



2008-2009
Campus Improvement Plan
For
BIRKES 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	For all TAKS subjects we met with staff and analyzed data. We decided how many we had to have pass TAKS to reach 90%.	Earned EXEMPLARY rating 2 nd year
		Writing	Everyone on the grade level had to agree which students had to be reached. After benchmarks, we used TAKS \$\$ and ARIP \$\$\$ to hire subs. The subs taught a class for 2 days while the teachers pulled and met with struggling students in Reading and Writing. Number of "4's" increased dramatically! (2 in 07 and 15 in 08!)	
		Math	For Math, we did the same thing with subs and also hired a tutor (AMIP \$\$\$\$) trained to pull small groups for math instruction. We held Saturday math camps for 3-4-5 supported by PTO.	
		Science	We assigned only one TAKS prep at 3,4,5 for teacher to teach and focus on so they could be the expert on that subject. They also pulled kids at recess and lunch to emphasize specific areas of the curriculum. We held Saturday science camps for 3-4-5 supported by our PTO.	
		Extracurricular	HUGS program (staff mentors), Community mentors, Jr. Counselors for 4 th and 5 th graders working with K and 1 students.	
Teacher	Professional Development		The Instructional Specialists and two teachers went to STEP UP TO TAKS both in 06-07 and in 05-06. In 07-08, we shared district data during a PD day. The ISs were able to share with our 3-4-5 teachers exactly what objectives are tested more frequently, how they are tested, and gave the teachers specific examples of what and how to teach the objectives.	
			We had Becky Koesel as a consultant 3x for all LA staff.	Implementation of balanced literacy.

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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 will be reduced by **10%** from the previous school year.

Campus Culture: To create a school environment at Birkes Elementary School that continues the commitment to building a culture that increases and promotes individuals and teams to meet their maximum professional and personal growth for the betterment of student achievement.

Formative Evaluation:

District-developed Reports, School OH Survey

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Continue character trait program	AR, VP	All students	Counselors	6 week reports	Every six weeks Kick-off 9-2-08
	2	BBR and Behavior Mgt Specialist will work with students & staff as needed	AR, VP	Identified students	APs	Coordinator	Ongoing
	3	Conduct two bus evacuation drills (Fall and Spring)	VP	All students	Principal & P.E. Teacher	Transp. Dept.	October and April
	4	Continue the HUGS program, Jr. Counselors, and Student Council to enhance student involvement. Mentors and students will be assigned to students with challenges.	AR, VP	Identified students	Counselors, ISs, APs, Teachers	Counselor information, Assessment data	September 2007 through May 2008
	5	Use Quantum Learning strategies (Where are you living?, state changes, SLANT, etc.) to motivate students and set expectations.	VP	All students	8 Trained teachers, all staff	Staff	Ongoing
	6	Students will earn PAWS slips for appropriate behavior & have opportunity to eat on the stage with a friend or parent.	VP, PI	All students	All staff	BBR consultant	Ongoing

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	7	Students will have opportunity to sign "The Distance" book and push the Whoomp button in the principal's office for going the extra mile in making Birkes a great school.	VP	All students	Staff		Ongoing
Teachers	1	BBR monthly review, BBR skills, and character trait emphasis at staff meetings	AR, VP, SD	All staff	Principal, counselors, BBR consultant	Coordinator, BBR materials, Character trait materials	Ongoing
	2	Offer CPI (nonviolent crisis intervention and prevention) at Birkes	VP, SD	All staff	Principal	Coordinator	Sept 08
	3	The Adm. Team and Campus Instructional leaders can and will support Leadership Belief Statements #2, #3, & #5.	SD	OH & Adm teams	Principal	OH materials	Ongoing
	4	Six faculty members attend a district sponsored two-day Enhancing Leadership Effectiveness workshop. The six teachers will become an advocate for one of the six Leadership Belief Statements and assist in teaching the model and belief statements to Birkes staff.	SD	OH team	Principal	OH materials	July 24 & 25, 2008
	5	Leadership Belief Statement #4 will be the theme for several grade level meetings. All staff members and teams will maintain independence, and continue interdependence.	SD	OH team and staff	Administrators, ISs	OH materials	Ongoing
	6	Before any innovation or change is implanted, the "why's" of the change will be presented by the person leading the innovation.	SD	Staff innovating a change	Principal	OH materials	Ongoing
Parents	1	Communicate successes and challenges	PI	Identified parents	Teachers, administrators	Phone, conferences	Ongoing
	2	Communicate character traits and BBR skills in parent newsletters.	PI	All parents	Principal, counselors	Newsletters	Bi-monthly

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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 meet 97%. (07-08 was 96.9%)
Formative/Summative Evaluation:	District-developed Reports and AEIS

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Call parents to check on students with excessive absences.	AR	Identified students	Teachers	Data	Ongoing
	2	Reward students when entire class is at school.	AR, PI	All	Principal, Admin	Attendance data	Daily
Parents	1	Counselors conference with parents of students with excessive absences.	AR, PI	Parents of identified students	Counselors	Data	Ongoing
	2	Report attendance rates each six weeks to parents. Send home perfect attendance certificates.	AR, PI	All	Principal, Admin	Data & newsletter	Bi-monthly 6 weeks

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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	86	87	94	100	96
All	95	97	96	100	97
Eco.Dis.	92	95	100	100	100
Hispanic	97	98	92	100	95
LEP	--	--	--	--	--
LEP M1	--	--	--	--	--
LEP M2	100	100	100	100	100
Spec.Ed.	--	--	83	90	85
White	100	100	99	100	99

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 maintain 90+% of all students demonstrating proficiency on TAKS Science.
By May, 2009, we will maintain 40-50% of all students earning commended performance on TAKS Science.

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	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR, CE	All	ISs, Teachers	Gradebook, benchmark data	Every 6 weeks
	2	Analyze data & make individual plan for each student not meeting proficiency	AR, CE	All students	ISs, teachers	Data	Every 6 weeks
	3	Utilize observation guides and science journals to increase comprehension.	AR	All students	ISs, teachers	Science Materials	Ongoing
	4	Use hands-on investigations and activities to develop conceptual understanding of science concepts.	AR, CE	All students	Staff	Science Materials	Ongoing
	5	Hold 5 Saturday Science camps	AR, CE	Identified students	Staff, IS	Science Materials	Ongoing

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	6	Hold Science Millionaire during large group to reinforce grade level TEKS – 6 weeks prior to TAKS (once a week)	AR, CE	All students	IS	Science Materials	Spring 09
Teachers	1	Assign one TAKS prep load for each 5 th grade teacher in order for the teacher to be an expert in that curriculum assignment. Due to odd number of teachers, one teacher will have two TAKS preps (math/science.)	SD	5 th grade staff	APs	Class rosters	August 08
Parents	1	Attend TAKS Science Night	PI	All	APs, ISs, teachers	Rosters	October 27, 2008
	2	Communicate successes/challenges with parents via calls, conferences, progress notes, and report cards.	PI	All students	Teachers	Gradebook Assessment data	Ongoing
	3	Parents will provide animal demonstrations in classrooms.	PI	All students	Teachers	Assessment Data	Ongoing

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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	96	97	97	100	98	93	95	94	100	96	100	100	97	100	98
All	97	98	97	100	98	98	99	98	100	99	99	99	99	100	99
Eco.Dis.	96	97	85	90	87	94	96	97	100	98	100	100	100	100	100
Hispanic	92	95	91	100	94	97	98	100	100	100	97	98	100	100	100
LEP	88	89	93	100	95	--	--	100	100	100	--	--	--	--	--
LEP M1	100	100	100	100	100	100	100	86	90	87	--	--	--	--	--
LEP M2	--	--	--	--	--	100	100	100	100	100	100	100	100	100	100
Spec.Ed.	--	--	--	--	--	100	100	--	--	--	100	100	91	100	94
White	99	99	99	100	99	100	100	99	100	99	100	100	100	100	100

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 maintain 90+% proficiency in all students demonstrating proficiency on TAKS Mathematics.
By May, 2009, we will maintain 40-50% of all students earning commended performance on TAKS Mathematics.

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	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR, CE	All Students	ISs, Teachers	Gradebook, Benchmark data	Every six weeks
	2	Use AMIP \$\$\$ funds for tutoring students in second semester	AR, CE	Identified students	ISs, Teachers	Assessment data/ CE funds	Spring Semester
	3	Analyze data and make an individual plan for each student not meeting proficiency.	AR, CE	Identified students	ISs, APs, Teachers	Assessment data	Every six weeks

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	4	Continue a four step problem solving method for grades 1-5 which includes model drawing.	AR, SD	All 1-5	Teachers, IS	Assessment data	Ongoing
	5	Focus on Objective 6 in 1 st grade and Objective 1 and 3 in 2 nd grade	AR, CE, SD	1 st & 2 nd	IS, Teachers	Assessment data	Ongoing
Teachers	1	Assign one TAKS prep for each teacher in 3, 4, 5 in order for the teacher to become an expert in that curriculum area	SD	3, 4, 5 staff	APs	Class rosters	August 08
	2	Schedule math coach for 2 nd grade math teachers	SD, CE	2 nd staff	IS and AP	Coordinator	Bi-monthly
	3	Expand to 8 teachers in Quantum Learning and share ideas with entire staff at staff meetings (and TE day)	SD, CE	All staff	Principal, 6 trained teachers	QL Workshop	Monthly
	4	3 Math camps after school or Saturday.	SD, CE	Identified students	ISs	Comp. Funds	Spring 09
Parents	1	TAKS Math Parent Night	PI	3rd	ISs, APs	Rosters	October 27, 2008
	2	Communicate via phone calls, conferences, progress notes, and report cards successes and challenges.	PI	All	Teachers	Gradebook Assessment	Ongoing

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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	96	97	100	100	100	89	89	94	100	96	96	97	97	100	98
All	99	99	100	100	100	97	98	96	100	97	99	99	99	100	99
Eco.Dis.	96	97	100	100	100	94	96	93	100	95	96	97	100	100	100
Hispanic	100	100	100	100	100	100	100	93	100	95	100	100	100	100	100
LEP	100	100	100	100	100	--	--	80	90	83	--	--	--	--	--
LEP M1	100	100	100	100	100	100	100	100	100	100	--	--	--	--	--
LEP M2	--	--	--	--	--	100	100	100	100	100	100	100	100	100	100
Spec.Ed.	--	--	--	--	--	100	100	--	--	--	--	--	91	100	94
White	100	100	100	100	100	99	99	97	100	98	100	100	100	100	100

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 maintain 90+% for all students demonstrating proficiency on TAKS Reading.

By May, 2009, we will maintain 40-50% of all students earning commended performance on TAKS Reading.

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 storytelling enrichment for 4 th and 5 th graders emphasizing vocabulary, listening, and writing.	AR, T, SD	All 4 th & 5 th graders	Principal, AP, IS, PTO	Karen Lowery, PTO	Through December 2008
	2	Provide extended learning time for students during supplemental instruction, before school tutoring, lunch/recess.	AR, CE, SD	Identified students	IS, Teacher	Grant, schedule	Ongoing through May 2009
	3	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR, CE	Identified students	IS, AP, teacher	Assessment data	Every six weeks

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	4	Analyze data and make an individual plan for each student not meeting proficiency.	AR, CE	Identified students	IS, Teacher	Assessment data	Every six weeks
	5	Use ARIP \$\$\$ funds to tutor students in the second semester	CE, AR	Identified students	IS, Teacher	CE funds, assessment data	Second semester
	6	At kindergarten, 1 st , and 2 nd grades, focus on phonological awareness, comprehension, and fluency.	AR	Identified students	IS, Teacher	Assessment data	Ongoing
	7	Add a .5 dyslexia/reading enrichment teacher to serve more students.	AR, CE	Identified students	Principal, IS	CE funds	September - May
Teachers	1	Use consultant Becky Koesel literacy strategies.	SD	All staff	IS	Assessment data	Ongoing
	2	District literacy initiatives and coaches	SD	Identified staff	IS	Coordinator	Ongoing
	3	Kindergarten and 1 st grade IS to aid in planning and implementation of TEKS	SD	K-1 staff	AP, K-1 I.S.	Coordinator/helping teachers	Ongoing
Parents	1	Reading TAKS night	PI	3 rd Parents	IS, AP	TAKS data, SSI materials	October 20, 2008
	2	Communicate successes and challenges via phone calls, conferences, progress notes, and report cards.	PI	All Students	Teachers	Assessment data	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	100	100	100	100	100
All	99	99	99	100	99
Eco.Dis.	100	100	97	100	98
Hispanic	100	100	100	100	100
LEP	--	--	90	100	93
LEP M1	100	100	100	100	100
LEP M2	100	100	100	100	100
Spec.Ed.	--	--	--	--	--
White	99	99	100	100	100

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 maintain the 90+% of students demonstrating proficiency on Writing TAKS.

By May, 2009, we will maintain 40-50% of all students earning commended performance on TAKS Writing.

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 Continue to use 6 Traits of Writing to teach students in all grade levels.	AR, T, SD	All Students	Teachers, IS	6 Traits curriculum	Ongoing
	2 LoTi levels of 3 and above on student projects	AR, T, SD	All students	Teachers, IS	Technology	Ongoing
	3 Continue to use laptops to aid in editing writing and increase motivation.	AR, T	All Students	Teachers, Tech liaison	Technology	Ongoing
	4 Use TAKS \$\$ funds to hire subs for teachers to pull students one-on-one to conference with writing students.	AR, CE	Identified students	IS	CE funds, District	Complete by February 2009
Teachers	1 New teachers attend scoring "4" "3" "2" "1" on compositions.	SD	Identified staff	IS, AP	Coordinator	First Semester
	2 Continue Becky Koesel literacy strategies.	SD	All staff	IS	Assessment data	Ongoing
	3 Assign one TAKS prep for 4 th grade teachers.	SD	4 th	Principal	Class Rosters	August 08

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Parents	1	Writing TAKS Night	PI	All parents	IS, AP, Teachers	TAKS assessment Rosters	October 20, 2008
	2	Communicate successes and challenges via phone calls, conferences, progress notes, and report cards.	PI	All	Teachers	Assessment data	Ongoing

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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

2008 – 2009

BIRKES ELEMENTARY

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	The Alternative Learning Center 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.

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CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council			
Name of CPOC Member		Position	
Carla Brosnahan		Principal:	
Carie Adams and OH member Susan Guidry		Teacher 1:	
Melanie Jackson and OH member Kristine Berger		Teacher 2:	
Sarah Morris		Teacher 3:	
Jen O'Dell and OH member Sherri Langford		Teacher 4:	
Cherish Hughes and OH members Andrea Partin and Tracy Jacobsen		Teacher 5:	
Patti Paine (rep and OH member)		Teacher 6:	
Sarah Magee and Pam Thomson, DE and SPE		Teacher 7:	
Melissa Claiborne		Teacher 8:	
Jeanette Gerault and Karen Stockton		Non-teaching professional 1:	
Roy Sprague, Melissa Scarbrough, Brett Gerety, Diane Bauknight, Edna McKenna		Non-teaching professional 2:	
Mrs. Allison Van Pelt		Parent 1:	
Mrs. Elaine Boubenider		Parent 2:	
Mr. Rodney Hammonds		Community resident 1:	
Mrs. Natasha Hammonds		Community resident 2:	
Mr. Nick Hernandez		Business representative 1:	
Mrs. Darla King		Business representative 2:	
CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	September 24, 2008	8:00 a.m.	Room 310
2	November 18, 2008	9:30 a.m.	Conference room – Public Hearing
3	January 22, 2009	4:05 p.m.	Room 310
4	May 27, 2009	8:00 a.m.	Room 310
5	June 8, 2009	9:00 a.m.	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.

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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 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	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.

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CIP PART II: ASSURANCE ADDENDUM

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.
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% .	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 XX% or less with no student group exceeding XX% .	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 XX% .	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.
	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above XX% .	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

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					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 XX% .	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 XX% .	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 XX% .	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) XX% .	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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Section D

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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BIRKES 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	State of District address
5-Aug (P.M.)	GLT/AMS	Elementary	Campus data
5-Aug (A.M.)	Safety Conference	District Administrative Staff	Emergency Operations Procedures Manual
14-Aug-15	New Staff Orientation	District Staff	District/Building Procedures, BBR
18-Aug	All Staff	Campus	Team Building, Policies
19-Aug	All Staff	Campus	Liaison/Dept. meetings
20-Aug	All Staff - Elementary	District Staff	Curriculum content
21-Aug	All staff	Campus	Team planning, technology
22-Aug	All Staff	Campus	Meet the Teacher, team planning preparation
13-Oct	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	Curriculum content
16-Feb	All Staff	Campus	Data Analysis
13-April *	All Staff	Campus – TE Day – August 13, 2008	Quantum Learning, Technology
4-June	All Staff	Campus	End of Year Closeout

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