

2007-2008
Campus Improvement Plan
for
Reed Elementary

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: REED EL
CAMPUS NUMBER: 101907129

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	338	388	87%	100%	322	386	83%		4		
African Amer	25	30	83%	8%	21	29	72%		11		
X Hispanic	208	249	84%	64%	166	213	78%		6		
X White	76	78	97%	20%	101	107	94%		3		
X Econ Disadv	186	227	82%	59%	153	204	75%		7		
Writing (65%)											
X All Students	118	126	94%	100%	116	128	91%		3		
African Amer	8	9	89%	7%	12	12	100%		-11		
X Hispanic	78	83	94%	66%	63	73	86%		8		
White	19	21	90%	17%	30	32	94%		-4		
X Econ Disadv	77	84	92%	67%	56	64	88%		4		
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	356	394	90%	100%	340	394	86%		4		
African Amer	25	30	83%	8%	19	29	66%		17		
X Hispanic	226	255	89%	65%	182	219	83%		6		
X White	76	78	97%	20%	104	109	95%		2		
X Econ Disadv	206	232	89%	59%	170	211	81%		8		
Science (40%)											
X All Students	112	131	85%	100%	101	129	78%		7		
African Amer	8	11	73%	8%	4	7	57%		16		
X Hispanic	64	80	80%	61%	42	63	67%		13		
White	29	29	100%	22%	45	48	94%		6		
X Econ Disadv	58	71	82%	54%	37	60	62%		20		

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	12	13	92%	100%	15	18	83%		9		

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
14	N/A	N/A	N/A	N/A	N/A

DISTRICT NAME: CYPRESS-FAIRBANKS
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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	REED EL	3	All	139	125	90	100	93	32	23	140	122	87	36	26
Reading/ELA	REED EL	3	AA	14	12	86	90	87	3	21	14	11	79	2	14
Reading/ELA	REED EL	3	Hispanic	89	77	87	90	88	14	16	83	70	84	15	18
Reading/ELA	REED EL	3	White	29	29	100	100	100	12	41	28	27	96	13	46
Reading/ELA	REED EL	3	Eco.Dis.	82	71	87	90	88	11	13	89	76	85	19	21
Reading/ELA	REED EL	3	Spec.Ed.	2	---	---	---	---	---	---	8	4	50	2	25
Reading/ELA	REED EL	3	LEP	53	45	85	90	87	2	4	64	52	81	7	11
Reading/ELA	REED EL	3	LEP M1	14	14	100	100	100	5	36	13	13	100	9	69
Reading/ELA	REED EL	3	LEP M2								0	0	0	0	0
Reading/ELA	REED EL	4	All	134	106	79	90	83	23	17	131	102	78	22	17
Reading/ELA	REED EL	4	AA	10	7	70	90	77	1	10	12	7	58	0	0
Reading/ELA	REED EL	4	Hispanic	87	66	76	90	81	10	11	74	53	72	11	15
Reading/ELA	REED EL	4	White	24	21	88	90	89	6	25	34	32	94	8	24
Reading/ELA	REED EL	4	Eco.Dis.	86	64	74	90	79	10	12	64	42	66	5	8
Reading/ELA	REED EL	4	Spec.Ed.	5	---	---	---	---	---	---	8	5	63	0	0
Reading/ELA	REED EL	4	LEP	17	10	59	90	75	2	12	7	1	14	0	0
Reading/ELA	REED EL	4	LEP M1	47	36	77	90	81	4	9	35	23	66	1	3
Reading/ELA	REED EL	4	LEP M2	13	13	100	100	100	8	62	17	17	100	7	41
Reading/ELA	REED EL	5	All	133	121	91	100	94	24	18	142	117	82	30	21
Reading/ELA	REED EL	5	AA	11	9	82	90	85	1	10	10	8	80	1	10
Reading/ELA	REED EL	5	Hispanic	81	72	89	90	89	12	15	70	52	74	8	11
Reading/ELA	REED EL	5	White	30	30	100	100	100	7	23	51	47	92	18	35
Reading/ELA	REED EL	5	Eco.Dis.	71	61	86	90	87	10	14	68	47	69	7	10
Reading/ELA	REED EL	5	Spec.Ed.	3	---	---	---	---	---	---	4	0	0	0	0
Reading/ELA	REED EL	5	LEP	11	6	55	90	75	0	0	17	4	24	1	6
Reading/ELA	REED EL	5	LEP M1	3	---	---	---	---	---	---	8	6	75	0	0
Reading/ELA	REED EL	5	LEP M2	41	37	90	100	93	2	5	18	17	94	2	11

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	REED EL	3	All	140	119	85	90	87	40	29	140	113	81	33	24
Math	REED EL	3	AA	15	10	67	90	75	2	13	14	8	57	0	0
Math	REED EL	3	Hispanic	90	78	87	90	88	22	24	84	66	79	17	20
Math	REED EL	3	White	28	26	93	100	95	11	39	27	25	93	10	37
Math	REED EL	3	Eco.Dis.	83	69	83	90	85	17	20	89	69	78	20	22
Math	REED EL	3	Spec.Ed.	4	---	---	---	---	---	---	9	5	56	1	11
Math	REED EL	3	LEP	54	42	78	90	82	10	19	65	53	82	13	20
Math	REED EL	3	LEP M1	14	14	100	100	100	6	43	13	13	100	7	54
Math	REED EL	3	LEP M2								0	0	0	0	0
Math	REED EL	4	All	135	123	91	100	94	50	37	136	115	85	44	32
Math	REED EL	4	AA	10	8	80	90	83	1	10	12	7	58	2	17
Math	REED EL	4	Hispanic	88	78	89	90	89	29	33	78	65	83	18	23
Math	REED EL	4	White	24	24	100	100	100	12	50	35	33	94	16	46
Math	REED EL	4	Eco.Dis.	87	77	89	90	89	27	31	69	55	80	19	28
Math	REED EL	4	Spec.Ed.	5	---	---	---	---	---	---	9	6	67	1	11
Math	REED EL	4	LEP	18	12	67	90	75	6	33	10	7	70	0	0
Math	REED EL	4	LEP M1	47	45	96	100	97	18	38	36	30	83	8	22
Math	REED EL	4	LEP M2	13	13	100	100	100	9	69	18	18	100	10	56
Math	REED EL	5	All	138	129	93	100	95	60	43	143	130	91	56	39
Math	REED EL	5	AA	11	10	91	100	94	5	45	9	7	78	1	11
Math	REED EL	5	Hispanic	86	78	91	100	94	30	35	71	62	87	19	27
Math	REED EL	5	White	30	30	100	100	100	15	50	52	50	96	28	54
Math	REED EL	5	Eco.Dis.	76	71	93	100	95	25	33	69	58	84	20	29
Math	REED EL	5	Spec.Ed.	7	6	86	90	87	1	14	6	5	83	0	0
Math	REED EL	5	LEP	16	12	75	90	80	2	13	18	11	61	0	0
Math	REED EL	5	LEP M1	3	---	---	---	---	---	---	8	7	88	0	0
Math	REED EL	5	LEP M2	41	39	95	100	97	11	27	18	8	100	6	35

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	REED EL	3	All												
Science	REED EL	3	AA												
Science	REED EL	3	Hispanic												
Science	REED EL	3	White												
Science	REED EL	3	Eco.Dis.												
Science	REED EL	3	Spec.Ed.												
Science	REED EL	3	LEP												
Science	REED EL	3	LEP M1												
Science	REED EL	3	LEP M2												
Science	REED EL	4	All												
Science	REED EL	4	AA												
Science	REED EL	4	Hispanic												
Science	REED EL	4	White												
Science	REED EL	4	Eco.Dis.												
Science	REED EL	4	Spec.Ed.												
Science	REED EL	4	LEP												
Science	REED EL	4	LEP M1												
Science	REED EL	4	LEP M2												
Science	REED EL	5	All	132	113	86	90	87	42	32	140	107	76	40	29
Science	REED EL	5	AA	11	8	73	90	79	2	18	9	5	56	0	0
Science	REED EL	5	Hispanic	81	65	80	90	83	23	28	71	46	65	9	13
Science	REED EL	5	White	29	29	100	100	100	10	34	49	46	94	28	57
Science	REED EL	5	Eco.Dis.	72	59	82	90	85	15	21	68	41	60	6	9
Science	REED EL	5	Spec.Ed.	3	---	---	---	---	---	---	5	4	80	0	0
Science	REED EL	5	LEP	11	7	64	90	75	1	9	18	7	39	0	0
Science	REED EL	5	LEP M1	3	---	---	---	---	---	---	8	4	50	0	0
Science	REED EL	5	LEP M2	41	35	85	90	87	9	22	18	13	72	0	0

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Reed Ele.	AA	95.7	95.3
Reed Ele.	H	96.7	96.9
Reed Ele.	W	96.7	95.8
Reed Ele.	NATIVE	84.5	94.3
Reed Ele.	ASIAN	97.5	97.9
Reed Ele.	MALE	96.6	96.9
Reed Ele.	FEMALE	96.6	96.4
Reed Ele.	SPED	95.3	94.8
Reed Ele.	ECD	96.6	96.7
Reed Ele.	LEP	96.8	96.9
Reed Ele.	AT RISK	96.7	96.7
Reed Ele.	GT	98	96.8
Reed 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:

#1 For 2007 – 2008, discipline referrals resulting in removal from class will be reduced by 20% from the previous year.
 #2 For 2007 – 2008, discipline referrals resulting in an in class administrative intervention will account for 90% of all referrals, leaving only 10% resulting in removal from class.

Formative Evaluation:

District-developed reports, teacher discipline folders, "Game On" Statistics

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	5 th Grade students will continue to participate in DARE, including a Lock-In providing students with healthy alternatives to drugs and alcohol.	VP AR	5 th Grade Students	5 th Grade Teachers, DARE Officer	DARE Curriculum	Fall '07 (Six Weeks)
	2	Students will participate in lessons that follow research proven strategies such as Character Counts and Building Better Relationships	VP AR	All Students	All Staff	Character Counts materials, staff training	Ongoing throughout the year
	3	Students will participate in the ROPES program with 4 th grade going to the ROPES course and other grade levels participating in activities on campus during PE each Friday	VP AR	All Students	Counselors, ROPES Facilitators, Teachers	ROPES Curriculum	Ongoing / Fall for 4 th Grade at the ROPES facility
Teachers	1	Teachers will be provided opportunities to participate in CPI, CIP, Mandt, and use of the AED. (Automated External Defibrillator)	SD	Offered to all staff, required in some teaching areas	Nurse, District Trainers, Region4	Training materials	Ongoing (PPCD and SOS staff will be required to complete CPI or Mandt prior to the beginning of the school year.)
	2	Teachers will participate in training on CPS referrals and suicide prevention.	SD	All Staff	Counselors	Training materials	During Fall Faculty Meeting TBA
	3	Teachers will follow a school-wide procedure for dismissal that includes the use of transportation checklists and bus clips.	VP	All Staff, All Students	All Staff	Bus line rosters, bus signs, walkie-talkies, bus clips,	Ongoing
	4	Teachers will maintain and carry the blue / green class rosters when students travel to large groups and lunch. In addition, Crisis Bags will be used during all monthly crisis drills (fire, weather, lockdown, etc.)	VP	All Teachers	Teachers, Registrar, Principal, AP's	Crisis bag, updates for newly enrolled students	Ongoing

	5	Teachers will maintain a discipline log of students in their class	AR	Teachers	Teachers	Administrators	Ongoing
	6	Continue to implement and update Crisis Intervention Plan	VP	All Staff	All Staff	Crisis Plans, crisis Bags, Crisis Cards for Specific Emergencies	Ongoing
	7	Staff will continue to monitor hallways and exterior doors, making sure all exterior doors are kept locked and visitors have been properly checked in through the front office. Fire doors will also be monitored to ensure that they are kept closed at all times.	VP	All Staff	All Staff	V-Soft, security cameras, posted visitor signs	Ongoing
	8	Staff members will wear an updated picture ID at all times	VP	All Staff	All Staff	Lifetouch Picture ID Badges	Ongoing
	9	Teachers will attend Building Better Relationships staff development classes, and implement the BBR strategies in their classrooms.	SD	All Teachers	Principal, AP's , Lead Mentor	Training materials, Staff Development Transcripts	Ongoing
Parents	1	Parents will be required to present and wear ID labels at all times when entering the building.	PI	All Parents	Front Office Personnel	V-Soft	Ongoing
	2	Provide parents with information about the V-Soft System	T PI	All Parents	Front Desk Personnel, Principal, AP's	Newsletters, V-Soft Posting	Ongoing
	3	Parents will be provided information about safety procedures at school, including updates on specific changes or incidents as they occur.	PI	All Parents	Principal, Office Staff, Administrative Secretary, AP's , Teachers	Newsletter, Automated Phone system, Parent Letters	Ongoing

Areas to Improve

District Priority:

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

Area of Focus:

Attendance

Campus Objective:

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

Formative/Summative Evaluation:

District-developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will understand how attendance enters into their color team score and is reflected in the school-wide goal of 97% or greater.	AR	Students	Teachers, Principal, AP's	School-wide assembly, announcements, Game Scoreboard,	Weekly
	2 Students with perfect attendance will be recognized through the attendance ribbons posted in the hallway.	AR	Students	Teachers	Hallway Ribbons and clips, Attendance Records	Each Six Weeks
	3 At the end of the school year, students with perfect attendance, or exemplary attendance (97%) are recognized in an assembly	AR	Students	Teachers, AP's, Principal, Attendance Registrar	Attendance Records	May 2008
Teachers	1 Teachers will take daily attendance and make an effort to contact parents about excessive tardies or absences that are impacting learning.	AR PI	Students	Teachers	Attendance Records, Phone logs	Ongoing
	2 Teachers will recognize students with perfect attendance by posting names on the ribbons in the hallway.	AR	Students	Teachers	Hallway Ribbons and clips, Attendance Records	Each Six-weekly
	3 Teacher attendance will be monitored and reflected in the color team scores each week for Game On	AR	Teachers	Principal, AP's	Weekly Staff Attendance Records	Weekly
Parents	1 Parents will be notified about the state requirement for attendance in order to receive credit for the school year.	PI	Parents	Principal	Newsletters, Phone calls	Monthly
	2 Parents will be contacted regarding excessive absences and departures as well as tardies.	AR PI	Parents	Attendance Registrar, Principal, AP's	Parent Letters	Ongoing
	3 Newsletter articles will provide parents with information about Game On and the role of attendance in the scores.	PI	Parents	Principal, Administrative Secretary	Newsletter	Monthly

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 of 2008 we will increase the percentage of students demonstrating proficiency in science TAKS by the targets indicated below. In addition, we will increase the percentage of students performing at "Commended Level" (by amounts noted below, or greater).

Campus Objective:

Proficient:

5th Grade

AA +7
H +10
ED + 8

Commended:

All +8

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	Monitor each student's progress in learning the critical TEKS by examining results of checkpoints, teacher-made common assessments, and district benchmarks.	AR	1 st -5 th students	Teachers, Instructional Specialist, Assistant Principals	Data from checkpoint, common assessments, and benchmarks	Twice a month throughout the school year
	2	Provide intense science review for fifth graders using teacher experts from other grade levels to review targeted objectives.	AR CE	All 5 th grade students	Teachers, Instructional Specialist	Science curriculum	Once a semester
	3	Provide extended learning opportunities, such as Science Bowl, Helping Teachers, Science Field Day Activities, Leadership tutoring, and recess tutorials.	AR CE	All students	Teachers, Instructional Specialist, Science Coach, Leadership Team	Science Curriculum	Weekly throughout the school year

	4	Identify learning gaps in students' background knowledge in science and use direct vocabulary instruction to accelerate growth.	CE	All students	Teachers, Instructional Specialist, Media Specialist	Data from checkpoints, benchmarks teacher observation	Daily throughout the school year
	5	Provide small group instruction for identified struggling learners.	AR CE	Identified students	Teachers, Science Coach		Daily throughout the school year
Teachers	1	Utilize district science helping teachers to work with 4 th and 5 th grade teams on planning targeted lessons to meet the needs of struggling learners.	AR	4 th and 5 th grade science teachers	Teachers, Science Helping Teachers	District helping teachers	Twice a month
	2	Utilize district new teacher training staff development opportunities.	SD	New science teachers	Science Department	In-service	Once a six weeks
	3	Hyper-monitoring walkthrough visits will be used to provide teachers with coaching feedback to increase effectiveness of instruction.	AR	Teachers	Leadership Team	Walkthrough forms	Daily
	4	Teachers will display results of assessments for the class so that students are aware of progress throughout the year. School-wide results will be posted in science by grade level. In addition, teachers will meet with individual students to help them set SMART goals for upcoming assessments.	AR	Science Teachers, students	Language Arts Teachers, Principal, Instructional Specialist, Coaches, APs	Visuals that are meaningful to students and staff, data from assessments	Updates will correspond with dates of assessments
	5	Incorporate LoTi lessons at a level 3 or higher into science lessons.	T	Science teachers	Teachers, Instructional Specialist, Media Specialist, Tech Liaison	HEAT Model and technology helping teachers	Weekly throughout the school year
Parents	1	Provide parents training class/and or take home materials to help increase science vocabulary.	T1 PI	All Parents	Teachers, Instructional Specialist	Vocabulary materials	Once a semester
	2	Provide parents with training class and/or Science in a Box activities to do at home with their children.	T1 PI	All Parents	Teachers, Instructional Specialist	Science materials to complete box activities	Once a semester

Areas to Improve

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

Area of Focus: **Mathematics**

By May of 2008, we will increase the percentage of students demonstrating proficiency on TAKS Math. In addition, we will increase the percentage of students demonstrating proficiency on mathematical process and tools objective. In addition, we will increase the percentage of students performing at "Commended Level" (by amounts noted below, or greater).

Campus Objective:

	<u>3rd</u>	<u>4th</u>	<u>5th</u>
AA	+10	+10	+10
H	+5	+3	+5
ED	+7	+3	+5

Proficient in Mathematical Process and Tools Objective:

	<u>3rd</u>	<u>4th</u>	<u>5th</u>
	+9	+9	+10

Commended:

	<u>3rd</u>	<u>4th</u>	<u>5th</u>
	+10	+3	+6

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	Provide small group instruction for identified struggling learners.	AR	Identified students	Teachers, At Risk Specialist, Math Helping Teacher	Data from checkpoints, benchmarks teacher observation	Daily throughout the school year

	2	Provide students with differentiated math instruction.	AR	All students	Math teachers, District Math Helping Teachers, Inst. Specialist	In-service	Daily throughout the school year
	3	Provide students with an opportunity to set goals and ways to reach specified attainable goals.	AR	All students	Teachers	Goal Setting Sheets	Once a six weeks throughout the year
	4	Provide students with creative memorization strategies to improve retention of math facts.	AR	All students	Teachers, Instructional Specialist	Meaningful Visuals	Weekly throughout the year
	5	Provide students with a posted, consistent, and predictable schedule for math instruction.	AR	All students	Teachers, Instructional Specialist	Posted Schedule	Daily throughout the year
Teachers	1	Utilize district math helping teachers to provide teachers with various strategies/activities and suggested timeline of lessons.	AR	3 rd – 5 th Math teachers	District Math Helping Teachers	Pacing Calendar, Activities	Twice a month throughout the school year
	2	Provide teachers 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	Staff Development Liaison, Teachers, Instructional Specialist	Released TAKS test, Educaide, SMARTboards, computers	Ongoing
	3	Hyper-monitoring walkthrough visits will be used to provide teachers with coaching feedback to increase effectiveness of instruction.	AR	Teachers	Leadership Team	Walkthrough forms	Daily
	4	Teachers will display results of assessments for the class so that students are aware of progress throughout the year. School-wide results will be posted in math by grade level. In addition, teachers will meet with individual students to help them set SMART goals for upcoming assessments.	AR	Math Teachers, students	Math Teachers, Principal, Instructional Specialist, Coaches, APs,	Visuals that are meaningful to students and staff, data from assessments	Updates will correspond with dates of assessments
		Provide teachers with book study opportunity on <u>Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement.</u>	SD	Math teachers	Staff Development Liaison, Teachers, Instructional Specialist	Books for each participant, group leader for help facilitate book study	Twice a month in fall semester
	5	Analyze data after each district test and benchmark, plan and design individual interventions, and review intervention plans.	AR CE	Math teachers	Math Teachers Instructional Specialist	Crystal Reports AMS data file	Ongoing
Parents	1	Provide parents with training classes and take home materials that will model ways to work with their child at	T1 PI	All parents	Teachers, Instructional Specialist	Crystal reports and AMS reports	Once a semester throughout the year

	home.					
2	Provide parent training and materials to help students to memorize math facts outside of school.	T1 PI	All parents	Teachers, Instructional Specialist,	Hand-made flash cards	Once a six weeks throughout the 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: **Reading/English Language Arts**

By May of 2008, we will increase the percentage (by amounts noted below, or greater) of students demonstrating proficiency on TAKS Reading. In addition, we will increase the percentage of students performing at "Commended Level" (by amounts noted below, or greater).

Proficient:

	<u>3rd</u>	<u>4th</u>	<u>5th</u>
Campus Objective: AA	+6	+10	+6
H	+4	+9	+4
ED	+4	+10	+4

Commended:

All	+7	+5	+6
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Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills, Bi-weekly checkpoints, data charts by teacher

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Provide students with regular opportunities for sustained reading and familiar rereading of independent level texts. Increase the amount of time students are able to appropriately read independently.	AR	All students	Teachers, Instructional Specialist, Literacy Coaches, Librarian	Classroom libraries, school library	Daily throughout the school year
	2	Utilize conferring notebooks and running records 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, Literacy Coaches	Notebooks for each teacher, flags/dividers	Daily throughout the school year
	3	Use read-aloud with accountable talk to model thinking process of "good readers" for students	AR	All students	Teachers, Instructional Specialist, Literacy Coaches	In-service training in read-aloud with accountable talk, vocabulary rich literature	Daily throughout the school year

	4	Provide students with a posted, consistent, and predictable, schedule for the reading workshop.	AR	All students	Teachers, Instructional Specialist, Literacy Coaches	Master schedules, individual schedules	Daily throughout the school year
	5	Utilize flexible small groups for reading instruction	AR	All students	Teachers, Instructional Specialist, Literacy Coaches	Variety of leveled reading material	Daily throughout the school year
Teachers	1	Provide teachers with additional training in balanced literacy with Becky Koesel (11 days)	SD	Language Arts Teachers, Coaches	Principal	Training dates, budget for expenses	One full week prior to the beginning of school, then once per six-weeks
	2	Utilize campus based literacy coaches to help coach and support teachers in the implementation of balanced literacy in their classrooms (three coaches, one for every two grade levels)	AR CE	Language Arts Teachers	Principal, Instructional Specialist, Literacy Coaches	Scheduled time with individual teachers/ teams for planning	Daily
	3	Teachers will utilize strategies learned in LoTi training to ensure that technology is appropriately integrated into classroom instruction.	T	Language Arts Teachers, Technology Liaison,	Principal, Instructional Specialist, AP's, Teachers, Technology Liaison	Time during Faculty meetings for training, Technology Helping Teacher Achieve 3000, Read 180	Daily
	4	Teachers will display results of assessments for the class so that students are aware of progress throughout the year. School-wide results will be posted in language arts by grade level. In addition, teachers will meet with individual students to help them set SMART goals for upcoming assessments.	AR	Language Arts Teachers, students	Language Arts Teachers, Principal, Instructional Specialist, Coaches, APs,	Visuals that are meaningful to students and staff, data from assessments	Updates will correspond with dates of assessments
	5	Hyper-monitoring walkthrough visits will be used to provide teachers with coaching feedback to increase effectiveness of instruction.	AR	Teachers	Leadership Team	Walkthrough forms	Daily
	6	Provide book studies based on <u>The Art of Teaching Reading</u> , <u>Teaching for Comprehension and Fluency</u> , and <u>Growing Readers</u> to all language arts teachers	SD	Language Arts Teachers, Coaches	Staff Development Liaison, Teacher Leaders, Literacy Coaches, Instructional Specialist	Books for each participant, group leader for help facilitate the bookstudy	Twice a month
Parents	1	Provide parents with training classes and/or tapes that will model ways to work with their child at home, including use of home reading logs.	T1 PI	Parents identified students	Principal, Instructional Specialist, Literacy Coaches, Teachers	Film crew, tapes, groups/ teachers to be filmed	Twice during each semester
	2	Increased parent contact through phone and mail to encourage parent partnership in reading with their child outside of school, and provide information regarding student successes and areas targeted for growth.	T1 PI	Parents of all students	Teachers, Instructional Specialist, Coaches, APs, Principal	Automated phone system, accurate phone numbers, postcards	Twice each six-weeks

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, we will increase the percentage (by amounts noted, or greater) of students demonstrating proficiency on TAKS Writing.

Campus Objective:

Proficient:

AA +5
H +5
ED +3

Commended:

All +10

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 in their writing assignments	AR	Identified students	Teachers	Six Traits books	Ongoing
	2	Students will produce three "published" writing samples each six weeks to assess understanding and mastery of writing skills. Teachers will present samples for discussion at the Six-Week Composition Meetings.	AR	Groups listed	Instructional Specialist, Literacy Coaches, Teachers	Gradebooks, checkpoints, benchmarks	Each six-weeks
	3	In addition to 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
	4	Students will have explicit instruction in elaboration and vocabulary building	AR	Identified students	Teachers	The Art of Teaching Writing book	Ongoing
	5	Students will be engaged in small group instruction for	AR	Identified students	Teachers, Literacy Coaches, Teaching		Ongoing

		identified struggling learners.			Assistance		
Teachers	1	Attend training that will increase understanding of the writing process.	SD	Lang. Arts Teachers	Principal, Instructional Specialist	District and campus staff development, Staff Development Transcripts	On-Going
	2	Schedule daily writing instruction.	AR	All students	Teachers	Journals, writing materials, books to inspire student thinking in writing	Ongoing
	3	Hyper-monitoring walkthrough visits will be used to provide teachers with coaching feedback to increase effectiveness of instruction.	AR	Teachers	Leadership Team	Walkthrough forms	Daily
	4	Teachers will display results of assessments for the class so that students are aware of progress throughout the year. School-wide results will be posted in language arts by grade level. In addition, teachers will meet with individual students to help them set SMART goals for upcoming assessments.	AR	LA Teachers students	Language Arts Teachers, Principal, Instructional Specialist, Coaches, APs,	Visuals that are meaningful to students and staff, data from assessments	Updates 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	Students	Teachers, Technology Liaison, Technology Helping Teacher	SMART board, computers, keyboarding programs	Ongoing
	6	Schedule literacy coaches to work with team on lessons to target identified struggling learners.	AR	Identified Students	Teachers, Literacy Coaches		Weekly
Parents	1	Provide parents with updated information regarding student progress in writing using the Thursday Communication Folder, phone calls and newsletters	PI	Parents of identified students	Teachers	Phone Log Samples of student work, Thursday Folders	Ongoing

*** 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

**Reed Elementary
Leslie Thomas
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- (1) Reed 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 Reed 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 the campus's completion rate. (high school)
 - (h) provided for a program to encourage parental and community involvement at the campus.
 - (i) included goals and methods for violence prevention and intervention on campus.
 - (j) 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.

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Leslie Thomas	Principal
Carrie Marz	Assistant Principal
Sheri McCaig	Assistant Principal
Louanne Shaffer	Instructional Specialist
Christine Melancon	Instructional Specialist
Chrissy Reyna	Counselor
Melinda Murphy	Media Specialist
Charles Bellomy	SOS Representative
Michelle Bellomy	Testing Coordinator
Karen Ellis	PK/PPCD Representative
Becky Cook	Kindergarten Representative
Kyndra Hartzler	1 st Grade Representative
Katie McMillen	2 nd Grade Representative
Sandra Pichardo	3 rd Grade Representative
Debbie Parker	4 th Grade Representative
Rebecca Roberts	5 th Grade Representative
Nancy LaGrappe	PEAM Representative
Irene Rangel	Bilingual Representative
Carol Rendall	Special Ed Representative
Barbara Vandever	Paraprofessional
Jane Flinn	District Representative

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 6, 2007	7:30 a.m.	PUMA Room, Reed Elementary
2	September 12, 2007	7:30 a.m.	PUMA Room, Reed Elementary
3	September 17, 2007	7:30 a.m.	PUMA Room, Reed Elementary
4	October 24, 2007	7:30 a.m.	PUMA Room, Reed Elementary
5	December 5, 2007	7:30 a.m.	PUMA Room, Reed Elementary
6	January 16, 2008	7:30 p.m.	Cafeteria, Reed Elementary
7	February 13, 2007	7:30 a.m.	PUMA Room, Reed Elementary
8	March 26, 2007	7:30 a.m.	PUMA Room, Reed Elementary

* 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.

Section C



Special Education Goal	
1. For 2007 – 2008, the percent of students meeting ARD expectations will be at or above 90%.	
Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the TAKS I and/or TAKS Alt tests will be reviewed to determine if the ARD objectives were met.
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.

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.