

2007-2008
Campus Improvement Plan
for
McFee Elementary School

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

Campus	Grade	Group	Reading						
			2007						
			Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %
ALL STUDENTS/ALL GRADES			232	199	86				
MCFEE ELEM.	4	All	126	118	94	100	96	41	35
MCFEE ELEM.	4	AA	30	28	93	100	95	10	36
MCFEE ELEM.	4	Hispanic	78	72	92	100	95	24	33
MCFEE ELEM.	4	White	16	16	100	100	100	5	31
MCFEE ELEM.	4	Eco.Dis.	19	12	63	90	75	0	0
MCFEE ELEM.	4	Spec.Ed.	3	---	---	---	---	---	---
MCFEE ELEM.	5	All	106	81	76	90	81	17	21
MCFEE ELEM.	5	AA	17	11	65	90	75	4	36
MCFEE ELEM.	5	Hispanic	72	54	75	90	80	6	11
MCFEE ELEM.	5	White	17	16	94	100	96	7	44
MCFEE ELEM.	5	Eco.Dis.	14	3	21	90	75	0	0
MCFEE ELEM.	5	Spec.Ed.	5	---	---	---	---	---	---

Campus	Grade	Group	Math						
			2007						
			Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %
ALL STUDENTS/ALL GRADES			232	197	85				
MCFEE ELEM.	4	All	126	104	83	90	85	33	32
MCFEE ELEM.	4	AA	30	25	83	90	85	9	36
MCFEE ELEM.	4	Hispanic	79	64	81	90	84	18	28
MCFEE ELEM.	4	White	16	14	88	90	89	5	36
MCFEE ELEM.	4	Eco.Dis.	19	9	47	90	75	0	0
MCFEE ELEM.	4	Spec.Ed.	3	---	---	---	---	---	---
MCFEE ELEM.	5	All	106	93	88	90	89	43	46
MCFEE ELEM.	5	AA	18	14	78	90	82	5	36
MCFEE ELEM.	5	Hispanic	71	62	87	90	88	28	45
MCFEE ELEM.	5	White	17	17	100	100	100	10	59
MCFEE ELEM.	5	Eco.Dis.	14	9	64	90	75	5	56
MCFEE ELEM.	5	Spec.Ed.	5	---	---	---	---	---	---

Campus	Grade	Group	Writing						
			2007						
			Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %
ALL STUDENTS/ALL GRADES									
MCFEE ELEM.	4	All							
MCFEE ELEM.	4	AA							
MCFEE ELEM.	4	Hispanic							
MCFEE ELEM.	4	White							
MCFEE ELEM.	4	Eco.Dis.							
MCFEE ELEM.	4	Spec.Ed.							
MCFEE ELEM.	5	All	104	94	90	100	93	21	22
MCFEE ELEM.	5	AA	17	15	88	90	89	2	13
MCFEE ELEM.	5	Hispanic	70	64	91	100	94	11	17
MCFEE ELEM.	5	White	17	15	88	90	89	8	53
MCFEE ELEM.	5	Eco.Dis.	12	9	75	90	80	0	0
MCFEE ELEM.	5	Spec.Ed.	4	---	---	---	---	---	---

PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES

Areas to Improve

District Priority:

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

Area of Focus:

Student Safety

Campus Objective: #1

For 2007 – 2008, no more than 25% of the students earning office referrals will be “repeat offenders”.

Formative Evaluation:

District-developed Reports; Campus-Generated Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	5 th Grade students will participate in DARE.	VP AR	5 th Grade Students	5 th Grade Teachers, DARE Officer	DARE Curriculum	Fall 2007
	2	5 th Grade students will participate in the ROPES program.	VP AR	5 th Grade Students	Counselors, ROPES Facilitators, Teachers	ROPES Curriculum	Fall 2007
	3	Students will gain an understanding of, acceptance of and appreciation for diversity.	VP AR	All Students	Counselors, Teachers, Administrators	CKH Curriculum; BBR Social Skills Lessons	Ongoing
	4	Students will participate in a campus-generated behavior recognition program that will focus on positive reinforcement for appropriate individual and group behavior.	VP AR	All Students	Counselors, Teachers, Administrators	Committee Generated Program	Ongoing
Teachers	1	The social skills program from The Flippen Group's: <i>Keystone Curriculum</i> and the BBR social skills will be implemented campus-wide.	VP SD	All Staff	Teachers; Counselors; Administrators	Keystone Teaching Materials; BBR Posters	Ongoing
	2	Staff will be provided training in anger and aggression management strategies, anti-bullying, and conflict	SD	Teachers	Counselors; Administrators	Materials TBD	Ongoing
	3	All new staff will be trained in “Building Better Relationships”	SD	Staff New to CFISD	District Staff; Administrators	<u>The Well-Managed Classroom</u>	Ongoing
	4	The process of training staff in “Capturing Kids’ Hearts” will	SD	CKH	Principal	Grants; Scholarships	Summer 2008

		begin by providing the opportunity to attend the 3-day training in Round Rock		Team	Flippen Group		
	5	Staff will be provided with a book study opportunity to increase their knowledge of how to work with the students that our data indicate are experiencing the most frequent discipline referrals.	SD	All Staff	Principal, APs	Books addressing target populations	November 2007–February 2008
	6	Teachers will follow a school-wide procedure for dismissal that includes the use of “bus passes” and teacher bus folders	VP	All Staff, All Stud.	All Staff	Bus rosters and passes; bus signs; walk/talkies	Ongoing
	7	Teachers will maintain a discipline log of students in their class	AR	Teachers	Teachers	Class lists	Ongoing
	8	Alternative discipline strategies that increase parent involvement and improve student behavior will be developed.	AR VP PI	Identified Students	Administrators; Teachers; Counselors	Behavior Contracts; Behavior Plans	Ongoing
	9	Staff will continue to implement and update the Crisis Intervention Plan	VP	All Staff	All Staff	Crisis Plans and Bags	Ongoing
	10	Staff members will wear an updated picture ID at all times.	VP	All Staff	All Staff	ID Badges	Ongoing
	11	Staff will monitor hallways and exterior doors, making sure all exterior doors are kept locked and visitors have been properly checked in through the front office	VP	All Staff	All Staff	V-Soft, Security Cameras, Posted Visitor Signs	Ongoing
Parents	1	Parents (and other visitors) will be required to present and wear ID labels at all times when entering the building.	VP PI	All Parents and Visitors	Front Office Personnel	V-Soft	Ongoing
	2	Parents will be provided with information about the V-Soft System.	PI T	All Parents and Visitors	Front Office Personnel; Principal; APs	Newsletters; V-Soft Posting	Ongoing
	3	Parents will be provided with information about safety procedures at school, including updates on specific changes or incidents as they occur.	PI	All Parents and Visitors	All Staff	Newsletters; Parent Letters; Automated Phone System	Ongoing
	4	Parents will be provided with the opportunity to attend campus-based “parenting classes” that will focus on research-based strategies for improving behavior.	VP PI	Parents of Identified Students	Counselors; Administrators	Miscellaneous Parenting Materials	Spring 2008
	5	Parents will be communicated with regarding their child’s	PI	All	Teachers;	Report Cards,	Ongoing

		behavior through the use of weekly conduct cards, phone calls, conferences, and/or office referrals.		Parents	Counselors; Administrators	Discipline Data	
6		Parents will be provided with additional, informal opportunities to conference with school personnel through such events as "Casual Conversations with Donna", etc.	PI	All Parents	Principal; Assistant Principals	Newsletters; Sign-in sheets	Spring 2008
6		During parent conferences, an action plan will be utilized to decrease inappropriate behaviors.	PI	Par. of Identified Students	Teachers; Counselors; Administrators	Behavior Intervention Plans	Ongoing

Areas to Improve

District Priority:

Ensure that students understand the importance of attending school regularly and completing high school.

Area of Focus:

Attendance

Campus Objective: #2

For 2007 – 2008, 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 be encouraged to attend school daily through the creation of an engaging and supportive learning environment. They will be recognized for their high attendance through school/classroom positive reinforcement.	AR	All Students	Teachers; Registrar; Administrators	Attendance records; Perfect Attendance coupons and certificates	Ongoing
Teachers	1 Teachers will take daily attendance in an accurate manner and will make an effort to contact parents about excessive tardies, early pick-ups, or absences that are impacting learning.	AR PI	All Students	Teachers	Attendance records; Phone logs	Ongoing
	2 Teachers will create a folder containing make-up work for each student during student absences.	AR	All Students	Teachers	Folders; Lesson Plans	Ongoing
	3 In grades 2-5, teachers will conduct a “study hall” during recess that will provide students with the opportunity to complete make-up work.	AR	All Students	Teachers	Attendance records	Ongoing
Parents	1 Parents will be notified about the state requirement for attendance in order to receive credit for the school year.	PI	All Parents	Principal	Newsletters; Phone calls	Ongoing
	2 Newsletter articles will provide parents with information about the role of attendance in academic success.	PI	All Parents	Principal	Newsletters	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: #3 By May of 2008, at least 75% of all 5th grade students and 75% of the students in each subgroup will demonstrate proficiency on the Science TAKS. In addition, 40% of "All Students" will earn commended status on the Science TAKS.

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	Each student's progress in learning the critical TEKS will be monitored by examining results of checkpoints, teacher-made common assessments and district benchmarks; students' test data and grade distributions will be disaggregated and analyzed to address needs by distinguishing areas of success from areas of concern, including achievement discrepancies among various subgroups; decisions regarding instruction will be made based on the data; and students' progress will be monitored appropriately.	AR CE	1 st – 5 th Grade Students	Teachers, Instructional Specialists, Assistant Principals	Data from checkpoints, assessments and benchmarks	Twice a month throughout the school year
	2	Intense science review will be provided for fifth graders using teacher experts from other grade levels to review targeted objectives.	AR CE	All 5 th Grade Students	Teachers, Instructional Specialists	Science Curriculum	Ongoing
	3	Students will be provided with extended learning opportunities, such as working with Helping Teachers, Leadership Tutoring, Recess Tutorials and Before/After School Tutorials	AR CE T1	All Students	Teachers, Instructional Specialists, Science Helping Teachers, Leadership Team	Science Curriculum	Ongoing

	4	Learning gaps in students' background knowledge will be identified and direct vocabulary instruction will be used to accelerate growth.	CE T1	All Students	Teachers, Instructional Specialists, Reading Specialists, Title 1 Specialists	Data from checkpoints, assessments and benchmarks	Daily
	5	Small group instruction will be provided for identified struggling learners.	AR CE	Identified Students	Teachers, Science Helping Teachers, Instructional Specialist	Data from teacher observations, grades, assessments	Daily
Teachers	1	District science helping teachers will be utilized to work with 3 rd , 4 th and 5 th grade teams on planning targeted lessons to meet the needs of struggling learners.	AR CE SD	4 th and 5 th Gr Science Teachers	Teachers, Science Helping Teachers	District Helping Teachers	TBD
	2	District new teacher training staff development opportunities will be utilized.	SD	New Science Teachers	Science Department	In-Services	Once/Six Weeks
	3	Teachers will display results of assessments for the class so that students are aware of progress throughout the year. School-wide science results will be posted by grade level. In addition, teachers will meet with individual students to help them set SMART goals for upcoming assessments.	AR	Science Teachers and Students	Teachers, Principal, Instructional Specialist, Assistant Principals	Visuals that are meaningful to students and staff; data from assessments	Updates that will correspond with dates of assessments
	4	"Hands-on" experiments and activities will be emphasized to increase the relevance of science lessons to students.	AR T1	Science Teachers and Students	Teachers, Instructional Specialist	Science equipment and manipulatives	Weekly
	5	Walkthrough visits will be used to provide teachers with coaching feedback to increase effectiveness of instruction.	AR	Teachers	Principal; Assistant Principals	Walkthrough Forms	Weekly
Parents	1	Parents will be provided with training that will provide them with knowledge about the science content and vocabulary that are being taught and with activities to do at home with their children.	T1 PI	All Parents	Teachers, Instructional Specialist	Vocabulary materials, take-home science materials	Fall 2007 As needed
	2	Parents will be provided with the opportunity to attend a science class with their student to provide them with a "real-life" experience of science instruction.	T1 PI	All Parents	Teachers, Instructional Specialist	Science Curriculum	Spring 2008

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: #4

By May of 2008, at least 75% of all 3rd - 5th grade students and 75% of the students in each subgroup will demonstrate proficiency on the Math TAKS. In addition, 40% of "All Students" will earn commended status on the Math TAKS.

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	Struggling learners will be provided with small group instruction.	AR CE	Identified Students	Teachers, At-Risk Specialist, Math Helping Teachers	Data from checkpoints, benchmarks, teacher observations	Daily
	2	Students will be provided with differentiated math instruction.	AR	All Students	Teachers, At-Risk Specialist, Math Helping Teachers	Math Curriculum	Weekly throughout the year
	3	Students will be provided with creative memorization strategies to improve retention of math facts.	AR	All Students	Teachers, Instructional Specialist	Meaningful visuals	Weekly throughout the year
	4	Students will be provided with a posted, consistent and predictable schedule for math instruction.	AR	All Students	Teachers, Instructional Specialist	Posted and published schedule	Daily
	5	Students will be provided with extended learning opportunities, such as working with Helping Teachers, Leadership Tutoring, Recess Tutorials and Before/After School Tutorials, and AMIP teachers.	AR CE T1	All Students	Teachers, Instructional Specialists, Math Helping Teachers, Leadership Team	Math Curriculum	Ongoing

	6	Each student's progress in learning the critical TEKS will be monitored by examining results of checkpoints, teacher-made common assessments and district benchmarks; students' test data and grade distributions will be disaggregated and analyzed to address needs by distinguishing areas of success from areas of concern, including achievement discrepancies among various subgroups; decisions regarding instruction will be made based on the data; and students' progress will be monitored appropriately	AR CE	1 st – 5 th Grade Students	Teachers, Instructional Specialists, Assistant Principals	Data from checkpoints, assessments and benchmarks	Twice a month throughout the school year
Teachers	1	District math helping teachers, Instructional Specialist and At-Risk Specialist will be utilized to provide teachers with various strategies/activities and suggested timeline of lessons.	AR CE	3 rd – 5 th Grade Students	District Math Helping Teachers, At- Risk Specialist, Instructional Specialist	Instructional Calendar, Activities	Weekly
	2	Teachers will be provided with the opportunity to create higher level difficulty questions in problem-solving situations. Teachers will include technology as appropriate using LoTi strategies.	AR T	Math Teachers	Teachers, Instructional Specialist	Released TAKS, Educaide, SMART boards, computers	Ongoing
	3	Teachers will display results of assessments for the class so that students are aware of progress throughout the year. School-wide math results will be posted by grade level. In addition, teachers will meet with individual students to help them set SMART goals for upcoming assessments.	AR	Math Teachers and Students	Teachers, Principal, Instructional Specialist, Assistant Principals	Visuals that are meaningful to students and staff; data from assessments	Updates that will correspond with dates of assessments
	4	"Hands-on" activities using manipulatives will be emphasized to increase the meaning of math lessons to students.	AR T1	Math Teachers and Students	Teachers, Instructional Specialist	Math Curriculum and Manipulatives	Weekly
	5	Walkthrough visits will be used to provide teachers with coaching feedback to increase effectiveness of instruction.	AR	Teachers	Principal; Assistant Principals	Walkthrough Forms	Weekly
Parents	1	Parents will be provided with training that will provide them with knowledge about the math content and vocabulary that are being taught and with activities to do at home with their children.	T1 PI	All Parents	Teachers, Instructional Specialist	Vocabulary materials, take-home math	Fall 2007 As needed

						materials	
	2	Parents will be provided with the opportunity to attend a math class with their student to provide them with a “real-life” experience of math instruction.	T1 PI	All Parents	Teachers, Instructional Specialist	Math Curriculum	Spring 2008

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**

1. By May of 2008, at least 75% of all 3rd - 5th grade students and 75% of the students in each subgroup will demonstrate

Campus Objective: #5 proficiency on the Reading TAKS. In addition, 40% of "All Students" will earn commended status on the Reading TAKS.

2. By May of 2008, 50% of all 2nd – 5th grade students will reach their individual Accelerated Reader goal.

Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills; Accelerated Reader reports

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will be provided with regular opportunities for sustained reading and familiar rereading of independent level texts. The amount of time students are able to appropriately read independently will be increased.	AR CE T1	All Students	Teachers, Instructional Specialist, At-Risk Specialists, Reading Specialists, Title 1 Specialist, Librarian	School and classroom libraries	Daily
	2	Conferring notebooks and running records will be used in addition to checkpoints and standardized tests to ensure that assessment of student performance is based on reliable/trustworthy data.	AR	All Students	Teachers, Instructional Specialist, At-Risk Specialists, Reading Specialistst	Student notebooks and logs and teacher records	Daily
	3	Read-aloud with accountable talk will be used to model thinking processes of "good readers" for students.	AR	All Students	Teachers, Instructional Specialist, At-Risk Specialists, Reading Specialists,	Vocabulary rich literature; training in read-aloud with accountable	Daily

				Librarian	talk	
4	Students will use the Accelerated Reader program as a motivational reading incentive that will also provide an accountability measure for reading.	AR T1 T	All Students	Teachers, Instructional Specialist, At- Risk Specialists, Reading Specialists, Title 1 Specialist, Librarian	AR and Star Early Literacy Software; school and classroom libraries; computer- generated reports	Daily
5	Flexible small groups will be used for reading instruction.	AR CE	All Students	Teachers, Instructional Specialist, At- Risk Specialists, Reading Specialists	Data to determine grouping needs; variety of leveled rdg materials	Daily
6	The needs of all students who are reading below grade level, including students with dyslexia, will be addressed by conducting assessments, studying the data, selecting targeted strategies to design individualized instructional plans, implementing the plans in a timely manner, monitoring student progress, and measuring the plan or program's effectiveness.	AR CE	All Identified Students	Teachers, Instructional Specialist, At- Risk Specialists, Reading Specialists	Assessment results; lesson plans	Daily
7	Students will be provided with extended learning opportunities, such as working with Helping Teachers, Leadership Tutoring, Recess Tutorials and Before/After School Tutorials, and ARIP teachers.	AR CE T1	All Students	Teachers, Instructional Specialists, Reading Specialists; At- Risk Specialists; Title 1 Special; Leadership Tm	Reading Curriculum	Ongoing
8	Each student's progress in learning the critical TEKS will be monitored by examining results of checkpoints, teacher-made common assessments and district benchmarks; students' test data and grade distributions will be disaggregated and analyzed to address needs by distinguishing areas of success from areas of concern, including achievement discrepancies among various subgroups; decisions regarding instruction will be made based on the data; and students' progress will be	AR CE	1 st – 5 th Grade Students	Teachers, Instructional Specialists, Assistant Principals	Data from checkpoints, assessments and benchmarks	Twice a month throughout the school year

	monitored appropriately					
9	Students experiencing reading difficulties will be provided with the opportunity to learn specific decoding and other skills through the SGRI (Small Group Reading Instruction) Reading Intervention class.	AR CE	All Identified Students in Grades 1-2	Reading Specialist	Evaluation results	Daily
10	Pre-Kindergarten and Kindergarten students who are identified as bilingual will be provided with the opportunity to develop their English-speaking, reading and writing skills through participation in the One-Way Dual Language program.	AR T1 CE	Identified Bilingual Students in Grades PreK-K	Teachers	Evaluation results; Bilingual Helping Teachers	Daily
11	Students in grades 1-3 who are identified as bilingual will be provided with the opportunity to develop their English-speaking, reading and writing skills through participation in a bilingual program that provides for a minimum of 50% of the instruction to be English-based (1 st grade) moving to 80% by the end of 2 nd grade. By the third grade, the goal will be to deliver 100% of the instruction in English.	AR T1 CE	Identified Bilingual Students in Grades 1-3	Teachers	Evaluation results; Bilingual Helping Teachers; Title 1 Specialist	Daily
12	Students in 4 th grade who are identified as SEI will be provided with the opportunity to accelerate their English-speaking, reading and writing skills through participation in a bilingual program that provides for 100% English-based instruction.	AR T1 CE	Identified SEI Students in Grade 5	Teachers	Evaluation results; Bilingual Helping Teachers; Title 1 Specialist	Daily
13	Students in 5 th grade who are identified as SEI will be provided with the opportunity to accelerate their English-speaking, reading and writing skills through participation in the Read 180 program.	AR CE T1 T	Identified Students in Grade 5	Read 180 Teacher; Instructional Specialist	Evaluation results; Read 180 materials and software; Read 180 Helping Teacher	Daily
14	Students who are identified as having special needs and who are reading on a 1 st – 3 rd grade reading level will be provided with the opportunity to accelerate their reading growth through the implementation of the I-Station program.	AR T	Identified Students	Special Education Teacher	I-Station materials and software	Daily

Teachers	1	Teachers will be provided with training in the Accelerated Reader Reading Motivation Program and software and the Star Early Literacy assessment software.	AR T1 T SD	All Teachers	Principal, Instructional Specialist, Librarian; Title 1 Specialist	AR Software, Star Early Literacy Software; computer-generated reports	Fall 2007
	2	Teachers will utilize strategies learned in LoTi training to ensure that technology is appropriately integrated into classroom instruction.	T	All LA Teachers and Tech. Liaison	Principal, Instructional Specialist, APs, Teachers, Technology Liaison	Lesson plans; Read 180; "TIF Tech" Committee; Technology Helping Teacher	Daily
	3	Teachers will display results of assessments and Accelerated Reader progress for the class so that students are aware of progress throughout the year. School-wide reading results will be posted by grade level. In addition, teachers will meet with individual students to help them set SMART goals for upcoming assessments.	AR	Reading Teachers and Students	Teachers, Principal, Instructional Specialist, Assistant Principals	Visuals that are meaningful to students and staff; data from assessments	Updates that will correspond with dates of assessments
	4	Walkthrough visits will be used to provide teachers with coaching feedback to increase effectiveness of instruction.	AR	Teachers	Principal; Assistant Principals	Walkthrough Forms	Weekly
	5	Kindergarten and first grade teachers will be provided with additional training in effective teaching strategies and efficient use of time through the "Balanced Literacy Retreats" offered through the district helping teachers.	SD	Kinder and 1 st Grade Teachers	Principal; Assistant Principal; District Helping Teachers	Data gathered through assessment and teacher observations	Fall 2007
Parents	1	Parents will be provided with training that will provide them with knowledge about the reading skills that are being taught and with activities to do at home with their children.	T1 PI	All Parents	Teachers, Instructional Specialist; Title 1 Specialist	Reading materials and tapes	Fall 2007 As needed
	2	Parents will be invited to attend a "Family Reading Night" where they will be encouraged to read with their children and to take Accelerated Reader tests with them.	T1 PI T	All Parents	Librarian; Admin Team; Teachers; Title	Classroom and library books; AR	Spring 2007

					1 Specialist	software	
3	Parent contact through phone and mail will be increased to encourage parent partnerships in reading with children outside of school and to provide information regarding student successes and areas targeted for growth.	T1 PI CE	All Parents	Teachers; Instructional Specialists; Reading Specialists; Title 1 Specialist; APs; Principal	Phone and conference logs	Ongoing	
4	Parents who are English Language Learners will be provided with the opportunity to develop their English speaking skills through participation in the computer-lab based program, <i>English-in-a-Flash</i> .	T1 PI	ELL Parents	Instructional Specialist; Bilingual Teachers	Software; computers; Instructional Specialist	Spring 2008	
5	Parents will be provided with training in the Accelerated Reader Reading Motivation Program and how to monitor their child's reading and progress at home.	T1 PI	All Parents	Teachers; Instructional Specialist; Librarian; Title 1 Specialist	Computer- generated reports; reading materials; reading logs	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: #6 By May of 2008, at least 75% of all 4th grade students and 75% of the students in each subgroup will demonstrate proficiency on the Writing TAKS. In addition, 25% of "All Students" will earn commended status on the Writing TAKS.

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	In addition to the "Writing Workshop," students will be provided opportunities to write in science, math, social studies and reading.	AR	All Students	Teachers	District Content-Area Curriculum; subject area journals; short-answer test questions	Ongoing
	2	Students will understand and use the "Six Traits + 1" writing model in their writing assignments.	AR	All Students	Teachers	Six Traits books; district-provided training	Ongoing
	3	Students will have explicit instruction in elaboration and vocabulary building.	AR	All Students	Teachers	Curriculum Guides	Ongoing
	4	Small group instruction will be used to engage struggling learners.	AR CE T1	Identified Students	Teachers; Reading Specialists; Title 1 Specialist; Instructional Specialist	Data to determine grouping needs; District Curriculum Guide	Ongoing

	5	Each student's progress in learning the critical TEKS will be monitored by examining results of checkpoints, teacher-made common assessments and district benchmarks; students' test data and grade distributions will be disaggregated and analyzed to address needs by distinguishing areas of success from areas of concern, including achievement discrepancies among various subgroups; decisions regarding instruction will be made based on the data; and students' progress will be monitored appropriately	AR CE	1 st – 5 th Grade Students	Teachers, Instructional Specialists, Assistant Principals	Data from checkpoints, assessments and benchmarks	Twice a month throughout the school year
	6	Students will be provided with extended learning opportunities, such as Recess Tutorials and Before/After School Tutorials.	AR CE T1	All Students	Teachers, Instructional Specialists, At- Risk Specialists; Title 1 Specialist	Writing Curriculum	Ongoing
Teachers	1	Teachers will attend training that will increase their understanding of the writing process. In particular, all writing teachers will receive training in the "6 Traits + 1" writing strategies.	SD	LA Teachers	Principal, APs, Instructional Specialist; Writing Teachers	District and Campus Staff Development Courses; Staff Development Transcripts	Ongoing
	2	Teachers will schedule daily writing instruction and provide students with numerous opportunities each week to practice composing.	AR	All Students	Teachers; APs	Lesson plans; journals; writings materials	Ongoing
	3	Walkthrough visits will be used to provide teachers with coaching feedback to increase effectiveness of instruction.	AR	Teachers	Principal; APs	Walkthrough Forms	Weekly
	4	Teachers will display results of assessments for the class so that students are aware of progress throughout the year. School-wide writing results will be posted by grade level. In addition, teachers will meet with individual students to help them set SMART goals for upcoming assessments.	AR	Writing Teachers and Students	Teachers, Principal, Inst.Specialist, APs	Meaningful visuals for students and staff; assessment data	Updates that will correspond with dates of assessments
	5	Teachers will utilize technology as appropriate to increase writing skills (i.e., keyboarding, word processing, editing, etc.) LoTi strategies will be used as appropriate.	T	All Students	Teachers; Technology Liaison; Technology Helping Teacher	SMART boards, computers, keyboarding programs, wireless labs	Ongoing

Parents	1	Parents will be provided with updated information regarding student progress in writing using the Thursday Timberwolf Folder, phone calls, and newsletters	PI	Parents of identified students	Teachers	Phone and Conference Logs; samples of student work; Thursday folders	Ongoing
	2	Parents will be invited to attend a "Writing Celebration" event during which they will be able to view their child's writing samples and see the growth that has been experienced during the year.	PI	All Parents	4 th Grade Teachers	Writing Samples and Rubrics	Spring 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

**McFee Elementary
Donna Harden, Principal
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- (1) McFee 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 McFee 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, and dyslexia treatment programs.
 - (f) included strategies for improving student attendance.
 - (g) provided for a program to encourage parental and community involvement at the campus.
 - (h) included goals and methods for violence prevention and intervention on campus.
 - (i) 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
Donna Harden	Principal
Jana Needham	Assistant Principal
Kimberley Rowe	Assistant Principal
Mariellen Vasquez	Instructional Specialist
Molly Molk-Henson	Instructional Specialist
Danielle Trump	Counselor
Nancy Pearson	Counselor/At-Risk Specialist
Susan Costello	Librarian
Patty Demko	Nurse
Elizabeth Scholl	Pre-Kindergarten/PPCD Representative
Marta Piralla	Kindergarten Representative
Sara Caldera	1 st Grade Representative
Rachel Hankins	2 nd Grade Representative
Kimberly Kerlegan	3 rd Grade Representative
Elsa Weick	4 th Grade Representative
Tannessa Maddox	5 th Grade Representative
Paul Kessler	FAPE Representative
Kenya Wardlaw	Paraprofessional Representative
Patricia Smith	District Representative
Jennifer Luce	Parent
Rhonda Shivok	Parent
Katrina Ortega – Chase Bank	Business Representative
Aimee Willoughby – Bishop Office Needs	Business Representative

CIP PART III: ASSURANCE ADDENDUM

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 25, 2007	7:45 a.m.	McFee Elementary School - Kiva
2	December 11, 2008	4:30 p.m.	McFee Elementary School - Kiva
3	March 11, 2008	4:30 p.m.	McFee Elementary School - Kiva
4	May 19, 2008	4:30 p.m.	McFee Elementary School - Kiva
5	N/A		

* Although 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, only four meetings will be scheduled at McFee Elementary for the 07-08 school year since we will not receive AEIS statistics because we are a new school.

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 be at or above the 75% level for all students and for all subgroups.	
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 shall be at 40% in Science, Math and Reading and at 25% in Writing.	
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 include 20% of the parents of children enrolled in McFee.	
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 Goal	
For 2007 – 2008, no more than 25% of the students earning office referrals will be “repeat offenders”.	
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 that qualified as “repeat offenders.”
Strategy	Implement and monitor the school-wide safety and security plan.

(5)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above 75% .	
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.

(6)

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.
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

McFee Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2007 – 2008			
Date	Audience	Responsible for Planning	Purpose/Content
1-Aug	McFee Elementary Staff	Inst. Specialist/Librarian	Accel. Rdr. Training
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
9-Aug	McFee Elementary Staff	Principal	Classroom/Disc Mgmt.
14-Aug	Department Chair and Team Leader	District Staff	
16-Aug-17	New Staff Orientation	District Staff	
20-Aug	All Staff	Campus	Learning Styles/Teamwork
21-Aug	All Staff	Campus	Campus Procedures/Team Planning
22-Aug	All Staff	Campus	Team Planning/Meet-the-Teacher
23-Aug	Elementary/Secondary	District Staff	
24-Aug	All Staff	Campus	Curriculum/Lesson Development
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	Curriculum Review/Data Analysis
Feb 18	All Staff	Campus	(TE Day) Discipline Review
30-May	All Staff	Campus	End-of-Year Review