

2008-2009  
**Campus Improvement Plan**  
for  
**Bane 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.

Bane Elementary  
2008-09 Comprehensive Needs Assessment Summary

The staff at Bane Elementary includes 78 teachers, 29 paraprofessionals, and 3 administrators. The student population is .1% White, 9% African American, 80% Hispanic, 5% Asian, and .2% Native American. Eighty-five percent of students who attend Bane Elementary qualify for free or reduced lunch. The mobility rate for Bane Elementary students is 20.1%.

In accordance with Texas state legislative requirements, the staff at Bane 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 3<sup>rd</sup> grade math (67%), 3<sup>rd</sup> grade reading (67%), and 5<sup>th</sup> grade science (70%); Hispanic students in 4<sup>th</sup> grade reading (68%); students who are economically disadvantaged in 4<sup>th</sup> grade reading (67%); and White students in 5<sup>th</sup> grade reading (60%). Best practices will be used to address the areas of need in the content area(s) and student group(s) identified. Strategies to address the need in these areas are delineated in Part I of the campus improvement plan.

Bane 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 (95.0%), Hispanic (96.5%), White (95.9%), and students who are economically disadvantaged (96.5%). Efforts will also be made to increase teacher retention at Bane Elementary.

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## Areas to Celebrate

STP	Area	Indicator	Description of Activity										Evidence of Success	
			Grades	All	AA	H	W	ED	SE	LEP	M1	M2		
Students	Subjects	Reading/ELA	3 <sup>rd</sup>	86		84	100	86						
			4 <sup>th</sup>	74		69	85	69						
			5 <sup>th</sup>	92	87	92		92						
		Writing	4 <sup>th</sup>	89		88	100	87						
		Math	3 <sup>rd</sup>	93		92	100	93						
			4 <sup>th</sup>	92		90	100	90						
			5 <sup>th</sup>	94	100	92		95						
		Science	5 <sup>th</sup>	88	75	87		87						
	Social Studies													
	Other													
	Social/Emotional	Discipline												
		Extracurricular												
Other														
Teacher	Professional Development													
	Qualifications													
	New Staff													
	Retention													
Parent														

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## Area of Focus: Student Safety

<b>District Priority:</b>		The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.
<b>Campus Objective:</b>	#	For 2008 – 2009, the discipline referrals for physical contact will be reduced by 10% from the previous school year.
<b>Formative Evaluation:</b>		District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	Students will:						
	1	demonstrate knowledge of school-wide expectations.	VP	All	All		Aug. 25-May 29
	2	Earn positive incentives for consistent and exceptional behavior.	CE, TI, AR	All	All		Every 6 weeks
	3	Participate in "First Ticket Winners" to reinforce positive behavior choices.	AR, VP	All	Principal and APs, Teachers		Every 6 weeks
	4	Participate in the DARE program.	VP	All	Principal, AP, Teachers	DARE Program	First semester
Teachers	Teachers will:						
	1	Implement school-wide expectations (includes buses).	VP	All	All		August 2008-May 2009
	2	Implement a positive campus incentive behavior plan.	AR, VP	All	All		August 2008-May 2009
	3	Mentor at-risk students through silent mentoring.	AR, VP	ED, AA, H	Selected staff		September 2008-May 2009
	4	Meet at least once a month to monitor school-wide student discipline plan (Discipline Committee).	AR, VP	All	BBR Committee		August, September, October, November, December, January, February, March, April, and May.
Parents	Parents will:						
	1	Receive copies of school-wide expectations and BBR Skill of the Week in order to support campus through school newsletter, parent orientation night and parent conference day. T1-6	PI, VP	All	Principal, AP, Teachers, Counselors		Twice a month in Bane Facts

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## Area of Focus: Attendance

<b>District Priority:</b>		Ensure that students understand the importance of attending school regularly and completing high school.
<b>Campus Objective:</b>	#	For 2008 – 2009, the ADA student attendance will be at or above <u>97%</u> .
<b>Formative/Summative Evaluation:</b>		District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	Students will:						
	1	Participate in weekly attendance contests to earn extra recess on Fridays.	AR, CE, TI	All	Teacher, AP, IS		Every week
	2	Earn a certificate at the end of the six weeks for each 6 weeks with perfect attendance in grade level awards programs.	AR, CE, TI	All	Administrative Secretary, Teachers		Each 6 weeks
Teachers	Teachers will:						
	1	Call students who are absent three days in a row and will develop an attendance intervention plan when a student has more than four absences per six weeks.	AR, CE, TI	All	Teacher, Registrar	Attendance Rosters	Each 6 weeks
	2	Conference with students with four or more absences a six weeks and develop a plan to improve attendance.	AR, CE, TI	All	Teacher		Each 6 weeks
	3	Notify an administrator and counselor of excessive student absences.	AR, CE, TI	All	Teacher, AP, Principal, counselors		Each 6 weeks
Parents	Parents will:						
	1	Receive notices regarding the importance of attendance in the school newsletter.	AR, CE, PI	All	Principal, Counselors		Twice a month in Bane Facts

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## Area of Focus: Teacher Retention

<b>District Priority:</b>		Ensure teacher retention.					
<b>Campus Objective:</b>	#	For 2008 – 2009, teacher retention will be at <b>75%</b> or above.					
<b>Formative/Summative Evaluation:</b>		District-developed Reports					
STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	Teachers will:						
	1	participate in BTMG (new teachers only) T1-3,5		New Teachers	Principal, Grant Coordinator	Grant Funding	Monthly
	2	Participate in OHI program T1-3,5		All Teachers	Principal and OHI Committee		Monthly
	3	Participate in DATE Grant T1-3,5		All Staff	Principal	Grant Funding	Sept. 1, 2008 to Oct. 2009

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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	75	80	70	80	77
All	88	90	86	90	87
Eco.Dis.	87	80	86	90	87
Hispanic	87	90	86	90	87
LEP	67	80	92	100	95
LEP M1	67	80	94	100	96
LEP M2	89	90	83	90	85
Spec.Ed.	--	--	67	90	75
White	100	100	83	90	85

<b>District Priority:</b>	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
<b>Campus Objective:</b>	#	For 2008-2009 school year, we will increase the percentage of students demonstrating proficiency of the Science TAKS test in the <b>bolded</b> target area noted.
<b>Formative/Summative Evaluation:</b>		District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
	Students will:						
Students	1	Actively participate in weekly hands-on experiments.	AR	All	Teacher	Materials for experiments	Weekly
	2	Participate in weekly checkpoints in 5 <sup>th</sup> grade. T1-8	AR	All	Teachers, IS		Weekly
	3	Participate in goal setting sessions once every six weeks.	AR, TI, CE	All	Teachers, IS		Each 6 weeks
	4	Set goals for success on benchmark, CBA, and TAKS tests.	AR, TI, CE	H, ED, AA, SE	Teachers, A-Team, Mentors		Monthly
	5	Utilize the observation guide and Science journals in order to increase understanding of Science concepts each week.	AR, TI	H, ED, AA, SE, LEP	Teachers	Observations Guides and Science Journals	Weekly
	6	Utilize SQ-RQ-CQ strategy for warm ups and tests. T1-2	AR	H, ED, AA, SE, LEP	Teachers		Weekly
7	Highlight relevant information and concepts in study guides.	AR, TI	All	Teachers	Study Guides	Monthly	

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	8	Show strategies for reading non-fiction science material.	AR	All	Teachers	Non-Fiction Science Material	Weekly
	9	Attend 5 <sup>th</sup> grade to middle school meeting.	AR, TI	All	Teachers		Spring Semester

Science Continued:

Teachers	Teachers will:						
	1	increase Science time to sixty minutes	AR, TI	All	Teachers	Title I Funds	Daily
	2	Utilize Title I Science Specialist in grades 2-5 to provide class support for students.	AR, TI	H, ED, AA, LEP	P, IS	District Warm-ups	Daily
	3	Review 3 <sup>rd</sup> and 4 <sup>th</sup> grade content through the use of the district warm-ups on a weekly basis.	AR, TI	H, ED, AA, LEP	IS, Teachers	AMS	Weekly
	4	Analyze data by subgroup in order to plan for instruction and determine a class accountability rating. T1-8	AR, TI	All	AP, IS		Monthly
	5	Participate in staff development in order to plan and prepare materials for investigations and experiments. T1-4	SD	All	IS		Monthly
	6	Meet every other week with the Science coach to share best teaching practices and strategies.	SD	All	IS, Teachers, Science Coach		Bi-monthly
	7	Conduct Super Science a week prior to TAKS test.	SD	H, ED, AA, LEP	AP, IS, Principal		September, January, March
	8	Utilize support staff to assist special education students through In-Class Support and tutorials.	AR	SE	AP, Special Education Teachers.		Daily
	10	Utilize subject area expertise during planning to support student's needs.	SD	All	Teachers		Weekly
	11	Hold monthly "Science in a Bag" sessions with students.	AR, TI	All	5 <sup>th</sup> Teachers		Once a Month
	12	Focus on questioning strategies to answer multiple-choice questions.	SD	All	Teachers, IS		Daily
	13	increasing rigor of lessons through higher level questioning strategies	AR, TI	All	Principal, AP, IS, Teachers		Daily
	14	Modeling think-aloud strategies for answering TAKS format questions. T1-2	AR, TI	All	Principal, AP, IS, Teachers		Daily
	15	Giving students periodic checkpoint tests to assess student knowledge.	AR, TI	All	Principal, AP, IS, Teachers		Daily

Parents	Parents will:						
	1	Use highlighted study guide to support students. T1-6	PI	All	Teachers	Study Guides	Weekly
	2	Volunteer for Nature Trails, Animal Demos and other volunteer	PI	All	Principal, SRC,	SRC	September

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		events.			Title I Science Specialist		2007- May 2008
	3	Participate in a Marvelous Monday Science night in order to support their children.	PI	All	Principal, AP and IS		February
	4	Provide Science study guides to parents.				Study Guides	September

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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	71	77	67	90	75	92	95	90	100	93	89	89	90	95	93
All	85	87	89	90	89	95	97	88	90	89	92	95	93	95	95
Eco.Dis.	83	85	88	90	89	97	98	85	90	87	93	95	93	95	95
Hispanic	84	86	91	95	94	95	97	85	90	87	91	94	93	95	95
LEP	84	86	89	90	89	100	100	78	90	82	84	86	88	90	89
LEP M1	93	95	100	100	100	87	88	100	100	100	100	100	100	100	100
LEP M2	--	--	--	--	--	100	100	94	100	96	100	100	91	100	94
Spec.Ed.	--	--	56	90	75	--	--	25	90	75	--	--	71	90	77
White	100	100	86	90	87	100	100	100	100	100	100	100	--	--	--

<b>District Priority:</b>	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
<b>Campus Objective:</b>	#	For 2008-2009 school year, we will increase the percentage of students demonstrating proficiency of the Mathematics TAKS test in the <b>bolded</b> target area noted.
<b>Formative/Summative Evaluation:</b>		District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	Students will:					
	1	Participate in goal setting six times a year.	AR	All	Teachers	Each 6 weeks
	2	Use vocabulary-building strategies and utilize manipulatives on a weekly basis.	AR	ED, H, AA, LEP, M1	Teachers	Manipulatives Weekly
	3	Conduct problem of the week using multi-step process and think-alouds.	AR	ED, H, AA, M1, LEP	Teachers	Daily
	4	communicate and discuss math concepts in whole group, pairs, etc.		All	Teachers	Daily
	5	Participate in math/music program in applicable grade levels. T1-2	AR	AA, LEP, M1	Teachers	Weekly
	6	Reflect and write about math process and concepts in math journals. T1-2	AR	All	Teachers	Math Journals Weekly
7	participate in 21 <sup>st</sup> Century after school math/music program	AR, TI	All	21 <sup>st</sup> Coordinator/ Grant	21 <sup>st</sup> Century Grant	September 2008-May 2009

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					staff		
	8	Use the 4-step windowpane to solve problems.	AR	All	Teachers		Daily
	9	Implement more vertical meetings and extended planning times.					
	10	Build endurance in second third-graders time on task by extending the September and November benchmark time-length to align with the time-length window allowed in TAKS.	AR, TI	All	Principal	Benchmark Guidelines	Each BM
	11	attend kindergarten to first grade transition night T1-7	AR, TI	All	Teachers		Spring Semester

Mathematics continued:

		Teachers will:				Resources	
Teachers	1	Re-teach math concepts as needed.	AR	All	Teachers		Daily
	2	Utilize Title 1 Math Specialist to provide class support for students.	AR	All	Teachers		Daily
	3	Track student data by class and post data.		All	Teachers, IS		Monthly
	4	Meet every other week with the Math coach to share best teaching practices and strategies (2-5).	SD	All	Math Coach, IS		Bi-Monthly
	5	Analyze data by subgroup in order to plan for instruction and determine a class accountability rating. T1-8		All	AP, IS, Teachers		Monthly
	6	Develop tests, quizzes, and problem solving activities using Educaide software. T1-8	T	All	Teachers, IS	Educaide Software	Each 6 weeks
	7	Target specific skill strategies to share during planning/vertical sessions with grade levels (i.e. K-1, 1-2, 2-3, etc.)		All	Teachers, IS	Scope/Sequence, AMS Data, Lesson Plans	Daily
	8	Conduct early morning tutoring in primary grades.	AR, TI	All	Teachers		Daily
Parents		Parents will:					
	1	Participate in a Marvelous Monday night to support children. T1-6	PI	All	Principal, AP, IS		February

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## Area of Focus: Reading

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	88	89	67	90	75	83	85	80	90	83	89	89	90	95	93
All	86	87	83	90	85	81	84	72	85	78	80	83	91	95	94
Eco.Dis.	83	85	84	90	86	82	85	67	80	75	78	82	92	95	95
Hispanic	84	86	83	90	85	80	83	68	80	75	75	80	92	95	95
LEP	79	83	77	95	81	68	75	43	90	75	57	75	80	90	83
LEP M1	100	100	100	100	100	87	88	90	100	93	100	100	100	100	100
LEP M2	--	--	--	--	--	94	96	100	100	100	89	89	96	100	97
Spec.Ed.	--	--	33	90	75	--	--	38	75	75	--	--	83	90	85
White	88	89	100	100	100	71	77	86	90	87	92	95	--	--	--

<b>District Priority:</b>	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
<b>Campus Objective:</b>	#	For 2008-2009 school year, we will increase the percentage of students demonstrating proficiency of the Reading TAKS test in the <b>bolded</b> target area noted.
<b>Formative/Summative Evaluation:</b>		District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	Students will:					
	1	Participate in goal setting six times a year.	AR	All	Teachers	Every 6 weeks
	2	Participate in sustained silent reading.		All	Teachers	Daily
	3	Participate in reading groups that are directly related to reading ability.	CE	All	Teachers	Daily
	4	Verbalize thinking as they read.		All	Teachers	Daily
	5	Reread familiar text in order to develop fluency.	CE, AR	All	Teachers	Daily
	6	Read and comprehend at level 6 at the end of K regardless of program.		All	Teachers	May
	7	Read and comprehend at level 20 at the end of 1 <sup>st</sup> regardless of program.		All	Teachers	May
	8	Read and comprehend at level 30 at the end of 2 <sup>nd</sup> regardless of program.		All	Teachers	May
	9	Participate in Neuhaus and Words Their Way activities in order to improve phonological awareness (Kindergarten). T1-2	AR	H, LEP, M1, ED	Teachers	Daily
	10	Participate in the Read 180 program (5 <sup>th</sup> grade SEI and selected at-risk students).	T, AR	H, LEP, MI, ED, SE		Daily
	11	Participate in the Achieve 3000 reading program (3 <sup>rd</sup> -5 <sup>th</sup> LA).	T, AR	H, LEP, MI, ED, SE	Teachers	Daily
12	Participate in prescribed reading interventions through i-Station and Touch Phonics. T1-2	T, AR	SE	Special Ed teachers	Daily	

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Reading continued:

Teachers	Teachers will:						
	1	Implement balanced literacy program/schedule.	AR, TI, CE, SE	All	Teachers, IS	Each 6 weeks	
	2	Utilize mini-reteaching tools to target specific TAKS objectives.	AR	All	Teachers	Daily	
	3	Meet with at-risk students every three weeks to review weekly progress on goals.	CE, AR	AA,H, ED, LEP, M1, SE	IS, Teachers	Daily	
	4	Utilize support staff (RE Title 1) so that they can individually assist struggling students. T1-9	CE, RE	AA,H, ED, LEP, M1	IS, Teachers, RE	Title I Budget	Daily
	5	Participate in staff development for improving vocabulary and comprehension. T1-4	SD	AA,H, ED, LEP, M1	IS		To be determined
	6	Create anchor charts for reading strategies.		All	Teachers		Weekly
	7	Meet with the Literacy Coach and Instructional Specialists weekly to focus on successful strategies in Reading. T1-4	AR, TI	All	IS, Literacy Coach, Teachers		Each Wednesday
	8	Provide students with collaborative activities, which will allow for discussion and interactions between students.	AR, TI, CE	All	Teachers		Daily
	9	Analyze data by subgroup in order to plan for instruction and determine a class accountability rating. T1-8		All	IS, AP, Teachers	AMS Data	Monthly
	11	Participate in staff development to implement balanced literacy effectively (Kindergarten-Fifth grade).	SD	All	Teachers, Helping Teachers, IS		October
	12	Utilize ARIP Teacher to accelerate student progress in second semester.	SD	All	Teachers, IS, AP, P	District Model Teachers	2 <sup>nd</sup> Semester
	13	Send home leveled readers (First and Second grade).		All	Teachers	Title I	Daily
	14	Visit a model teacher to obtain assistance with the implementation of balanced literacy as needed (K-5).	SD	All	Teachers, IS		October 2008-March 2009
	16	Model and utilize higher order thinking questioning strategies.	SD	All	Teachers, IS	District Model Teachers	Daily
	17	Utilize Title III funds for tutor in working with ESL students.	AR, TI, CE	LEP, HIS, ED	Teachers	Title III Funds	November 2008-April 2009
	18	Utilize Wickispaces to generate professional learning communities.					

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Parents	Parents will:						
	1	Be encouraged to read with their child and monitor through Reading Logs. <a href="#">T1-6</a>	PI	All	Parents	Reading Logs	Daily
	2	Participate in a Marvelous Monday Reading night in order to support their children.	PI	All	P, AP, IS	Title I Funds	February, March 2009
	3	Participate in parent training classes on working with students at home.	PI	All	Parents	Title I Funds	February, March 2009
	4	Participate in Marvelous Monday Make/Take night (primary).	PI	All	Parents	Title I Funds	February, March 2009

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## Area of Focus: Writing/Language Arts

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	91	94	78	85	82
All	87	88	86	90	87
Eco.Dis.	89	89	83	90	85
Hispanic	87	88	85	90	87
LEP	87	88	72	80	78
LEP M1	87	88	100	100	100
LEP M2	100	100	100	100	100
Spec.Ed.	--	--	50	75	75
White	71	77	100	100	100

<b>District Priority:</b>	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
<b>Campus Objective:</b>	#	For 2008-2009 school year, we will increase the percentage of students demonstrating proficiency of the Writing TAKS test in the <b>bolded</b> target area noted
<b>Formative/Summative Evaluation:</b>		District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	Students will:	AR, TI					
	1	Participate in weekly revision and editing practice.	AR, TI	All	Teachers		Weekly
	2	Participate in writing conferences with their teacher.	AR, TI	All	Teachers		Weekly
	3	Participate in 3-week checkpoints.	AR, TI	All	Teachers, IS, AP	Teacher-Made Tests	Monthly
	4	Write for a real audience (cross grade level pen pals).	AR, TI	All	Teachers		Daily
	5	Write across the curriculum.	AR, TI	All	Teachers, IS, AP		Daily
	6	Participate in modeled, shared, and interactive writing.	AR, TI	All	Teachers		Daily
7	Participate in writing conferences with members of A-Team a month prior to TAKS writing test. T1-2	AR, TI, CE	All	A-Team	Student Writing From CBA	January 2009-February	

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						2009
8	participate in writing camp (4 <sup>th</sup> grade) two weeks prior to TAKS Writing test T1-9			Teachers, IS		February 2009

Writing/Language Arts Continued:

Teachers	Teachers will:						
	1	Incorporate revision and editing into mini-lessons.	AR, SE, TI, CE	All	Teachers		Daily
	2	Organize and implement lessons by teacher expertise in order to target student's needs.	AR, SE, TI, CE	All	Teachers		Weekly
	3	Utilize the mini-reteaching tools to target specific TAKS objectives.	AR	H, ED, AA, LEP	Teachers		Daily
	4	Model the writing process for students and utilize mini-lessons to reteach usage and mechanics.	AR, TI	All	Teachers, IS		Daily
	5	Incorporate multisensory grammar into lessons.	AR, SD	H, ED, AA, LEP	Teachers	Multi-sensory materials	Weekly
	6	Analyze data by subgroup in order to plan for instruction and determine a class accountability rating.	AR, TI	H, ED, AA, LEP	AP, IS	AMS Data	Monthly
	7	Participate in cross grade level sharing sessions.	AR, TI	H, ED, SE, AA	Teachers		Daily
	8	Focus on instructional needs of M1 and M2 students by analyzing student writing pieces.	AR, TI	H, ED, AA, LEP	Teachers		August 2008-May 2009
	9	Collect 18 pieces of writing in order to analyze students writing abilities at each grade level.	All	All	Teachers, IS		Each 6 weeks
	10	Target M1 and M2 students.					
11	Develop 6 traits of writing at primary levels.						

Parents	Parents will:						
	1	Participate in a Marvelous Monday Writing night in order to support their children. T1-6	CE, TI, AR	All	P, AP, IS	Title I Funds	January 2009
	2	Communicate with teachers weekly in Monday Take Home Folders.	CE, TI, AR	All	P, AP, IS	Title I Funds	August 2008-May 2009
3	Parents help in generating original sentences (journal writing @ home)						

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**

<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.

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

### Bane Elementary 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	Bane 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). 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.
	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**

<b>X</b>	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten. T1-7
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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
Virginia S. Marez	Principal:
Toy Green	Teacher 1:
Sandra Gyurizca	Teacher 2:
Abril Reyes	Teacher 3:
Alysa De Leon	Teacher 4:
Susan Bergholtz	Teacher 5:
Sherri Kurtz	Teacher 6:
	Teacher 7:
	Teacher 8:
Nancy Ambrose	Non-teaching professional 1:
	Non-teaching professional 2:
Maribel Rodriguez	Parent 1:
	Parent 2:
Luis Romero	Community resident 1:
	Community resident 2:
Debi Yerex	Business representative 1:
	Business representative 2:

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	Sept. 17, 2008	4:15 pm	Bane Library
2	Nov. 12, 2008	4:15 pm	Bane Library
3	Jan. 14, 2009	4:15 pm	Bane Library
4	Mar. 25, 2009	4:15 pm	Bane Library
5	Apr. 22, 2009	4:15 pm	Bane Library
6	May 13, 2009	4:15 pm	Bane 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.

	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
<b>X</b>	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.
<b>X</b>	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.
<b>X</b>	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by <b>10%</b> .	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.
	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at <b>XX%</b> .	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.

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## CIP PART II: ASSURANCE ADDENDUM

<b>X</b>	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by <b>10%</b> 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 <b>XXX</b> .	Implement and monitor the school-wide safety and security plan.
<b>X</b>	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above <b>90%</b> .	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.
<b>X</b>	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at <b>100%</b> . <b>T1-3</b>	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.
	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be <b>XX%</b> or less with no student group exceeding <b>XX%</b> .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least <b>XX%</b> .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.

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## CIP PART II: ASSURANCE ADDENDUM

	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above <b>XX%</b> .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	11) High School AEIS – Advanced Courses and Dual Credit	For 2008-2009, the percent of students who have completed at least one advanced course will be at or above <b>XX%</b> .	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above <b>XX%</b> .	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above <b>XX%</b> .	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	14) High School CTE	For 2008-2009, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) <b>XX%</b> .	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

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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 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.

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## CIP PART II: ASSURANCE ADDENDUM

<b>Bane Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009</b>			
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	

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