m.	Hairgrove 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.

Section C

Special Education Goal	
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

Section D

10 Components of a Title I Program

1. **X 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. **X 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. **X 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. **X 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. **X 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. **X 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. **X 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. **X 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. **X 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 infoserweb and are accessible to teachers and administrators.
10. **X Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local

CIP PART III: ASSURANCE ADDENDUM

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.