

**2007-2008**  
**Campus Improvement Plan**  
**For**  
**Robison Elementary**

**Cypress-Fairbanks Independent School District**

# **PART I : DATA SUPPLEMENT**

DISTRICT NAME: CYPRESS-FAIRBANKS  
CAMPUS NAME: ROBISON ELEMENTARY  
CAMPUS NUMBER: 101907140

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?
<b>Reading/ELA (65%)</b>											
X All Students	636	671	95%	100%	518	535	97%		-2		
X African Amer	63	72	88%	11%	43	45	96%		-8		
X Hispanic	100	108	93%	16%	54	57	95%		-2		
X White	447	464	96%	69%	399	411	97%		-1		
X Econ Disadv	60	71	85%	11%	25	28	89%		-4		
<b>Writing (65%)</b>											
X All Students	209	216	97%	100%	171	179	96%		1		
African Amer	23	25	92%	12%	18	20	90%		2		
X Hispanic	34	36	94%	17%	17	18	94%		0		
X White	144	146	99%	68%	128	133	96%		3		
Econ Disadv	16	18	89%	8%	9	10	90%		-1		
<b>Social Studies (65%)</b>											
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	-		-		
<b>Mathematics (45%)</b>											
X All Students	636	670	95%	100%	508	537	95%		0		
X African Amer	64	71	90%	11%	37	45	82%		8		
X Hispanic	98	107	92%	16%	52	57	91%		1		
X White	449	465	97%	69%	397	413	96%		1		
X Econ Disadv	60	70	86%	10%	26	29	90%		-4		
<b>Science (40%)</b>											
X All Students	204	220	93%	100%	153	161	95%		-2		
X African Amer	27	31	87%	14%	5	5	100%		-13		
X Hispanic	29	34	85%	15%	17	20	85%		0		
X White	140	147	95%	67%	125	129	97%		-2		
Econ Disadv	19	24	79%	11%	8	11	73%		6		

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

SDAA II Results (50%)	2007				2006			Required Improvement			
	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %	# Tests Met ARD	# Tests	Pct Met ARD	Met Min Size	Act Chg	RI	Met RI?
X All Students	28	31	90%	100%	28	32	88%		2		

EXCEPTIONS TABLE

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

DISTRICT NAME: CYPRESS-FAIRBANKS  
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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	ROBISON ELEMENT	3	All	234	224	96	100	97	93	40	208	204	98	109	52
Reading/ELA	ROBISON ELEMENT	3	AA	16	14	88	90	89	0	0	24	23	96	8	33
Reading/ELA	ROBISON ELEMENT	3	Hispanic	39	36	92	100	95	8	21	23	22	96	9	39
Reading/ELA	ROBISON ELEMENT	3	White	168	164	98	100	99	79	47	154	152	99	89	58
Reading/ELA	ROBISON ELEMENT	3	Eco.Dis.	28	25	89	90	89	5	18	12	12	100	2	17
Reading/ELA	ROBISON ELEMENT	3	Spec.Ed.	5	---	---	---	---	---	---	3	0	0	0	0
Reading/ELA	ROBISON ELEMENT	3	LEP	14	12	86	90	87	1	7	3	0	0	1	33
Reading/ELA	ROBISON ELEMENT	3	LEP M1	5	---	---	---	---	---	---	5	5	100	3	60
Reading/ELA	ROBISON ELEMENT	3	LEP M2								0	0	0	0	0
Reading/ELA	ROBISON ELEMENT	4	All	229	217	95	100	97	97	42	198	184	93	58	29
Reading/ELA	ROBISON ELEMENT	4	AA	29	25	86	90	87	10	34	25	21	84	5	20
Reading/ELA	ROBISON ELEMENT	4	Hispanic	39	37	95	100	97	10	26	19	17	89	5	26
Reading/ELA	ROBISON ELEMENT	4	White	151	145	96	100	97	73	48	146	138	95	46	32
Reading/ELA	ROBISON ELEMENT	4	Eco.Dis.	22	19	86	90	87	8	36	11	8	73	1	9
Reading/ELA	ROBISON ELEMENT	4	Spec.Ed.	3	---	---	---	---	---	---	10	10	100	2	20
Reading/ELA	ROBISON ELEMENT	4	LEP	3	---	---	---	---	---	---	1	1	100	1	100
Reading/ELA	ROBISON ELEMENT	4	LEP M1	8	8	100	100	100	1	13	4	4	100	1	25
Reading/ELA	ROBISON ELEMENT	4	LEP M2	5	---	---	---	---	---	---	3	3	100	0	0
Reading/ELA	ROBISON ELEMENT	5	All	231	217	94	100	96	75	33	172	166	97	82	48
Reading/ELA	ROBISON ELEMENT	5	AA	34	30	88	90	89	7	21	7	7	100	0	0
Reading/ELA	ROBISON ELEMENT	5	Hispanic	36	33	92	100	95	7	19	24	21	88	6	25
Reading/ELA	ROBISON ELEMENT	5	White	153	146	95	100	97	58	38	132	129	98	69	53
Reading/ELA	ROBISON ELEMENT	5	Eco.Dis.	25	19	76	90	81	4	16	14	12	86	1	8
Reading/ELA	ROBISON ELEMENT	5	Spec.Ed.	6	4	67	90	75	2	33	8	6	75	2	25
Reading/ELA	ROBISON ELEMENT	5	LEP	2	---	---	---	---	---	---	2	0	0	0	0
Reading/ELA	ROBISON ELEMENT	5	LEP M1	2	---	---	---	---	---	---	2	0	0	0	0
Reading/ELA	ROBISON ELEMENT	5	LEP M2	7	6	86	90	87	2	29	2	0	0	0	0

### 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	ROBISON ELEMENT	3	All	237	217	92	100	95	105	44	217	193	89	88	41
Math	ROBISON ELEMENT	3	AA	15	12	80	90	83	4	27	24	17	71	5	21
Math	ROBISON ELEMENT	3	Hispanic	40	35	88	90	89	9	23	23	19	83	7	30
Math	ROBISON ELEMENT	3	White	171	160	94	100	96	85	50	158	145	92	70	44
Math	ROBISON ELEMENT	3	Eco.Dis.	27	23	85	90	87	5	19	18	16	89	7	39
Math	ROBISON ELEMENT	3	Spec.Ed.	6	5	83	90	85	1	17	6	4	67	1	17
Math	ROBISON ELEMENT	3	LEP	13	10	77	90	81	4	31	8	7	88	3	38
Math	ROBISON ELEMENT	3	LEP M1	5	---	---	---	---	---	---	6	6	100	3	50
Math	ROBISON ELEMENT	3	LEP M2								0	0	0	0	0
Math	ROBISON ELEMENT	4	All	231	223	97	100	98	119	52	197	184	93	96	49
Math	ROBISON ELEMENT	4	AA	29	28	97	100	98	10	34	25	20	80	7	28
Math	ROBISON ELEMENT	4	Hispanic	39	38	97	100	98	15	38	19	17	89	6	32
Math	ROBISON ELEMENT	4	White	153	148	97	100	98	89	58	145	139	96	78	54
Math	ROBISON ELEMENT	4	Eco.Dis.	22	20	91	100	94	8	36	11	9	82	3	27
Math	ROBISON ELEMENT	4	Spec.Ed.	5	---	---	---	---	---	---	9	9	100	3	33
Math	ROBISON ELEMENT	4	LEP	3	---	---	---	---	---	---	1	1	100	1	100
Math	ROBISON ELEMENT	4	LEP M1	8	8	100	100	100	4	50	4	3	75	2	50
Math	ROBISON ELEMENT	4	LEP M2	5	---	---	---	---	---	---	3	3	100	1	33
Math	ROBISON ELEMENT	5	All	233	225	97	100	98	133	57	172	170	99	113	66
Math	ROBISON ELEMENT	5	AA	35	32	91	100	94	11	31	8	8	100	1	13
Math	ROBISON ELEMENT	5	Hispanic	36	33	92	100	95	14	39	22	20	91	13	59
Math	ROBISON ELEMENT	5	White	154	152	99	100	99	101	66	133	133	100	91	68
Math	ROBISON ELEMENT	5	Eco.Dis.	25	21	84	90	86	6	24	13	12	92	6	46
Math	ROBISON ELEMENT	5	Spec.Ed.	7	7	100	100	100	2	29	7	7	100	4	57
Math	ROBISON ELEMENT	5	LEP	2	---	---	---	---	---	---	3	0	0	0	0
Math	ROBISON ELEMENT	5	LEP M1	2	---	---	---	---	---	---	2	0	0	1	50
Math	ROBISON ELEMENT	5	LEP M2	7	7	100	100	100	3	43	3	0	0	2	67



**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	ROBISON ELEMENT	3	All												
Science	ROBISON ELEMENT	3	AA												
Science	ROBISON ELEMENT	3	Hispanic												
Science	ROBISON ELEMENT	3	White												
Science	ROBISON ELEMENT	3	Eco.Dis.												
Science	ROBISON ELEMENT	3	Spec.Ed.												
Science	ROBISON ELEMENT	3	LEP												
Science	ROBISON ELEMENT	3	LEP M1												
Science	ROBISON ELEMENT	3	LEP M2												
Science	ROBISON ELEMENT	4	All												
Science	ROBISON ELEMENT	4	AA												
Science	ROBISON ELEMENT	4	Hispanic												
Science	ROBISON ELEMENT	4	White												
Science	ROBISON ELEMENT	4	Eco.Dis.												
Science	ROBISON ELEMENT	4	Spec.Ed.												
Science	ROBISON ELEMENT	4	LEP												
Science	ROBISON ELEMENT	4	LEP M1												
Science	ROBISON ELEMENT	4	LEP M2												
Science	ROBISON ELEMENT	5	All	229	212	93	100	95	126	55	173	163	94	90	52
Science	ROBISON ELEMENT	5	AA	34	29	85	90	87	12	35	6	6	100	3	50
Science	ROBISON ELEMENT	5	Hispanic	37	32	86	90	87	7	19	22	18	82	7	32
Science	ROBISON ELEMENT	5	White	150	143	95	100	97	101	67	136	131	96	73	54
Science	ROBISON ELEMENT	5	Eco.Dis.	25	20	80	90	83	7	28	13	10	77	3	23
Science	ROBISON ELEMENT	5	Spec.Ed.	3	---	---	---	---	---	---	6	5	83	3	50
Science	ROBISON ELEMENT	5	LEP	2	---	---	---	---	---	---	2	1	50	0	0
Science	ROBISON ELEMENT	5	LEP M1	2	---	---	---	---	---	---	2	1	50	0	0
Science	ROBISON ELEMENT	5	LEP M2	7	7	100	100	100	2	29	3	2	67	1	33

## CIP PART I: DATA SUPPLEMENT

<b>Cypress-Fairbanks ISD</b>			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Robison Ele.	AA	97.8	97.5
Robison Ele.	H	97.2	96.3
Robison Ele.	W	97.3	96.8
Robison Ele.	NATIVE	94	97.2
Robison Ele.	ASIAN	97.7	97
Robison Ele.	MALE	97.4	96.8
Robison Ele.	FEMALE	97.2	96.7
Robison Ele.	SPED	96.4	95.5
Robison Ele.	ECD	96.9	95.8
Robison Ele.	LEP	97.2	96.5
Robison Ele.	AT RISK	97.2	96.4
Robison Ele.	GT	97.8	97.8
Robison 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
<b>Students</b>	<b>Subjects</b>	Reading/ELA	4 <sup>th</sup> grade 2006 score 93%, 2007 score 95%,	TAKS scores
		Writing	4 <sup>th</sup> grade 2006 score 95%, 2007 score 96%	TAKS scores
		Math	3 <sup>rd</sup> grade 2006 score -89% , 2007 score 92%; 4 <sup>th</sup> grade 2006 score-93%, 2007 score-97%,	TAKS scores
		Science	Maintained a 93% passing rate with an increase of students in all targeted subgroups: African American - 2006- 6 students, 2007 – 34 students; Hispanic - 2006 –22 students, 2007-37 students; Econ. Disadv. - 2006- 13 students, 2007- 25 students.	TAKS scores
		Social Studies		
		Other		
	<b>Subgroups</b>	All		
		AA		
		H		
		W		
		ED		
		LEP		
		SE		
	<b>Social/ Emotional</b>	Discipline		
		Extracurricular		
Other				
<b>Teacher</b>	<b>Professional Development</b>			
	<b>Qualifications</b>			
	<b>New Staff</b>			
	<b>Retention</b>		Hired only 3 new teachers for 2007-08 school year	
<b>Parent</b>				

## Areas to Improve

**District Priority:**

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

**Area of Focus:**

**Student Safety**

**Campus Objective:**

For 2007 – 2008, discipline referrals for drugs, alcohol, and tobacco will be less than 1%.

For 2007 – 2008, the discipline referrals will be reduced by **10%**, from 314 referrals to 273, from the previous school year.

**Formative Evaluation:**

District-developed Reports

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Post the Skills for Success in all classrooms	VP	All	Teachers	BBR skills lessons	Daily
	2	Use Quantum Learning Keys to foster classroom relationships	VP	All	Teachers	Quantum Learning Team	Fall
	3	D.A.R.E.	VP	Fifth Grade	D.A.R.E. officer and 5 <sup>th</sup> grade teachers	D.A.R.E. curriculum	Spring
	4	Continue to provide teachers with lessons to support the building wide Bully Plan	VP	All	All staff	Bully Plan	On-going
	5	Provide assistance to students who have received 3 or more discipline reports during the 2007-08 school year as stated in the school wide discipline plan. Any student receiving 4 or more reports may be referred to a Student Assistance Team.	VP	All	Admin. Team	Discipline Plan, Student Assistance Team, District BBR staff	As appropriate
Teachers	1	Send 4 teachers to Quantum Learning Training	SD	Identified teacher	Principal	Quantum Learning Trainers	Summer 2007

	2	Provide ongoing lessons for BBR and Bully Plan	VP	All staff	Counselors and administrators	BBR manual	On-going
Parents	1	Provide BBR lessons in school newsletter	PI, VP	All parents	Counselors	BBR skill lessons	Weekly

## 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 **98%**.

**Formative/Summative Evaluation:**

District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Involve students in understanding the importance of being a vital part of each school day		All students	All staff	Robison Rockets Rule lessons	Weekly
	2	Recognize students who maintain perfect attendance		All students	Teachers	6 weeks attendance	Each grading period
	3	Utilize programs such as SNAPP and PALS to provide mentors to students	AR	Identified students	Counselors	Cy-Woods PALS and all staff	Weekly
	4						
	5						
Teachers	1	Encourage teachers to call parents after 2 consecutive absences		All students	Attendance Sec. and Teachers	Daily attendance	Daily
	2						
	3						
Parents	1						
	2						

## 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, in target groups, demonstrating proficiency on the TAKS Science by amounts noted on right.*

5 <sup>th</sup>	
AA	+5
H	+4
ED	+10

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

STP	1	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Staff 5 <sup>th</sup> grade with experienced science teachers		5 <sup>th</sup> grade	Principal	Available staff	Spring 2006
	2	Review district benchmarks from spring of '06 to reinforce and reteach critical TEKS needed by students to be successful on 5 <sup>th</sup> grade TAKS	AR	Fifth grade	Teachers AP/Principal	2006-07 Benchmarks	Fall 2007
	3	Provide extended learning time for students in science during supplemental time, recess tutoring, before and after school workshops	AR	Identified students	Teachers Administration	Tutorial/ supplemental materials	Spring 2008
	4	Design lessons, using the scope and sequence, that are challenging and follow research proven strategies with emphasis on incorporating technology (LoTi).	T	All students	Teachers Inst. Spec. Adm	Teacher CIP Tool Kit	Ongoing
	5	Monitor each student's progress toward mastering the critical TEKS by clearly identifying what is assigned as student practice/daily work and what is used as independent assessment		All students	Teachers A-Team	Student work and assessments	Daily
Teachers	1	Send teachers to new science teacher training	SD	5 <sup>th</sup> Science teachers	Administration	District training	Fall 2007
	2	Provide inservice on layered curriculum	SD	All Staff	Principal	Research by Nunley	Fall 2007
	3	Compile list of students needing additional help and set up	SD	5 <sup>th</sup> Grade	AP	Benchmarks	ongoing

		tutorial schedules for teachers		teachers		and CBA	
Parents	1	Schedule conferences for all students not meeting standards on CBA	PI	Identified students	Teachers	CBA scores	Spring 2008
	2	Send home district made study guides to reinforce learned objectives and vocabulary	PI	Identified students	Teachers	Study guide	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:** **Mathematics**

**Campus Objective:** # *By May 2008 we will increase the percentage of students, in target groups, Demonstrating proficiency on the TAKS Math by amounts noted on right.*

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
AA	+3	+1	+3
H	+1	+1	+3
ED	+2	+3	+2

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

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Assign struggling students to teachers who will effectively work to accelerate students' math achievement	AR	Identified students	Principal	2006-07 testing data	Summer and Fall 2007
	2	Design and present lessons that follow research proven teaching strategies with emphasis on incorporating technology (LoTi).	AR T	All students	Teachers	CIP Tool Kit	Daily
	3	Monitor each student's progress toward mastering the critical TEKS by clearly identifying what is assigned as student practice/daily work and what is used as independent assessment		All students	Teachers A-Team	Student work and assessments	Daily
	4	Teachers and students will conference before benchmarks and CBA to set a goal toward mastery on content to be tested		All students	Teachers	Data collected by teacher	Fall and Spring
	5	Chart student benchmarks and CBA to identify strengths and weaknesses in student learning and provide extended learning time for students in math during supplemental time, recess tutoring, before and after school workshops	AR	All 3,4,5 students	Teachers A-Team	Benchmarks and CBA	Fall 2007 Spring 2008
Teachers	1	Schedule math coach to work with 3 <sup>rd</sup> grade team on modifying lessons to target identified struggling learners.	AR SD	Identified students	AP	Math materials	Bi-weekly

	2	Continue to train teachers in Quantum Learning techniques	SD	All Students	Quantum Learning Team	Quantum strategies	On-going
	3	Schedule and conduct achievement staffings to provide assistance with struggling learners	AR SD	Identified students	AP, IS	Targeting Student Assistance Manual	Each grading period
Parents	1	Hold events such as Curriculum Night to inform parents of expectations for student learning in math	PI	All parents	A- Team Teachers	Math curriculum	Fall and Spring
	2	Send home outline of skills to be taught during each grading period	PI	All parents	Teachers	Scope and sequence	Beginning of grading period

## Areas to Improve

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

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

**Campus Objective:** # *By May, 2008, we will increase the percentage of students, in target groups, demonstrating proficiency on the TAKS Reading by amounts noted on right.*

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
AA	+1	+1	+1
H	+3	+2	+3
ED	+1	+1	+5

**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	Design and present lessons that follow research proven teaching strategies with emphasis on incorporating technology (LoTi).	AR T	All students	Teachers	CIP Tool Kit	Daily
	2	Monitor each student's progress toward mastering the critical TEKS by clearly identifying what is assigned as student practice/daily work and what is used as independent assessment		All students	Teachers Administration	Student work and assessments	Daily
	3	Include at least 15 minutes daily of independent reading		All Students	Teachers	Leveled reading material	Daily
	4	Provide students who are identified as struggling readers an opportunity for a before school program (R.E.A.D.) which will target fluency and comprehension	AR	Identified students	Administration	Library	Fall and Spring
	5	Chart student benchmarks and CBA to identify strengths and weaknesses in student learning and provide extended learning time for students in reading during supplemental time, recess tutoring, before and after school workshops	AR	All 3,4,5 students	Teachers Administration	Benchmarks and CBA	Fall 2007 Spring 2008
	6	Implement a balanced literacy program at all grade levels which will follow the district's scope and		All students	Teachers	Leveled library,	Daily

		sequence, timeline and daily schedule				Curriculum staff	
	7	Provide additional small group instruction daily for targeted groups	AR	Identified students	Teachers	Leveled library Reading materials	Daily
Teachers	1	Meet with Language Arts Helping teachers		L.A. teachers	Administration	Helping teachers	Fall
	2	Continue to train teachers in Balanced Literacy techniques	SD	L.A. Teachers	Admin	District scope and sequence	Fall and Spring
	3	Schedule and conduct achievement staffings to provide assistance with struggling learners	AR SD	Identified students	AP, IS	Targeting Student Assistance Manual	Each grading period
Parents	1	Hold events such as Curriculum Night to inform parents of expectations for student learning in math	PI	All parents	A- Team Teachers	Math curriculum	Fall and Spring
	2	Send home outline of skills to be taught during each grading period	PI	All parents	Teachers	Scope and sequence	Beginning of grading period
	3	Send literacy packets home with students not meeting standards on benchmarks	PI	Parents of identified students	Teachers	Tutorial materials	After September and January BM

## 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, in target groups, demonstrating proficiency on the TAKS Writing by amounts noted on right*

<i>4th</i>	
AA	+1
H	+2
ED	+2

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

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Design and present lessons that follow research proven teaching strategies with emphasis on incorporating technology (LoTi).	AR T	All students	Teachers	CIP Tool Kit	Daily
	2	Monitor each student's progress toward mastering the critical TEKS by clearly identifying what is assigned as student practice/daily work and what is used as independent assessment		All students	Teachers A-Team	Student work and assessments	Daily
	3	Chart student benchmarks and CBA to identify strengths and weaknesses in student learning and provide extended learning time for students in reading during supplemental time, recess tutoring, before and after school workshops	AR	All 3,4,5 students	Teachers A-Team	Benchmarks and CBA	Fall 2007 Spring 2008
	4	Implement a balanced literacy program at all grade levels which will follow the district's scope and sequence, timeline and daily schedule		All students	Teachers	Curriculum staff, Writing Plan	Daily
	5	The following strategies may be used with struggling writers: writing menus, pairing students for writing activities, writing dictionary, focus on oral language and retelling before writing	AR	Identified students	Teachers	CIP Tool Kit Building Writing Plan	On-going
Teachers	1	Review 6 Traits of Writing Strategies	SD	L. A. teachers	Administration	Writing Plan	

	2	Have teachers work as grade level team to analyze samples of student writing at their grade level		L.A. teachers	AP Teachers	Writing Plan 6 Traits	Once a semester
	3	Schedule meetings with district writing committee representative and teachers at all grade levels		L.A. teachers	Administration Teachers	Writing Plan 6 Traits	Once a semester
Parents	1	Send writing rubrics home		All students	Teachers	District curriculum	Fall 2007
	2	Have students write and send home to their parents a letter telling about their best day at school ever		All students	Teachers	Student writing samples	Spring 2008

**\* Legend**

<b>Code</b>	<b>Plan</b>	<b>Indicates that the strategy addresses...</b>
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

**Robison  
Dan McIlduff  
2007 – 2008  
Campus Improvement Plan  
Cypress-Fairbanks Independent School District**

### Section A

X (1) [Robison] 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])

X (2) The Robison CPOC has

- (a) completed a needs assessment which serves as the basis for the CIP.
- (b) reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
  - African American
  - Hispanic
  - White
  - Economically Disadvantaged
  - Special Education
  - Limited English Proficient
- (c) identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
- (d) included in the CIP these elements.
  - Resources allocated
  - Staff responsible for activities and strategies
  - Formative and summative evaluation criteria
- (e) addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, dyslexia treatment programs, and pregnancy-related services.
- (f) included strategies for dropout prevention and reduction. (middle school and high school)
- (g) included strategies for improving student attendance.
- (h) included strategies for improving the campus's completion rate. (high school)
- (i) provided for a program to encourage parental and community involvement at the campus.
- (j) included goals and methods for violence prevention and intervention on campus.
- (k) reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).

X (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**

<b>Membership Composition of the Campus Performance Objectives Council</b>	
<b>Name of CPOC Member</b>	<b>Position</b>
Kathy Graham	Teacher 1
Glynda Norman	Teacher 2
Celise Hamann	Teacher 3
Margaux Horne	Teacher 4
Barbara Cohen	Teacher 5
Denise Russell	Teacher 6
Yvonne Sievert	Teacher 7
Bridget Horton	Teacher 8
Vicki Griffin	Non-teaching professional 1
Kim Dameron	Non-teaching professional 2
Cheryl Tupa	Parent 1
Marney Collins-Sims	Parent 2
Anna Reiner	Community resident 1
Sharon Ostrander	Community resident 2
Justin Jordan	Business representative 1
	Business representative 2

<b>CPOC Meetings* for '07-'08</b>			
<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
1	October 23, 2007	7:50 a.m.	Robison Elementary
2	December 10, 2007	7:00 p.m.	Robison Elementary
3	January 31, 2008	7:50 a.m.	Robison Elementary
4	February 28, 2008	7:50 a.m.	Robison Elementary
5	April 15, 2008	7:50 a.m.	Robison 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.

## 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 5 %.	
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 <b>90%</b> .	
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.