

2007-2008
Campus Improvement Plan
for
Holmsley Elementary

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: HOLMSLEY EL
CAMPUS NUMBER: 101907121

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	367	417	88%	100%	331	388	85%		3		
X African Amer	46	55	84%	13%	28	33	85%		-1		
X Hispanic	161	192	84%	46%	134	168	80%		4		
X White	139	147	95%	35%	151	166	91%		4		
X Econ Disadv	146	179	82%	43%	108	137	79%		3		
Writing (65%)											
X All Students	139	154	90%	100%	99	114	87%		3		
African Amer	15	17	88%	11%	2	6	33%		55		
X Hispanic	60	71	85%	46%	40	47	85%		0		
X White	58	60	97%	39%	52	55	95%		2		
X Econ Disadv	49	57	86%	37%	30	39	77%		9		
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	386	420	92%	100%	344	396	87%		5		
X African Amer	49	58	84%	14%	26	35	74%		10		
X Hispanic	177	193	92%	46%	139	173	80%		12		
X White	137	146	94%	35%	159	167	95%		-1		
X Econ Disadv	155	179	87%	43%	113	142	80%		7		
Science (40%)											
X All Students	96	125	77%	100%	87	118	74%		3		
African Amer	7	14	50%	11%	7	13	54%		-4		
X Hispanic	42	58	72%	46%	32	51	63%	Yes	9	6	Yes
X White	42	47	89%	38%	43	49	88%		1		
X Econ Disadv	35	55	64%	44%	22	38	58%	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	33	40	83%	100%	32	39	82%		1		

EXCEPTIONS TABLE

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

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

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

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

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

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

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

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

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

CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Reading/ELA	HOLMSLEY EL	3	All	141	133	94	100	96	54	39	158	145	92	77	49
Reading/ELA	HOLMSLEY EL	3	AA	26	25	96	100	97	10	38	14	13	93	6	43
Reading/ELA	HOLMSLEY EL	3	Hispanic	66	59	89	90	89	18	28	71	61	86	21	30
Reading/ELA	HOLMSLEY EL	3	White	38	38	100	100	100	22	58	64	62	97	41	64
Reading/ELA	HOLMSLEY EL	3	Eco.Dis.	70	65	93	100	95	19	28	58	52	90	15	26
Reading/ELA	HOLMSLEY EL	3	Spec.Ed.	5	---	---	---	---	---	---	9	9	100	3	33
Reading/ELA	HOLMSLEY EL	3	LEP	38	33	87	90	88	5	14	50	40	80	8	16
Reading/ELA	HOLMSLEY EL	3	LEP M1	22	22	100	100	100	14	64	12	12	100	11	92
Reading/ELA	HOLMSLEY EL	3	LEP M2								1	0	0	1	100
Reading/ELA	HOLMSLEY EL	4	All	165	133	81	90	84	53	32	118	86	73	19	16
Reading/ELA	HOLMSLEY EL	4	AA	19	16	84	90	86	8	42	7	5	71	0	0
Reading/ELA	HOLMSLEY EL	4	Hispanic	76	54	71	90	77	14	18	48	31	65	4	8
Reading/ELA	HOLMSLEY EL	4	White	63	56	89	90	89	26	41	57	47	82	14	25
Reading/ELA	HOLMSLEY EL	4	Eco.Dis.	63	42	67	90	75	8	13	42	27	64	2	5
Reading/ELA	HOLMSLEY EL	4	Spec.Ed.	10	8	80	90	83	1	10	5	2	40	0	0
Reading/ELA	HOLMSLEY EL	4	LEP	12	5	42	90	75	0	0	14	5	36	0	0
Reading/ELA	HOLMSLEY EL	4	LEP M1	33	21	64	90	75	3	9	11	10	59	0	0
Reading/ELA	HOLMSLEY EL	4	LEP M2	10	10	100	100	100	7	70	9	8	89	2	22
Reading/ELA	HOLMSLEY EL	5	All	135	118	87	90	88	21	16	130	112	86	23	18
Reading/ELA	HOLMSLEY EL	5	AA	15	10	67	90	75	1	7	19	15	79	4	21
Reading/ELA	HOLMSLEY EL	5	Hispanic	62	54	87	90	88	4	6	54	44	81	3	6
Reading/ELA	HOLMSLEY EL	5	White	52	50	96	100	97	13	27	50	46	92	12	24
Reading/ELA	HOLMSLEY EL	5	Eco.Dis.	58	47	81	90	84	3	5	44	33	75	4	9
Reading/ELA	HOLMSLEY EL	5	Spec.Ed.	5	---	---	---	---	---	---	1	0	0	0	0
Reading/ELA	HOLMSLEY EL	5	LEP	21	13	62	90	75	0	0	14	5	36	1	7
Reading/ELA	HOLMSLEY EL	5	LEP M1	3	---	---	---	---	---	---	2	0	0	0	0
Reading/ELA	HOLMSLEY EL	5	LEP M2	12	11	92	100	95	0	0	13	11	85	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	HOLMSLEY EL	3	All	144	130	90	100	93	52	36	165	132	80	47	28
Math	HOLMSLEY EL	3	AA	31	28	90	100	93	8	26	16	10	63	3	19
Math	HOLMSLEY EL	3	Hispanic	67	57	85	90	87	24	36	74	51	69	14	19
Math	HOLMSLEY EL	3	White	35	34	97	100	98	15	43	65	61	94	23	35
Math	HOLMSLEY EL	3	Eco.Dis.	74	65	88	90	89	23	31	59	41	69	9	15
Math	HOLMSLEY EL	3	Spec.Ed.	6	6	100	100	100	0	0	13	10	77	1	8
Math	HOLMSLEY EL	3	LEP	38	33	87	90	88	13	34	51	31	61	5	10
Math	HOLMSLEY EL	3	LEP M1	22	22	100	100	100	11	50	12	12	100	9	75
Math	HOLMSLEY EL	3	LEP M2								1	1	100	1	100
Math	HOLMSLEY EL	4	All	169	159	94	100	96	75	44	120	105	88	30	25
Math	HOLMSLEY EL	4	AA	20	19	95	100	97	6	30	7	5	71	1	14
Math	HOLMSLEY EL	4	Hispanic	78	72	92	100	95	26	33	50	42	84	9	18
Math	HOLMSLEY EL	4	White	64	61	95	100	97	37	58	57	53	93	18	32
Math	HOLMSLEY EL	4	Eco.Dis.	63	56	89	90	89	15	24	45	38	84	5	11
Math	HOLMSLEY EL	4	Spec.Ed.	11	10	91	100	94	3	27	5	3	60	0	0
Math	HOLMSLEY EL	4	LEP	14	12	86	90	87	2	14	16	10	63	0	0
Math	HOLMSLEY EL	4	LEP M1	33	29	88	90	89	10	30	17	16	94	2	12
Math	HOLMSLEY EL	4	LEP M2	10	10	100	100	100	8	80	9	9	100	5	56
Math	HOLMSLEY EL	5	All	136	121	89	90	89	51	38	136	124	91	57	42
Math	HOLMSLEY EL	5	AA	17	11	65	90	75	3	18	22	17	77	4	18
Math	HOLMSLEY EL	5	Hispanic	63	59	94	100	96	21	33	57	51	89	21	37
Math	HOLMSLEY EL	5	White	50	45	90	100	93	23	47	50	49	98	25	50
Math	HOLMSLEY EL	5	Eco.Dis.	61	50	82	90	85	18	30	45	38	84	14	31
Math	HOLMSLEY EL	5	Spec.Ed.	5	---	---	---	---	---	---	4	0	0	1	25
Math	HOLMSLEY EL	5	LEP	22	20	91	100	94	3	14	16	12	75	3	19
Math	HOLMSLEY EL	5	LEP M1	3	---	---	---	---	---	---	2	0	0	1	50
Math	HOLMSLEY EL	5	LEP M2	12	11	92	100	95	4	33	13	12	92	3	23

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	HOLMSLEY EL	3	All												
Science	HOLMSLEY EL	3	AA												
Science	HOLMSLEY EL	3	Hispanic												
Science	HOLMSLEY EL	3	White												
Science	HOLMSLEY EL	3	Eco.Dis.												
Science	HOLMSLEY EL	3	Spec.Ed.												
Science	HOLMSLEY EL	3	LEP												
Science	HOLMSLEY EL	3	LEP M1												
Science	HOLMSLEY EL	3	LEP M2												
Science	HOLMSLEY EL	4	All												
Science	HOLMSLEY EL	4	AA												
Science	HOLMSLEY EL	4	Hispanic												
Science	HOLMSLEY EL	4	White												
Science	HOLMSLEY EL	4	Eco.Dis.												
Science	HOLMSLEY EL	4	Spec.Ed.												
Science	HOLMSLEY EL	4	LEP												
Science	HOLMSLEY EL	4	LEP M1												
Science	HOLMSLEY EL	4	LEP M2												
Science	HOLMSLEY EL	5	All	134	101	75	90	80	38	28	131	93	71	22	17
Science	HOLMSLEY EL	5	AA	18	10	56	90	75	1	6	22	11	50	3	14
Science	HOLMSLEY EL	5	Hispanic	61	43	70	90	77	14	23	54	33	61	3	6
Science	HOLMSLEY EL	5	White	49	43	88	90	89	21	43	49	43	88	13	27
Science	HOLMSLEY EL	5	Eco.Dis.	57	35	61	90	75	11	19	42	24	57	2	5
Science	HOLMSLEY EL	5	Spec.Ed.	5	---	---	---	---	---	---	2	1	50	1	50
Science	HOLMSLEY EL	5	LEP	21	9	43	90	75	2	10	14	4	29	0	0
Science	HOLMSLEY EL	5	LEP M1	3	---	---	---	---	---	---	2	2	100	0	0
Science	HOLMSLEY EL	5	LEP M2	12	10	83	90	85	4	33	13	5	38	0	0

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Holmsley Ele.	AA	96.7	96.3
Holmsley Ele.	H	96.6	96.4
Holmsley Ele.	W	96.4	96
Holmsley Ele.	NATIVE	96.1	92.6
Holmsley Ele.	ASIAN	97.6	96.6
Holmsley Ele.	MALE	96.5	96.2
Holmsley Ele.	FEMALE	96.7	96.3
Holmsley Ele.	SPED	95.6	95.4
Holmsley Ele.	ECD	96.3	95.9
Holmsley Ele.	LEP	96.6	96.3
Holmsley Ele.	AT RISK	96.6	96.1
Holmsley Ele.	GT	97.8	97.4
Holmsley 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										
			Grades	All	AA	H	W	ED	SE	LEP	M1	M2	
Students	Subjects	Reading/ELA	3 rd	94	96		100	93	100		100		Evidence of Success
			4 th									100	
			5 th				96					92	
		Writing	4 th	91			97		100			100	
		Math	3 rd	90	90		97		100		100		
			4 th	94	95	92	95		91		100		
			5 th			94	90			91		92	
		Science	5 th								100		
	Social Studies												
	Other												
	Social/ Emotional	Discipline											
		Extracurricular											
		Other											
Teacher	Professional Development												
	Qualifications												
	New Staff												
	Retention												
Parent													

Areas to Improve

District Priority:		The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.
Area of Focus:		Student Safety
Campus Objective:	#	For 2007 – 2008, the discipline referrals for physical contact will be reduced by 10% from the previous school year. For 2007 – 2008, the discipline referrals for excessive talking/disrupting will be reduced by 10% from the previous school year. For 2007 – 2008, the discipline referrals for fighting will be reduced by 10% from the previous school year.
Formative Evaluation:		District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	Students will:					
	1	demonstrate knowledge of school-wide expectations.	VP	All	All	Daily
	2	demonstrate HUSKIES value system.	VP, AR	All	All	Daily
	3	earn positive incentives for consistent and exceptional behavior.		All	All	Daily
	4	participate in random drawings in order to reinforce positive behavior choices.	AR, VP	ED, AA, H	Principal and APs	Each 6 weeks
	5	participate in selected activities in order to become a No Place for Hate School.	AR, VP	All	Principal and Counselors	May 2008
	6	Participate in the DARE program.	VP	All	Principal, AP	Second semester
Teachers	Teachers will:					
	1	implement school-wide expectations (includes buses).	VP	All	All	August
	2	implement HUSKIES value system by teaching values.	AR, VP	All	All	Monthly
	3	implement a positive campus incentive behavior plan.	AR, VP	All	All	August
	4	participate in selected activities in order to be a No Place For Hate School.	AR, VP	All	All	August, January, May
	5	mentor at-risk students through silent mentoring.	AR, VP	ED, AA, H	Selected staff	Weekly
	6	meet at least 5 times a year in order to monitor student safety plan (Selected staff).	AR, VP	All	BBR Committee	September, November, January, March and May.
Parents	Parents will:					
	1	receive copies of school-wide expectations and HUSKIES values in order to support campus through school newsletter, parent orientation night and parent conference day.	PI, VP	All	Teachers	September October

Areas to Improve

District Priority:		Ensure that students understand the importance of attending school regularly and completing high school.
Area of Focus:		Attendance
Campus Objective:	#	For 2007 – 2008, the ADA student attendance will be at or above <u>97%</u> .
Formative/Summative Evaluation:		District-developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	Students will:					
	1	earn a star bead at the end of each 3 rd week for perfect attendance.	AR, CE	All	Teacher	Every 3 weeks
	2	earn a certificate at the end of the six weeks with a Holmsley seal for each 6 weeks with perfect attendance.		All	Administrative Secretary, Teachers	Each 6 weeks
Teachers	Teachers will:					
	1	call students who are absent 3 days in a row and will develop an attendance intervention plan when a student has more than 4 absences per six weeks.	AR, CE	All	Teacher	Each 6 weeks
	2	conference with students with 4 or more absences a six weeks and develop a plan to improve attendance.	AR, CE	All	Teacher	Each 6 weeks
	3	notify an administrator of excessive of student absences.	AR, CE	All	Teacher, AP, Principal	Each 6 weeks
Parents	Parents will:					
	1	be reminded of the importance of attending school throughout the year in the school newsletter.	AR, CE, PI	All	Principal	September, December, February, April

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:	#	For 2007-2008 school year, we will increase the percentage of students demonstrating proficiency of the Science TAKS test in the bolded target area noted.		
Formative/Summative Evaluation:		District-developed Tests and Texas Assessment of Knowledge and Skills		

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	Students will:					
Students	1	actively participate in weekly hands-on experiments.	AR	All	Teacher	Weekly
	2	participate in weekly checkpoints in 5 th grade.	AR	All	Teachers, IS	Weekly
	3	experience vocabulary before labeling vocabulary cards.	AR	H, ED, AA, SE, LEP	Teachers, IS	Weekly
	4	participate in goal setting activities at least 5 times a year.	AR	All	Teachers, IS	Each 6 weeks
	5	use cognitive verbs in science class.	AR	All	Teachers	Daily
	6	engage in singing songs and chants in order to embed Science concepts into long-term memory.	AR	H, ED, AA, SE	Teachers	Monthly
	7	utilize the observation guide and Science journals in order to increase understanding of Science concepts each week.	AR	H, ED, AA, SE, LEP	Teachers	Weekly
	8	utilize SQ-RQ-CQ and/or OAT strategies for warm ups and tests.	AR	H, ED, AA, SE, LEP	Teachers	Weekly
9	highlight relevant information and concepts in study guides.	AR	All	Teachers	Monthly	

Science Continued:

Teachers	Teachers will:				
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	1	increase Science time to 60 minutes		All	Teachers	Purchase Science materials from the Science Inventory selection. Purchase Science non-fiction books for reading/LA teachers. Continue to work with consultant, John Samara, for Model Classrooms Project.	Daily
	2	utilize ASIP (Accelerated Science Instruction Program) staff member in order to provide in class support for students.	AR	H, ED, AA, LEP	P, IS		Daily
	3	review 3 rd and 4 th grade content through the use of the district warm-ups on a weekly basis.	AR	H, ED, AA, LEP	IS, Teachers		Weekly
	4	analyze data by subgroup in order to plan for instruction and determine a class accountability rating.		All	AP, IS		Monthly
	5	participate in staff development in order to plan and prepare materials for investigations and experiments.	SD	All	IS		Monthly
	6	meet every other week with the Science coach to share best teaching practices and strategies.	SD	All	IS, Teachers		Bi-Monthly
	7	participate in an extended 5 th planning day to analyze data and develop science strategies.	SD	All	AP, IS, Principal		September, January, March
	8	utilize support staff in order to assist special education students through In-Class Support and tutorials.	AR	SE	AP, Special Education Teachers.		Daily
	9	use songs, chants and kinesthetic activities in order to help students retain conceptual information.	AR	H, ED, SE, AA, LEP	Teachers		Daily
	10	utilize subject area expertise during planning to support students needs.	SD	All	Teachers, ASIP		Weekly
	11	increase the use of simultaneity and randomness in the classroom.	AR	All	Teachers		Daily
	12	continue to implement the instructional strategies in the Model Classrooms Project.		All	Teachers, IS		Daily

Parents	Parents will:					
	1	use highlighted study guide to support students.	PI	All	Teachers	Weekly
	2	volunteer for Nature Trails, Animal Demos and other volunteer events.	PI	All	Principal, Receptionist	October, May
	3	participate in a TAKS night in order to support their children.	PI	All	Principal, AP and IS	February

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:	#	For 2007-2008 school year, we will increase the percentage of students demonstrating proficiency of the Mathematics TAKS test in the bolded target area noted.																																																																																																																																				
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STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	Students will:					
	1	participate in goal setting 5 times a year.	AR	All	Teachers	Each 6 weeks
	2	use vocabulary building strategies.	AR	ED, H, AA, LEP, M1	Teachers	Weekly
	3	utilize manipulatives on a weekly basis.	AR	ED, H, AA, MI	Teachers	Weekly
	4	use cognitive verbs in math class.	AR	ED, H, AA, M1, LEP	Teachers	Daily
	5	use physical movement.	AR	AA	Teachers	Weekly
	6	communicate and discuss math concepts.		All	Teachers	Daily
	7	work in pairs in class.	AR	AA, LEP, M1	Teachers	Weekly
	8	write about math process and content.	AR	All	Teachers	Weekly
	9	reflect about math concepts learned each day.		All	Teachers	Daily
	10	utilize a checklist to self critique work.		All	Teachers	Weekly
11	use the 4 step window pane to solve problems.	AR	All	Teachers	Daily	

Mathematics continued:

Teachers	Teachers will:					
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	1	find opportunities to re-teach math concepts.	AR	All	Teachers	Further opportunities with Quatum Learning Project Continue to work with consultant, John Samara, for the Model Classrooms	Daily
	2	increase the use of simultaneity and randomness in the classroom.	AR	All	Teachers		Daily
	3	use call backs, chants, and music in math lessons.	AR	AA, M1, LEP	Teachers		Weekly
	4	create opportunities to allow student choice in math class.		All	Teachers		Daily
	5	track student data by class and post data.		All	Teachers, IS		Monthly
	6	meet every other week with the Math coach to share best teaching practices and strategies (3 rd and 4 th).	SD	All	Math Coach, IS		Bi-Monthly
	7	analyze data by subgroup in order to plan for instruction and determine a class accountability rating.		All	AP, IS		Monthly
	8	continue to implement the instructional strategies in the Model Classrooms Project.		All	Teachers, IS		Daily
	9	develop tests, quizzes and problem solving activities using Educaide software.	T	All	Teachers		Each 6 weeks
Parents	Parents will:						
	1	participate in a TAKS night in order to support their children.	PI	All	Principal, AP, IS		February

Areas to Improve

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STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	Students will:					
	1	participate in weekly comprehension checks.		All	Teachers	Monthly
	2	participate in goal setting at least 5 times a year.	AR	All	Teachers	Every 6 weeks
	3	participate in sustained silent reading.		All	Teachers	Daily
	4	use cognitive verbs in reading class.		All	Teachers	Daily
	5	participate in reading groups that are directly related to their reading ability.	CE	All	Teachers	Daily
	6	vocalize their thinking as they read.		All	Teachers	Daily
	7	reread familiar text in order to develop fluency.	CE, AR	All	Teachers	Daily
	8	read and comprehend at level 4 at the end of K regardless of program.		All	Teachers	May
	9	read and comprehend at level 20 at the end of 1 st regardless of program.		All	Teachers	May
	10	read and comprehend at level 30 at the end of 2 nd regardless of program.		All	Teachers	May
	11	participate in Neuhaus activities in order to improve phonological awareness (Kindergarten).	AR	H, LEP, M1, ED	Teachers	Daily
	12	participate in the Read 180 program (5 th grade SEI and selected at-risk students).	T, AR	H, LEP, MI, ED, SE	Dittmar	Daily
	13	participate in the Achieve 3000 reading program (3 rd -5 th LA).	T, AR	H, LEP, MI, ED, SE	Teachers	Daily
14	participate in prescribed reading interventions through i-Station, Touch Phonics, Sounds Sensible, Early Literacy and the Power of Retelling programs (Special Education).	T, AR	SE	Special Ed teachers	Daily	

Reading continued:

Teachers	Teachers will:						
	1	continue to implement and revise the reading timeline .		All	Teachers, IS	Continue to work with consultant, John Samara, for the Model Classrooms Project:	Each 6 weeks
	2	continue to utilize the mini reteaching tools in order to specifically target TAKS objectives.	AR	All	Teachers		Daily
	3	meet with their at-risk students.	CE, AR	AA,H, ED, LEP, M1, SE	IS, Teachers		Daily
	4	utilize support staff so that they can individually assist struggling students.	CE, RE	AA,H, ED, LEP, M1	IS, Teachers, RE		Daily
	5	participate in staff development for improving vocabulary based on: Building Academic Vocabulary and The Vocabulary Enriched Classroom.	SD	AA,H, ED, LEP, M1	IS		To be determined
	6	create anchor charts for reading strategies.		All	Teachers		Weekly
	7	have weekly opportunities after school to meet with the LA Instructional Specialists in order to focus on successful strategies in Reading.		All	IS		Each Wednesday
	8	provide students with collaborative activities which will allow for discussion and interactions between students.	CE	All	Teachers		Daily
	9	analyze data by subgroup in order to plan for instruction and determine a class accountability rating.		All	IS, AP		Monthly
	10	use songs, chants and kinesthetic activities in order to help students retain conceptual information.	AR	AA, ED, LEP, M1	Teachers		Weekly
	11	attend a one day staff development off campus in order to implement balanced literacy effectively (Kindergarten and First grade).	SD	All	Teachers, Helping Teachers, IS		October
	12	participate in a book study Growing Readers (Kindergarten and First grade).	SD	All	Teachers, IS, AP, P		First Semester
	13	send home leveled readers (First and Second grade).		All	Teachers		Daily
	14	visit a model teacher in order to obtain assistance with the implementation of balanced literacy (Second grade).	SD	All	Teachers, IS		October
	15	know their at-risk kids by name and encourage them (by grade level).	AR	ED, AA, M1, LEP, SE	Teachers, AP, P		First semester
	16	continue to implement the instructional strategies in the Model Classrooms Project.		All	Teachers, IS		Daily
17	increase the use of simultaneity and randomness in the classroom.	AR	All	Teachers	Daily		

Parents	Parents will:						
	1	be encouraged to read with their child and monitor through Reading Logs.	PI	All	Parents		Daily
	2	participate in Bed-Time Story Night.	PI	All	IS, Staff		October
3	participate in a TAKS night in order to support their children.	PI	All	P, AP, IS		February	

Areas to Improve

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.																																													
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STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	Students will:					
	1	participate in frequent revision and editing practice.		All	Teachers	Weekly
	2	participate in writing conferences with their teacher.		All	Teachers	Weekly
	3	participate in frequent checkpoints.		All	Teachers	Monthly
	4	write for a real audience.		All	Teachers	Daily
	5	write across the curriculum.		All	Teachers	Daily
6	participate in modeled, shared and interactive writing.		All	Teachers	Daily	

Teachers	Teachers will:					Continue to work with consultant, John Samara, for the Model Classrooms Project:	
	1	incorporate revision and editing into mini-lessons.		All	Teachers		Daily
	2	organize and implement lessons by teacher expertise in order to target student's needs.		All	Teachers		Weekly
	3	continue to implement and revise the Language Arts timeline.	AR	All	Teachers, IS		Each 6 weeks
	4	continue to utilize the mini reteaching tools in order to specifically target TAKS objectives.	AR	H, ED, AA, LEP	Teachers		Daily
	5	model the writing process for their students.		All	Teachers, IS		Daily
	6	incorporate multisensory grammar into their lessons.	AR	H, ED, AA, LEP	Teachers		Weekly
	7	analyze data by subgroup in order to plan for instruction and determine a class accountability rating.		All	AP, IS		Monthly
	8	continue to implement the instructional strategies in the Model Classrooms Project.	AR	All	Teachers, IS		Daily
	9	increase the use of simultaneity and randomness in the classroom.	AR	H, ED, SE, AA	Teachers		Daily
	10	participate in the units of study training and implement resources into lessons.		All	Teachers		October
11	collect 18 pieces of writing in order to analyze students writing abilities at each grade level.	All	IS	Teachers, IS	Each 6 weeks		
Parents	Parents will:						
	1	participate in a TAKS night in order to support their children.		All	P, AP, IS	February	

*** 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

HOLMSLEY ELEMENTARY
Christina Cole
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District

Section A

- ✓ (1) Holmsley 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) Holmsley 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.

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Maggie Brown	Teacher 1
Shunta Heath	Teacher 2
Teresa Smith	Teacher 3
Shelly Coffey	Teacher 4
Donna Borski	Teacher 5
Ramona Glisson	Teacher 6
Angela Batt	Teacher 7
Claro Dumlao	Teacher 8
Carol Wilson	Non-teaching professional 1
Cindy Sloan	Non-teaching professional 2
Deborah Gant	Parent 1
	Parent 2
Lyn Jacobs	Community resident 1
	Community resident 2
Brad Hensley	Business representative 1
	Business representative 2

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 18, 2007	4:15	Library
2	November 20, 2007	4:15	Library
3	January 22, 2007	4:15	Library
4	March 11, 2007	4:15	Library
5	April 23, 2007	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.

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.

Other Legal Requirements

✓ (2)

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

✓ (3)

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