

ADAM ELEMENTARY

212° - Ignite the Fire Within



2008-2009
Campus Improvement Plan
for
Adam Elementary

Cypress-Fairbanks Independent School District

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	4 th Grade reading scores increased in 8 of 9 groups and met 8 of 9 targets.	4 th grade TAKS scores
		Writing	Exemplary	TAKS scores
		Math		
		Science		
		Social Studies		
		Other		
	Subgroups	All	Exemplary math scores, exemplary writing, exemplary reading	TAKS scores
		AA	Exemplary	TAKS scores
		H	Exemplary math scores in grades 4 & 5; Writing 100% 2 years in a row!	TAKS scores
		W	Exemplary math scores in grades 3-5	TAKS scores
		ED		
		LEP SE	92% Writing!	TAKS scores
	Social/ Emotional	Discipline	Capturing Kids' Hearts and Building Better Relationships positively impact student behavior.	268 office referrals, 2007-08
		Extracurricular		
Other				
Teacher	Professional Development		100% L.A. teachers participated in Balanced Literacy Retreats and implemented the Balanced Literacy schedule in their classrooms.	Teacher lesson plans
	Qualifications		100% of Adam staff is Highly Qualified.	Teacher Certifications
	New Staff			
	Retention			
Parent	Parent Volunteers in Public Schools		Adam has great support from our parents. \$12,000 raised in Track Campaign	7335 logged VIP hours Track Account Balance

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Student Safety

District Priority:

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

Campus Objective:

#

For 2008-2009, the discipline referrals for inappropriate physical contact ie.fighting will be reduced by **10%** from the previous school year.

Formative Evaluation:

District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Identified students participate in mentoring program i.e. PALS, HUG Buddies.	AR	All	Counselor, PIE liaison, IS, teachers	Teacher Recommendation of Students	Ongoing
	2 Students earn Adam All-Star rewards for positive choices.	VP	All	Teachers		Ongoing
	3 Students participate in classroom activities that are proactive.	VP	All	Teachers		Ongoing
Teachers	1 Teachers implement strategies of BBR and CKH throughout the year.	VP SD	All	Teachers, Administration	BBR Committee	Ongoing
	2 Implement a Behavior Leadership Team (BLT) to examine discipline data, prepare for and lead monthly staff meetings, be first point of contact for teachers regarding ideas for students, and establish building-wide expectations.	VP SD	All	BBR consultants, BLT committee Administration	Meeting Agendas	Ongoing
	3 Grade level meetings have agenda items to discuss discipline and strategies specific to grade level needs.	VP	All	Administration	Meeting Agendas	Ongoing
	4 Attend and apply strategies from Crystal Kuykendall's "From Rage to Hope" presentation, focusing on AA and H learners.	SD	All	Crystal Kuykendall	CFMLS records	August 19, 2008
Parents	1 Parents are invited to participate in SOS Parenting classes when students reach Behavior Plans I or II.	PI	Students on Plan I or II	SOS Counselor, Administration	Sign-In sheets, Invitation List	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Attendance

District Priority:	Ensure that students understand the importance of attending school regularly and completing high school.
Campus Objective:	# For 2008-09, the ADA student attendance will be at or above 97% for each student group.
Formative/Summative Evaluation:	District-developed Reports and AEIS

STP	#	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Recognize student attendance each six weeks.	AR	All	Attendance Secretary	Attendance cards	Each 6 weeks
	2	Practice good hygiene and hand washing.	AR	All	Teachers, nurse	Lessons	Ongoing
	3	Continue weekly contests based on attendance of grade level. Winning grade level announced during morning announcements on Mondays.	AR	All	Attendance secretary, administration	Attendance Cards	Weekly
Teachers	1	Make phone calls to parents after second absence.	AR	All	Teachers, attendance secretary	Phone logs	Ongoing
	2	Initiate class incentives based on attendance.	AR	All	Teachers	Attendance Cards	Weekly
Parents	1	Publish newsletter articles about attendance, hygiene. Recognize grade levels with highest attendance.	PI	All	Administration, nurse	Eagle Express	Weekly

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	75	80	75	90	80
All	93	95	89	90	90
Eco.Dis.	83	85	80	90	90
Hispanic	86	87	74	90	90
LEP	--	--	45	90	75
LEP M1	--	--	--	--	--
LEP M2	73	79	88	90	89
Spec.Ed.	--	--	60	90	75
White	98	99	95	100	97

District Priority:

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

Campus Objective:

#3 By May 2009, we will increase the percentage (by amounts noted above, or greater) of students demonstrating proficiency on TAKS Science.

By May, 2009, we will increase the percentage of students reaching commended levels on TAKS Science to 55%

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	Develop comprehension and conceptual understanding of science vocabulary with technology power points and vocabulary suitcase activities and word of the day activities.	AR T	All	Teachers, Vocabulary committee	Lesson Plans, Classroom Observations	Ongoing
	2	Emphasize hands on science investigations and activities to develop conceptual understanding of science concepts.	AR	All	Teachers	Lesson Plans Classroom Observations	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Students cont'd	3	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks. Participate in goal setting conferences with teachers after reviewing results.	AR	All	Teachers A-Team	CBA/ Benchmark Data	Ongoing
	4	Read non-fiction, science related books during independent reading time by incorporating Delta Readers in grades 2-5	AR	All	Teachers	Lesson Plans Classroom Observations	Ongoing
	5	Attend individualized tutoring sessions focusing on areas of need.	AR	AR grades 3-5	Teachers, A-Team	Academic Achievement Budget	Ongoing
	6	Participate in 60 minutes of science instruction by utilizing a schedule where communities consist of 3 or 4 teachers.	AR	5 th grade	Teachers	5 th Grade schedule	Ongoing
	7	Participate in Super Science Saturday Camps	AR	5 th grade	Teachers, A- Team	Academic Achievement Budget, Title III monies	Spring, 2009
Teachers	1	Monitor that all teachers are using correct strategies regarding vocabulary, homework, and warm-ups.	AR	All	A-Team	Lesson Plans Classroom Observations	Ongoing
	2	Monitor that all teachers are implementing SQ-RQ-CQ strategies when doing warm-ups, unit tests, and benchmarks and that teachers are asking higher-order thinking questions.	AR	All	IS, AP's, Principal, Science liaison, Science VT	Lesson Plans, Classroom Observations	Ongoing
	3	Continue current at-risk meeting format to focus on specific student needs and appropriate interventions based on ongoing data.	AR CE	At-Risk Students	IS, A-Team	PE Teachers, IS, CBA, Benchmark Date	Ongoing
	4	Use LOTI lessons to achieve higher level questioning on Bloom's Taxonomy in science.	T	All	TIF Tech Team, Teachers, IS	Lesson plans	Ongoing
	5	Data days will take place with teachers allowing them to analyze data and plan instruction.	SD	All	Teachers, IS, A-Team	Academic Achievement Budget, Sign-in sheet	Oct, 2007 Jan, 2008

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Teachers cont'd	6	Investigate and apply strategies from "Keep Em Thinking on their Toes" that encourage active engagement during instruction.	SD	All	Administration Anita Goff, BBR Consultants	TE Day Staff Development Records Lesson Plans	August 1, 2008
	7	Participate in book study, Quantum Teaching, to encourage active engagement of students during instruction.	SD	All	A-Team Liaisons	Sign in sheets, CFMLS system	Fall, 2008 Spring, 2009
	8	Receive ongoing feedback through monitoring. AP's, P, and IS will complete a minimum of 10 walk-throughs each week and supply teachers with feedback regarding best teaching practices for at-risk students, focusing on active engagement.	AR SD	All	A-Team	Walk-through forms, data included in weekly staff "Beth's Beat"	Ongoing
	9	Attend and apply strategies from Crystal Kuykendall's "From Rage to Hope" presentation, focusing on AA and H learners.	SD	All	Crystal Kuykendall	CFMLS records	August 19, 2008
Parents	1	Participate in "Take Your Parents to School Day" for 5 th grade parents with focus on TAKS objectives and activities to do at home.	PI	All	Teachers, A-Team	Parent Sign-In	November, 2008
	2	Monitor study guide reviews and homework involvement .	PI	All	Teachers	Homework grades, study guides	Ongoing
	3	Participate in training for parents as science tutors to help meet the needs of struggling students.	PI AR	At-risk students	IS A-Team Science Liaison	Sign-in sheets Schedules	Fall, 2008

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Mathematics

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	80	83	75	90	80	83	85	100	100	100	83	85	67	90	75
All	93	95	90	100	93	98	99	94	100	96	98	99	92	100	95
Eco.Dis.	88	89	86	90	90	97	98	88	90	90	95	97	87	90	90
Hispanic	90	93	71	90	90	97	98	93	100	95	97	98	91	100	94
LEP	87	88	88	90	89	--	--	92	100	95	--	--	73	90	75
LEP M1	100	100	100	100	100	95	97	--	--	--	--	--	--	--	--
LEP M2	--	--	--	--	--	100	100	100	100	100	100	100	100	100	100
Spec.Ed.	--	--	--	--	--	100	100	43	90	75	--	--	40	90	75
White	96	97	95	100	97	99	99	94	100	96	100	100	94	100	96

District Priority:

1A

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

Campus Objective:

#3

By May 2009, we will increase the percentage (by amounts noted above, or greater) of students demonstrating proficiency and reaching commended levels on TAKS Math.

By May, 2009, we will increase the percentage of students demonstrating commended levels of performance on TAKS Math to 55% in 3rd and 4th grades, and 60% in 5th.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks. Participate in goal setting conferences with teachers after reviewing results.	AR	All	Teachers, A-Team	CBA/Benchmark Data, Lesson Plans, Classroom Observation	Ongoing
	2	Provide extended learning time for students during supplemental instruction period and supplemental tutoring program.	AR CE	All	IS, Teachers	At-Risk List	Ongoing
	3	Use model drawing for problem solving.	AR	All	Teachers	Educaide, Lesson Plans, Classroom Observation	Ongoing
	4	Continue use of 4-step process in problem solving.	AR	All	Teachers	Lesson Plans, Classroom Observation, Educaide	Ongoing
	5	Attend individualized tutoring sessions focusing on areas of need in grades 3-5.	AR	AR, grades 3-5	Teachers, A-Team	Academic Achievement Budget	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Teachers	1	Schedule grade level math team meetings to review student data and design lessons that utilize research proven teaching strategies.	SD	All	Teachers, A-Team	Meeting Agendas	Ongoing
	2	Utilize math coaches in designated grades to ensure that superior initial instruction occurs in the classroom.	SD	All	Math coaches, Teachers	Meeting Notes	Bi-Monthly
	3	Continue current at-risk meeting format to focus on specific student needs and appropriate interventions based on ongoing data.	AR	At-Risk Students	IS, Administration	RE, CBA/Benchmark Data	Ongoing
	4	Use LOTI lessons to achieve higher level questioning on Bloom's Taxonomy in math.	T	All	TIF Tech Team, Teachers, IS	Lesson Plans, Classroom Observation	Ongoing
	5	Data days will take place with teachers allowing them to analyze data and plan instruction.	SD	All	Teachers, IS, A-Team	Academic Achievement Budget, Sign-in sheet	Oct, 2008 Jan, 2009
	6	Investigate and apply strategies from "Keep Em Thinking on their Toes" that encourage active engagement during instruction and focus on reaching AA, H, and ED students.	SD	All	Administration Anita Goff, BBR Consultants	TE Day Staff Development Records Lesson Plans	August 1, 2008
	7	Attend and apply strategies from Crystal Kuykendall's "From Rage to Hope" presentation, focusing on AA and H learners.	SD	All	Crystal Kuykendall	CFMLS records	August 19, 2008
	8	Receive ongoing feedback through monitoring. AP's, P, and IS will complete a minimum of 10 walk-throughs each week and supply teachers with feedback regarding best teaching practices for at-risk students, focusing on active engagement.	AR SD	All	A-Team	Walk-through forms, data included in weekly staff "Beth's Beat"	Ongoing
	9	Participate in book study, Quantum Teaching, to encourage active engagement of students during instruction.	SD	All	A-Team Liaisons	Sign in sheets, CFMLS system	Fall, 2008 Spring, 2009

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Parents	1	Participate in "Take Your Parents to School Day" for 3 rd , 4 th and 5 th grade parents with focus on TAKS objectives and activities to do at home	PI	Grade 3-5 students	Teachers		November, 2008
	2	Participate in 1 st Grade Parent Night to learn strategies to help children in the area of math.	PI	1 st Grade students	1 st Grade Teachers		November, 2008
	3	Participate in training for parents as math tutors to help meet the needs of struggling students.	PI AR	At-risk students	IS A-Team Math Liaison	Sign-in sheets Schedules	Fall, 2008

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Reading/English Language Arts

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	90	93	90	100	93	83	85	100	100	100	91	94	75	90	80
All	97	98	97	100	98	85	87	92	100	95	97	98	93	100	95
Eco.Dis.	94	96	92	100	95	69	76	84	90	90	93	95	85	90	90
Hispanic	96	97	89	90	90	77	81	87	90	90	94	96	88	90	90
LEP	93	95	100	100	100	--	--	92	100	95	--	--	73	90	79
LEP M1	100	100	100	100	100	71	77	--	--	--	--	--	--	--	--
LEP M2	--	--	--	--	--	100	100	100	100	100	91	94	94	100	96
Spec.Ed.	--	--	--	--	--	57	75	43	90	75	--	--	44	90	75
White	99	99	100	100	100	87	88	93	100	95	98	99	95	100	97

District Priority:

1A

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

Campus Objective:

#3

By May 2009, we will increase the percentage (by amounts noted above, or greater) of students demonstrating proficiency and reaching commended levels on TAKS Reading.

By May, 2009, we will increase the percentage of students reaching commended levels on TAKS Reading to 55%, 35%, 45% in 3rd, 4th and 5th grades, respectively.

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	To increase fluency, provide students with regular opportunities for sustained reading and familiar rereading of independent level texts.	AR	All	Kinder-2 Teachers	Class Schedules	Ongoing
	2	Team with other grade levels to foster partner reading.	AR	All	Teachers, Vertical Teams		Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Students cont'd	3	Participate in the Accelerated Reading program and meet yearly reading goals.	AR	All	Teachers, A-Team	PTO Budget for Incentives	Ongoing
	4	Attend individualized tutoring sessions focusing on areas of need in grades 3-5.	AR	AR, Grade 3-5	Teachers, A-Team	Academic Achievement Budget	Ongoing
	5	Read nightly using Take Home Readers.	AR	K/1 graders	Teachers	PTO budget	Ongoing
Teachers	1	Continue Balanced Literacy schedule and utilize best practices for teaching reading. The Balanced Literacy Committee will continue to provide guidance building wide.	AR	All	A-Team, LA Teachers	Class Schedules, Lesson Plans	Ongoing
	2	Visit and observe model teachers in the district.	SD	All	IS, LA Teachers	District Model Teachers	Ongoing
	3	Continue current at-risk meeting format to focus on specific student needs and appropriate interventions based on ongoing data.	AR	At-risk	IS, Administration	RE Teacher, IS, CBA, Benchmark Data	Ongoing
	4	Implement vertical teams that focus on alignment of instruction in the area of reading.	SD	All	A-Team, Teachers	Agendas, Vertical Team Minutes	Monthly
	5	Use LOTI lessons to achieve higher level questioning on Bloom's Taxonomy in reading.	T	All	TIF Tech Team, Teachers, IS	Lesson Plans, Classroom Observation	Ongoing
	6	Data days will take place with teachers allowing them to analyze data and plan instruction.	SD	All	Teachers, IS, A-Team	Academic Achievement Budget, Sign-in sheet	Oct, 2008 Jan, 2009
	7	Investigate and apply strategies from "Keep Em Thinking on their Toes" that encourage active engagement during instruction	SD	All	Administration Anita Goff, BBR Consultants	TE Day Staff Development Records Lesson Plans	August 1, 2008

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Teachers cont'd	8	Receive ongoing feedback through monitoring. AP's, P, and IS will complete a minimum of 10 walk-throughs each week and supply teachers with feedback regarding best teaching practices for at-risk students, focusing on active engagement.	AR SD	All	A-Team	Walk-through forms, data included in weekly staff "Beth's Beat"	Ongoing
	9	Participate in book study, Quantum Teaching, to encourage active engagement of students during instruction.	SD	All	A-Team Liaisons	Sign in sheets, CFMLS system	Fall, 2008 Spring, 2009
	10	Attend and apply strategies from Crystal Kuykendall's "From Rage to Hope" presentation, focusing on AA and H learners.	SD	All	Crystal Kuykendall	CFMLS records	August 19, 2008
	11	Apply strategies discussed during Literacy Coaching sessions with reading specialist.	SD	2 nd & 3 rd graders	Reading Specialist, IS	Sign-in sheets	Ongoing
Parents	1	Provide opportunities for students to read a minimum of 20 minutes nightly.	PI	All	Teachers	Reading Logs	Ongoing
	2	Participate in "Take Your Parents to School Day" for 3 rd , 4 th and 5 th grade parents with focus on TAKS objectives and activities to do at home.	PI	All	Teachers		November, 2008
	3	Participate in 1 st grade parent night to learn strategies to help children in the area of reading.	PI	1 st Grade Students	1 st Grade Teachers		November, 2008
	4	Participate in training for parents as reading tutors to help meet the needs of struggling students.	PI AR	At-risk students	IS A-Team, RE LA Liaison	Sign-in sheets Schedules	Fall, 2008

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	67	75	88	90	90
All	96	97	95	100	97
Eco.Dis.	97	98	91	100	94
Hispanic	100	100	100	100	100
LEP	--	--	92	100	95
LEP M1	100	100	--	--	--
LEP M2	100	100	100	100	100
Spec.Ed.	--	--	57	90	75
White	96	97	94	100	96

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	#3	By May, 2009, we will increase the percentage (by amounts noted above, or greater) of students demonstrating proficiency and reaching commended levels on TAKS writing.
Formative/Summative Evaluation:		By May, 2009, we will increase the percentage of students reaching commended levels on TAKS writing to 40% District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Participate in a "Young Author's Day".	AR	All	Librarian, Teachers, Balanced Literacy Committee	PTO Budget Spring TBA
	2	Participate in Writer's Workshop with mini-lessons and daily journal writing.	AR	All	LA Teachers, A-Team	Lesson Plans, Classroom Observation Ongoing
	3	Participate in mini "Author's Day" where students share writing with volunteers.	AR	4 th Grade	Teachers	Staff, Volunteers Ongoing, February 2009
	4	Attend individualized tutoring sessions focusing on areas of need in grades 3-5.	AR	AR, Grade 3-5	Teachers, A-Team	Academic Achievement Budget Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Teachers	1	Provide instructional support through focused mini lessons, daily journal writing and individualized writing conferences.	AR	All	LA Teachers, Librarian	Writing Academy Binders, Lesson Plans, Classroom Observation	Ongoing
	2	Expose students to 6 Traits of Writing.	AR	All	LA Teachers, Librarian	Writing Academy Binders, Lesson Plans, Classroom Observation	Ongoing
	3	Expose students to examples of proficient writing.	AR	All	LA Teachers	Writing Academy Binders, Lesson Plans, Classroom Observation	Ongoing
	4	Use LOTI lessons to achieve higher level questioning on Bloom's Taxonomy in writing.	T	All	TIF Tech Teachers, Teachers, IS	Lesson Plans, Classroom Observation	Ongoing
	5	Continue at-risk meeting format to focus on specific student needs and appropriate interventions based on ongoing data.	AR	At-Risk Students	IS, A-Team	RE, CBA/ Benchmark Data	Ongoing
	6	Data days will take place with teachers allowing them to analyze data and plan instruction.	SD	All	Teachers, IS, A-Team	Academic Achievement Budget, Sign-in sheet	Oct, 2008 Jan, 2009
	7	Investigate and apply strategies from "Keep Em Thinking on their Toes" that encourage active engagement during instruction.	SD	All	Administration Anita Goff, BBR Consultants	TE Day Staff Development Records Lesson Plans	August 1, 2008

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Teachers cont'd	8	Receive ongoing feedback through monitoring. AP's, P, and IS will complete a minimum of 10 walk-throughs each week and supply teachers with feedback regarding best teaching practices for at-risk students, focusing on active engagement.	AR SD	All	A-Team	Walk-through forms, data included in weekly staff "Beth's Beat"	Ongoing
	9	Participate in book study, Quantum Teaching, to encourage active engagement of students during instruction.	SD	All	A-Team Liaisons	Sign in sheets, CFMLS system	Fall, 2008 Spring, 2009
	10	Attend and apply strategies from Crystal Kuykendall's "From Rage to Hope" presentation, focusing on AA and H learners.	SD	All	Crystal Kuykendall	CFMLS records	August 19, 2008
Parents	1	Participate in "Take Your Parents to School Day" for 4 th grade parents with focus on TAKS objectives and activities to do at home.	PI	4 th Grade parent	4 th Grade Teachers		Nov, 2008
	2	Participate in 1 st Grade Parent Night to learn strategies to help children in the areas of writing.	PI	1 st Grade students	1 st Grade Teachers		Nov, 2008
	3	Participate in training for parents as writing tutors to help meet the needs of struggling students.	PI AR	At-risk students	IS A-Team LA Liaison	Sign-in sheets Schedules	Fall, 2008

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

*** Legend**

Code	Plan	Indicates that the strategy addresses...
AR	At-risk	the needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	training needs of teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
T1	Title I	federal mandates for school-wide Title I programs.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

CIP PART II: ASSURANCE ADDENDUM

2008 – 2009

Campus Improvement Plan Cypress-Fairbanks Independent School District

Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

X	Adam Elementary has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient 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.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
	Included strategies for implementing a Coordinated School Health Program, grades 6-8. (middle school)
X	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	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	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.
	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
X	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Beth May	Principal:
Kimberly Nickel	Teacher 1: PPCD
Alicia Caskey	Teacher 2: Kindergarten
Dezerie Skinner	Teacher 3: First Grade
Laurie Brown	Teacher 4: Second Grade
Leah Paolini	Teacher 5: Third Grade
Evelyn Stokes	Teacher 6: Fourth Grade
Karen Porter	Teacher 7: Fifth Grade
Hope Boyd	Teacher 8: SOS Teacher
Diane Spear	Non-teaching professional 1: Assistant Principal (2/3/5)
Jan Wright	Non-teaching professional 2: Assistant Principal (PPCD/PK/K/1/4)
Kathy Crosby	Parent 1:
Emily Heineman	Parent 2:
Karen Johnson	Community resident 1:
Sandra Stowers	Community resident 2:
	Business representative 1:
	Business representative 2:

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	9/18/08	8:00-9:00	Adam Library
2	10/16/08	8:00-9:00	Adam Library
3	12/4/08	8:00-9:00	Adam Library
4	2/5/09	8:00-9:00	Adam Library
5	4/16/09	8:00-9:00	Adam 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.

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

CIP PART II: ASSURANCE ADDENDUM

Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
X	1) TAKS Recognized or Exemplary	For 2008-2009, 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.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
X	2) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
X	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by 10% .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
X	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by 10% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for XXX .	Implement and monitor the school-wide safety and security plan.
	6) Special Education	For 2008-2009, the percent of students	Each grading period, students’ progress on	Results of the TAKS-Accommodated, TAKS	Provide differentiated instruction to address

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

CIP PART II: ASSURANCE ADDENDUM

X		meeting ARD expectations will be at or above 90% .	TEKS will be monitored and reviewed.	Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	learning needs of identified special needs students.
X	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at 100% .	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.	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.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

CIP PART II: ASSURANCE ADDENDUM

Adam Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009			
Date	Audience	Responsible for Planning	Purpose/Content
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	
5-Aug (P.M.)	GLT/AMS	Elementary	
4-Aug (P.M.)	GLT/AMS	Secondary	
5-Aug (A.M.)	Safety Conference	District Administrative Staff	
12-Aug	Department Chair and Team Leader		
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Campus	
19-Aug	All Staff	Campus	
20-Aug	All Staff	Campus	
21-Aug	Elementary/Secondary	District Staff	
22-Aug	All Staff	Campus	
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
16-Feb	All Staff	Campus	
13-April *	All Staff	Campus	
4-June	All Staff	Campus	

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.