

“Building Scholars”

2007-2008
Campus Improvement Plan
for
Lee Elementary

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: LEE ELEMENTARY
CAMPUS NUMBER: 101907144

Campus Rating: Recognized
Grade Span: EE - 05

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

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2007				2006			Required Improvement			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
Reading/ELA (65%)											
X All Students	344	396	87%	100%	325	379	86%		1		
African Amer	24	25	96%	6%	21	22	95%		1		
X Hispanic	177	220	80%	56%	166	208	80%		0		
X White	73	76	96%	19%	77	80	96%		0		
X Econ Disadv	149	188	79%	47%	165	208	79%		0		
Writing (65%)											
X All Students	131	138	95%	100%	110	119	92%		3		
African Amer	7	7	100%	5%	5	5	100%		0		
X Hispanic	64	71	90%	51%	68	77	88%		2		
X White	33	33	100%	24%	15	15	100%		0		
X Econ Disadv	57	63	90%	46%	63	71	89%		1		
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	379	400	95%	100%	357	386	92%		3		
African Amer	24	26	92%	7%	22	22	100%		-8		
X Hispanic	206	223	92%	56%	189	214	88%		4		
X White	75	76	99%	19%	77	80	96%		3		
X Econ Disadv	178	192	93%	48%	187	214	87%		6		
Science (40%)											
X All Students	96	119	81%	100%	97	131	74%		7		
African Amer	6	6	100%	5%	9	11	82%		18		
X Hispanic	59	79	75%	66%	43	68	63%		12		
White	14	15	93%	13%	26	28	93%		0		
X Econ Disadv	46	64	72%	54%	49	74	66%	Yes	6	5	Yes

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	28	32	88%	100%	41	48	85%		3		

EXCEPTIONS TABLE

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

DISTRICT NAME: CYPRESS-FAIRBANKS
 CAMPUS NAME: LEE ELEMENTARY Campus Rating: Recognized
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 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	LEE ELEMENTARY	3	All	142	131	92	100	95	36	25	139	116	83	57	41
Reading/ELA	LEE ELEMENTARY	3	AA	10	10	100	100	100	4	40	9	8	89	1	11
Reading/ELA	LEE ELEMENTARY	3	Hispanic	76	66	87	90	88	13	17	69	49	71	21	30
Reading/ELA	LEE ELEMENTARY	3	White	28	28	100	100	100	12	43	37	36	97	23	62
Reading/ELA	LEE ELEMENTARY	3	Eco.Dis.	66	59	89	90	89	10	15	71	51	72	20	28
Reading/ELA	LEE ELEMENTARY	3	Spec.Ed.	5	---	---	---	---	---	---	4	2	50	1	25
Reading/ELA	LEE ELEMENTARY	3	LEP	68	57	84	90	86	3	4	62	46	74	18	29
Reading/ELA	LEE ELEMENTARY	3	LEP M1	14	14	100	100	100	8	57	10	10	100	7	70
Reading/ELA	LEE ELEMENTARY	3	LEP M2								1	1	100	0	0
Reading/ELA	LEE ELEMENTARY	4	All	147	116	79	90	83	50	34	128	95	74	24	19
Reading/ELA	LEE ELEMENTARY	4	AA	8	7	88	90	89	1	13	6	4	67	1	17
Reading/ELA	LEE ELEMENTARY	4	Hispanic	77	53	69	90	76	21	27	81	56	69	11	14
Reading/ELA	LEE ELEMENTARY	4	White	34	30	88	90	89	17	50	18	16	89	6	33
Reading/ELA	LEE ELEMENTARY	4	Eco.Dis.	64	41	64	90	75	14	22	75	50	67	8	11
Reading/ELA	LEE ELEMENTARY	4	Spec.Ed.	5	---	---	---	---	---	---	9	3	33	1	11
Reading/ELA	LEE ELEMENTARY	4	LEP	23	9	39	90	75	1	4	21	9	43	0	0
Reading/ELA	LEE ELEMENTARY	4	LEP M1	42	33	79	90	83	11	26	37	23	62	1	3
Reading/ELA	LEE ELEMENTARY	4	LEP M2	11	11	100	100	100	7	64	18	18	100	7	39
Reading/ELA	LEE ELEMENTARY	5	All	130	111	85	90	87	20	16	133	110	83	29	22
Reading/ELA	LEE ELEMENTARY	5	AA	8	8	100	100	100	1	13	11	10	91	3	27
Reading/ELA	LEE ELEMENTARY	5	Hispanic	84	68	81	90	84	11	13	68	53	78	9	13
Reading/ELA	LEE ELEMENTARY	5	White	17	16	94	100	96	4	25	28	25	89	9	32
Reading/ELA	LEE ELEMENTARY	5	Eco.Dis.	69	54	78	90	82	6	9	72	55	76	8	11
Reading/ELA	LEE ELEMENTARY	5	Spec.Ed.	10	7	70	90	77	1	11	5	3	60	0	0
Reading/ELA	LEE ELEMENTARY	5	LEP	21	11	52	90	75	0	0	22	10	45	0	0
Reading/ELA	LEE ELEMENTARY	5	LEP M1	7	5	71	90	77	1	14	7	7	100	0	0
Reading/ELA	LEE ELEMENTARY	5	LEP M2	34	30	88	90	89	2	6	17	12	71	3	18

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	LEE ELEMENTARY	3	All	141	130	92	100	95	40	28	140	119	85	46	33
Math	LEE ELEMENTARY	3	AA	10	9	90	100	93	1	10	9	7	78	1	11
Math	LEE ELEMENTARY	3	Hispanic	76	67	88	90	89	13	17	73	56	77	16	22
Math	LEE ELEMENTARY	3	White	27	27	100	100	100	9	33	37	35	95	17	46
Math	LEE ELEMENTARY	3	Eco.Dis.	66	60	91	100	94	14	21	70	55	79	13	19
Math	LEE ELEMENTARY	3	Spec.Ed.	5	---	---	---	---	---	---	5	4	80	0	0
Math	LEE ELEMENTARY	3	LEP	68	60	88	90	89	10	15	63	52	83	14	22
Math	LEE ELEMENTARY	3	LEP M1	14	14	100	100	100	11	79	9	9	100	7	78
Math	LEE ELEMENTARY	3	LEP M2								1	1	100	1	100
Math	LEE ELEMENTARY	4	All	150	141	94	100	96	73	49	129	118	91	30	23
Math	LEE ELEMENTARY	4	AA	9	8	89	90	89	4	44	6	6	100	2	33
Math	LEE ELEMENTARY	4	Hispanic	79	73	92	100	95	28	35	82	73	89	12	15
Math	LEE ELEMENTARY	4	White	34	32	94	100	96	22	65	18	16	89	3	17
Math	LEE ELEMENTARY	4	Eco.Dis.	67	62	93	100	95	24	36	76	67	88	15	20
Math	LEE ELEMENTARY	4	Spec.Ed.	7	5	71	90	77	0	0	10	9	90	0	0
Math	LEE ELEMENTARY	4	LEP	25	23	92	100	95	5	20	21	17	81	1	5
Math	LEE ELEMENTARY	4	LEP M1	42	40	95	100	97	22	52	37	34	92	4	11
Math	LEE ELEMENTARY	4	LEP M2	11	11	100	100	100	7	64	18	18	100	10	56
Math	LEE ELEMENTARY	5	All	135	130	96	100	97	57	43	137	130	95	53	39
Math	LEE ELEMENTARY	5	AA	10	10	100	100	100	2	20	11	11	100	3	27
Math	LEE ELEMENTARY	5	Hispanic	87	82	94	100	96	31	36	72	67	93	22	31
Math	LEE ELEMENTARY	5	White	17	17	100	100	100	8	47	28	28	100	15	54
Math	LEE ELEMENTARY	5	Eco.Dis.	72	68	94	100	96	27	38	76	70	92	20	26
Math	LEE ELEMENTARY	5	Spec.Ed.	10	10	100	100	100	2	20	8	7	88	1	13
Math	LEE ELEMENTARY	5	LEP	23	19	83	90	85	2	9	25	19	76	3	12
Math	LEE ELEMENTARY	5	LEP M1	7	7	100	100	100	4	57	7	7	100	2	29
Math	LEE ELEMENTARY	5	LEP M2	34	34	100	100	100	12	36	17	17	100	7	41

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	LEE ELEMENTARY	3	All												
Science	LEE ELEMENTARY	3	AA												
Science	LEE ELEMENTARY	3	Hispanic												
Science	LEE ELEMENTARY	3	White												
Science	LEE ELEMENTARY	3	Eco.Dis.												
Science	LEE ELEMENTARY	3	Spec.Ed.												
Science	LEE ELEMENTARY	3	LEP												
Science	LEE ELEMENTARY	3	LEP M1												
Science	LEE ELEMENTARY	3	LEP M2												
Science	LEE ELEMENTARY	4	All												
Science	LEE ELEMENTARY	4	AA												
Science	LEE ELEMENTARY	4	Hispanic												
Science	LEE ELEMENTARY	4	White												
Science	LEE ELEMENTARY	4	Eco.Dis.												
Science	LEE ELEMENTARY	4	Spec.Ed.												
Science	LEE ELEMENTARY	4	LEP												
Science	LEE ELEMENTARY	4	LEP M1												
Science	LEE ELEMENTARY	4	LEP M2												
Science	LEE ELEMENTARY	5	All	129	103	80	90	83	32	25	137	100	73	24	18
Science	LEE ELEMENTARY	5	AA	9	9	100	100	100	1	11	11	9	82	2	18
Science	LEE ELEMENTARY	5	Hispanic	85	62	73	90	79	15	18	72	46	64	6	8
Science	LEE ELEMENTARY	5	White	15	14	93	100	95	6	40	28	26	93	9	32
Science	LEE ELEMENTARY	5	Eco.Dis.	71	50	70	90	77	11	15	76	50	66	5	7
Science	LEE ELEMENTARY	5	Spec.Ed.	5	---	---	---	---	---	---	7	4	57	0	0
Science	LEE ELEMENTARY	5	LEP	23	11	48	90	75	2	9	25	9	36	0	0
Science	LEE ELEMENTARY	5	LEP M1	6	5	83	90	85	0	0	7	4	57	0	0
Science	LEE ELEMENTARY	5	LEP M2	34	26	76	90	81	3	9	17	12	71	1	6

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Lee Ele.	AA	96.8	97.5
Lee Ele.	H	96.5	96.6
Lee Ele.	W	96.4	96.4
Lee Ele.	NATIVE	98	99.1
Lee Ele.	ASIAN	98.1	98
Lee Ele.	MALE	97	97
Lee Ele.	FEMALE	96.5	96.8
Lee Ele.	SPED	95.1	95.4
Lee Ele.	ECD	96.8	96.8
Lee Ele.	LEP	97	96.9
Lee Ele.	AT RISK	96.7	96.8
Lee Ele.	GT	98.1	98.5
Lee Ele.	MIGRANT	0	0

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

PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES

Areas to Improve

District Priority:

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

Area of Focus:

Student Safety

**Campus Objective:
(SMART Goal)**

#1

For 2007 – 2008, discipline referrals for inappropriate physical contact, excessive talking out, and disruption of the learning environment will be reduced by 10% from the previous school year.

Formative Evaluation:

District-developed Reports, “Building Scholars” statistics

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will be able to state and explain the four Core Values.	VP	All Students	Classroom Teachers	PBIS Plan	End of 1 st six weeks
	2 Students will practice and follow established common procedures and expectations based on the four Core Values.	VP AR	All Students	All Staff	PBIS Plan	Ongoing
	3 Students will earn Self-Manager badges based on adherence to common procedures and expectations.	VP AR	All Students	Classroom Teachers	PBIS Plan	2 nd - 6 th Six Weeks
Teachers	1 Teachers will continue to implement Level One of Positive Behavior Intervention Support (PBIS.)	VP AR	All Staff	All Staff	PBIS Plan	Ongoing
	2 Teachers will participate in update training in PBIS.	VP	All Staff	PBIS team	PBIS training materials	August 20, 2007
	3 Teachers new to CFISD will participate in “Building Better Relationships” training.	VP SD	Teachers new to CFISD	CFPDAS Appraisers, District Trainers	District Training Materials	By end of 1 st semester
	4 Teachers will develop and implement lesson plans to teach and review procedures and expectations based on PBIS developed Core Values.	VP AR	All Teachers	Teaching Staff	PBIS Plan	1 st six weeks, as needed for review
	5 Teachers will post Core Values posters and expectations posters in their classrooms.	VP	All Teachers	Support staff, classroom teachers	PBIS Plan	By end of first two weeks of school
	6 Teachers will be given opportunity to participate in CPI training.	VP	All Staff	Campus administration, District Trainer	CPI training materials	August 6, 2007
	7 Selected teachers will serve on the PBIS committee and the campus Crisis Team.	VP	Staff, Students	Assistant Principals	PBIS Plan, Crisis Plan	Monthly, as needed
	8 PBIS committee will meet once a month to monitor	VP	Students	Assistant	PBIS Plan, District discipline	One Monday

		discipline data, implementation of PBIS, and to plan future interventions and recognitions for staff and students.	AR		Principals, PBIS Committee	reports	each month
	9	Crisis Committee will meet four times per year, or as needed, to plan and debrief crisis drills.	VP	All Staff, Students	Crisis Committee Members	Crisis Plan	Quarterly
Parents	1	Parents will be provided information about the V-Soft System through the school newsletter.	VP	Parents	Principal, Administrative Secretary	District provided information	1 st six weeks
	2	Parents and other visitors will be required to use the V-Soft system and wear a picture ID label at all times when in the building.	VP PI	Visitors to school	Receptionists	V-Soft materials	Ongoing
	3	Parents will be provided information regarding safety procedures at school, including, but not limited to, bus evacuation drill, other types of crisis drills as they occur, and information about specific incidents as they occur.	VP PI	Parents	Principal	District Crisis materials	As drills or incidents occur
	4	Parents will be communicated with regarding their child's behavior through the use of classroom documentation forms, phone calls from teachers and administrators, and parent conferences.	VP AR PI	Parents	Teachers, administrators	Discipline reports	As needed or required by discipline guidelines

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:
(SMART Goal)**

#1

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	Students will understand how attendance enters into their college score and is reflected in the school-wide goal of 97% or above.	AR	Students	Teachers, administrative team	School-wide assembly, announcements, College scoreboard	Beginning of school, weekly
	2	Students with perfect attendance will receive certificates and incentives in report cards.	AR	Students	Counselors, teachers	Attendance records, PIE donations	Each six weeks
	3	Students with perfect attendance for the year will receive special recognition in grade level recognition ceremonies.	AR	Students	Counselors, Assistant Principals, Administrative Secretary	Attendance Records	May 2008
Teachers	1	Teachers will take daily attendance and attempt to contact parents regarding excessive absences.	AR	Students	Homeroom Teachers	Attendance Records	Ongoing
	2	Administrative team will conduct attendance committee meetings to monitor excessive absences.	AR	Students	Administrative Team, Attendance Secretary	Attendance Records	Each six weeks
	3	Teachers will recognize students with perfect attendance by awarding certificates and incentives.	AR	Students	Homeroom Teachers	Attendance Records, PIE donations	Each six weeks
	4	Staff attendance will be monitored and reflected in College scores.	AR	All Staff	School Secretary	Staff Attendance Records	Weekly
Parents	1	Parents will be notified about state attendance requirements.	AR PI	Parents	Principal, Administrative Secretary	Newsletter, phone calls	At beginning of year, monthly
	2	Parents will be contacted regarding excessive absences and tardies.	AR PI	Parents	Administrators, Attendance Secretary, Attendance Officer	Letters, phone calls, conferences	Ongoing

Areas to Improve

District Priority: 1A

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

Area of Focus:

Science

By May, 2008, Lee Elementary will increase or maintain the percentage of students demonstrating proficiency or higher on TAKS Science in grade 5, by amounts noted in table at right.

	2007 Actual	2008 Goal	Increased Percentage
All	80	83	+3
AA	100	100	0
H	73	79	+6
W	93	95	+2
ED	70	77	+7
Commended	25	30	+5

Campus Objective: #1
(SMART Goal)

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	Participate in hands-on and higher level experiments and learning experiences, such as, creating questions they have about concepts and topics, hypothesizing to explain data, recording reflections about concepts and processes in science journals, and collaborating in small groups.	AR	1 st – 5 th grade students	Science teachers, Instructional Specialist	Science TEKS, district curriculum	Ongoing
	2	Effectively use science study guides to learn content and prepare for success on assessments.	AR	2 nd – 5 th grade students	Science teachers, Instructional Specialist	District Science Study Guides	Ongoing
	3	Effectively use science journals to record "I Wonder. . . " ideas, summaries, hypotheses, descriptions, etc.	AR	2 nd – 5 th grade students	Science teachers, Instructional Specialist	Science TEKS, district curriculum	Ongoing
	4	Participate in extended time interventions including, but not limited to, Science Bowl, tutoring sessions, and Science Saturdays.	AR CE	2 nd – 5 th grade students	Science teachers, Instructional Specialist, interventionists	Science TEKS, district curriculum	Ongoing

	5	Read, interpret and analyze science expository pieces of text.	AR CE	2 nd – 5 th grade students	Science & reading teachers, Instructional Specialists, interventionists	Non-fiction texts in science and reading classes	Ongoing
	6	Increase vocabulary knowledge to support comprehension of science content.	AR CE	1 st – 5 th grade students	Science and reading teachers	District vocabulary activities, school vocabulary plan	Ongoing
Teachers	1	Continue use of warm-ups, study guides, vocabulary flashcards, science journals, United Streaming, take home books, and graphic organizers.	AR T	1 st – 5 th grade students	Science teachers, Instructional Specialist	District science curriculum & materials	Ongoing
	2	Increase use of effective hands-on experiments, Kidspiration, vocabulary rings, science fashion show, LoTI level 3, higher level questioning & thinking, anchor/concept charts, SQ-RQ-CQ strategies.	AR CE T	1 st – 5 th grade students	Science teachers, Instructional Specialist	District science curriculum & materials	Ongoing
	3	Monitor each student's progress in learning critical TEKS by examining results of campus checkpoints and district assessments.	AR	2 nd – 5 th grade students	2 nd -5 th grade science teachers, Instructional Specialist, Administrators	Data from assessments	Following assessments & established "monitoring" dates ()
	4	Meet with district science coaches to review data, curriculum and effective strategies.	AR SD	4 th , 5 th grade students	4 th , 5 th grade science teachers, Instructional Specialist	Performance data, district curriculum & materials	As scheduled by District
	5	Attend district training opportunities and implement new learning.	AR SD	1 st – 5 th grade students	Science teachers	District training classes	As scheduled by District
	6	Display class and grade level results of assessments so that teachers and students are constantly aware of progress toward class and campus SMART goals.	AR	1 st – 5 th grade students	Science teachers, Instructional Specialist	Data from assessments	Ongoing
	7	Provide "hyper-monitoring" to verify implementation of stated goals and activities.	AR	1 st - 5 th grade science teachers	Principal, Assistant Principals, Instructional Specialist	CIP, District Science Strategies Document	Weekly
Parents	1	Provide parents training and/or take home materials to help increase science vocabulary.	PI T1	Parents	Science teachers, Instructional Specialist	Vocabulary materials	Once each semester
	2	Review Science study guide and vocabulary materials.	PI	Students, Parents	2 nd -5 th grade science teachers	Study guides, vocabulary materials	Ongoing

Areas to Improve

District Priority: 1A

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

Area of Focus:

Mathematics

By May 2008, Lee Elementary will increase or maintain the percentage of students demonstrating proficiency or higher on TAKS Math, by amounts noted in tables below.

**Campus Objective:
(SMART Goal)** #1

3 rd Grade	2007 Actual	2008 Goal	Increased Percentage
All	92	95	+3
AA	90	93	+3
H	88	89	+1
W	100	100	0
ED	91	94	+3
Commended	28	30	+2

4th Grade	2007 Actual	2008 Goal	Increased Percentage
All	94	96	+2
AA	89	89	0
H	92	95	+3
W	94	96	+2
ED	93	95	+2
Commended	49	52	+3

5th Grade	2007 Actual	2008 Goal	Increased Percentage
All	96	97	+1
AA	100	100	0
H	94	96	+2
W	100	100	0
ED	94	96	+2
Commended	43	45	+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 Participate in small group instruction focused on identified areas of weakness.	AR CE	2nd – 5 th grade students	Teachers, math helping teachers, Instructional Specialist	Assessment results, district curriculum materials	Ongoing
	2 Set individual and class goals for performance on assessments, identifying specific concepts in need of improvement.	AR	2nd – 5 th grade students	Teachers	Assessment results	Ongoing
	3 Improve memorization of basic math facts.	AR	All Students	Teachers	Teacher generated ideas	Ongoing
	4 Effectively use math journals to record thinking, writing explanations and questions, incorporating use of grade level appropriate vocabulary.	AR	All Students	Teachers, Instructional Specialist	Curriculum materials	Ongoing

Teachers	1	Provide small group instruction based on identified needs of students.	AR	2nd – 5 th grade students	Teachers	Assessments, curriculum materials	Ongoing
	2	Provide students with posted, consistent schedule for math instruction.	AR	All Students	Teachers, Instructional Specialist	District guidelines	Ongoing
	3	Through team planning create common grade level assessments at high levels (T2, T3) of difficulty.	AR	All Students	Teachers, Instructional Specialist	TEKS, curriculum materials	Bi-monthly
	4	Implement Quantum Learning strategies in the math classroom.	AR SD	All Students	Teachers	Training materials	Ongoing
	5	Participate in grade level coaching and planning sessions.	AR SD	All Students	Teachers, Instructional Specialist	TEKS, curriculum materials	Bi-monthly
	6	Implement the use of the SmartBoard to create more opportunities for interactive learning and higher level thinking.	AR SD T	All Students	Teachers, technology liaison, technology helping teacher	SmartBoard TEKS, curriculum materials	Each six weeks
Parents	1	Provide parents with training and take home materials that will support ways to work with their child at home.	T1 PI	All Students	Teachers, Instructional Specialist	TEKS, curriculum materials	Once each semester
	2	Provide parents with materials to help students memorize basic math facts.	T1 PI	All Students	Teachers, Instructional Specialist	Math facts activities	Once each semester

Areas to Improve

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

Area of Focus: **Reading/English Language Arts**

By May 2008, Lee Elementary will increase or maintain the percentage of students demonstrating proficiency or higher on TAKS Reading, by amounts noted in tables below.

Campus Objective: #1
(SMART Goal)

3 rd Grade	2007 Actual	2008 Goal	Increased Percentage
All	92	95	+3
AA	100	100	0
H	87	88	+1
W	100	100	0
ED	89	89	0
Commended	25	28	+3

4th Grade	2007 Actual	2008 Goal	Increased Percentage
All	79	83	+4
AA	88	89	+1
H	69	76	+7
W	88	89	+1
ED	64	75	+11
Commended	34	37	+3

5th Grade	2007 Actual	2008 Goal	Increased Percentage
All	85	87	+2
AA	100	100	0
H	81	84	+3
W	94	96	+2
ED	78	82	+4
Commended	16	20	+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 Students will read independently for a standard amount of time, based on grade level literacy schedules, in books at individually appropriate reading levels.	AR	All Students	Teachers, Instructional Specialists	DRA, running records, classroom libraries	Daily
	2 Students will maintain reading logs, including monitoring number of pages and books read.	AR	All Students	Teachers, parents	Reading logs	Daily
	3 Students will respond to read alouds and independent reading through reading responses, including teacher designed and KidBiz.	AR T	All Students	Teachers, Instructional Specialists	Team planning, curriculum materials	Bi-weekly
	4 Students will increase listening comprehension skills by responding to read alouds with accountable talk.	AR	Kindergarten students	Kindergarten Teachers, Instructional Specialists	Appropriate children's literature	Bi-weekly
	5 Students will improve reading comprehension by participating successfully in all components of Reading Workshop.	AR	All Students	Teachers, Instructional Specialists	Team planning, curriculum materials	Daily

Teachers	1	Teachers will conduct running records using benchmark books to determine students' reading levels.	AR	3 rd - 5 th grade students	3 rd - 5 th grade teachers, Instructional Specialist	Benchmark books	Once each semester
	2	Teachers will post and adhere to the Reading Workshop daily schedule.	AR	All Students	Teachers	District curriculum documents	Ongoing
	3	Teachers will effectively implement the mini lesson format to teach the reading comprehension strategies.	AR	All Students	Teachers, Instructional Specialists	<i>The Art of Teaching Reading</i>	Daily
	4	Teachers will provide fluency instruction and practice opportunities for identified students.	AR CE T1	All Students	Teachers, Instructional Specialists	District curriculum	At least bi-weekly
	5	Teachers will confer with students, using a monitoring notebook, to monitor comprehension and to determine content of mini lessons and strategy lessons.	AR	All Students	Teachers, Instructional Specialists	<i>The Art of Teaching Reading</i>	At least bi-weekly
	6	Teachers will use Read Aloud with Accountable Talk to improve students comprehension.	AR	All Students	Teachers, Instructional Specialists	<i>The Art of Teaching Reading, Growing Readers</i>	At least bi-weekly
	7	Teachers will provide small group instruction (guided reading and/or strategy lessons) to address student weaknesses and increase reading comprehension.	AR CE, T1	All Students	Teachers, Instructional Specialists	District curriculum	At least 3 days per week
	8	Teachers will participate in district and campus training in Reading Workshop, including, but not limited to, Kindergarten retreat and Becky Koesel coaching.	SD	All Students	Teachers	District training, consultant training	As scheduled by campus and district
	9	Teachers will observe District Model Teachers based on need as determined by student performance and administrative observation.	SD	All Students	Targeted teachers, Instructional Specialists	District model teachers	Once per year
Parents	1	Provide parents with tips on working with their children at home, including reading prompts and use of reading logs.	PI	Parents	Teachers, Instructional Specialists	District curriculum	Twice per year
	2	Attend grade level curriculum meetings and other reading activities to learn how to support children in the area of reading fluency and comprehension.	PI	Parents	Teachers, Instructional Specialists	District curriculum	Twice per year

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

By May 2008, Lee Elementary will increase or maintain the percentage of students demonstrating proficiency on TAKS writing by amounts noted in table at right.

Campus Objective: #1
(SMART Goal)

	2007 Actual	2008 Goal	Increased Percentage
All	93	95	+2
AA	100	100	0
H	88	89	+1
W	97	98	+1
ED	89	89	0
Commended	37	40	+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 Students will understand and use Six Traits + 1 writing model.	AR	All Students	Teachers, Instructional Specialist	District curriculum & training materials	Ongoing
	2 Students will produce two "published" writing pieces each six weeks.	AR	Students in grades 1 - 5	1 st – 5 th grade teachers	District curriculum materials	At least twice per six weeks
	3 Students will complete writing assignments in the four core content areas.	AR	Students in grades 1 - 5	1 st – 5 th grade teachers	District curriculum materials	At least twice per six weeks
	4 Students will participate in direct instruction and practice in the areas of revising and editing.	AR	Students in grades 1 - 5	1 st – 5 th grade teachers	District curriculum materials	Ongoing
	5 Students will participate in small group instruction based on identified needs.	AR	Students in grades 1 - 5	1 st – 5 th grade teachers	District curriculum materials	Ongoing
Teachers	1 Teachers will participate in the district Six Traits and Writing Units of Study training.	SD	RLA teachers	District, campus trainers	Curriculum materials, Writing Units of Study materials	First semester

	2	Teachers will implement the Writing Workshop model.	AR	All Students	Teachers, Instructional Specialists	Curriculum materials, Writing Units of Study materials	Ongoing
	3	Teachers will increase use of explicit instruction of all writing components using the mini lesson model.	AR	All Students	Teachers, Instructional Specialists	Curriculum materials, Writing Units of Study materials	Ongoing
	4	Teachers will analyze assessment data to plan instruction and create small groups for re-teaching and intervention groups.	AR	All Students	Teachers, Instructional Specialists	Assessment data, curriculum materials	Following assessments
	5	Teachers will increase use of technology to support the teaching and practice of writing.	AR T	All Students	Teachers, Instructional Specialists	Curriculum materials, technology software	Ongoing
Parents	1	Provide support through homework assignments and reviewing student writing.	PI	All Students	Teachers, Instructional Specialists, parents	Homework assignments, writing portfolios	Ongoing
	2	Attend Parent Writing Night	PI T1	4 th grade students	4 th grade teachers, Instructional Specialist	Presentation materials	January, 2008

*** 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

**Lee Elementary School
Barbara Fine
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- (1) Lee 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 Lee 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
Barbara Fine	Principal
Jodi Matteson	Assistant Principal
Kevin Sullivan	Assistant Principal
Beth Haines	Instructional Specialist
Sarah Suggs	Instructional Specialist
Kim Klare	Instructional Specialist
Lisa Hansen	Pre-Kindergarten/Kindergarten Representative
Christine Hopkins	1 st Grade Representative
Kristin Loginov	2 nd Grade Representative
Sara Benavides	3 rd Grade Representative
LaKeisha Sanderson	4 th Grade Representative
Lesley Jackson	5 th Grade Representative
Jennifer Stokley	PE/FA Representative
Hailey Burdick	Special Education Representative
Dana Manion	Paraprofessional
Michael Hansen	Community Representative
Linda Hansen	Community Representative
Mark Sutton	Business Representative
David Anthony	District Representative

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 28, 2007	7:30 a.m.	Library, Lee Elementary School
2	October 15, 2007	6:00 p.m.	Cafeteria, Lee Elementary School
3	December 14, 2007	7:30 a.m.	Library, Lee Elementary School
4	March 28, 2007	7:30 a.m.	Library, Lee Elementary School
5	May 16, 2007	7:30 a.m.	Library, Lee Elementary School

* 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, 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 II.	
Formative	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.

Other Legal Requirements

☑ (3)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above 85% .	
Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the TAKS A and/or TAKS Alt tests will be reviewed to determine if the ARD objectives were met.
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.

CIP PART III: ASSURANCE ADDENDUM

Section D

10 Components of a Title I Program

- 1. **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

Lee Elementary School Cypress-Fairbanks Independent School District Staff Development Plans 2007 – 2008			
Date	Audience	Responsible for Planning	Purpose/Content
2-Aug	Leadership Conference	District Administrative Staff	
3-Aug	GLT/AMS	Elementary – A.M.	
	GLT/AMS	Secondary - P.M.	
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
14-Aug	Department Chair and Team Leader	District Staff	
16-Aug-17	New Staff Orientation	District Staff	
20-Aug	All Staff	Campus	
21-Aug	All Staff	Campus	
22-Aug	All Staff	Campus	
23-Aug	Elementary/Secondary	District Staff	Curriculum & Instruction
24-Aug	All Staff	Campus	
8-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
3-Jan	Elementary Staff	District Staff	Curriculum & Instruction
	Secondary Staff	Campus	
4-Jan	All Staff	Campus	A Framework for Understanding Poverty – Module 1
February 18	All Staff	Campus	A Framework for Understanding Poverty – Module 2
30-May	All Staff	Campus	