

2007-2008  
**Campus Improvement Plan**  
for  
**TIPPS ELEMENTARY**



**“Learning Takes You Places”**

**Cypress-Fairbanks Independent School District**

# **PART I : DATA SUPPLEMENT**

DISTRICT NAME: CYPRESS-FAIRBANKS  
CAMPUS NAME: TIPPS ELEMENTARY  
CAMPUS NUMBER: 101907141

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	354	409	87%	100%	352	417	84%		3		
X African Amer	76	91	84%	22%	73	82	89%		-5		
X Hispanic	189	223	85%	55%	181	233	78%		7		
X White	58	63	92%	15%	68	71	96%		-4		
X Econ Disadv	200	243	82%	59%	185	233	79%		3		
<b>Writing (65%)</b>											
X All Students	109	128	85%	100%	119	144	83%		2		
X African Amer	31	35	89%	27%	24	28	86%		3		
X Hispanic	48	61	79%	48%	65	81	80%		-1		
White	21	23	91%	18%	19	23	83%		8		
X Econ Disadv	62	75	83%	59%	69	86	80%		3		
<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	373	414	90%	100%	360	431	84%		6		
X African Amer	84	93	90%	22%	69	83	83%		7		
X Hispanic	199	226	88%	55%	199	245	81%		7		
X White	60	63	95%	15%	64	72	89%		6		
X Econ Disadv	215	246	87%	59%	197	246	80%		7		
<b>Science (40%)</b>											
X All Students	117	137	85%	100%	96	137	70%		15		
African Amer	23	28	82%	20%	17	25	68%		14		
X Hispanic	58	73	79%	53%	50	74	68%		11		
White	25	25	100%	18%	19	24	79%		21		
X Econ Disadv	60	79	76%	58%	46	75	61%		15		

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	39	44	89%	100%	46	49	94%		-5		

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  
 CAMPUS NAME: TIPPS ELEMENTARY Campus Rating: Recognized  
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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	TIPPS ELEMENTAR	3	All	149	135	91	100	94	37	25	156	142	91	48	31
Reading/ELA	TIPPS ELEMENTAR	3	AA	29	25	86	90	87	4	14	42	36	86	13	31
Reading/ELA	TIPPS ELEMENTAR	3	Hispanic	89	80	90	100	93	18	20	80	73	91	24	30
Reading/ELA	TIPPS ELEMENTAR	3	White	17	17	100	100	100	8	47	27	26	96	8	30
Reading/ELA	TIPPS ELEMENTAR	3	Eco.Dis.	91	80	88	90	89	14	15	88	77	88	22	25
Reading/ELA	TIPPS ELEMENTAR	3	Spec.Ed.	3	---	---	---	---	---	---	88	77	88	1	20
Reading/ELA	TIPPS ELEMENTAR	3	LEP	64	54	84	90	86	12	19	62	59	95	19	31
Reading/ELA	TIPPS ELEMENTAR	3	LEP M1	9	9	100	100	100	2	22	8	8	100	6	75
Reading/ELA	TIPPS ELEMENTAR	3	LEP M2								0	0	0	0	0
Reading/ELA	TIPPS ELEMENTAR	4	All	137	102	74	90	79	23	17	161	119	74	22	14
Reading/ELA	TIPPS ELEMENTAR	4	AA	39	28	72	90	78	5	13	40	29	73	3	8
Reading/ELA	TIPPS ELEMENTAR	4	Hispanic	65	46	71	90	77	9	14	85	55	65	9	11
Reading/ELA	TIPPS ELEMENTAR	4	White	23	18	78	90	82	4	17	24	24	100	7	29
Reading/ELA	TIPPS ELEMENTAR	4	Eco.Dis.	84	58	69	90	76	8	10	97	68	70	9	9
Reading/ELA	TIPPS ELEMENTAR	4	Spec.Ed.	4	---	---	---	---	---	---	4	1	25	1	25
Reading/ELA	TIPPS ELEMENTAR	4	LEP	12	5	42	90	75	2	17	25	16	64	2	8
Reading/ELA	TIPPS ELEMENTAR	4	LEP M1	41	33	80	90	83	9	22	27	19	70	2	7
Reading/ELA	TIPPS ELEMENTAR	4	LEP M2	6	6	100	100	100	2	33	14	13	93	4	29
Reading/ELA	TIPPS ELEMENTAR	5	All	151	142	94	100	96	36	24	154	129	84	23	15
Reading/ELA	TIPPS ELEMENTAR	5	AA	35	35	100	100	100	12	34	34	28	82	5	15
Reading/ELA	TIPPS ELEMENTAR	5	Hispanic	78	69	88	90	89	13	17	79	63	80	10	13
Reading/ELA	TIPPS ELEMENTAR	5	White	26	26	100	100	100	9	36	28	25	89	4	15
Reading/ELA	TIPPS ELEMENTAR	5	Eco.Dis.	89	80	90	100	93	11	12	91	70	77	9	10
Reading/ELA	TIPPS ELEMENTAR	5	Spec.Ed.	4	---	---	---	---	---	---	5	4	80	0	0
Reading/ELA	TIPPS ELEMENTAR	5	LEP	18	12	67	90	75	0	0	21	8	38	0	0
Reading/ELA	TIPPS ELEMENTAR	5	LEP M1	9	9	100	100	100	2	22	8	8	100	0	0
Reading/ELA	TIPPS ELEMENTAR	5	LEP M2	23	23	100	100	100	1	4	33	32	97	5	15

### 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	TIPPS ELEMENTAR	3	All	153	137	90	100	93	46	30	167	119	71	28	17
Math	TIPPS ELEMENTAR	3	AA	31	26	84	90	86	7	23	48	27	56	6	13
Math	TIPPS ELEMENTAR	3	Hispanic	90	82	91	100	94	27	30	85	63	74	15	18
Math	TIPPS ELEMENTAR	3	White	17	16	94	100	96	5	29	27	22	81	5	19
Math	TIPPS ELEMENTAR	3	Eco.Dis.	94	81	86	90	87	29	31	95	59	62	12	13
Math	TIPPS ELEMENTAR	3	Spec.Ed.	3	---	---	---	---	---	---	8	4	50	0	0
Math	TIPPS ELEMENTAR	3	LEP	65	58	89	90	89	20	31	66	53	80	15	23
Math	TIPPS ELEMENTAR	3	LEP M1	9	9	100	100	100	5	56	8	8	100	3	38
Math	TIPPS ELEMENTAR	3	LEP M2								0	0	0	0	0
Math	TIPPS ELEMENTAR	4	All	141	122	87	90	88	45	32	162	133	82	49	30
Math	TIPPS ELEMENTAR	4	AA	40	36	90	100	93	11	28	40	28	70	7	18
Math	TIPPS ELEMENTAR	4	Hispanic	68	54	79	90	83	18	26	86	71	83	25	29
Math	TIPPS ELEMENTAR	4	White	23	22	96	100	97	9	39	24	23	96	11	46
Math	TIPPS ELEMENTAR	4	Eco.Dis.	86	71	83	90	85	20	23	98	80	82	25	26
Math	TIPPS ELEMENTAR	4	Spec.Ed.	8	6	75	90	80	1	13	5	1	20	0	0
Math	TIPPS ELEMENTAR	4	LEP	13	9	69	90	76	2	15	26	20	77	9	35
Math	TIPPS ELEMENTAR	4	LEP M1	41	36	88	90	89	12	29	27	25	93	3	11
Math	TIPPS ELEMENTAR	4	LEP M2	6	6	100	100	100	4	67	14	14	100	9	64
Math	TIPPS ELEMENTAR	5	All	150	144	96	100	97	66	44	154	133	86	47	29
Math	TIPPS ELEMENTAR	5	AA	33	33	100	100	100	10	30	32	27	84	8	22
Math	TIPPS ELEMENTAR	5	Hispanic	78	73	94	100	96	35	45	81	71	88	21	25
Math	TIPPS ELEMENTAR	5	White	26	25	96	100	97	14	54	28	24	86	12	43
Math	TIPPS ELEMENTAR	5	Eco.Dis.	94	90	96	100	97	36	39	91	74	81	15	15
Math	TIPPS ELEMENTAR	5	Spec.Ed.	4	---	---	---	---	---	---	0	0	0	0	0
Math	TIPPS ELEMENTAR	5	LEP	17	15	88	90	89	2	13	25	16	64	2	7
Math	TIPPS ELEMENTAR	5	LEP M1	9	9	100	100	100	6	67	8	8	100	2	25
Math	TIPPS ELEMENTAR	5	LEP M2	23	21	91	100	94	8	35	31	30	97	10	31



### 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	TIPPS ELEMENTAR	3	All												
Science	TIPPS ELEMENTAR	3	AA												
Science	TIPPS ELEMENTAR	3	Hispanic												
Science	TIPPS ELEMENTAR	3	White												
Science	TIPPS ELEMENTAR	3	Eco.Dis.												
Science	TIPPS ELEMENTAR	3	Spec.Ed.												
Science	TIPPS ELEMENTAR	3	LEP												
Science	TIPPS ELEMENTAR	3	LEP M1												
Science	TIPPS ELEMENTAR	3	LEP M2												
Science	TIPPS ELEMENTAR	4	All												
Science	TIPPS ELEMENTAR	4	AA												
Science	TIPPS ELEMENTAR	4	Hispanic												
Science	TIPPS ELEMENTAR	4	White												
Science	TIPPS ELEMENTAR	4	Eco.Dis.												
Science	TIPPS ELEMENTAR	4	Spec.Ed.												
Science	TIPPS ELEMENTAR	4	LEP												
Science	TIPPS ELEMENTAR	4	LEP M1												
Science	TIPPS ELEMENTAR	4	LEP M2												
Science	TIPPS ELEMENTAR	5	All	149	127	85	90	87	41	28	161	108	67	28	17
Science	TIPPS ELEMENTAR	5	AA	32	27	84	90	86	4	13	36	22	61	4	11
Science	TIPPS ELEMENTAR	5	Hispanic	78	61	78	90	82	17	22	82	54	66	13	16
Science	TIPPS ELEMENTAR	5	White	26	26	100	100	100	14	54	28	21	75	9	32
Science	TIPPS ELEMENTAR	5	Eco.Dis.	87	66	76	90	81	15	17	94	54	57	10	11
Science	TIPPS ELEMENTAR	5	Spec.Ed.	3	---	---	---	---	---	---	5	3	60	0	0
Science	TIPPS ELEMENTAR	5	LEP	17	7	41	90	75	0	0	26	6	23	1	4
Science	TIPPS ELEMENTAR	5	LEP M1	9	9	100	100	100	2	22	8	8	100	1	13
Science	TIPPS ELEMENTAR	5	LEP M2	23	20	87	90	88	5	22	31	25	81	4	13

## CIP PART I: DATA SUPPLEMENT

<b>Cypress-Fairbanks ISD</b>			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Tipps Ele.	AA	96.1	96.5
Tipps Ele.	H	96.5	96.3
Tipps Ele.	W	96.2	95.3
Tipps Ele.	NATIVE	92.5	90.5
Tipps Ele.	ASIAN	97.8	97.5
Tipps Ele.	MALE	96.4	96.2
Tipps Ele.	FEMALE	96.6	96.4
Tipps Ele.	SPED	95.4	94.7
Tipps Ele.	ECD	96.6	96.3
Tipps Ele.	LEP	96.9	96.5
Tipps Ele.	AT RISK	96.7	96.2
Tipps Ele.	GT	99.6	98.6
Tipps 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 Activities	Evidence of Success
<b>Students</b>	<b>Subjects and Subgroups</b>	<b>Kinder</b>	Slideshows, games, word walls, journals, workstations, guided reading, word work, shared reading, packets for home, small group instruction, training, read alouds, literacy stations, write around the room	Data for Bilingual Kinder students 92% Rdg 92% Lang
		<b>Reading/ELA 3<sup>rd</sup> Grade</b>	Saturday School Tutoring Round Robin	3rd grade Reading TAKS reading scores & percent reaching commended status  All 91% - 25%      AA 86% - 14% H 90% - 20%      W 100% - 47% ED 88% - 15%      M1 100% - 22%
		<b>Reading/ELA 5<sup>th</sup> Grade</b>	Flexible regrouping Reading Enrichment	5th grade Reading TAKS reading scores & percent reaching commended status  All 94% - 24%      AA 100% - 34% H 88% - 17%      W 100% - 36% ED 90% - 12%      M1 100% - 22%
		<b>Math - 3<sup>rd</sup> Grade</b>	Accelerated Math Instruction Program Math Helping Teacher Big Q, Educaide Class size reduction	3rd grade Math TAKS reading scores & percent reaching commended status  All 90% - 30%      AA 84% - 23% H 91% - 30%      W 94% - 29% ED 86% - 31%      M1 100% - 56%
		<b>Math – 4<sup>th</sup> Grade</b>	Combining classes for specific lessons Saturday School Teacher-monitored recess study hall Math TAKS workbooks Teacher-made checkpoints Morning Tutoring Kinesthetic activities	4th grade Math TAKS reading scores & percent reaching commended status  All 87% - 32%      AA 90% - 28% W 96% - 39% ED 83% - 23%      M1 88% - 29%
		<b>Math – 5<sup>th</sup> Grade</b>	Math Coach	5th grade Math TAKS reading scores & percent reaching commended status  All 96% - 44%      AA 100% - 34% H 94% - 45%      W 96% - 54% ED 96% - 39%      M1 100% - 67%

		<b>Science – 2<sup>nd</sup> Grade</b>	<p>Emphasis on vocabulary in journal with visuals</p> <p>Reinforcement games with vocabulary</p> <p>Hands-on experiments</p> <p>Reading books about subject matter</p> <p>Whole group and consistent daily review</p>	<p>Benchmark # 3 – 91% passing</p> <ul style="list-style-type: none"> <li>• Insects 81% passing</li> <li>• Force/matter – 98% passing</li> <li>• Sound – 93% passing</li> <li>• Weather – 91% passing</li> </ul>
<b>Students</b>	<b>Students and Subgroups</b>	<b>Science – 5<sup>th</sup> Grade</b>	<p>Additional activities provided for struggling students or students who did not master objectives outside of regular instructional time, such as campus Saturday School, Science Club before school, and Science Super camp.</p> <p>Other activities included</p> <p>Outdoor science activities (Nature Trails)</p> <p>Demonstrations</p> <p>Loti lessons</p> <p>ExxonMobil collaboration</p> <p>Round robin activities</p> <p>Key vocabulary posted</p> <p>Experiments – hands-on</p> <p>Distance learning</p>	<p>5th grade Science TAKS scores &amp; percent reaching commended status</p> <p>All 85% - 28%                      AA 84% - 13%</p> <p>W 100% - 54%                      M1 100% - 22%</p>

# CAMPUS IMPROVEMENT GOALS

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

## STUDENT SAFETY

1. For 2007 – 2008, discipline referrals for inappropriate physical contact will be reduced by 30% and the discipline referrals for refusal to work will be reduced by 50% from the previous school year.

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

## ATTENDANCE

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

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

## SCIENCE

- 3a By May of 2008, we will increase the percentage of 5<sup>th</sup> grade students demonstrating proficiency on TAKS Science, and will increase the percentage of all students earning Commended Performance by 2%.
- 3b By May of 2008, we will increase the percentage of 4<sup>th</sup> grade students demonstrating proficiency on the District Science Benchmark tests (scores obtained from Barb Cobaugh's report at the August 8<sup>th</sup> Principal's meeting).

## MATH

4. By May of 2008, we will increase the percentage of students demonstrating proficiency on TAKS Mathematics.

## READING/ENGLISH LANGUAGE ARTS

- 5a By May of 2008, we will increase the percentage of students demonstrating proficiency on TAKS Reading.
- 5b By May of 2008, we will improve the percentage of Kindergarten students earning proficiency on the District Benchmark Tests in listening skills and ability to respond to explicit and implicit questions from 66% to 75%.  
By May of 2008, we will increase the percentage of 1<sup>st</sup> grade students meeting the proficiency level on District Benchmarks in reading accuracy and fluency from 30% to 50%.
- 5c By May of 2008, we will increase the percentage of all 2<sup>nd</sup> grade students meeting the mastery level in reading comprehension from 79.73% to 85%.  
By May of 2008, we will increase the percentage of all 2<sup>nd</sup> grade students reading at an Independent Reading Level of 28 or above from 77% to 80%.

## WRITING

- 6a By May of 2008, we will increase the percentage of students demonstrating proficiency on TAKS Writing.

By May of 2008, we will increase the percentage of students earning a 2 or higher on their written compositions from 86% to 90%.

- 6b By May of 2008, we will increase the percentage of 2<sup>nd</sup> grade students demonstrating proficiency on district benchmarks in usage, mechanics, spelling, revision and editing from 68.92% to 75%. By May of 2008, we will increase the percentage of 3<sup>rd</sup> grade students demonstrating proficiency on district benchmarks in usage, mechanics, spelling, revision and editing from 70% to 78%.

#### SOCIAL STUDIES

7. By May of 2008, we will increase the percentage of 5<sup>th</sup> graders demonstrating proficiency on district benchmarks from 87.92% to 95% .

#### BILINGUAL/ESL STUDENTS

8. By May of 2008, 97% of our Bilingual PreK and Kinder students will meet the proficiency level on the end of year benchmarks. By May of 2008, we will increase the percentage of Bilingual and ESL students growing by at least one level of proficiency from an average of 72% to 80%. By May of 2008, the percentage of students reaching the “advanced high” rating will remain in the 95 to 100% range.

**Ensure that students understand their responsibility to behave in ways that cause them to be physically fit, emotionally healthy and drug-free.**

#### ART, MUSIC, PE

9. By May of 2008, we will increase the percentage of parent, teacher and student involvement in art, music and PE school wide activities at grade levels 3, 4, and 5 to 75%.

**Involve volunteers directly in fulfilling the district’s mission and vision, particularly through their work with children and teachers in the instructional program.**

#### PARENT INVOLVEMENT

10. Increase the number of documented volunteer hours by 10%; increase parent participation in school sponsored activities by 10%.

## 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 for inappropriate physical contact will be reduced by 30% and the discipline referrals for refusal to work will be reduced by 50% from the previous school year.

**Formative Evaluation:**

District-developed Reports

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Increase student awareness and understanding of the <i>Student Code of Conduct</i> by meeting with students, explaining content and answering questions.	VP	Identified students	Admin. and teachers	Code of Conduct	End of first six weeks
	2	Address behavior issues related to inappropriate physical contact and refusal to work through interventions such as the Jr. Counseling program (peer counseling); guidance lessons with a focus on conflict resolution and class meetings.			Admin., counselors and teachers	Code of Conduct, Books: <i>Hear Our Cry: Boys in Crisis;</i> <i>Mentoring Young Men of Color</i>	Ongoing
Teachers	1	Schedule Staff Training to gain a better understanding of boys, who typically have more disciplinary referrals than girls.	SD	All staff	Principal and APs	Books: <i>Hear Our Cry: Boys in Crisis;</i> <i>Mentoring Young Men of Color</i>	December 20, 2007 and February 15, 2008
	2	Schedule staff training in how to conduct class meetings.			Counselors	CFISD BBR courses in class meetings	End of the second six weeks
Parents	1	Increase parent awareness and understanding of the Student Code of Conduct.	PI	Parents of identified students	Adm. and teachers	Code of Conduct; Parent newsletter	Ongoing
	2	Promote Parenting classes offered through the district's counseling department and alternative discipline strategies to improve student behavior.			Principal and counselors	Parent newsletters	

## Areas to Improve

**District Priority:** Ensure that students understand the importance of attending school regularly and completing high school.

**Area of Focus:** **Attendance**

**Campus Objective:** #2 For 2007 – 2008, the ADA student attendance will be at or above 97%.

**Formative/Summative Evaluation:** District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Motivate students to attend school daily—create an engaging and supportive learning environment.		Identified students	Admin. and Teachers	Ideas generated by teachers during share sessions	Ongoing
	2	Contact students who have been absent after the 2 <sup>nd</sup> day.			Teachers		Ongoing
	3	Create a welcoming atmosphere when students return.			Staff		Ongoing
	4	Identify characteristics of students who are frequently absent and determine interventions needed.			Teachers and Admin.		Review every 6 weeks
Teachers	1	Create a list of strategy bank of ideas for a system(s) to assist students with makeup work.	SD		Teachers		Ongoing
Parents	1	Discourage non-emergency absences, such as leaving early for vacation, going on vacation during off-peak time, family reunions, and appointments during the middle of the day. Use school events as away to remind parents of the importance of attending school.	PI	Parents of identified students	Admin. and Teachers (HUGS program)		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:** 5<sup>th</sup> Grade Science

**Campus Objective:** #3 By May of 2008, we will increase the percentage (by the amounts noted at right or greater) of 5<sup>th</sup> grade students demonstrating proficiency on TAKS Science, and will increase the percentage of students earning Commended Performance by 2%. All +2 H +4  
AA +2 ED + 5  
W remain at 100%

**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 students with a minimum of one hour of uninterrupted instructional time.		Identified students	Admin., Science IS, Teachers	Class schedules	Ongoing
	2	Provide hands-on learning through the "Mad Scientist" experiment labs throughout the year.			Science IS, Teachers	Share sessions and lesson plans	
	3	Design and present lessons using state-of-the-art technology and SQ-RQ-CQ strategies and other strategies proven to be successful with at-risk students.	AR		Science IS, Teachers	CFISD science and technology dept.; <i>Bakers Dozen; Hear Our Cry; Boys in Crisis</i>	
	4	Provide extra instruction to students through participation in Wednesday morning science tutoring, Saturday School, District Science Camp and Science Helping Teacher and Math/Science IS working with small groups.	CE		Science IS, Science Helping Teacher, Teachers	TEKS/TAKS budget; CFISD science dept.	
Teachers	1	Apply for grants that would provide materials and funding to assist with the delivery of extra instruction.	CE	5 <sup>th</sup> grade science teachers	Math/Science IS, Admin., Teachers	CFISD grant notifications	Ongoing
	2	Analyze data after each district test and benchmark, plan and design individual interventions, and review intervention plans.				Crystal reports and AMS reports	
	3	Provide teachers with strategies (including support in how to ask higher order thinking questions), and materials to increase student success and monitor use of those strategies by science teachers; Science Helping Teacher and Math/Science IS will model effective lessons.	SD	5 <sup>th</sup> grade science teachers	Math/Science IS, Science Helping Teacher, Admin.	CFISD science dept., and ExxonMobil Science Ambassador	
Parents	1	Provide parents with information about programs that deliver extra instruction and get permission from parents for the child(ren) to attend.	PI	Parents of identified students	Math/Science IS, Admin., Teachers	Tipps "Areas to Celebrate" from CIP	

	2	Provide parents with written feedback after every district assessment.			Teachers	Crystal Reports and AMS reports	Ongoing
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5<sup>th</sup> Grade Science (con't)

## 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:** 4<sup>th</sup> Grade Science

**Campus Objective:** #3a By May of 2008, we will increase the percentage (by the amounts noted at right, All +5 AA +5 or greater) of 4<sup>th</sup> grade students demonstrating proficiency on the District Science Benchmark tests. H +10 ED +12 W +3

**Formative/Summative Evaluation:** District-developed Tests

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Provide students with a minimum of one hour of uninterrupted instructional time.		Identified students	Admin., Science IS, Teachers	Class schedules	Ongoing
	2	Provide hands-on learning through the "Mad Scientist" experiment labs throughout the year.			Science IS, Teachers	Share sessions and lesson plans	
	3	Design and present lessons using state-of-the-art technology, SQ-RQ-CQ strategies and other strategies proven to be successful with at-risk students.			Science IS, Teachers	CFISD science and tech. dept.; <i>Bakers Dozen</i> ; <i>Hear Our Cry</i> ; <i>Boys in Crisis</i>	
	4	Provide extra instruction to students through participation in Wednesday morning science tutoring, and Science Helping Teacher and Science IS working with small groups.			Science IS, Science Helping Teacher, Teachers	TEKS/TAKS budget; CFISD science dept.; grants	
Teachers	1	Apply for grants that would provide materials and funding for the delivery of extra instruction.		4 <sup>th</sup> grade science teachers	Science IS, Admin., Teachers	CFISD grant notifications	Ongoing
	2	Analyze data after each district test and benchmark, plan and design individual interventions, and review intervention plans.				Crystal reports and AMS reports	
	3	Provide teachers with strategies (including support in how to ask higher order thinking questions), technology training, and materials to increase student success and monitor use of those strategies by science teachers; Science Helping Teacher and Science IS will model effective lessons.	SD	4 <sup>th</sup> grade science teachers	Science IS, Science Helping Teachers, Admin.	CFISD science dept. and ExxonMobil Science Ambassador	
Parents	1	Provide parents with information about programs that deliver extra instruction and get permission from parents for the child(ren) to attend.	PI	Parents of identified students	Science IS, Admin., Teachers	Tipps "Areas to Celebrate" in CIP	Ongoing
	2	Provide parents with written feedback after every district assessment.			Teachers	Crystal Reports and AMS reports	

## 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:** 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Grade Mathematics

**Campus Objective:** #4 By May of 2008, we will increase the percentage (by the amounts noted to the right, or greater) of students demonstrating proficiency on TAKS Mathematics.

	Third Grade	Fourth Grade	Fifth Grade
AA	+2	AA +3	AA remain at 100%
H	+3	H +4	H +2
W	+2	W +1	W +1
ED	+1	ED +2	ED +1

**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 a teacher who has a proven track record of accelerating students' math achievement.	AR	Identified students	Principal and Assistant Principals	TAKS scores, class rosters	By third week of school
	2 First-time teaching will be delivered by teachers who have designed and presented lessons using state-of-the-art technology that follow research-proven teaching and test taking strategies.	AR		Teachers	<i>Baker's Dozen</i> ; CFISD Math & Tech. Dept.	Ongoing
	3 Provide extra instruction through small group instruction, Morning Math tutorials, Saturday School, Winter Round Robin and District Math Camp.	AR, CE		Math IS, Math Specialist, AMIP Math Helping Teachers, Teachers	TEKS/TAKS Budget; Comp. funds; grants	Ongoing beginning September 20, 2007
Teachers	1 Apply for grants to provide materials and funding to assist with the delivery of extra instruction.	CE	Identified teachers	Math Spec., Math IS, Teachers	CFISD grant notifications	Ongoing
	2 Fund extra math support.		Math Spec.	Principal	CFISD allocation sheet	Before 1 <sup>st</sup> day of school
	3 Analyze data after each district test and benchmark, plan and design individual interventions, and review intervention plans and modify where needed.		Teachers of Identified students	Math IS, Math Specialist, AMIP Math Helping Tchr., Tchrs.	Crystal reports, AMS reports	Ongoing
	4 Provide teachers with strategies, training in technology and data analysis, and materials to increase student success and monitor use of those strategies; Math IS and Math Specialist will model effective lessons.	SD		Teachers, APs, Math Specialist, Math IS	CFISD math and Tech. Dept.	
Parents	1 Provide parents with information about programs that deliver extra instruction and get permission from parents for the child(ren) to attend	PI	Parents of identified students	Admin and tchrs	Tips "Areas to Celebrate" in CIP	Ongoing
	2 Provide parents with written feedback after every district	PI		Crystal reports; AMS		

		assessment				reports	
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## 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:** 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Grade Reading/English Language Arts

<b>Campus Objective:</b> #5a	By May of 2008, we will increase the percentage (by the amounts noted to the right, or greater) of students demonstrating proficiency on TAKS Reading.	<u>THIRD GRADE</u>		<u>FOURTH GRADE</u>		<u>FIFTH GRADE</u>	
		All	+3	All	+5	All	+2
		AA	+1	AA	+6	AA	remain at 100%
		H	+3	H	+6	H	+1
		W	remain at 100%	W	+4	W	remain at 100%
ED	+1	ED	+7	ED	+3		

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

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	In order to increase the first-time passage rate of students in reading, first-time teaching will focus on the design and presentation of lessons, using state-of-the-art technology, that follow research-proven teaching strategies, including balanced literacy and test taking strategies.		Identified students	Admin. and Teachers	<i>Classroom Instruction that Works; Baker's Dozen</i> ; CFISD math and tech. depts..	Ongoing
	2	Provide extra instruction through small group instruction, and morning tutoring.	CE		ARIP, Reading Specialists, Lang. Arts IS, Teachers	TAKS/TEKS budget; Title I budget; grants	Ongoing
	3	Implement and monitor the READ 180 program in 5 <sup>th</sup> grade for struggling students and SEI students.	AR, CE	Identified students	Read 180 Teacher; Admin.	Read 180 Materials	Ongoing
Teachers	1	Teachers will participate in a book study on effective reading strategies.	SD	Teachers of identified students	Lang. Arts IS, Admin.	<i>The Art of Teaching Reading</i>	By end of 1 <sup>st</sup> semester
	2	Fund class-size reduction at 3 <sup>rd</sup> grade and additional reading support through Title I and at risk position allocation.	CE	Identified Teachers	Principal	Title I; CFISD teacher allocations	Before 1 <sup>st</sup> day of school
	3	Apply for grants to provide materials and funding to assist with the delivery of extra instruction.			Lang. Arts IS, Admin.	CFISD grant notification	Ongoing
	4	Lang. Arts Helping Teacher, Lang. Arts IS, and Reading Specialists will serve as coaches and will model lessons and teach strategies for effective reading comprehension.	SD	Teachers of identified students	L. Arts IS, L. Arts Helping Teacher Rdg. Specialists	CFISD lang. arts dept.	Ongoing
	5	Analyze data after each district test and benchmark, and plan and design individual interventions; review and modify intervention plans as needed.	SD	Teachers of identified students	Lang. Arts IS, Rdg. Specialists, Teachers and Admin.	Crystal reports and AMS reports	Ongoing

	6	Provide teachers with the opportunities to visit other campuses and observe model teachers.	SD	Identified teachers	Teachers, L. Arts IS, Admin.	CFISD LArts dept.	1 <sup>st</sup> six weeks
Parents	1	Provide parents with reading strategies to help them help their child(ren) at home.	PI	Parents of identified students	Teachers, Lang. Arts IS, Reading Specialists	CFISD Lang. Arts Dept.	Ongoing
	2	Provide parents with written feedback after every district assessment.			Teachers	Crystal Reports and AMS reports	

## 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:** **Kinder and 1<sup>st</sup> Grade Reading/English Language Arts**

**Campus Objective:** #5b By May of 2008, we will improve the percentage of Kindergarten students earning proficiency on the District Benchmark Tests in the ability to respond to explicit and implicit questions from 66% to 75%.  
By May of 2008, we will increase the percentage of first graders' meeting the proficiency level on District Benchmarks in reading accuracy and fluency from 30% to 50%.

**Formative/Summative Evaluation:** District-developed Tests

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Emphasizing first-time teaching through the design and presentation of lessons, using state-of-the-art technology, that follow research-proven teaching strategies, and activities such as literacy backpacks, Read Naturally Lab, word walls, journals, workstations, guided reading, word work, shared reading, small group instruction, read alouds, literacy stations, write around the room and listening labs.		Identified students	Admin. and teachers, L. Arts IS, Reading Specialists	<i>Classroom Instruction that Works; Baker's Dozen; CFISD L. Arts and Tech. Depts.</i>	Ongoing
	2	Provide extra instruction through small group instruction and the SGRI program.	AR, CE		Reading Specialists, Lang. Arts IS, Teachers; SGRI	TAKS/TEKS budget; Title I budget; grants	Ongoing
	3	Dedicate 15+ minutes daily of independent reading			Admin. Teachers	Building schedules	Prior to 1 <sup>st</sup> day
Teachers	1	Teachers will participate in a book study on effective reading strategies.	SD	Teachers of Identified students	Lang. Arts IS, Admin.	<i>The Art of Teaching Reading</i>	By end of 1 <sup>st</sup> semester
	2	Lang. Arts Helping Teacher, Lang. Arts IS, and Reading Specialists will serve as coaches and will model lessons and teach strategies for effective reading comprehension.	SD		L. Arts IS, L. Arts Helping tchr.; Rdg. Specialists		Ongoing
	3	Fund SGRI Teacher through Title I funds.	CE	SGRI tchr	Principal	Title I funds	Before 1 <sup>st</sup> day
	4	Analyze data after each district test and benchmark, plan and design individual interventions, and review intervention plans and modify as needed.		Teachers of identified students	Admin and Teachers; Reading Specialists; L. Arts IS	Crystal reports and AMS reports	Ongoing
Parents	1	Provide parents with reading strategies to help them help their child(ren) at home.	PI	Parents of identified students	Teachers, Lang. Arts IS, Reading Specialists	CFISD Lang. Arts Dept.	Ongoing
	2	Provide parents with written feedback after every district			Teachers	Crystal Reports and	

		assessment.				AMS reports	
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## 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:** **2<sup>nd</sup> Grade Reading/English Language Arts**

**Campus Objective:** #5c By May of 2008, we will increase the percentage of all 2<sup>nd</sup> grade students meeting the mastery level in reading comprehension from 79.73% to 85%. By May of 2008, we will increase the percentage of all 2<sup>nd</sup> grade students reading at an Independent Reading Level of 28 or above from 77% to 80%.

**Formative/Summative Evaluation:** District-developed Tests

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Design and present lessons, using state-of-the-art technology, that follow research-proven teaching strategies to improve reading comprehension.		Identified students	Admin and Teachers, L. Arts IS	<i>Classroom Instruction that Works; Baker's Dozen</i> ; CFISD L. Arts and Tech Depts.	Ongoing
	2	Dedicate 15+ minutes daily of independent reading.			Admin. and Teachers	Building schedules	Prior to 1 <sup>st</sup> day
Teachers	1	Teachers will participate in a book study on effective reading strategies.	SD	Teachers of Identified students	Lang. Arts IS, Admin.	<i>The Art of Teaching Reading</i>	By end of 1 <sup>st</sup> semester
	2	Lang. Arts Helping Teacher, Lang. Arts IS, and Reading Specialists will serve as coaches and will model lessons and teach strategies for effective reading comprehension.	SD		L. Arts IS, L. Arts Helping Tchr.; Rdg. Specialists		Ongoing
	3	Analyze data after each district test and benchmark, plan and design individual interventions, and review intervention plans and modify as needed.			Admin. and Teachers; Reading Specialists; L. Arts IS	Crystal reports and AMS reports	
Parents	1	Provide parents with reading strategies to help them help their child(ren) at home.	PI	Parents of identified students	Teachers, Lang. Arts IS, Reading Specialists	CFISD Lang. Arts Dept.	Ongoing
	2	Provide parents with written feedback after every district assessment.			Teachers	Crystal Reports and AMS reports	

## 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:** 4<sup>th</sup> Grade Writing

**Campus Objective:** #6a By May of 2008, we will increase the percentage (by the amounts noted to the right or greater) of students demonstrating proficiency on TAKS Writing. By May of 2008, we will also increase the percentage of students earning a rating of 2 or higher on their compositions from 86% to 90%.

All	+2	AA	+1
ED	+3	H	+4
W	+3		

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

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1		Identified students	Both IS, Teachers and Admin.	Lesson plans	Ongoing
	2			L. Arts Teachers, L. Arts IS	CFISD LArts dept.	Ongoing
	3	AR		All Staff	<i>A Framework for Understanding Poverty</i>	
	4			Reading Specialists, Lang. Arts IS, Teachers	TAKS/TEKS budget; Title I budget; grants	By January of 2008
	5			Reading Specialist, Lang. Arts IS; Teachers, Admin.	Student writing samples	Ongoing
Teachers	1	SD	Teachers of	L. Arts IS, Teachers	CFISD L. Arts Dept.	By May of 2008
	2			Teachers, IS, Admin.	Benchmark Results Crystal Reports AMS	

	3	Apply for grants to provide materials and funding to assist with the delivery of extra instruction.	CE	Identified students	Lang. Arts IS, Admin.	CFISD grant notification	Ongoing
	4	Attend staff development in writing–in-district and out of district.	SD		Teachers	CFLMS; Region IV	
Parents	1	Provide parents with written feedback after every district assessment.	PI	Parents of identified students	Teachers	Crystal Reports and AMS reports	

## 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:** **2<sup>nd</sup> and 3<sup>rd</sup> Grade Writing**

**Campus Objective:** #6b By May of 2008, we will increase the percentage of 2<sup>nd</sup> grade students demonstrating proficiency on district benchmarks in usage, mechanics, spelling, revision and editing from 68.92% to 75%. By May of 2008, we will increase the percentage of 3<sup>rd</sup> grade students demonstrating proficiency on district benchmarks in usage, mechanics, spelling, revision and editing from 70% to 78%.

**Formative/Summative Evaluation:** District-developed Tests

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Design and deliver instruction, utilizing technology, through the use of research proven strategies, such as the revising and editing practice cards, utilization of Words Their Way and Making Words; and frequent mini lessons on conventions.		Identified students	L. Arts Teachers, L. Arts IS,	CFISD L. Arts and Tech. Dept.	Ongoing
	2	Encourage students to speak correct grammar at all times.	AR		All Staff	<i>A Framework for Understanding Poverty</i>	
	3	Provide extra instruction in conventions through small group instruction and morning tutoring.	CE		L. Arts IS, Reading Specialists; Teachers	Writing Workshop: 6 Traits	
	4	Author visits to 3 <sup>rd</sup> grade students will focus on the writing process.	AR		Admin., Teachers and Media Specialist	CFISD Media dept.	
Teachers	1	Analyze data from benchmarks and use that information to drive instruction and provide interventions.		Teachers of identified students	L. Arts Teachers, L. Arts IS, Admin.	Crystal reports and AMS reports	
.Parents	1	Provide parents with written feedback after every district assessment.	PI	Parents of identified students	Teachers	Crystal Reports and AMS reports	

## 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:** **5<sup>th</sup> Grade Social Studies**

**Campus Objective:** #7 By May of 2008, we will increase the percentage of 5<sup>th</sup> Grade students demonstrating proficiency on district benchmarks from 87.92% to 95%.

**Formative/Summative Evaluation:** District-developed Tests

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Special events in history will be highlighted through morning announcements and the use of specialized power point presentations.		Identified students	Admin. and Teachers	CFISD Social Studies Dept.	Ongoing
	2	Students will be provided with numerous opportunities to read Social Studies content in Language Arts classes, including the Read 180 program.	AR, CE	Identified students	Teachers, LA/SS IS, Admin.	CFISD Social Studies and L. Arts Dept.	Ongoing
	3	Teachers will deliver instruction including state-of-the art technology that follows proven research-based strategies, including the use of the Interactive Student Notebook.		Identified students	Teachers, LA/SS IS Admin.	Technology and S.S. Dept's	Ongoing
Teachers	1	Teachers will attend the Social Studies Alive training.	SD	Identified Teachers	Admin., and Teachers		Ongoing-New Teachers will be trained
Parents	1	Provide parents with written feedback after every district assessment.	PI	Parents of identified students	Teachers	Crystal Reports and AMS Reports	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:** **Bilingual/ESL students**

**Campus Objective:** #8 By May of 2008:  
97% of our Bilingual Pre-K and Kinder students will meet the proficiency level on the end of year benchmarks.  
By May of 2008, we will increase the percentage of Bilingual and ESL students growing by at least one level of proficiency from an average of 74% to 80%. By May of 2008, the percentage of students reaching the "advanced high" rating will remain in the 95% to 100% range.

**Formative/Summative Evaluation:** District-developed Tests, Texas English Language Proficiency Assessment System (TELPAS)

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Dedicate 15+ minutes daily to independent reading.	AR	Identified students	Admin. and Teachers	Schedules	Ongoing
	2	Use research proven strategies to teach English Language Learners, with an emphasis on vocabulary, including the ESL modifications.	AR		L. Arts Teachers	CFISD BIL/ESL Dept.	Ongoing
	3	Use the balanced literacy components in all grade levels.	AR		LArts Teachers L. Arts IS; Reading Specialists		Ongoing
	4	Implement the One Way Dual Language program in PreK and Kinder.	AR, CE		PreK, Kinder Teachers; L. Arts IS; Reading Specialist;	Bil/ESL Dept. Bil/ESL Helping Teachers	Ongoing
	5	Provide extra instruction through morning tutoring, and Saturday School.	AR, CE		Teachers and Admin.	Helping Teachers	Ongoing
Teachers	1	Provide teachers with opportunities to observe and be observed and get feedback.	SD	OWDL Teachers	Teachers	CFISD Bil/ESL Dept	Ongoing
	2	Train teachers on the administration of the TELPAS Reading/Writing and in the use of the Texas Observation Protocol.	SD	Teachers of identified students	Teachers, LArts IS, Admin.	CFISD Bil/ESL Dept	October 2007 through March 2008
Parents	1	Assist parents in the use of the take-home kits.	PI	Parents of identified students	Teachers and Admin.	CFISD Curriculum and Instruction Dept.	Ongoing
	2	Provide parent training in how to assist their child(ren) at home.					

	2	Provide parent training in how to assist their child(ren) at home.				and Bil/ESL Dept.	
	3	Provide parents with written feedback after every district assessment.		Parents of identified students	Teachers	Crystal Reports and AMS Reports	

## Areas to Improve

**District Priority:** 1C Ensure that students understand their responsibility to behave in ways that cause them to be physically fit, emotionally healthy and drug-free.

**Area of Focus:** **Art, Music and Physical Education**

**Campus Objective:** #9 By May of 2008, we will increase the percentage of parent, teacher and student involvement in art, music and PE school wide activities at grade levels 3, 4, and 5 to 75%.

**Formative/Summative Evaluation:** Sign in sheets for school wide activities.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Implement coordinated school-wide health programs, such as Moving Monday, 10 minutes of structured recess (run/walk one lap) Turkey Trot, and Family Fitness Night; provide student incentives for attendance at these events.	AR	Identified students	Physical Education Teachers	CFISD curriculum in Art, Music and Physical Education	Ongoing
	2	Encourage students to form good habits and adopt healthful practices.					
	3	Instill in students the importance of remaining drug-free by providing effective and appropriate instruction about the hazards of substance abuse.					
	4	Introduce them to lifetime sports, and leisure-time activities and practices that promote wellness, and intramural opportunities.			Art, Music and PE Teachers		
	5	Foster students' sense of belonging by encouraging them to enroll in co-curricular and extracurricular activities. (Art Club, Music Club, Roaring Ropers, etc.).					
Teachers	1	Teachers will participate in "Moving Monday" to increase motivation for physical activity.		Teachers of all staff identified students	Art, Music and PE Teachers	PE Teachers' exercise ideas	
	2	Provide teacher incentives for involvement during all programs and activities.					
Parents	1	Provide incentives for parents who attend school activities.	PI	Parents of identified students	Art, Music and PE Teachers	Virtual Volunteer software	
	2	Spotlight parents who participate in the preparation and execution of programs and events.					

## Areas to Improve

**District Priority:** 3A Involve volunteers directly in fulfilling the district’s mission and vision, particularly through their work with children and teachers in the instructional program.

**Area of Focus:** **Parent Involvement**

**Campus Objective:** #10 Increase the number of volunteer hours documented by 10%; increase parent participation in school sponsored activities by 10%.

**Formative/Summative Evaluation:** Virtual Volunteer Software; Building Sign-In Sheets

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Provide incentives to students for parent attendance and participation in school wide-events.	PI	Students	Teachers and Admin.	Virtual Volunteer software; CFISD VIPS Dept.	Ongoing
Teachers	1	Request parent help on specific needs and shorten time commitment required.	PI	All teachers			
	2	Provide “Brown Bag” jobs for parents to complete at home to help teachers.	PI				
Parents	1	Train parents on the use of the Virtual Volunteer software at school events.	PI	All parents	VIPS Coordinator, Admin, and Teachers		
	2	Implement the Lunch + One program where we ask parents to volunteer for one hour before and/or one hour after having lunch with their child(ren).	PI		Teachers and Admin.		
	3	Follow up on written announcements for events such as Reading Night, Math Night and Science Night by making personal phone calls.	AR PI	Identified Parents	Paraprofessionals		
	4	Spotlight parents who participate in the preparation and execution of programs and events in The Tipps Times.	PI		Teachers and Admin.		

**\* 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**

**Tipps Elementary  
Pamela Redd  
2007 – 2008  
Campus Improvement Plan  
Cypress-Fairbanks Independent School District  
Part III**

**Section A**

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

**Section B**

**Membership Composition of the Campus Performance Objectives Council**

<b>Name of CPOC Member &amp; Position</b>		<b>Name of CPOC Member &amp; Position</b>	
Alma Tompkins, PreK		Pamela Redd, Principal	
Yvette Valdez, Kinder		Sandy Burchell, Assistant Principal	
Antonia Ojeda, Bilingual		Sally Lehnert, Assistant Principal	
Jan Carstens, ESL		Gloria Pickett, Counselor	
Carrie Spelgatti, First Grade		Audrey Stansel, Counselor	
Wendy Brien, Second Grade		Miranda Cummings, Math and Science Instructional Specialist	
Dorothy Windham, Third Grade		Sharon Scialdone, Language Arts and Social Studies Instructional Specialist	
Jason Maxwell, Fourth Grade		Rashida Kapadia, Parent	
Chuck Carlson, Fifth Grade		Matthew DiPippo, Business representative	
Marci Ellsworth, Special Education Teacher		Bruce Huntley, Business representative	
Sylvia Jasso, Reading Specialist		Kristi Huntley Alternate for business representative	
Tracy Holan, May Mour, Brooke Curran, Amy Lippincott, Chris Miller, Large Group Teachers*		Pat Smith, Director of Elementary Special Programs and Services	
Bertha LeBlanc, Instructional Paraprofessional			
Lupe Perez, Instructional Paraprofessional			
Leslie Villanueva, Clerical Paraprofessional			
		<b>*Large Group teachers are sharing this position</b>	

**CPOC Meetings\* for '07-'08**

#	Date	Time	Location
1	September 13, 2007	4:30	Tipps Elementary School Library
2	September 24, 2007	4:00	Tipps Elementary School Library
3	November 28, 2007	4:30	Tipps Elementary School Library
4	January 30, 2007	4:30	Tipps Elementary School Library
5	May 21, 2007	4:30	Tipps Elementary School 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.

## Section C

(1)

Texas Assessment of Knowledge and Skills Recognized or Exemplary Goal	
For 2007-2008, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	
Formative	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.

(2)

Texas Assessment of Knowledge and Skills Commended Performance Goal	
For 2007-2008, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	
Formative	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.

### Other Legal Requirements

(3)

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.

### Special Education Goal

(4)

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.

### Highly Qualified Teacher Goal

(5)

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.

## 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.

**Tipps Elementary  
Cypress-Fairbanks Independent School District  
Staff Development Plans  
2007 – 2008**

<b>Date</b>	<b>Audience</b>	<b>Responsible for Planning</b>	<b>Purpose/Content</b>
2-Aug	Leadership Conference	District Administrative Staff	
3-Aug	GLT/AMS	Elementary – A.M.	
	GLT/AMS	Secondary - P.M.	
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
14-Aug	Department Chair and Team Leader	District Staff	
16-Aug-17	New Staff Orientation	District Staff	
20-Aug	All Staff	Campus	
21-Aug	All Staff	Campus	
22-Aug	All Staff	Campus	
23-Aug	Elementary/Secondary	District Staff	
24-Aug	All Staff	Campus	
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	
18-Feb	All Staff	Campus	
30-May	All Staff	Campus	