

2007-2008
Campus Improvement Plan
For
Keith Elementary

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: KEITH ELEMENTARY
CAMPUS NUMBER: 101907143

Campus Rating: Exemplary
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	537	549	98%	100%	466	479	97%		1		
African Amer	32	34	94%	6%	29	32	91%		3		
X Hispanic	94	96	98%	17%	82	86	95%		3		
X White	393	400	98%	73%	329	335	98%		0		
X Econ Disadv	49	51	96%	9%	34	38	89%		7		
Writing (65%)											
X All Students	174	177	98%	100%	158	171	92%		6		
African Amer	5	5	100%	3%	9	13	69%		31		
X Hispanic	38	38	100%	21%	20	22	91%		9		
X White	123	126	98%	71%	124	131	95%		3		
Econ Disadv	14	14	100%	8%	9	10	90%		10		
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	539	549	98%	100%	470	483	97%		1		
African Amer	29	32	91%	6%	27	32	84%		7		
X Hispanic	92	95	97%	17%	84	86	98%		-1		
X White	400	403	99%	73%	333	339	98%		1		
X Econ Disadv	48	50	96%	9%	35	38	92%		4		
Science (40%)											
X All Students	180	187	96%	100%	121	133	91%		5		
African Amer	13	14	93%	7%	8	11	73%		20		
Hispanic	23	25	92%	13%	20	24	83%		9		
X White	140	143	98%	76%	82	87	94%		4		
Econ Disadv	11	12	92%	6%	11	15	73%		19		

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	41	42	98%	100%	33	33	100%		-2		

EXCEPTIONS TABLE

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

DISTRICT NAME: CYPRESS-FAIRBANKS
 CAMPUS NAME: KEITH ELEMENTARY Campus Rating: Exemplary
 CAMPUS NUMBER: 101907143 Grade Span: EE - 05

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

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

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

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

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

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

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

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

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

CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Reading/ELA	KEITH ELEMENTAR	3	All	187	187	100	100	100	74	40	182	182	100	99	54
Reading/ELA	KEITH ELEMENTAR	3	AA	13	13	100	100	100	1	8	9	9	100	2	22
Reading/ELA	KEITH ELEMENTAR	3	Hispanic	36	36	100	100	100	10	28	42	42	100	17	40
Reading/ELA	KEITH ELEMENTAR	3	White	132	132	100	100	100	61	46	121	121	100	72	60
Reading/ELA	KEITH ELEMENTAR	3	Eco.Dis.	26	26	100	100	100	6	23	15	15	100	6	40
Reading/ELA	KEITH ELEMENTAR	3	Spec.Ed.	7	7	100	100	100	1	14	10	10	100	4	40
Reading/ELA	KEITH ELEMENTAR	3	LEP	11	11	100	100	100	3	27	10	10	100	3	30
Reading/ELA	KEITH ELEMENTAR	3	LEP M1	7	7	100	100	100	2	29	0	0	0	0	0
Reading/ELA	KEITH ELEMENTAR	3	LEP M2								0	0	0	0	0
Reading/ELA	KEITH ELEMENTAR	4	All	188	177	94	100	96	75	40	193	179	93	49	25
Reading/ELA	KEITH ELEMENTAR	4	AA	8	7	88	90	89	2	25	17	13	76	2	12
Reading/ELA	KEITH ELEMENTAR	4	Hispanic	39	37	95	100	97	14	36	30	25	83	4	13
Reading/ELA	KEITH ELEMENTAR	4	White	132	125	95	100	97	54	41	141	136	96	42	30
Reading/ELA	KEITH ELEMENTAR	4	Eco.Dis.	16	15	94	100	96	2	13	16	10	63	2	13
Reading/ELA	KEITH ELEMENTAR	4	Spec.Ed.	6	5	83	90	85	3	50	11	9	82	0	0
Reading/ELA	KEITH ELEMENTAR	4	LEP	3	---	---	---	---	---	---	2	1	50	0	0
Reading/ELA	KEITH ELEMENTAR	4	LEP M1	6	6	100	100	100	1	17	7	6	86	0	0
Reading/ELA	KEITH ELEMENTAR	4	LEP M2	1	---	---	---	---	---	---	2	2	100	1	50
Reading/ELA	KEITH ELEMENTAR	5	All	195	193	99	100	99	83	43	145	143	99	51	35
Reading/ELA	KEITH ELEMENTAR	5	AA	16	15	94	100	96	5	31	13	12	92	2	15
Reading/ELA	KEITH ELEMENTAR	5	Hispanic	26	26	100	100	100	6	23	27	27	100	7	26
Reading/ELA	KEITH ELEMENTAR	5	White	148	147	99	100	99	70	47	94	93	99	34	37
Reading/ELA	KEITH ELEMENTAR	5	Eco.Dis.	13	12	92	100	95	3	23	18	17	94	4	22
Reading/ELA	KEITH ELEMENTAR	5	Spec.Ed.	6	6	100	100	100	0	0	13	13	100	2	15
Reading/ELA	KEITH ELEMENTAR	5	LEP	3	---	---	---	---	---	---	5	5	100	0	0
Reading/ELA	KEITH ELEMENTAR	5	LEP M1	1	---	---	---	---	---	---	3	0	0	2	67
Reading/ELA	KEITH ELEMENTAR	5	LEP M2	4	---	---	---	---	---	---	2	0	0	2	100

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	KEITH ELEMENTAR	3	All	188	179	95	100	97	82	44	187	180	96	91	49
Math	KEITH ELEMENTAR	3	AA	13	12	92	100	95	1	8	10	8	80	2	20
Math	KEITH ELEMENTAR	3	Hispanic	36	32	89	90	89	12	33	43	42	98	17	40
Math	KEITH ELEMENTAR	3	White	133	129	97	100	98	65	49	124	120	97	65	52
Math	KEITH ELEMENTAR	3	Eco.Dis.	26	23	88	90	89	5	19	15	14	93	8	53
Math	KEITH ELEMENTAR	3	Spec.Ed.	8	6	75	90	80	2	25	11	8	73	4	36
Math	KEITH ELEMENTAR	3	LEP	11	9	82	90	85	1	9	11	9	82	3	27
Math	KEITH ELEMENTAR	3	LEP M1	7	7	100	100	100	3	43	0	0	0	0	0
Math	KEITH ELEMENTAR	3	LEP M2								0	0	0	0	0
Math	KEITH ELEMENTAR	4	All	188	186	99	100	99	124	66	194	186	96	106	55
Math	KEITH ELEMENTAR	4	AA	8	6	75	90	80	4	50	17	12	71	3	18
Math	KEITH ELEMENTAR	4	Hispanic	39	39	100	100	100	21	54	29	28	97	11	38
Math	KEITH ELEMENTAR	4	White	132	132	100	100	100	92	70	143	141	99	90	63
Math	KEITH ELEMENTAR	4	Eco.Dis.	16	15	94	100	96	10	63	16	12	75	4	25
Math	KEITH ELEMENTAR	4	Spec.Ed.	6	5	83	90	85	3	50	11	10	91	1	9
Math	KEITH ELEMENTAR	4	LEP	3	---	---	---	---	---	---	2	2	100	0	0
Math	KEITH ELEMENTAR	4	LEP M1	6	6	100	100	100	3	50	7	6	86	2	29
Math	KEITH ELEMENTAR	4	LEP M2	1	---	---	---	---	---	---	2	2	100	1	50
Math	KEITH ELEMENTAR	5	All	194	191	98	100	99	131	68	148	146	99	90	61
Math	KEITH ELEMENTAR	5	AA	14	13	93	100	95	6	43	14	13	93	3	21
Math	KEITH ELEMENTAR	5	Hispanic	25	24	96	100	97	16	64	28	28	100	13	46
Math	KEITH ELEMENTAR	5	White	150	150	100	100	100	105	70	95	94	99	65	69
Math	KEITH ELEMENTAR	5	Eco.Dis.	12	12	100	100	100	7	58	17	17	100	6	35
Math	KEITH ELEMENTAR	5	Spec.Ed.	6	6	100	100	100	0	0	14	14	100	7	50
Math	KEITH ELEMENTAR	5	LEP	3	---	---	---	---	---	---	5	5	100	1	20
Math	KEITH ELEMENTAR	5	LEP M1	1	---	---	---	---	---	---	3	0	0	2	67
Math	KEITH ELEMENTAR	5	LEP M2	4	---	---	---	---	---	---	2	0	0	2	100

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	KEITH ELEMENTAR	3	All												
Science	KEITH ELEMENTAR	3	AA												
Science	KEITH ELEMENTAR	3	Hispanic												
Science	KEITH ELEMENTAR	3	White												
Science	KEITH ELEMENTAR	3	Eco.Dis.												
Science	KEITH ELEMENTAR	3	Spec.Ed.												
Science	KEITH ELEMENTAR	3	LEP												
Science	KEITH ELEMENTAR	3	LEP M1												
Science	KEITH ELEMENTAR	3	LEP M2												
Science	KEITH ELEMENTAR	4	All												
Science	KEITH ELEMENTAR	4	AA												
Science	KEITH ELEMENTAR	4	Hispanic												
Science	KEITH ELEMENTAR	4	White												
Science	KEITH ELEMENTAR	4	Eco.Dis.												
Science	KEITH ELEMENTAR	4	Spec.Ed.												
Science	KEITH ELEMENTAR	4	LEP												
Science	KEITH ELEMENTAR	4	LEP M1												
Science	KEITH ELEMENTAR	4	LEP M2												
Science	KEITH ELEMENTAR	5	All	190	182	96	100	97	113	59	147	133	90	63	43
Science	KEITH ELEMENTAR	5	AA	14	13	93	100	95	4	29	14	10	71	2	14
Science	KEITH ELEMENTAR	5	Hispanic	25	23	92	100	95	12	48	27	22	81	9	33
Science	KEITH ELEMENTAR	5	White	146	142	97	100	98	94	64	95	90	95	45	47
Science	KEITH ELEMENTAR	5	Eco.Dis.	12	11	92	100	95	3	25	19	14	74	4	21
Science	KEITH ELEMENTAR	5	Spec.Ed.	4	---	---	---	---	---	---	10	10	100	4	40
Science	KEITH ELEMENTAR	5	LEP	3	---	---	---	---	---	---	4	2	50	0	0
Science	KEITH ELEMENTAR	5	LEP M1	1	---	---	---	---	---	---	3	3	100	2	67
Science	KEITH ELEMENTAR	5	LEP M2	4	---	---	---	---	---	---	2	2	100	2	100

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Keith Ele.	AA	96.5	97.3
Keith Ele.	H	96.7	96.5
Keith Ele.	W	97.2	97
Keith Ele.	NATIVE	99.4	98.3
Keith Ele.	ASIAN	97.4	96.6
Keith Ele.	MALE	97.1	97
Keith Ele.	FEMALE	97	96.8
Keith Ele.	SPED	95.3	95.6
Keith Ele.	ECD	96.6	96.5
Keith Ele.	LEP	96.1	96.2
Keith Ele.	AT RISK	96.8	96.7
Keith Ele.	GT	97.7	97.5
Keith 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	Reading Workshop Initiative	TAKS results – 99% passing (+2 from 2006)	
		Writing	Writer’s Workshop Initiative	TAKS results – 98% passing (increase of +7 from 2006)	
		Math	Focus on problem solving and cooperative learning	TAKS results – 98% passing (+1 from 2006)	
		Science	Focus on hands on, brain based learning activities	TAKS results – 96 % passing (+5 from 2006)	
		Social Studies			
		Other			
	Subgroups	All			
		AA	Focus on building relationships with students, increased parent communication, motivational activities, high expectations	TAKS scores (increase from 2006 to 2007) +3 in reading +31 in writing +7 in math +20 in science	
		H	Focus on building relationships with students, increased parent communication, motivational activities, high expectations	TAKS scores (increase from 2006 to 2007) +3 in reading +9 in writing +9 in science	
		W			
		ED	High expectations, building relationships, closing instructional gaps	TAKS scores (increase from 2006 to 2007) +7 in reading +10 in writing +4 in math +19 in science	
		LEP			
		SE			
	Social/ Emotional	Discipline			
		Extracurricular			
		Other			

Teacher	Professional Development	Reading Workshop Initiative	Increased independent reading time for students, and maximized time on task using new schedules
	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 excessive talking/disruption and physical contact will be reduced by **50%** from the previous school year.

Formative Evaluation:

District-developed Reports

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Implement Positive Behavior Intervention Support program.	AR VP	All	PBIS Leadership team/staff	PBIS Coach	Ongoing
Teachers	1	Implement Positive Behavior Intervention Support program.	AR VP	All	PBIS Leadership team/staff	PBIS Coach	Ongoing
Parents	1	Send PBIS information home in weekly newsletter.	VP	All	PBIS Leadership Team	PBIS Coach	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:

For 2007 – 2008, the ADA student attendance will be at or above **97%**.

Formative/Summative Evaluation:

District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Send attendance incentives home in report cards each six weeks to recognize students with perfect attendance.	AR	All	Teachers	Businesses	Ongoing
Teachers	1	Share expectations for daily attendance with students on morning announcements and in the classroom.	AR	All	Principal Teachers		Ongoing
Parents	1	Share expectations for daily attendance with parents on Curriculum Night, Parent Conference Day, in weekly school newsletter, and on school website.	AR	All	Principal Staff		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: # By May, 2008, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency and commended performance on TAKS science.

	5th	Passing	Commended
AA	+7	+20	
H	+8	+10	
ED	+8	+15	
All	+4	+10	

Goal for proficiency – 100%
Goal for commended - 69%

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

STP		Strategies	Code s*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Check rosters to ensure that each struggling student has been assigned to a teacher who has a proven track record of accelerating students' science achievement. (Change assignments and re-balance classes as needed.)	AR , CE	Identified students	Principal	Class rosters; AMS data	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	Groups listed	Instructional Specialist; teacher	Gradebook; benchmark data	Every 3 or 6 weeks
	3	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen</i> , <i>The Magnificent Seven</i> , and <i>Quantum Learning</i> .	AR , CE	Groups listed	Teachers	<i>The Baker's Dozen</i> booklet; <i>Magnificent Seven</i> materials <i>Quantum Learning</i> book	Ongoing
	4	Provide extended learning time for students during	AR	Identified	Admin. and	Tutorial	Daily and semi-

		Supplemental Instruction period, Saturday classes, and before-school tutoring sessions.	, CE	students	teachers	packets	monthly
	5	Identify gaps in students' background knowledge in science, and use direct vocabulary instruction to accelerate growth.	AR , CE	Identified students	Teachers	CFISD academic vocabulary lists	Ongoing
Teachers	1	Set up Study Island Station in each science classroom for review of Earth Science Objectives.	AR	5 th -grade science team	Teachers	Coordinator	Ongoing
	2	Enroll three teachers in Quantum Learning training.	SD	2 each grade, 3-5	Principal; secretary	Compensatory funds	October
	3	Implement daily Science Bowl for grade 2-5 during lunch.	AR	All students	Teachers	Science study guides	Daily
	4	Implement Science Camp to review science concepts.	AR	All students	Teachers	AP's IS's	Spring, 2008
	5	Participate in Quantum Learning book study.	SD	All students	Teachers	AP's IS's Teachers	Summer, Fall 2007
	6	Create frequent checkpoints to monitor student progress.	AR	All students	Teachers	TEKS	Ongoing
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by making phone calls or sending e-mails.	PI	All students	Teachers	Grades	Ongoing

Areas to Improve

District Priority: 1A

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

Area of Focus:

Mathematics

Campus Objective: #

By May, 2008, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency and commended performance on TAKS math.

	3rd	3 rd Comm.	4th	4 th Comm.	5th	5 th Comm.
AA	+8	+20	+25	+10	+7	+10
H	+11	+10		+10		+10
ED	+12	+20		+10		+10
All	+5	+10	+1	+10	+2	+10

Goal for proficiency – 100%

Goal for commended – 65%

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	A R, CE	Identified students	Principal	Class rosters; AMS data	Prior to first day of school
	2	A R, CE	Groups listed	Instructional Specialist; teacher	Gradebook; benchmark data	Every 3 or 6 weeks
	3	A R, CE	Groups listed	Teachers	<i>The Baker's Dozen</i> booklet; <i>Magnificent Seven</i> materials, <i>Quantum Learning</i> book	Ongoing
	4	A	Identified	Admin. and	Tutorial	Daily and semi-

		Supplemental Instruction period, Saturday classes, and before-school tutoring sessions.	R, CE	students	teachers	packets	monthly
	5	Implement CCC- Cougars Connect and Conquer program. Instructional Specialists will work with targeted students from 8-9 am daily to close instructional gaps.	A R, CE	Identified students	Admin. and teachers	TEKS	Ongoing
	6	Identify gaps in students' background knowledge in math, and use direct vocabulary instruction and anchor charts to accelerate growth.	A R, CE	All Students	Teachers	CFISD academic vocabulary lists	Ongoing
	7	Implement daily graphing and weekly polling activities in kindergarten.	A R	All Students	Teachers	TEKS	Ongoing
	8	Post timelines on student offices for 1 st graders.	A R	All students	Teachers	TEKS	August
Teachers	1	Schedule math coaches/AP's/IS's to work with 1 st , 2 nd , 3 rd , 4 th , and 5 th grade team on modifying lessons to target identified struggling learners.	SD	4 th -grade math team	Instructional Specialist's/ AP's	Coordinator	Weekly/Bi-weekly
	2	Enroll three teachers in Quantum Learning training.	SD	2 each grade, 3-5	Principal; secretary	Compensatory funds	Oct. 6-10
	3	Participate in Quantum Learning book study.	SD	All students	Teachers	AP's IS's Teachers	Summer, Fall 2007
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by making phone calls or sending e-mails.	PI	Parents of identified students	Teachers	Samples of student work	Weekly
	2	Post "Parent Help" cards and math expectations for each 6 weeks on Keith website.	PI T	All students	AP's/Instructional Specialists	Technology liaison	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: **Reading/English Language Arts**

Campus Objective: # By May, 2008, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency and commended performance on TAKS reading.

Goal for proficiency – 100%

Goal for commended - 60%

	3rd	3 rd Comm.	4th	4 th Comm.	5th	5 th Comm.
AA		+20	+12	+20	+6	+20
H		+20	+5	+20		+20
ED		+20		+20		+20
All		+20	+6	+20	+1	+20

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	A R, CE	Identified students	Principal	Class rosters; AMS data	Prior to first day of school
	2	A R, CE	Groups listed	Instructional Specialist; teacher	Gradebook; benchmark data	Every 3 or 6 weeks
	3	A R, CE	Groups listed	Teachers	<i>The Baker's Dozen</i> booklet; <i>Magnificent Seven</i> materials, Quantum Learning book	Ongoing
	4	A	Identified	Admin. and	Tutorial	Daily and semi-

		Supplemental Instruction period, Saturday classes, and before-school tutoring sessions.	R, CE	students	teachers	packets	monthly
	5	Identify gaps in students' background knowledge in reading, and use direct vocabulary instruction to accelerate growth.	A R, CE	Identified students	Teachers	CFISD academic vocabulary lists	Ongoing
	6	Implement CCC- Cougars Connect and Conquer program. Instructional Specialists will work with targeted students from 8-9 am daily to close instructional gaps.	A R, CE	Identified students	Admin. and teachers	TEKS	Ongoing
	7	Increase independent reading time for all students. Minimum times: K – 15 minutes, 1 st – 30 minutes, 2 nd – 30 minutes, 3,4,5 – 40 minutes.	A R	All students	Teachers		Ongoing
	8	Increase classroom libraries to 500 books per teacher.	A R	All students	Principal PTO	PTO	Ongoing
	9	Plan and implement lessons that link oral and written storytelling.	A R	Identified students	Teachers	Karen Lowery	Ongoing
Teachers	1	Schedule AP'/IS's to work with all teams on vertically aligning reading lessons and assisting with modifications to target identified struggling learners.	SD	4 th -grade reading team	Instructional Specialist	Coordinator	Weekly
	2	Enroll three teachers in Quantum Learning training.	SD	2 each grade, 3-5	Principal; secretary	Compensatory funds	Oct. 6-10
	3	Facilitate staff development on Reading Workshop, conferring with students, read aloud with accountable talk, and guided reading.	SD	All grades	Principal		Ongoing
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by making phone calls or sending e-mails.	PI	Parents of identified students	Teachers	Samples of student work	Weekly
	2	Post "Parent Help" cards and reading expectations for each six weeks on Keith website.	PI T	All students	Instructional Specialist	TEKS	Ongoing
	3	Train parents volunteers to assist students with reading.	PI	Identified Students	Instructional Specialist Reading Enrichment Teacher	Tutoring Packets	Fall, 2007

Areas to Improve

District Priority: 1A

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

Area of Focus:

Writing

Campus Objective: #

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

	4th	Commended
AA	+12	+15
H		+15
ED	+6	+15
All	+2	+15

Goal for proficiency – 100%

Goal for commended – 50%

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Check rosters to ensure that each struggling student has been assigned to a teacher who has a proven track record of accelerating students' writing achievement. (Change assignments and re-balance classes as needed.)	AR, CE	Identified students	Principal	Class rosters; AMS data	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	Groups listed	Instructional Specialist; teacher	Gradebook; benchmark data	Every 3 or 6 weeks
	3 Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen</i> , <i>The Magnificent Seven</i> , and <i>Quantum Learning</i> .	AR, CE	Groups listed	Teachers	<i>The Baker's Dozen</i> booklet; <i>Magnificent Seven</i> materials	Ongoing
	4 Provide extended learning time for students during Supplemental Instruction period, Saturday classes, and before-school tutoring sessions.	AR, CE	Identified students	Admin. and teachers	Tutorial packets	Daily and semi-monthly

	5	Identify gaps in students' background knowledge in writing, and use direct vocabulary instruction to accelerate growth.	AR, CE	Identified students	Teachers	CFISD academic vocabulary lists	Ongoing
Teachers	1	Schedule Karen Lowery to work with 4 th -grade team on modifying lessons to target identified struggling learners.	SD	4 th -grade writing team	Instructional Specialist		Fall, 2007
	2	Enroll three teachers in Quantum Learning training.	SD	2 each grade, 3-5	Principal; secretary	Compensatory funds	Oct. 6-10
	3	Implement book study using <u>The Art of Teaching Writing</u> to increase knowledge of conferring strategies.	SD	All students	Instructional Specialists Assistant Principal		
	4	Implement Writer's Workshop to improve development of ideas in writing.	AR				
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by making phone calls or sending e-mails.	PI	Parents of identified students	Teachers	Samples of student work	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

Keith Elementary Patty Mooney 2007 – 2008 Campus Improvement Plan Cypress-Fairbanks Independent School District

Section A

- (1) Keith 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 Keith 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.

CIP PART III: ASSURANCE ADDENDUM
Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Cassie Mosher	Teacher 1
Jill Walther	Teacher 2
Jayne Garcia	Teacher 3
Melissa Birbeck	Teacher 4
Becky Fredrickson	Teacher 5
Lisa Nevins	Teacher 6
Sue Foster	Teacher 7
David Dissly	Teacher 8
Patty Mooney	Non-teaching professional 1
Dana Devoll	Non-teaching professional 2
Kenny Parker	Parent 1
Melissa Ayers	Parent 2
Ronnie Nespeca	Community resident 1
Duane Iselt	Community resident 2
Leigh Ann Huber	Business representative 1
Sarah Roemler	Business representative 2

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	9/26/2007	7:30 am	Keith Library
2	11/21/07	7:30 am	Keith Library
3	1/23/08	7:30 am	Keith Library
4	3/12/08	7:30 am	Keith Library
5	6/5/08	7:30 am	Keith 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 in their learning, and they will build in periodic review of the content and concepts.

☑ (2)

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

Other Legal Requirements

☑ (3)

Parent and Community Involvement Goal	
For 2007 – 2008, the percent of parents and community members attending PTO meetings will increase by 20% .	
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)

Violence Prevention and Intervention Goal	
For 2007 – 2008, discipline referrals for drugs, alcohol, and tobacco will be reduced by 100% from the previous year.	
Formative	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Strategy	Implement and monitor the school wide safety and security plan.

(5)

Violence Prevention Goal	
For 2007 – 2008, the discipline referrals for offenses will be reduced by 50% from the previous school year.	
Formative	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for Keith Elementary .
Strategy	Implement and monitor the school-wide safety and security plan.

(6)

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.

(7)

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.

CIP PART III: ASSURANCE ADDENDUM

Section D

10 Components of a Title I Program

- 1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
- 2. **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district's list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students' engagement in learning and level of thinking about content and concepts.
- 3. **Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
- 4. **High-quality and ongoing, professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers' professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
- 5. **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district's Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
- 6. **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus's programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
- 7. **Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
- 8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
- 9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
- 10. **Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

CIP PART III: ASSURANCE ADDENDUM

Keith 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	Team Building/ Curriculum Planning
21-Aug	All Staff	Campus	PBIS
22-Aug	All Staff	Campus	PBIS
23-Aug	Elementary/Secondary	District Staff	
24-Aug	All Staff	Campus	Curriculum Planning
8-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
3-Jan	Elementary Staff	District Staff	Reading Workshop Writing Workshop Quantum Learning
	Secondary Staff	Campus	
4-Jan	All Staff	Campus	District Required Staff Development Activities
April 28 *	All Staff	Campus	Reading Workshop Writing Workshop Quantum Learning
30-May	All Staff	Campus	Teacher Preparation