

2008-2009

Campus Improvement Plan

for

Andre' Elementary

Cypress-Fairbanks Independent School District



Andre' Mission

*The mission of the Andre' Leopards is to achieve excellence and success.
We believe in collaboration, compassion and opportunity.*

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.

Andre' Elementary
2008-09 Comprehensive Needs Assessment Summary

The staff at Andre Elementary includes 77 teachers, 27 paraprofessionals, and 3 administrators. The student population is 12% White, 34% African American, 52% Hispanic, 2% Asian, and .3% Native American. Sixty-nine percent of students who attend Andre Elementary qualify for free or reduced lunch. The mobility rate for students at Andre Elementary is 27%.

In accordance with Texas state legislative requirements, the staff at Andre Elementary conducted a comprehensive needs assessment for the 2008-09 school year. The needs assessment was conducted to identify gaps in student achievement and other areas for improvement. The information used to conduct the needs assessment included the data from the 2008 Texas Assessment of Knowledge and Skills (TAKS), mobility, discipline, attendance, and teacher retention data.

A student group with fewer than seventy-five percent students passing in a given TAKS-tested content area is identified as a priority. Based on the review of the data, several priority areas were identified that will be addressed in the 2008-09 school year including: African American students in 3rd and 4th grade math (62% and 71%, respectively) and 4th grade reading (65%); Hispanic students in 4th grade reading (64%), 4th grade writing (71%), and 5th grade science (73%); students who are economically disadvantaged in 3rd and 4th grade math (74% and 73%, respectively), 4th grade reading (62%), and writing (71%); and White students in 3rd grade math (71%), and writing (73%). Best practices will be used to address the areas of need in the content area(s) and student group(s) identified. Research-based strategies to address the need in these areas are delineated in Part I of the campus improvement plan.

Andre Elementary staff will implement behavioral strategies to reduce the number of discipline incidents related to inappropriate physical contact in the 2008-09 school year. Additionally, efforts will be made to improve the rate of attendance for all student groups including, African American (95.6%), Hispanic (96.1%), White (95.5%), and students who are economically disadvantaged (96.0%). Efforts will also be made to increase teacher retention at Andre Elementary.

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, total discipline referrals will be reduced by 50% from the previous year.
 # For 2008 – 2009, the discipline referrals for inappropriate physical contact 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	Direct social skills instruction through Building Better Relationships, Second Step Program, and Secret Adventures Video Program.	AR VP T1	All Students	Teachers, Behavior Specialist	Building Better Relationships, Second Step Program, Bullying Lessons, Discipline Learning Packets, Title 1 Funds	Ongoing Checkpoints: End of Six Weeks
	2	Target specific Social Skills Instruction for students earning conduct notes and/or office referrals.	AR VP T1	Identified Students	Behavior Specialists, Assistant Principals, Teachers	Building Better Relationships, Second Step Program, Bullying Lessons, Title 1 Funds	Ongoing Checkpoints: Individual Data
	3	School-wide expectations established and implemented (based on PBIS model). Display character/values posters.	AR T1	All Students	PBIS Leadership Team, Teachers, Administrators	School-wide PBIS Plan, Title 1 Funds	Ongoing
	4	Provide adult mentors and student mentors, as needed.	AR	Identified Students	Assistant Principals Counselors, Instructional Specialist, HS PALS Teacher PALS Coordinator	District Coordinators	Ongoing
	5	Achieve STAR expectations. (PBIS Matrix)	AR VP	All Students	PBIS Leadership Team, All Staff	PBIS STAR Matrix, PBIS Coach	Ongoing
	6	Participate in the TEAM classroom.	AR T1	Identified Students	Assistant Principals, TEAM Teacher	Trust, Effort, Attitude, Message Classroom and Teacher, Title 1 Funds	Ongoing
Teachers	1	Train all teachers in Quantum Learning strategies. T1-4	SD	Specific Teachers	PBIS Leadership Team, Teachers, and Staff	District Trainers	Ongoing
	2	Provide training on strategies to meet needs of a diverse population. T1-4	SD T1	Teachers Staff	Administrators	Ruby Payne, Dr. Rita Pearson, etc., Title 1 Funds	Ongoing
	3	Encourage community involvement through activities such as home visits and attending community events.	AR P	Targeted Families	Administrators, Teachers	Staff Handbook, "Types of" and "How to" Conference with Parents, Teacher Logs	Ongoing
	4	Develop and implement PBIS Matrix.	SD	PBIS	PBIS Leadership Team	PBIS Notebook	August Inservice, Ongoing
Parents	1	Inform parents of their child's triumphs/struggles through student planners, phone calls, conferences, notes, and emails. T1-6	PI T1	Parents	Teachers, Administrators	"Types of" and "How to" Conference with Parents: Staff Handbook, Teacher Logs, Meeting Agendas	Ongoing
	2	Invite and encourage parents to participate in parenting classes, curriculum nights, and conferences.	PI T1	Parents	Teachers, Administrators	"Types of" and "How to" Conference with Parents: Staff Handbook, Teacher Logs, Meeting Agendas SOS Parenting	Ongoing
	3	Utilize newsletters for PBIS matrix explanation and updates.	PI T1	Parents	PBIS Leadership Team	Matrix, PBIS Website, PBIS Coach	Monthly

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 – 2009, 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	Public recognition for meeting attendance goal, individually and collectively.	AR	All Students	Principal, Assistant Principals	Attendance	Each six weeks
	2	Send attendance incentives home in report cards.	AR CE	All Students	Registrar, Teachers	Incentives Business Partners	Each six weeks
	3	Post a daily 100% attendance sign at homeroom doorway.	AR	All Students	Teachers, Students	Attendance	Daily
Teachers	1	Ensure every student absence has a note. Phone parent if note not received.	AR PI	Identified Students	Teachers	Attendance Card	Daily, as needed
	2	Build a community within class so that students want to be at school.	AR	All Students	Teachers, Students	Attendance Card / Parent Note	Daily, as needed
	3	Announce 100% Weekly Homeroom Attendance.	AR	All Students	Teachers, Students, Registrar	Attendance	Daily
Parents	1	Empower parents by implementing and stressing the importance of attendance. Communicate the attendance goal through newsletter, conferences, phone calls and emails. T1-6	PI T1	Parents	Principal, Teachers, Parents	Attendance, September Curriculum Nights, Newsletters, Conferences	Ongoing
	2	Contact the parent on day 3 of an absence and when student is excessively tardy or leaves early.	PI T1	Identified Parents	Teachers, Parents, Administrators	Attendance	When Necessary

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Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	60	75	75	90	80
All	71	77	76	90	81
Eco.Dis.	71	77	76	90	81
Hispanic	72	78	73	90	79
LEP	58	75	50	90	75
LEP M1	90	93	--	--	--
LEP M2	89	89	75	90	80
Spec.Ed.	--	--	--	--	--
White	92	95	89	90	89

A variety of strategies outlined in the campus improvement plan specifically address the student group(s) highlighted in the data table(s) as a result of the TAKS performance of this group which resulted in the campus using the exceptions provision.

District Priority:

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

Campus Objective:

By May 2009, we will increase the percentage (by amounts noted above or greater) of students demonstrating proficiency on TAKS Science. All other grade levels will achieve an 80% pass rate on district science benchmarks.

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 Improve achievement on science benchmarks through the support of the Science Helping Teacher, Saturday Camps, and tutorials.	AR CE T1	All Students	Teachers, Science Helping Teachers	Science Helping Teacher, Benchmark, Saturday Camp, Title 1 Funds	Each Benchmark Period
	2 Identify gaps in students' background knowledge in science and use direct vocabulary instruction to accelerate growth.	AR	Identified Students	Teachers, Instructional Specialists	Science Vocabulary Resources and Games	Ongoing
	3 Implement research-based science strategies, hands-on investigations, and critical TEKS. Include strategies from <u>Classroom Instruction that Works</u> (Marzano, Pickering and Pollock). T1-2	AR SD T1	All Students	Teachers, Instructional Specialists, Assistant Principals	Research Based Strategies, Experiment Materials, and TEKS Title 1 Funds	Ongoing
	4 Team plan lessons at LoTi 2 or higher. Utilize higher order thinking skills (HOTS) daily.	AR	All Students	Teachers, Instructional Specialists, Assistant Principals	Marzano and Bloom's Framework	Ongoing
	5 Utilize student planners to record assignments and communicate academic calendar, including tests.	AR T1	All Students	Teachers	Student Planners	Daily

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Teachers	1	Attendance and implementation of District provided new teacher curriculum training, and ongoing professional development. T1-5	SD T1	New Teachers, Veteran Teachers	District Staff, New Teachers	District Staff Development, Title 1 Funds	Ongoing
	2	Participation in science/technology workshops. Implement science technology into lessons.	SD	All Teachers, Paraprofessionals	Teachers	District Staff Development	Ongoing
	3	Teach and emphasize science vocabulary and high incident academic vocabulary.	SD AR	All Teachers, Paraprofessional	Teachers, Liaisons	Science and Academic Vocabulary List	Ongoing
	4	Analyze benchmark data to improve instruction, provide reteach, and celebrate successes. T1-8	AR T1	Science Teachers	Principal, Assistant Principals, Instructional Spec.	Achievement Meetings, Planning Sessions, Title 1 Funds	Each Benchmark Period
	5	Design and present lessons using The Rigor and Relevance Framework.	SD AR	Science Teachers	Principal, DATE Grant Instructors	Staff Development, Rigor and Relevance Handbook	Ongoing
Parents	1	Encourage use of highlighted science study guide when completing daily science homework. T1-6	PI TI	All Students	Parents	Study Guides	Ongoing
	2	Provide and encourage participation in Science Curriculum Coffees.	PI TI	All Parents	Principal, Assistant Principals, Liaisons	Curriculum Coffees	Spring Semester

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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	61	75	62	90	75	75	80	71	90	77	78	82	85	90	87
All	68	75	75	90	80	83	85	77	90	81	86	87	87	90	88
Eco.Dis.	64	75	74	90	79	82	85	73	90	79	86	87	86	90	87
Hispanic	70	77	83	90	85	86	87	80	90	83	89	89	87	90	88
LEP	57	75	82	90	85	64	75	69	90	76	79	83	70	90	77
LEP M1	94	96	--	--	--	91	94	100	100	100	100	100	--	--	--
LEP M2	--	--	--	--	--	100	100	100	100	100	94	96	94	100	96
Spec.Ed.	23	75	64	90	75	33	75	44	90	75	88	89	--	--	--
White	80	83	71	90	77	90	93	82	90	85	96	97	93	100	95

District Priority:

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

Campus Objective:

By May 2009, we will increase the percentage (by amounts noted above, or greater) of students demonstrating proficiency on TAKS math. All other grade levels will achieve an 80% pass rate on district math benchmarks.

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 extended learning time for students during supplemental instruction period, Saturday classes, pull-out programs and recess tutorials. T1-9	AR CE	Identified Students	Administrators, Teachers, Math Helping Teachers	Master Schedule, Supplemental Materials, Title 1 Funds	Daily Fall, Spring
	2 Monitor each student's progress in learning the critical TEKS at achievement meetings by examining results of teacher-made tests, classroom observations and district benchmarks.	AR CE	All Students	Administrators, Teachers	Student Data	Ongoing
	3 Identify gaps in student's background knowledge in math and use direct vocabulary instruction to accelerate growth.	AR	Identified Students	Teachers	Vocabulary Supplements	Ongoing
	4 Identify and address needs of At-Risk students, especially, African American and economically disadvantaged students, through researched based practices, including the 4-step process, moving from concrete to abstract and from group to individual performance, recognizing effort and recognition, Relevance and Rigor Framework, and test taking strategies. T1-2	AR CE T1	Identified Students	Instructional Specialists, Teachers, Math Helping Teachers	Student Data, Modeled Drawings, Research Based Strategies and Materials	Ongoing
	5 Implement ST Math in 2 nd and 3 rd grades.	T	All 2 nd & 3 rd Students	Teachers	ST Math Software	Ongoing

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Teachers	1	Schedule math coaches to work 1 st – 5 th grades on modifying lessons to target identified struggling learners	SD	Math Teachers	Math Coaches, Teachers	Math Coordinator	Bi-Weekly
	2	Enroll teachers in Quantum Learning training and encourage follow-up sessions for teachers who have previously attended. T1-4	SD	Teachers	District Personnel	District and School Funds	Ongoing
	3	Analyze benchmark data to improve instruction, provide reteach, and celebrate successes. T1-4	AR	Math Teachers, Paraprofessionals	Principal, Assistant Principals, Instructional Spec.	Achievement Meetings, Planning Sessions	Each Benchmark Period
	4	Use Rigor and Relevance framework in planning. Teachers will verbalize the research-based strategies that they are using that will improve African-American student scores and students from poverty scores.	SD AR	Math Teachers, Paraprofessionals	Principal, DATE Grant Instructors	Staff Development, Rigor and Relevance Handbook	Ongoing
	5	Provide ongoing professional development opportunities. (Research based practices)	SD T1	Teachers	Administrative Staff	Title 1 Funds	Ongoing
Parents	1	Keep parents up to date on their child's triumphs and struggles with student planners, curriculum nights, parent conferences, and ongoing communication. T1-6	PI T1	Parents	Administrators, Teachers	Student Planners, Staff Handbook, Parent Conferences	Ongoing
	2	Invite and encourage parents to participate in parent trainings, curriculum nights, and Math Curriculum Coffees and Safari Camp Parent Learning.	PI T1	Parents	Administrative Staff, Teachers, Math Helping Teachers	Agendas	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: 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	78	82	77	90	81	65	75	65	90	75	77	81	88	90	89
All	80	83	83	90	85	66	75	67	90	75	83	85	85	90	87
Eco.Dis.	76	81	81	90	84	64	75	62	90	75	83	85	82	90	85
Hispanic	80	83	84	90	86	66	75	64	90	75	83	85	80	90	83
LEP	69	76	80	90	83	29	75	43	90	75	68	75	41	90	75
LEP M1	100	100	--	--	--	63	75	86	90	87	100	100	--	--	--
LEP M2	--	--	--	--	--	100	100	100	100	100	94	96	94	100	96
Spec.Ed.	67	75	42	90	75	50	75	25	90	75	67	75	50	90	75
White	93	95	96	100	97	66	75	77	90	81	96	97	97	100	98

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	#	<i>By May 2009, we will increase the percentage (by amounts noted above, or greater) of students demonstrating proficiency on TAKS reading. All other grade levels will achieve 80% passing rate on district reading benchmarks.</i>
Formative/Summative Evaluation:		District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1	Design and present lessons using non-fiction text: i.e. science, social studies.	AR T1	All Students	Teachers Administrators, Instructional Specialists	Literacy Library, Library	Ongoing
2	Identify individual reading levels and provide support through guided reading, Kid Biz, I Station and Read 180. Provide students with a consistent, predictable structure for the reading workshop that includes the modeling of small-group reading instruction using instructional level texts from the literacy library; and conferring and monitoring progress of students during independent reading. T1-2	AR T1	All Students	Instructional Specialists, Coaches, Teachers	Literacy Library, Kid Biz, I Station, Read 180, Title 1 Funds	1 st 6 Weeks & Ongoing
3	Utilize graphic organizers regularly and target vocabulary instruction and word study.	AR T1	Students	Specialists, Teachers, Coaches	Professional Library, Literacy Library	Ongoing
4	Monitor each student's progress in critical TEKS by examining results of tests and benchmarks. T1-8	AR T1 CE	All Students	Teachers, Administrators	Grade book, Testing, Benchmark Data	Ongoing
5	Provide extended learning time for students through small group during Supplemental Instruction, Saturday classes, and extra support, including dyslexia instruction. T1-9	AR CE T1	Identified Students	Instructional Specialists, Helping Teachers, Specialists	Literacy Library, Library, Title 1 Funds	Daily and Semi-monthly
6	Provide additional time in I Station, Kid Biz Lab.	AT T1	Identified Students	Reading Lab, Support Team	Kid Biz, I Station, Computers	Ongoing
7	Provide "Read Naturally" fluency support for struggling readers. T1-2	AR T1	Identified Students	Read Naturally Support Team	Read Naturally Program, Title 1 Funds	Ongoing

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	8	Set specific goals for and increase the amount of time that students engage in sustained reading of independent-level texts within the reading workshop block (e.g., K-15 minutes; 1, 2 – 30 minutes; 3, 4, 5 – 40 minutes.)	AR T1	All Students	LA Teachers	Classroom Libraries, Library Books	Ongoing
	9	Expand classroom libraries to support independent reading.	AR T1	All LA Classrooms	LA Teachers, Title 1 Coordinator, Literacy Team	Title 1 Funds	Ongoing

Teachers	1	Schedule trainings, focusing on specific reading objectives and balanced literacy, and researched based practices. Provide opportunities for teachers to observe well-managed reading workshop classrooms using the district model literacy teacher initiative. T1-4	SD T1	All LA Teachers	Instructional Specialists, Coaches, Teachers, Paraprofessionals	Professional Library Book Study, Coaches/District Staff, Title 1 Funds	Ongoing
	2	Equip teachers with the proper tools for teaching reading, i.e. graphic organizers, word analysis.	SD T1	All Teachers, Paraprofessionals	Instructional Specialists, Coaches, Teachers	Professional Library, Coaches, Title 1 Funds	Ongoing
	3	Intensive on-going training for all teachers in word study and vocabulary development.	SD T1	All Teachers, Paraprofessionals	Instructional Specialists, Coaches, Teachers	Professional Library, District Staff, Coaches	Ongoing
	4	Analyze benchmark data to improve instruction, provide reteach, and celebrate successes. T1-8	AR	Reading Teachers, Paraprofessionals	Principal, Assistant Principals, Instructional Spec.	Achievement Meetings, Planning Sessions, Title 1 Funds	Each Benchmark Period
	5	Participate in Reading Comprehension workshops, DATE Grant training, and book studies such as Frank Serafini's "The Reading Workshop: Creating Space for Readers" or "Around the Reading Workshop in 180 Days." T1-5	SD	LA Teachers	District LA Department, DATE Grant Instructors	Professional Development Training, Book Study, DATE Grant	Ongoing
Parents	1	Provide reading training including SSI information, Reading Curriculum Coffee, and Safari Camp Parent Training. T1-6	PI T1	Parents	Teachers, Administrators	Professional Library, Curriculum Coffees	Fall and Spring, Ongoing
	2	Keep parents up to date on recent triumphs and struggles by making necessary contact, including use of student planners.	PI T1	Parents	Teachers	Student Work Samples, Student Planners	Ongoing

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Area of Focus: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	74	79	77	90	81
All	80	83	74	90	79
Eco.Dis.	77	81	71	90	77
Hispanic	80	83	71	90	77
LEP	54	75	62	90	75
LEP M1	86	87	79	90	83
LEP M2	100	100	83	90	85
Spec.Ed.	--	--	33	90	75
White	90	93	73	90	79

A variety of strategies outlined in the campus improvement plan specifically address the student group(s) highlighted in the data table(s) as a result of the TAKS performance of these groups which resulted in the campus using the exceptions provision.

District Priority:

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

Campus Objective:

By May 2009, we will increase the percentage of students demonstrating proficiency on TAKS writing by 3% overall with an emphasis on African American, LEP, and Economically Disadvantaged students. These student groups will increase by the amounts noted at the right or greater. All other grade levels will achieve an 80% pass rate on district benchmarks.

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 Writing Round Robin schedule based on December CBA scores. Focus on composition skills. Provide Saturday Camp. T1-9	AR T1	All Students	Administrators, Writing Coach, LA Teachers	CBA Data, Saturday Camp, Title 1 Funds	January
	2 Student goal setting at six weeks. Monitor each student's progress through writing samples and district benchmarks.	AR T1	All Students	Administrators, Teachers	Student Data	Fall, Ongoing
	3 Implement Writer's Workshop – school-wide. Goal set with students, especially ESL to achieve “advanced high” rating. <ul style="list-style-type: none"> Implement writing workshop using the district, genre-based writing units of study to allow students to produce polished written compositions. Use the Lucy Calkins' Intermediate Units of Study in 3rd grade and Ralph Fletcher's Teaching the Qualities of Writing Kit in 4th grade to design mini-lessons based on students' needs and the district curriculum. Use genre-specific literature as mentor texts and model how to apply specific author's craft strategies in students' writing. Use the Revising and Editing Practice (REP) cards to reinforce language conventions. Use student goal-setting to improve written communication.	AR T1	All Students	Administrators, Writing Coach, Teachers, Instructional Specialists	Writing Plan, Writing Committee, Title 1 Funds	Ongoing

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	4	Publish individual and class books.	AR	All Students	Writing Liaison, Writing Coach, Teachers	Publishing Company	Fall, Spring
	5	Post final copies of student writing in hallways.	AR	All Students	Writing Committee, Writing Coach, Teachers	Writing Coach	Ongoing

Teachers	1	Align writing curriculum and implementation of Writer's Workshop through the writing committee. Provide regular time for teachers to analyze student writing (vertical and grade-level) and develop an instructional and/or intervention plan to address whole-group and individual student needs.	SD T1	All LA Teachers, Paraprofessionals	Writing Committee	Writing TEKS	Ongoing
	2	Identify curriculum areas of focus and individual student needs at the achievement meetings. Score ESL writing selections using both TAKS and TELPAS criteria. T1-9	SD	Teachers, Paraprofessionals	Administrators, Writing Coach, Teachers	Student Data, Benchmarks, Title 1 Funds TELPAS Training	Fall, Spring
	3	Utilize the school-wide writing plan to strengthen instruction.	AR	All Teachers	Administrators, Teachers	Writing TEKS, Title 1 Funds	Ongoing
	4	Use Rigor and Relevance Framework in planning. Participate in DATE Grant trainings and discuss how to implement ideas across the grade levels.	SD AR	Writing Teachers	Principal, DATE Grant Instructors	Staff Development, Rigor and Relevance Handbook	Ongoing
Parents	1	Invite and encourage parent participation at the Author's Tea celebration. T1-6	PI T1	4 th Grade Parents	4 th Grade LA Teachers	Writing Plan	Spring
	2	Curriculum Coffees with writing emphasis: 4 th grade writing emphasis for 1 st semester and school-wide focus during the 2 nd semester.	P T1	All Parents	Assistant Principals, Writing Coach, Writing Liaison	Writing Plan, Writing TEKS	Fall, Spring

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*** 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.

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CIP PART II: ASSURANCE ADDENDUM

Andre' Elementary School
Marilyn Fredell
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	Andre' 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.
X	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
X	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.
X	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.
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). T1-10
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.
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.
X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten. T1-7

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CIP PART II: ASSURANCE ADDENDUM

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CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council		
Name of CPOC Member	Position	
Marilyn Fredell	Principal	Assistant Principal: Laura Ann Novacinski
Jenna Bogard	District Representative	Assistant Principal: Kim Smith
Jude Sisk	Teacher 1	Counselor: Janet Soto
Shelly Cox	Teacher 2	Instructional Specialist: Heidi Draehn
Gail Craig	Teacher 3	Instructional Specialist: Beverly Joseph
Kristi Harden	Teacher 4	Media Specialist: Kay Routh
Ashley Templeton	Teacher 5	
Reggie Mitchell	Teacher 6	
Kari Suchecki	Teacher 7	
Christina Terral	Teacher 8	
Madeline Gray , Leah Kuten	Non-teaching professional 1 and 2	
Sharon Tipping, Carianne Stroud	Non-teaching professional 3 and 4	
TBD	Parent 1	
TBD	Parent 2	
TBD	Community resident 1	
TBD	Community resident 2	
TBD	Business representative 1	
TBD	Business representative 2	

CPOC Meetings* for '08 – '09

#	Date	Time	Location
1	August 1, 2008	8:00am	Andre' Library
2	September 8, 2008	4:00-6:00pm	Andre' Room 507
3	November 11, 2008	4:00-6:00pm	Andre' Room 507 (Mid Year Evaluation) : Join with PBIS Leadership Team
4	January 26, 2009	4:00-6:00pm	Andre' Room 507 (**Public Hearing)
5	May 18, 2009	4:00-6:00pm	Andre' Room 507 (End of Year Evaluation)

* 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.

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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 <i>levels will be 25% or greater in each student group.</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 5% . <i>Begin with parental participation at Andre’.</i>	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	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0% .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
X	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced	Each grading period the discipline referrals will be reviewed to determine the	At the end of the school year, the discipline referrals will be reviewed	Implement and monitor the school-wide safety and security plan.

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CIP PART II: ASSURANCE ADDENDUM

		by 50% from the previous school year.	percent of referrals.	to determine the percent of referrals for 2009 .	
X	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above 90% .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address 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% . T1-3	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.

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CIP PART II: ASSURANCE ADDENDUM

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 infoserweb 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.

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CIP PART II: ASSURANCE ADDENDUM

Andre' Elementary School 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	Leadership Issues
5-Aug (P.M.)	GLT/AMS	Elementary	CIP/ Needs Assessment
4-Aug (P.M.)	GLT/AMS	Secondary	NA
5-Aug (A.M.)	Safety Conference	District Administrative Staff	Safety / Emergency Operation Plan
12-Aug	Department Chair and Team Leader		NA
14-Aug-15	New Staff Orientation	District Staff	BBR / Curriculum
18-Aug	All Staff	Campus	PBIS
19-Aug	All Staff	Campus	PBIS
20-Aug	All Staff	District Staff	Curriculum
21-Aug	All Staff	Campus	PBIS/ Curriculum
22-Aug	All Staff	Campus	Curriculum / Meet the Teacher
13-Oct	Secondary Staff	District Staff	NA
	Elementary Staff	Campus Staff	Parent Conferences
4- Nov	District Staff	District Staff	Safety / Curriculum
5-Jan	Elementary Staff	District Staff	Curriculum
	Secondary Staff	Campus	NA
16-Feb*	All Staff	Campus	Professional Learning Community: Policies, Procedures, Practice
13-April *	All Staff	Campus	21 st Century Teaching: Relevance, Rigor, and Relationships
4-June	All Staff	Campus	Finalize 2008-2009 School Year

- TE School Credit

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