

2007-2008
Campus Improvement Plan
for
Horne Elementary

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: HORNE EL
CAMPUS NUMBER: 101907113

Campus Rating: Recognized
Grade Span: PK - 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	406	448	91%	100%	379	413	92%		-1		
X African Amer	71	86	83%	19%	71	78	91%		-8		
X Hispanic	147	165	89%	37%	123	138	89%		0		
X White	136	142	96%	32%	142	149	95%		1		
X Econ Disadv	137	164	84%	37%	132	151	87%		-3		
Writing (65%)											
X All Students	123	138	89%	100%	133	146	91%		-2		
African Amer	24	28	86%	20%	26	28	93%		-7		
X Hispanic	48	55	87%	40%	41	47	87%		0		
X White	36	40	90%	29%	47	51	92%		-2		
X Econ Disadv	39	49	80%	36%	52	60	87%		-7		
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	387	453	85%	100%	383	417	92%		-7		
X African Amer	66	87	76%	19%	67	79	85%		-9		
X Hispanic	141	166	85%	37%	124	140	89%		-4		
X White	128	145	88%	32%	144	150	96%		-8		
X Econ Disadv	133	168	79%	37%	132	153	86%		-7		
Science (40%)											
X All Students	128	147	87%	100%	111	142	78%		9		
X African Amer	26	30	87%	20%	24	30	80%		7		
X Hispanic	44	53	83%	36%	33	47	70%		13		
X White	39	44	89%	30%	44	53	83%		6		
X Econ Disadv	45	57	79%	39%	43	57	75%		4		

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

SDAA II Results (50%)	2007				2006			Required Improvement			
	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %	# Tests Met ARD	# Tests	Pct Met ARD	Met Min Size	Act Chg	RI	Met RI?
All Students	20	25	80%	100%	31	33	94%		-14		

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

EXCEPTIONS TABLE

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

DISTRICT NAME: CYPRESS-FAIRBANKS
 CAMPUS NAME: HORNE EL Campus Rating: Recognized
 CAMPUS NUMBER: 101907113 Grade Span: PK - 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	HORNE EL	3	All	172	155	90	100	93	50	29	133	129	97	56	42
Reading/ELA	HORNE EL	3	AA	32	23	72	90	78	4	13	23	21	91	10	43
Reading/ELA	HORNE EL	3	Hispanic	61	56	92	100	95	12	20	45	45	100	16	36
Reading/ELA	HORNE EL	3	White	58	57	98	100	99	24	41	46	45	98	22	48
Reading/ELA	HORNE EL	3	Eco.Dis.	63	54	86	90	87	12	19	38	37	97	12	32
Reading/ELA	HORNE EL	3	Spec.Ed.	6	3	50	90	75	0	0	3	0	0	1	33
Reading/ELA	HORNE EL	3	LEP	45	39	87	90	88	6	13	28	27	96	6	21
Reading/ELA	HORNE EL	3	LEP M1	16	16	100	100	100	10	63	14	14	100	9	64
Reading/ELA	HORNE EL	3	LEP M2								0	0	0	0	0
Reading/ELA	HORNE EL	4	All	148	126	85	90	87	40	27	160	132	83	23	14
Reading/ELA	HORNE EL	4	AA	33	26	79	90	83	8	24	37	28	76	2	5
Reading/ELA	HORNE EL	4	Hispanic	57	45	79	90	83	12	21	49	38	78	4	8
Reading/ELA	HORNE EL	4	White	43	41	95	100	97	12	28	54	49	91	15	28
Reading/ELA	HORNE EL	4	Eco.Dis.	57	40	70	90	77	8	14	71	52	73	3	4
Reading/ELA	HORNE EL	4	Spec.Ed.	5	---	---	---	---	---	---	9	6	67	2	22
Reading/ELA	HORNE EL	4	LEP	15	9	60	90	75	0	0	15	7	47	0	0
Reading/ELA	HORNE EL	4	LEP M1	17	12	71	90	77	2	12	20	13	65	1	5
Reading/ELA	HORNE EL	4	LEP M2	13	13	100	100	100	8	62	18	18	100	3	17
Reading/ELA	HORNE EL	5	All	154	145	94	100	96	39	26	153	141	92	26	17
Reading/ELA	HORNE EL	5	AA	32	30	94	100	96	6	19	36	34	94	8	22
Reading/ELA	HORNE EL	5	Hispanic	56	52	93	100	95	11	20	48	43	90	5	10
Reading/ELA	HORNE EL	5	White	46	43	93	100	95	17	37	56	53	95	8	14
Reading/ELA	HORNE EL	5	Eco.Dis.	62	57	92	100	95	13	22	66	58	88	10	15
Reading/ELA	HORNE EL	5	Spec.Ed.	4	---	---	---	---	---	---	5	5	100	0	0
Reading/ELA	HORNE EL	5	LEP	18	15	83	90	85	0	0	14	9	64	1	7
Reading/ELA	HORNE EL	5	LEP M1	8	8	100	100	100	3	38	4	0	0	0	0
Reading/ELA	HORNE EL	5	LEP M2	14	13	93	100	95	0	0	15	14	93	1	7

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	HORNE EL	3	All	174	129	74	90	79	49	28	133	121	91	49	37
Math	HORNE EL	3	AA	32	16	50	90	75	7	22	24	19	79	4	17
Math	HORNE EL	3	Hispanic	62	47	76	90	81	12	19	45	41	91	17	38
Math	HORNE EL	3	White	59	48	81	90	84	23	39	47	44	94	20	43
Math	HORNE EL	3	Eco.Dis.	65	45	69	90	76	16	25	38	33	87	14	37
Math	HORNE EL	3	Spec.Ed.	7	3	43	90	75	0	0	5	4	80	1	20
Math	HORNE EL	3	LEP	46	33	72	90	78	7	15	27	24	89	6	22
Math	HORNE EL	3	LEP M1	16	16	100	100	100	7	44	14	14	100	10	71
Math	HORNE EL	3	LEP M2								0	0	0	0	0
Math	HORNE EL	4	All	149	128	86	90	87	53	36	161	141	88	56	35
Math	HORNE EL	4	AA	34	25	74	90	79	6	18	37	28	76	6	16
Math	HORNE EL	4	Hispanic	57	48	84	90	86	24	42	49	41	84	13	27
Math	HORNE EL	4	White	43	40	93	100	95	17	40	55	52	95	25	45
Math	HORNE EL	4	Eco.Dis.	57	39	68	90	75	12	21	72	56	78	16	22
Math	HORNE EL	4	Spec.Ed.	6	3	50	90	75	0	0	10	8	80	3	30
Math	HORNE EL	4	LEP	15	13	87	90	88	1	7	15	11	73	3	20
Math	HORNE EL	4	LEP M1	17	14	82	90	85	7	41	20	16	80	2	10
Math	HORNE EL	4	LEP M2	13	13	100	100	100	9	69	18	18	100	11	61
Math	HORNE EL	5	All	158	149	94	100	96	67	42	156	145	93	48	31
Math	HORNE EL	5	AA	35	32	91	100	94	6	17	38	32	84	14	37
Math	HORNE EL	5	Hispanic	55	53	96	100	97	24	44	50	46	92	11	22
Math	HORNE EL	5	White	48	44	92	100	95	22	46	55	54	98	17	31
Math	HORNE EL	5	Eco.Dis.	65	61	94	100	96	25	38	67	60	90	21	31
Math	HORNE EL	5	Spec.Ed.	6	6	100	100	100	1	17	6	4	67	0	0
Math	HORNE EL	5	LEP	18	16	89	90	89	2	11	15	12	80	2	13
Math	HORNE EL	5	LEP M1	8	8	100	100	100	7	88	4	0	0	0	0
Math	HORNE EL	5	LEP M2	14	14	100	100	100	5	36	15	15	100	3	20

CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Science	HORNE EL	3	All												
Science	HORNE EL	3	AA												
Science	HORNE EL	3	Hispanic												
Science	HORNE EL	3	White												
Science	HORNE EL	3	Eco.Dis.												
Science	HORNE EL	3	Spec.Ed.												
Science	HORNE EL	3	LEP												
Science	HORNE EL	3	LEP M1												
Science	HORNE EL	3	LEP M2												
Science	HORNE EL	4	All												
Science	HORNE EL	4	AA												
Science	HORNE EL	4	Hispanic												
Science	HORNE EL	4	White												
Science	HORNE EL	4	Eco.Dis.												
Science	HORNE EL	4	Spec.Ed.												
Science	HORNE EL	4	LEP												
Science	HORNE EL	4	LEP M1												
Science	HORNE EL	4	LEP M2												
Science	HORNE EL	5	All	156	134	86	90	87	47	30	155	119	77	30	19
Science	HORNE EL	5	AA	35	30	86	90	87	9	26	38	30	79	5	13
Science	HORNE EL	5	Hispanic	55	45	82	90	85	10	18	48	33	69	9	19
Science	HORNE EL	5	White	46	40	87	90	88	22	48	56	46	82	11	20
Science	HORNE EL	5	Eco.Dis.	64	50	78	90	82	11	17	66	49	74	10	15
Science	HORNE EL	5	Spec.Ed.	5	---	---	---	---	---	---	6	2	33	0	0
Science	HORNE EL	5	LEP	18	12	67	90	75	1	6	14	5	36	0	0
Science	HORNE EL	5	LEP M1	8	8	100	100	100	2	25	4	3	75	0	0
Science	HORNE EL	5	LEP M2	14	11	79	90	83	3	21	15	13	87	2	13

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Horne Ele.	AA	96.8	96.9
Horne Ele.	H	96.7	96.5
Horne Ele.	W	96.9	96.6
Horne Ele.	NATIVE	83.7	97.7
Horne Ele.	ASIAN	98.3	97.9
Horne Ele.	MALE	97	96.8
Horne Ele.	FEMALE	97	96.7
Horne Ele.	SPED	96.4	95.3
Horne Ele.	ECD	96.7	96.3
Horne Ele.	LEP	97.4	96.9
Horne Ele.	AT RISK	97	96.7
Horne Ele.	GT	97.5	97.9
Horne Ele.	MIGRANT	0	0

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

PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	TAKS Demographic Performance	Grade 3 – 90% passed, 29% Commended Grade 4 – 94% passed, 26% Commended
		Writing	TAKS Demographic Performance	Grade 4 – 29% Commended
		Math	TAKS Demographic Performance	Grade 5 - 94% Passed, 42% Commended
		Science	TAKS Demographic Performance	Grade 5 – 86% Passed, 30% Commended
	Subgroups	All	TAKS Demographic Performance	Grade 5 – Exemplary in Reading and Math Grade 3 – Exemplary in Reading
		AA	TAKS Demographic Performance	Grade 5 – Exemplary in Math Grade 3 – Exemplary in Reading
		H	TAKS Demographic Performance	Grade 5 – Exemplary in Reading and Math Grade 3 – Exemplary in Reading
		W	TAKS Demographic Performance	Grade 5 – Exemplary in Reading and Math Grade 4 – Exemplary in Writing and Math Grade 3 – Exemplary in Reading
		ED	TAKS Demographic Performance	Grade 5 – Exemplary in Reading and Math
Teacher	New Staff		CFPDAS – 26 New Staff Members, with 16 being 1 st year teachers	100% Proficient or Above on CFPDAS
	Retention		Human Resources – Resignation / Transfer Data	87% of Teaching Staff was retained.

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 - PBIS

Campus Objective: 1

For 2007 – 2008, discipline referrals for inappropriate physical contact will be reduced by **20%** from the previous school year.

Formative Evaluation:

District-developed Reports

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Consistently practice the matrix.	VP	All	Students	The Matrix	Daily
	2	Demonstrate appropriate social behaviors which will result in a decline in office referrals.	VP	All	Teachers, Students	Social Skills The Matrix	Daily
	3	Increase awareness and understanding of campus and teacher expectations with students.	VP	All	Horne Staff	Ready, Set, Go	August 27-29, 2007
	4	Practice "Ready, Set, Go" skills and review in class meetings as needed along with BBR approach.	VP	All	Teachers	BBR Posters	Ongoing
Teachers	1	Attend required PBIS Meetings to analyze data to evaluate strategies and set school-wide goals to improve areas of need.	VP	All	All Staff	PBIS Monthly discipline data	Monthly
	2	Consistent implementation of the school-wide matrix.	VP	All	All Staff	The Matrix	Daily
	3	Implementation of positive behavior intervention strategies.	VP	All	All Staff	PBIS Committee	Daily
Parents	1	Review the matrix at home with students.	VP	All	Parents	Matrix	Monthly
	2	Increase awareness and understanding of the Student Code of Conduct	VP	All	Administrators	Code of Conduct	First Day Packet and 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			
Campus Objective:	2	By March 2008, we will increase the percentage (by the amounts noted at the right) of students that demonstrate proficiency in TAKS.			
			5th	2007	Goal
			AA	86	+1
			H	82	+3
			W	87	+1
		ED	78	+4	
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	Identify gaps in concepts and use vocabulary instruction to accelerate growth.	AR, SD	Students	Teachers	Lesson Plans, Classroom Observations	Ongoing
	2	Identify targeted objectives by examining results of district benchmarks, quizzes, and teacher-made tests.	AR, SD	Students	Teachers, Administrators	Assessment Testing	Ongoing
	3	Provide extended learning time to provide supplemental instruction for students. (recess /read-to time)	AR, SD	5 th Grade Students	Teachers and Instructional Specialists	Lesson Plans	Ongoing
	4	Students will have an on-campus or off-campus science learning experience.	PI, SD	Students	Teachers, Administrators, Parent Involvement	Lesson Plans	Once a year
	5	Create a vocabulary suitcase for students to increase knowledge of science terms.	AR, SD	2 nd -5 th Grade students	Teachers	Lesson Plans	Weekly

Teachers	1	New teachers attend district curriculum trainings.	SD	New Teachers	Teachers	Professional Development Transcript	Once Every 6-Weeks Period
	2	Conduct team planning session to ensure that instruction is aligned with state learning objectives.	SD	Teachers	Teachers, Instructional Specialists, Administrators	In-School Staff Development	Ongoing
Parents	1	Provide parents with up-to-date information regarding testing, recent successes, and struggling areas.	PI	Parents	Teachers	Friday Packet / Parent Viewer	Weekly
	2	Encourage greater parent involvement in science related field trips.	PI	Parents	VIPS Coordinator	SRC	As Required

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:	3	By March 2008, we will increase the percentage (by The amounts noted at the right) of students that demonstrate proficiency in TAKS.		3rd		4th		5th	
				07	Goal	07	Goal	07	Goal
			AA	50	+25	74	+5	91	+3
			H	76	+5	84	+2	96	+1
			W	81	+3	93	+2	92	+3
		ED	69	+7	68	+7	94	+2	
Formative/Summative Evaluation:		District-developed Tests and Texas Assessment of Knowledge and Skills							

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Meet to ensure that each struggling student has been assigned to a teacher who has a proven track record of accelerating students' math achievement. (change assignments and re-balance classes as needed)	AR	At-Risk Students	Teachers, Instructional Specialists, Administrators	Gradebook, District Assessment Testing	First 6-week Period
	2	Use of small group interventions with At-risk students by the math helping teacher	AR, CE	At-Risk Students	Teachers, Instructional Specialists, Administrators	Math Helping Teacher	Ongoing
	3	Provide extended learning time to provide supplemental instruction for students. (recess /read-to time)	AR, SD	Targeted student population	Teachers and Instructional Specialists	Lesson Plans	Ongoing
	4	Identify targeted objectives by examining results of district benchmarks, quizzes, and teacher-made tests.	AR, SD	Targeted Student Population	Teachers and Instructional Specialists	Gradebook, District Assessment Testing	Ongoing

Teachers	1	Attended a Quantum Learning training session (6 teachers – one per grade level K-5).	SD	Teachers	Principal, Teachers	Professional Development	Aug 2007
	2	Schedule math coach to work with third, fourth, and fifth grade level teams to align instruction with state learning objectives.	SD, CE, AR	3 rd thru 5 th grade math teams	Instructional Specialist	At-Risk Campus and District Staff	Every two weeks
	3	Participate in Quantum Learning Book Study for campus T/E hours.	SD	Teachers	Instructional Specialists	Professional Development Transcript	
	4	Conduct Saturday School sessions for At-Risk students.	AR	Students	Teachers, Administrators	Teacher Sign-Up Sheet	November, February
Parents	1	Provide parents with up-to-date information regarding testing, recent successes, and struggling areas.	PI	All parents	Teachers and Parents	Friday Packet, Parent Viewer	Weekly
	2	Provide campus curriculum nights where parents can learn how to support students' educational needs at home.	PI	All parents	Teachers and Instructional specialist	Administrators, Teachers, Parents	Once a 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**

By March 2008, we will increase the number (by the amounts noted to the right, or greater) of students demonstrating proficiency on reading portion of TAKS.

Campus Objective: 4

	3rd		4th		5th	
	07	Goal	07	Goal	07	Goal
AA	72	+6	79	+4	94	+2
H	92	+3	79	+4	93	+2
W	98	+1	95	+2	93	+2
ED	86	+1	70	+7	92	+3

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

STP		Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Use student data to determine At-Risk students and ensure that each is receiving appropriate services.	AR, CE	At-Risk Students	Instructional Specialist, Administrators, Teachers	Gradebook, District Assessment Testing	Prior to First Day of School
	2	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR, CE	At-Risk Students	Teachers, Instructional Specialist	District Assessment Testing	Every 3 to 6 Weeks
	3	Identify gaps in students' schema and scaffold instruction as needed	AR, CE	At-Risk Students	, Teachers	Observation and Critical TEKS	Ongoing
	4	Provide extended learning time for students during supplemental instruction period.	AR, CE	At-Risk Students	Teachers, Administrators	Literacy Library	Daily and Semi-Monthly

Teachers	1	Conduct Saturday School sessions for At-Risk students.	AR	At-Risk Students	Teachers, Administrators	Teacher Sign-Up Sheet	November , February
	2	Attend Professional Staff Development Courses to obtain new teaching strategies.	SD	Teachers	Staff Development Department	Professional Development Transcript	Ongoing
	3	Ensure that each staff member implements the reading workshop approach as modeled in <u>The Art of Teaching Reading</u> by Lucy Calkins	AR, CE	Teachers	Principal	Observations, Samples of Student Work	Ongoing
Parents	1	Provide parents with up-to-date information regarding testing, recent successes, and struggling areas.	PI	Parents	Teachers and Parents	Friday Packet, Parent Viewer	Weekly
	2	Provide campus curriculum nights where parents can learn how to support students' educational needs at home.	PI	Parents	Teachers and Instructional Specialist	Administrators, Teachers, Parents	Once a 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**

Campus Objective: 5 By March 2008, we will increase to 90%, the amount of students demonstrating proficiency on Language Arts Benchmarks and grade level TAKS tests by targeting the subgroups listed to the right as indicated in the goal.

4th	2007	Goal
AA	78	+4
H	86	+1
W	90	+3
ED	74	+5

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 composition skills in usage, mechanics, spelling, and editing identified as weak on benchmarks.	AR, SD	Students	Teachers, Instructional Specialist, Administrators	Gradebook, District Assessment Testing	Ongoing
	2	Design and present lessons based on the writing workshop model presented in <u>The Art of Teaching Writing</u> by Lucy Calkins and units of study created by the District.	AR, CE	Students	Teachers	<u>The Art of Teaching Writing</u> by Lucy Calkins	Daily
	3	Meet to ensure that each struggling student has been assigned to a teacher who has a proven track record of accelerating students' Language Arts achievement. (change assignments and re-balance classes as needed)	AR	At-Risk Students	Instructional Specialist, Administrators, Principal, Teachers	Gradebook, District Assessment Testing	Every 6-week period

Teachers	1	Conduct Saturday School sessions for At-Risk students.	AR	Students	Teachers, Administrators	Teacher Sign-Up Sheet	November, February
	2	Ensure each teacher follows the Horne Writing Plan.	AR, CE	Teachers	Principal	Horne Writing Plan, Samples of Student Work	Ongoing
Parents	1	Provide parents with up-to-date information regarding testing, recent successes, and struggling areas.	PI	Parents	Teachers and Parents	Friday Packet, Parent Viewer	Weekly
	2	Provide campus curriculum nights where parents can learn how to support students' educational needs at home.	PI	Parents	Teachers and Instructional Specialist	Administrators, Teachers, Parents	Once a Semester

* **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

[Horne Elementary]
[Janna Barnhart]
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District

Section A

- (1) Horne 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 Horne 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.
 - (j) reported, coordinated, and integrated all funding sources, for example, 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
Holly Hays	Teacher 1
Mary Wheeler	Teacher 2
Amy Belding	Teacher 3
Jennifer Baldree	Teacher 4
Theresa Dean	Teacher 5
Michele Fielder	Teacher 6
Barbara DePetris	Teacher 7
John Alvarez	Teacher 8
Tayaka Daniels	Teacher 9
Mischa Brinkmeyer	Teacher 10
Christopher Jahn	Teacher 11
Karen Womack	Non-teaching professional 1
Joan Mercer	Non-teaching professional 2
Cherlonda Shanks	Non-teaching professional 3
Casey Suter	Non-teaching professional 4
Angie Collins	Non-teaching professional 5
Kristina Neumann	Parent 1
Vanda Simon	Parent 2
Randy Ballard	Community resident 1
Lettie Albritton	Community resident 2
Keri Gass	Business representative 1
Jack Hendrie	Business representative 2
Jan Price	Cypress Fairbanks ISD Administrative Representative

CIP PART III: ASSURANCE ADDENDUM

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 20, 2007	4:00 pm	Horne Elementary Library
2	October 4, 2007	4:00 pm	Horne Elementary Library
3	November 11, 2007	4:00 pm	Horne Elementary Library
4	January 17, 2008	4:00 pm	Horne Elementary Library
5	May 8, 2008	4:00 pm	Horne Elementary Library

* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

CIP PART III: ASSURANCE ADDENDUM

Section C

✓ (1)

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 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)

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.

CIP PART III: ASSURANCE ADDENDUM

✓ (4)

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 I 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.

✓ (5)

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

CIP PART III: ASSURANCE ADDENDUM
Section D

[Horne Elementary] 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	