



2007-2008
Campus Improvement Plan
for
Moore Elementary

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: MOORE EL
CAMPUS NUMBER: 101907115

Campus Rating: Recognized
Grade Span: KG - 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	442	470	94%	100%	426	441	97%		-3		
African Amer	32	39	82%	8%	16	18	89%		-7		
X Hispanic	49	54	91%	11%	36	39	92%		-1		
X White	313	327	96%	70%	336	345	97%		-1		
X Econ Disadv	55	68	81%	14%	39	42	93%		-12		
Writing (65%)											
X All Students	129	141	91%	100%	150	166	90%		1		
African Amer	7	9	78%	6%	8	8	100%		-22		
Hispanic	11	12	92%	9%	12	18	67%		25		
X White	98	106	92%	75%	117	127	92%		0		
Econ Disadv	14	18	78%	13%	16	18	89%		-11		
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	460	473	97%	100%	430	451	95%		2		
African Amer	36	40	90%	8%	18	19	95%		-5		
X Hispanic	51	54	94%	11%	37	41	90%		4		
X White	322	328	98%	69%	337	352	96%		2		
X Econ Disadv	64	70	91%	15%	40	44	91%		0		
Science (40%)											
X All Students	162	170	95%	100%	125	130	96%		-1		
African Amer	11	15	73%	9%	6	6	100%		-27		
Hispanic	16	18	89%	11%	10	10	100%		-11		
X White	119	120	99%	71%	95	99	96%		3		
Econ Disadv	20	25	80%	15%	11	13	85%		-5		

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

SDAA II Results (50%)	2007				2006			Required Improvement			
	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %	# Tests Met ARD	# Tests	Pct Met ARD	Met Min Size	Act Chg	RI	Met RI?
All Students	17	23	74%	100%	23	26	88%		-14		

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

EXCEPTIONS TABLE

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

DISTRICT NAME: CYPRESS-FAIRBANKS
 CAMPUS NAME: MOORE EL Campus Rating: Recognized
 CAMPUS NUMBER: 101907115 Grade Span: KG - 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	MOORE EL	3	All	153	150	98	100	99	68	45	152	151	99	101	66
Reading/ELA	MOORE EL	3	AA	16	15	94	100	96	3	20	9	9	100	3	33
Reading/ELA	MOORE EL	3	Hispanic	26	25	96	100	97	5	19	11	11	100	6	55
Reading/ELA	MOORE EL	3	White	91	90	99	100	99	44	49	119	118	99	80	67
Reading/ELA	MOORE EL	3	Eco.Dis.	26	24	92	100	95	4	15	18	18	100	8	44
Reading/ELA	MOORE EL	3	Spec.Ed.	5	---	---	---	---	---	---	11	11	100	1	9
Reading/ELA	MOORE EL	3	LEP	7	7	100	100	100	1	14	0	0	0	0	0
Reading/ELA	MOORE EL	3	LEP M1	7	7	100	100	100	7	100	5	5	100	5	100
Reading/ELA	MOORE EL	3	LEP M2								0	0	0	0	0
Reading/ELA	MOORE EL	4	All	154	139	90	100	93	62	40	184	166	90	53	29
Reading/ELA	MOORE EL	4	AA	11	6	55	90	75	2	18	18	11	61	2	11
Reading/ELA	MOORE EL	4	Hispanic	13	12	92	100	95	6	46	19	17	89	5	26
Reading/ELA	MOORE EL	4	White	113	104	92	100	95	45	40	134	125	93	40	30
Reading/ELA	MOORE EL	4	Eco.Dis.	20	14	70	90	77	2	10	25	19	76	3	12
Reading/ELA	MOORE EL	4	Spec.Ed.	11	5	45	90	75	0	0	11	6	55	1	9
Reading/ELA	MOORE EL	4	LEP								2	2	100	1	50
Reading/ELA	MOORE EL	4	LEP M1	3	---	---	---	---	---	---	4	4	100	0	0
Reading/ELA	MOORE EL	4	LEP M2	5	---	---	---	---	---	---	5	5	100	2	40
Reading/ELA	MOORE EL	5	All	187	174	93	100	95	70	38	145	138	95	55	38
Reading/ELA	MOORE EL	5	AA	16	14	88	90	89	3	20	11	8	73	4	36
Reading/ELA	MOORE EL	5	Hispanic	20	17	85	90	87	7	35	13	11	85	3	23
Reading/ELA	MOORE EL	5	White	133	127	95	100	97	49	37	106	105	99	42	40
Reading/ELA	MOORE EL	5	Eco.Dis.	29	24	83	90	85	7	24	19	16	84	4	21
Reading/ELA	MOORE EL	5	Spec.Ed.	9	5	56	90	75	0	0	8	4	50	0	0
Reading/ELA	MOORE EL	5	LEP	4	---	---	---	---	---	---	4	0	0	0	0
Reading/ELA	MOORE EL	5	LEP M1	2	---	---	---	---	---	---	3	0	0	1	33
Reading/ELA	MOORE EL	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	MOORE EL	3	All	152	145	95	100	97	74	49	157	139	89	52	33
Math	MOORE EL	3	AA	16	15	94	100	96	2	13	12	6	50	3	25
Math	MOORE EL	3	Hispanic	26	23	88	90	89	10	38	11	11	100	2	18
Math	MOORE EL	3	White	91	88	97	100	98	45	49	121	110	91	37	31
Math	MOORE EL	3	Eco.Dis.	26	23	88	90	89	5	19	19	13	68	4	21
Math	MOORE EL	3	Spec.Ed.	6	4	67	90	75	2	33	14	10	71	2	14
Math	MOORE EL	3	LEP	7	7	100	100	100	4	57	0	0	0	0	0
Math	MOORE EL	3	LEP M1	7	7	100	100	100	7	100	5	5	100	4	80
Math	MOORE EL	3	LEP M2								0	0	0	0	0
Math	MOORE EL	4	All	155	150	97	100	98	97	63	188	177	94	93	49
Math	MOORE EL	4	AA	12	9	75	90	80	5	42	18	13	72	4	22
Math	MOORE EL	4	Hispanic	13	13	100	100	100	6	46	20	17	85	5	25
Math	MOORE EL	4	White	112	110	98	100	99	70	63	137	134	98	72	53
Math	MOORE EL	4	Eco.Dis.	21	19	90	100	93	9	43	25	21	84	7	28
Math	MOORE EL	4	Spec.Ed.	11	8	73	90	79	1	9	14	11	79	2	14
Math	MOORE EL	4	LEP	1	---	---	---	---	---	---	2	2	100	1	50
Math	MOORE EL	4	LEP M1	3	---	---	---	---	---	---	4	4	100	2	50
Math	MOORE EL	4	LEP M2	5	---	---	---	---	---	---	5	5	100	3	60
Math	MOORE EL	5	All	185	183	99	100	99	123	67	146	141	97	101	69
Math	MOORE EL	5	AA	16	15	94	100	96	8	50	9	8	89	5	56
Math	MOORE EL	5	Hispanic	19	19	100	100	100	12	63	14	13	93	7	50
Math	MOORE EL	5	White	132	131	99	100	99	87	66	108	106	98	78	72
Math	MOORE EL	5	Eco.Dis.	27	26	96	100	97	16	59	20	17	85	9	45
Math	MOORE EL	5	Spec.Ed.	10	9	90	100	93	2	20	9	7	78	0	0
Math	MOORE EL	5	LEP	4	---	---	---	---	---	---	5	3	60	0	0
Math	MOORE EL	5	LEP M1	2	---	---	---	---	---	---	3	0	0	3	100
Math	MOORE EL	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	MOORE EL	3	All												
Science	MOORE EL	3	AA												
Science	MOORE EL	3	Hispanic												
Science	MOORE EL	3	White												
Science	MOORE EL	3	Eco.Dis.												
Science	MOORE EL	3	Spec.Ed.												
Science	MOORE EL	3	LEP												
Science	MOORE EL	3	LEP M1												
Science	MOORE EL	3	LEP M2												
Science	MOORE EL	4	All												
Science	MOORE EL	4	AA												
Science	MOORE EL	4	Hispanic												
Science	MOORE EL	4	White												
Science	MOORE EL	4	Eco.Dis.												
Science	MOORE EL	4	Spec.Ed.												
Science	MOORE EL	4	LEP												
Science	MOORE EL	4	LEP M1												
Science	MOORE EL	4	LEP M2												
Science	MOORE EL	5	All	176	167	95	100	97	96	55	141	134	95	63	45
Science	MOORE EL	5	AA	16	12	75	90	80	4	25	9	8	89	2	22
Science	MOORE EL	5	Hispanic	19	17	89	90	89	7	37	11	11	100	4	36
Science	MOORE EL	5	White	123	121	98	100	99	74	60	106	101	95	51	48
Science	MOORE EL	5	Eco.Dis.	27	22	81	90	84	9	33	19	15	79	5	26
Science	MOORE EL	5	Spec.Ed.	4	---	---	---	---	---	---	3	3	100	1	33
Science	MOORE EL	5	LEP	4	---	---	---	---	---	---	3	2	67	0	0
Science	MOORE EL	5	LEP M1	2	---	---	---	---	---	---	3	3	100	2	67
Science	MOORE EL	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
Moore Ele.	AA	96.2	96.3
Moore Ele.	H	96.8	96.1
Moore Ele.	W	97.1	96.7
Moore Ele.	NATIVE	97.1	96.8
Moore Ele.	ASIAN	97.6	97.3
Moore Ele.	MALE	97	96.8
Moore Ele.	FEMALE	97	96.6
Moore Ele.	SPED	96.7	96.5
Moore Ele.	ECD	95.9	95.8
Moore Ele.	LEP	97.1	97.1
Moore Ele.	AT RISK	96.8	96.4
Moore Ele.	GT	97.8	97.1
Moore 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	Gr. 3 98% Passed 45% Commended Gr. 4 90% Passed 40% Commended Gr. 5 93% Passed 38% Commended	TAKS Demographic Performance Summary
		Writing	Gr. 4 92% Passed 43% Commended	TAKS Demographic Performance Summary
		Math	Gr. 3 95% Passed 49% Commended Gr. 4 97% Passed 63% Commended Gr. 5 99% Passed 67% Commended	TAKS Demographic Performance Summary
		Science	Gr. 5 95% Passed 55% Commended	TAKS Demographic Performance Summary
	Subgroups	All	Gr. 3 Exemplary in Math and Reading Gr. 4 Exemplary in Math, Reading and Writing Gr. 5 Exemplary in Math and Reading and Science	TAKS Demographic Performance Summary
		AA	Gr. 3 Exemplary in Math and Reading Gr. 5 Exemplary in Math	TAKS Demographic Performance Summary
		H	Gr. 3 Exemplary in Reading Gr. 4 Exemplary in Math, Reading and Writing Gr. 5 Exemplary in Math	TAKS Demographic Performance Summary
		W	Gr. 3 Exemplary in Reading and Math Gr. 4 Exemplary in Math, Reading and Writing Gr. 5 Exemplary in Science, Math and Reading	TAKS Demographic Performance Summary
		ED	Gr. 3 Exemplary in Reading Gr. 4 Exemplary in Math Gr. 5 Exemplary in Math	TAKS Demographic Performance Summary
	Teacher	Qualifications		
			100% of Moore Staff meet the highly qualified criteria	Teacher Certifications

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:

By May 2008, we will decrease the number of discipline referrals by 10%+ in the area of inappropriate physical contact as indicated on the chart below.

Formative Evaluation:

District-developed Reports

PEIMS Code	2006-07 Discipline Data	2007-08 Goal
Inappropriate Physical Contact	154 Incidents	-10%+ = 139 incidents or less

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Increase awareness & understanding of campus & teacher expectations with students.	VP	All	Teachers	PBIS Matrix	Ongoing
	2	Practice "Moore Way" skills, (<u>W</u> e are Responsible <u>A</u> lways Respectful <u>Y</u> es, we are ready) and review in class meetings as needed along with BBR approach.	VP	All	Teachers	BBR Posters, PBIS Matrix	Ongoing
	3	Attend Pow-Wow meetings to celebrate accomplishments and re-teach targets for improvement.	VP	All	Teachers, AP	BBR Posters, PBIS Matrix & Certificates	2 times per semester
Teachers	1	Review discipline referrals with PBIS leadership team and with identified grade levels or teachers on an "as needed" basis to determine areas for improvement and training.	VP	All	Administration, PBIS Leadership Team, Teachers	Office Referrals, Infoserv data	Ongoing
	2	All staff will be trained in BBR and PBIS and provide celebration opportunities & re-teaching for students "as needed".	VP SD	All	Administration, PBIS Leadership Team, Teacher	CFLMS	Ongoing
Parents	1	Increase awareness and understanding of the Student Code of Conduct with parents.	VP	All	Administration	COC	First Day Packets & Ongoing
	2	Provide parenting tips in the Moore newsletter.	VP	All	Counselor		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:

By May 2008, we will increase student attendance rates to reflect a 97% or above ADA in all student groups indicated below.

Formative/Summative Evaluation:

District-developed Reports and AEIS

Ethnicity	Attendance Rate 06-07	Target for 07-08
AA	96.3	+0.7
H	96.1	+0.09
W	96.7	+0.03
ECD	95.8	+1.2
At-Risk	96.8	+0.2

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Motivate students to attend school daily by providing an engaging and supportive learning environment.	AR	All	Teachers	PBIS, BBR, Quantum Learning, Balanced Literacy, Technology	Ongoing
	2 Award perfect attendance awards in grades K-5.	AR	All	Teachers, Admin. Secretary	Reports	Each 6 weeks
Teachers	1 Communicate & work with parents in a positive way that encourages students to attend school.	AR	All	Teachers		Ongoing
	2 Make phone calls to parents after second absence.	AR	All	Teachers	Phone logs	Ongoing
	3 Monitor attendance rolls and notify an AP if there is a concern.	AR	All	Teachers	Attendance Records	Ongoing
Parents	1 Stress the importance of attendance with parents.	AR	All	Teachers	Grade Level Handbooks	Curriculum Night & 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 of students demonstrating proficiency on **TAKS Science** and commended performance in all student groups by the amounts indicated below.

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

5 th Grade Science		
Subpopulations	'07 Score	'08 Target
AA	75	+15
H	89	+1
W	98	+1
ED	81	+9
Commended	55	Maintain

STP		Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Emphasize hands on science investigations and activities to develop conceptual understanding of science concepts.	AR SD	All	Teachers, A-Team	Lesson Plans, Classroom Observations	Ongoing
	2	Utilize the observation guide and science journaling to increase student understanding of science concepts and to assess their comprehension of science content.	AR SD	All	Teachers, A-Team	Lesson Plans, Classroom Observations	Ongoing
	3	Participate in lessons that utilize graphic organizers, diagrams, and foldable books so students can organize science information and record data.	AR SD	All	Teachers, A-Team	Lesson Plans, Classroom Observations	Ongoing
	4	Modeling think-aloud strategies for answering TAKS format questions.	AR SD	All	Teachers, A-Team	Lesson Plans, Classroom Observations	Ongoing

	5	Develop comprehension and conceptual understanding of science vocabulary with technology power points and vocabulary flashcard activities.	AR SD	All	Teachers, A-Team	Lesson Plans, Classroom Observations	Ongoing
	6	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR	All	Teachers, A-Team	Gradebook, Grade level meetings, Student Achievement meetings	Ongoing Every 6 weeks
	7	Read nonfiction, science related books during independent reading time.	AR	5 th grade Teachers, Students/ Parents	Teachers	Lesson Plans, Classroom Observations	Ongoing
Teachers	1	Monitor that all teachers are using correct strategies regarding vocabulary, homework, and warm-ups.	AR	All teachers	Teachers, A-Team	Lesson Plans, Classroom Observations	Ongoing
	2	Monitor that all teachers are implementing SQ-RQ-CQ strategies when doing warm-ups, unit tests, and benchmarks and that they are asking higher-order thinking questions.	AR SD	All teachers	Teachers, A-Team	Lesson Plans, Classroom Observations	Ongoing
	3	Ensure that the students have a minimum of one hour of uninterrupted instruction in science at grades 3, 4, and 5, enabling them to master the TEKS at their grade level.	AR	3-4-5 Science Teachers	Teachers, A-Team	Schedule	Ongoing
Parents	1	Study guide reviews, homework involvement	PI	All	Teachers	Study Guides, District homework	Ongoing
	2	Participate in a TAKS Night with a focus on TAKS objectives and activities to do at home.	PI	All	Teachers, A-Team	Parent Sign-In	January/ February

Areas to Improve

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

Area of Focus: **Mathematics**

Campus Objective: By May 2008, we will increase the percentage of students demonstrating proficiency on **TAKS Math** and commended performance in all student groups by the amounts indicated below.

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

Subpopulations	3 rd Grade		4 th Grade		5 th Grade	
	'07 Score	'08 Target	'07 Score	'08 Target	'07 Score	'08 Target
AA	94	+2	75	+15	94	+2
H	88	+2	100	Maintain	100	Maintain
W	97	+1	98	+1	99	Maintain
ED	88	+2	90	+3	96	+1
Commended	49	+1	63	Maintain	67	Maintain

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Improve learning of all students by ensuring that presented lessons include visual, auditory and kinesthetic learning opportunities for students.	AR, SD	All	Teachers, A-Team	Professional Development	Ongoing
	2	Improve student performance on quizzes and benchmarks by teaching one new test-taking strategy each quiz and benchmark and monitoring to ensure that students perform the test-taking strategies that have been taught.	AR	All	Teachers	Lesson Plans	Ongoing
	3	Improve student learning of content by monitoring instruction to ensure the appropriate balance of partner and independent practice.	AR	All	Teachers	Lesson Plans	Ongoing

	4	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR, SD	All	Teachers, A-Team	Gradebook, Grade level meetings, Student Achievement meetings	Ongoing Every 6 Weeks
	5	Provide extended learning time for students during Supplemental Instruction period and before-school tutoring sessions.	AR	At risk students	Teachers, A-Team	Lesson Plans, Tutoring rosters	Ongoing Spring 2008
	6	Continue use of 4-step process in problem solving.	AR	All	Teachers	Lesson Plans, Classroom Observations	Ongoing
	7	Participate in goal setting after each benchmark.	AR	All	Teachers	Lesson Plans, Goal Setting forms	After each benchmark
Teachers	1	Schedule grade level math team meetings to review student data and design lessons that utilize research proven teaching strategies.	AR	All	Teachers, A-Team	Lesson Plans, Benchmark Data	Ongoing
	2	Use Educaide to select high level content.	AR, SD, T	3-4-5 Math teachers	Teachers	Lesson Plans	Ongoing
Parents	1	Participate in a TAKS Night with a focus on TAKS objectives and activities to do at home.	PI	3-4-5 Parents/ Students	Teachers, A-Team	Parent Sign-In	January/ February

Areas to Improve

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

Area of Focus: **Reading**

Campus Objective: By May 2008, we will increase the percentage of students demonstrating proficiency on **TAKS Reading** and commended performance in all student groups by the amounts indicated below.

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

	3 rd Grade		4 th Grade		5 th Grade	
Subpopulations	'07 Score	'08 Target	'07 Score	'08 Target	'07 Score	'08 Target
AA	94	+2	55	+35	88	+2
H	96	+1	92	+3	85	+5
W	99	Maintain	92	+3	95	+2
ED	92	+3	70	+20	83	+7
Commended	45	+5	40	+10	38	+12

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	To increase fluency, provide students with regular opportunities for sustained reading and familiar rereading of independent level texts.	AR	All	Teachers, A-Team	Schedules, Lesson Plans, Classroom Observations	Ongoing
	2	Team with other grade levels to foster partner reading.	AR	All	Teachers		Ongoing
	3	Attend small group tutoring sessions focusing on area of need.	AR CE	At-Risk students	Teacher, Reading Enrichment Teacher, A-Team	Academic Achievement Budget	Ongoing
Teachers	1	Organize flexible and dynamic small groups for reading instruction, reinforcing critical TEKS objectives and selecting teaching points based on the students' need (i.e., guided reading or strategy groups).	AR SD CE	All Language Arts teachers	Teachers, Reading Enrichment teacher, A-Team	Schedules, Lesson Plans, Classroom Observations	Ongoing

	2	Utilize district model lessons to address critical TEKS objectives. Regularly analyze assessment data in order to ensure alignment between daily instruction and critical TEKS objectives.	AR SD CE	All Language Arts teachers	Teachers, Reading Enrichment teacher, A-Team	Schedules, Lesson Plans, Classroom Observations	Ongoing
	3	Kindergarten and 1 st grade teachers attend Balanced Literacy Retreats and implement strategies in the classroom	AR, SD	K-1 teachers	K-1 teachers, A-Team		Kindergarten - October 18, 2007 1 st grade - November 8, 2007
	4	Access the expertise of District LA Helping Teacher for classroom observations and grade level planning.	AR, SD	3-4-5 teachers	District Helping Teacher, 3-5 LA teachers, A-Team		Fall 2007
	5	Visit and observe model teachers in the district.	SD	All	LA teachers, A-Team	District Model Teachers	Ongoing
	6	Schedule grade level Language Arts meetings to review student data and plan for appropriate student interventions.	AR	All	Teachers, A-Team	Lesson Plans, Benchmark Data	Ongoing
Parents	1	Participate in a TAKS Night with a focus on TAKS objectives and activities to do at home.	PI	3-4-5 Parents/ Students	Teachers, A-Team	Parent Sign-In	January/ February
	2	Encourage parents to read nightly with their child.	PI	All	Teachers, Parents		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: **Writing**

Campus Objective: By May 2008, we will increase the percentage of students demonstrating proficiency on **TAKS Writing** and Commended performance in all student groups by the amounts indicated below.

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

	4th Grade	
Subpopulations	'07 Score	'08 Target
AA	82	+8
H	93	+2
W	93	+2
ED	80	+10
Commended	43	+7
Increase by 20% the number of 2 or higher ratings on the TAKS Written Composition.		

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Integrate language usage, mechanics, grammar, and other revising/editing skills through mini-lessons and shared, modeled, and interactive writing (2-5).	AR, SD	2 nd – 5 th Grade Students	2 nd – 5 th Grade LA Teachers	Lesson Plans, Classroom Observations	Ongoing
	2	Use the Interactive revising and editing practice materials (REPs) to engage learners.	AR, SD	2 nd – 5 th Grade Students	2 nd – 5 th Grade LA Teachers	Lesson Plans, Classroom Observations	Ongoing
	3	Students will complete three writing samples per six weeks. Teachers will collaborate each six weeks to analyze samples and discuss strategies for improvement.	AR, SD	All	LA Teachers	Lesson Plans, Classroom Observations	Ongoing
	4	Participate in Camp Write-along	AR, SD	4 th Grade Students	4 th Grade LA Teachers	Lesson Plans, Classroom Observations	February 2008
Teachers	1	Provide instructional support through focused mini lessons and individualized writing conferences.	AR	All	LA Teachers, Librarian	Lesson Plans, Classroom Observations	Ongoing

	2	Design lessons that emphasize the 6 Traits of Writing.	AR	All	LA Teachers, Librarian	Lesson Plans, Writing Binders	Ongoing
	3	Design lessons that teach students to recognize characteristics of papers scoring 1-2-3-4	AR	4 th Grade Students	4 th Grade LA Teachers	TAKS Training Passages	Ongoing
	4	All LA teachers will share responsibility for teaching writing at grades K-5 th .	AR	K-5 LA Teachers	Teachers, A-Team	Lesson Plans, Classroom Observations	Ongoing
Parents	1	Encourage parents to write letters to their children during Camp Write-Along.	PI	4 th Grade Parents	4 th Grade LA Teachers		February 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

**Moore Elementary
Laura Harman
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- (1) Moore 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 Moore 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 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
Laura Harman	Principal
Melissa Summers	Secretary/Recorder
Lyla Payne	Kindergarten teacher
Mary Pike	1 st grade teacher
Joanne Bauarschi	2 nd grade teacher
Laurie Abel	3 rd grade teacher
Cindy Knight	4 th grade teacher
Krista Dankert	5 th grade teacher
Shauna Solt	Special Education teacher
Pam Mayo	Art teacher
Melissa LeDoux and Cathy Jacobs	Assistant Principals
Kim Diamond	Librarian
Jeanne Keyes	Instructional Specialist
Sharon Cook	Counselor
Treva Mitchell	Nurse
Tami Vento	Kindergarten paraprofessional
Trish Billings	Parent representative 2007-2008 PTO President
Michele Stratton	Parent representative 2007-2008 PTO Vice President
Kathy Billiot	Community resident
Margaret Hein	Community resident
Jeannie Cataldo	Business representative
Angela James	Business representative
Dr. Cheryl Salyards	District representative

CIP PART III: ASSURANCE ADDENDUM

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 12, 2007	7:45 a.m.	Moore Library
2	November 27, 2007	7:45 a.m.	Moore Library
3	January 16, 2008	7:45 a.m.	Moore Library
4	March 11, 2008	7:45 a.m.	Moore Library
5	May 8, 2008	7:45 a.m.	Moore 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 10%	
Formative	At the end of the first semester, the percent of parents and community members attending PTO meetings will be reviewed to determine progress.
Summative	At the end of the school year, the percent of parents and community members attending PTO meetings will be reviewed to determine if the objective was met.
Strategy	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.

CIP PART III: ASSURANCE ADDENDUM

(4)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above 90%.	
Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the TAKS 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.

(5)

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

Moore 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 Procedures, Expectations, Grade Level Planning
21-Aug	All Staff	Campus	PBIS
22-Aug	All Staff	Campus	Data Analysis, Staff Development System, Pinnacle Training
23-Aug	Elementary/Secondary	District Staff	
24-Aug	All Staff	Campus	Meet The Teacher, Handbook Overview, Grade Level Planning
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	BBR Classroom Management T.E. from summer
April 28 *	All Staff	Campus	
30-May	All Staff	Campus	