

2008-2009
Campus Improvement Plan
for
Black 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.

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, discipline referrals for excessive talking out/disruptive behavior/inappropriate physical contact will be reduced by 10% from the previous school year.
Formative Evaluation:	District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Implement the social skills program from 'Building Better Relationships.'	VP	All students	BBR liaisons, Teachers, counselor, administrators	BBR posters & Mini lessons Class mtgs.	August 2008 Ongoing
	2 Implement playground safety training for all grade levels	VP	All students	PE Teachers, Homeroom Teachers	PowerPoint on playground safety	August 2008
	3 Implement "No Bullying" Training for 3 rd , 4 th and 5 th graders	VP	All students	Counselor	Videos	September 2008
	4 Implement bus training and drug awareness to ensure the safety off all students	VP	All students	Administrators, Teachers	Buses	May 2009
Teachers	1 Orient teachers with crisis plan, school procedures and routines.	SD	All teachers	Administrators, Teachers	Crisis Plan, Non-negotiables, staff handbook, blackelemtechnology.wikispaces.com	August 2008
	2 Staff members will participate in a variety of safety-related staff development courses to earn TE for Nov. 4 th .	SD	Teachers	Administrators	PTO funds	July/August 2008
Parents	1 Communicate with parents regarding their child's behavior by using the weekly communication card, phone calls, conferences, and/or office referrals.	PI	Parents of identified students	Teachers, Counselor, Administrators	Report Cards, Discipline data	Weekly 3-week progress reports
	2 Utilize an action plan/behavior contract to decrease	PI	Parents of	Teachers,	Behavior	Ongoing

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		inappropriate behaviors for identified students.		identified students	Counselor, Administrators	Intervention Plans	
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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 be at or above 97% for all sub-groups.

Formative/Summative Evaluation:

District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Encourage students to attend school daily by recognizing grade level perfect attendance during announcements	AR	All students	Teachers, Registrar, Administrators		Daily
Teachers	1	Celebrate individual perfect attendance through classroom charts/certificates.	AR	All students	Teachers, Registrar, Administrators	Certificates, stickers	Each 6-weeks
	2	Celebrate homeroom weekly perfect attendance with class reward.	AR	All Students	Teachers, Registrar, Administrators	Class defined incentives, chart	Weekly
Parents	1	Encourage parents to make contact with the school on or before the 3 rd day of a student's absence and arrange for work to be picked up and completed on return to school	PI	All students	Teachers	Attendance records, Phone log	Ongoing
	2	Contact parents after the 3 rd day of a student's absence to determine the reason for absence	PI	All students	Teachers, Attendance Secretary	Attendance records, Phone log	Ongoing

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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	89	90	89
All	96	97	92	100	95
Eco.Dis.	95	97	84	90	86
Hispanic	96	97	82	90	85
LEP	83	85	43	90	75
LEP M1	--	--	--	--	--
LEP M2	--	--	100	100	100
Spec.Ed.	--	--	71	90	77
White	99	99	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:

By May, 2009 Black Elementary students in grade 5 will increase percentages in meets expectations and commended performance, to reach or exceed 09 targets, demonstrating proficiency 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 Provide opportunities for hands-on activities such as Interactive Science Notebooks, Smart Board activities, Lunch Bunch, and labs. Incorporate students as scientists creating and presenting experiments to encourage inquiry learning	AR T	All students	Teachers	ISN, curriculum guides, Smart Boards	Twice a week
	2 Incorporate science vocabulary from science curriculum guide in all subject areas such as spelling lists, shared reading with science books, using science words in math problems, and journal writing.	AR	All students	Teachers	CFISD vocabulary lists	Weekly
	3 Incorporate daily activities to promote vocabulary such as flashcards to be used during transition times, interactive PowerPoint's, workstations, and journal activities.	AR T	All students	Teachers, Instructional Specialist	CFISD vocabulary lists, flashcards	Daily

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	4	Utilize technology to engage learners in experiment simulation websites giving experiences to At Risk students	AR T	ED, LEP, HIS, AA	Teachers, Instructional Specialist	Technology, Websites, Journaling	Weekly
Teachers	1	Analyze data from benchmarks and CBA's during FINOS, AMS Student Profile Activities, and Data Gaze.	AR T	Teachers	Teachers, Instructional Specialist	Benchmark scores, CBA Reports	After each benchmark and CBA
	2	Create individual teacher goals after each benchmark/CBA that will have an impact on instruction.	AR	Science teachers	Teachers	Benchmark scores	After each benchmark and CBA
	3	Monitor that all teachers are using best practice strategies regarding vocabulary, homework, and warm-ups.		Science teachers	Administrators	Administrative walk-throughs Science IS	Ongoing
	4	Monitor that all teachers are implementing SQ-RQ-CQ strategies when doing warm-ups, unit tests, and benchmarks and that they are asking higher-order thinking questions.		Science teachers	Administrators	Administrative walk-throughs	Ongoing
	5	Monitor at-risk populations through FINO meetings and Data Gaze and provide the teachers with strategies and materials to increase student's success.	AR	Science teachers	Administrators, Instructional Specialist	Administrative walk-throughs	Every 6-weeks
	6	Improve problem solving/higher order thinking skills by using LOTI lessons, Smartboard, United Streaming, Kid Pix and Inspiration.	T	Science teachers	Teachers	Administrative walk-throughs, and lesson plans	Ongoing
	7	Incorporate H.O.T. questions for weekly or bi-weekly quizzes or checkpoints.	AR	Science teachers	Teachers	Administrative walk-throughs and lesson plans	Ongoing
Parents	1	Send home newsletters outlining objectives for current 6-weeks, upcoming quizzes and benchmarks.	PI	Parents	Teachers	Curriculum guides, Newsletters	Each 6-weeks

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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	100	100	81	90	84	80	83	100	100	100	100	100	89	90	89
All	94	96	92	100	95	92	95	94	100	96	99	99	95	100	97
Eco.Dis.	89	89	82	90	85	70	77	93	100	95	100	100	92	100	95
Hispanic	83	85	85	90	87	85	87	89	90	89	96	97	94	100	96
LEP	77	81	79	90	83	--	--	72	90	78	83	85	71	90	77
LEP M1	--	--	--	--	--	91	94	100	100	100	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	--	--	--	--	--	100	100	100
Spec.Ed.	--	--	--	--	--	--	--	50	90	75	--	--	--	--	--
White	97	98	97	100	98	98	99	96	100	97	100	100	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:

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By May, 2009 Black Elementary students in grades 3, 4, and 5 will increase percentages in meets expectations and commended performance, to reach or exceed 09 targets, demonstrating proficiency on TAKS Math.

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	Implement Lunch Bunch tutoring and flexible regrouping during SI to re-teach concepts.	AR	Identified students	5 th grade Teachers	Teacher mini-lessons, BM tests, AMS Data, CBA Data	After 1 st benchmark Ongoing
	2	Incorporate daily activities to promote vocabulary such as math journals, word of the week (schoolwide review), word walls, "remembering rings", games, VAK activities, songs and stories to reinforce vocabulary, and flashcards.	AR	All students	Teachers	CFISD vocabulary lists	Daily
	3	Daily math facts practice in each math classroom.	AR	All	Teachers,	Flashcards,	Daily

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		Incorporate engaging fact practice in SI time using VAK strategies and innovative games.		Students	Instructional Specialist	games, manipulatives	
	4	Monitor small group instruction/review to ensure that all students are practicing the skills correctly and to ensure that mistakes are corrected promptly. Students will learn how to self-evaluate their mistakes and make corrections.	AR	Identified students	Teachers	Curriculum guides	Weekly
	5	Improve problem solving/higher order thinking by using model drawing, LoTi lessons, and the 4-step method.	AR	All Students	Teachers	Bloom's Taxonomy, grid paper	Daily
	6	Incorporate engaging research based math activities from district math coaching meetings in grades 3, 4, and 5.	AR	Grades 3, 4, 5	Instructional Specialists, Teachers	District Math Dept Notes and activities	Twice monthly as scheduled
	7	Set individual student goals and track with students to encourage differentiated growth and strategies.	AR	All Students	Teachers	Goal Setting forms	Before each benchmark and CBA
Teachers	1	Analyze data from benchmarks and CBA's during FINOS, AMS Student Profile Activities, and Data Gaze.	AR	Teachers	Teachers, Instructional Specialist	Benchmark scores, CBA Reports	After each benchmark and CBA
	2	Create individual teacher goals and grade level targets after each benchmark/CBA that will have an impact on instruction.	AR	Teachers	Teachers	Benchmark scores, CBA Reports	After each benchmark and CBA
	3	Participate in grade level and vertical meetings to discuss vertical alignment and areas for growth for math students.	AR SD	Teachers	Teachers	Curriculum guides	Each 6-weeks
	5	Implement Model Drawing and/or Singapore Method in grades 1-5. Participate in book study/teacher practice sessions on Model Drawing and Singapore Method	AR SD	1 st -5 th grade teaches	Teachers, Instructional Specialist	Model Drawing curriculum	Fall/Spring
	6	Vertically plan within grades 2-5 to align strategies and collaboratively set consistent problem solving expectations.	AR SD	2 nd -5 th grade Teachers	Instructional Specialists, Teachers	Curriculum guides, lesson plans, samples of student work	Each 6 weeks
Parents	1	Curriculum Night. Familiarize parents with online district resources in the curriculum webpage to empower them to support at-home review and practice. Specifically inform parents of the model drawing, scope and sequence, and sample problem links at curriculum night and in the newsletter.	PI	Parents	Teachers, Instructional Specialist	Curriculum guides Newsletter	Fall 2008
	2	Send home newsletter outlining objectives for the current	PI	Parents	Teachers	Newsletter	Each 6-weeks

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		6-weeks.					
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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	100	100	93	100	95	65	75	100	100	100	86	87	89	90	89
All	95	97	95	100	97	89	89	91	100	94	96	97	98	100	99
Eco.Dis.	85	87	86	90	87	75	80	76	90	81	95	97	96	100	97
Hispanic	86	87	87	90	88	85	87	77	90	81	92	95	100	100	100
LEP	75	80	79	90	83	--	--	53	90	75	67	75	100	100	100
LEP M1	--	--	--	--	--	91	94	100	100	100	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	--	--	--	--	--	100	100	100
Spec.Ed.	--	--	--	--	--	--	--	71	90	77	--	--	--	--	--
White	98	99	99	100	99	96	97	95	100	97	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 Black Elementary students in grades 3, 4, and 5 will increase percentages in meets expectations and commended performance, to reach or exceed 09 targets, demonstrating proficiency 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	Improve 1 st graders' accuracy and fluency by dedicating 15+ minutes daily to independent reading and using Fry's Phrases.	AR	1 st graders	1 st grade Teachers		Daily
	2	Improve primary reading comprehension by having students use strategies such as locating answers in texts, responding to literature in response journals, and implementing "turn and talk."	AR	Primary Grades	Primary Grades	Response journals	Weekly
Students	3	Improve critical reading skills in all students by implementing a Balanced Literacy program (read aloud, shared reading, guided reading, independent reading, and conferencing) which incorporates focused mini lessons on using reading strategies	AR	All students	Teachers	Just Right Books, graphic organizers, books on tape District Reading Units of Study, TAKS	Weekly

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		and building comprehension such as: vocabulary development, using sticky notes during think alouds, responding in reading logs, Test Talk, Brown Bag Lunch tutoring, ARIP, Bearkat Buddies, choosing Just Right Books, Buddy Reading, Readers Theater, anchor charts, graphic organizers, reading taped books, using VAK lessons and Book Talks in the Library,				Reading Questions Flip Books, Marzano's Questioning, LA Websites & ideas posted on: blackelemtechnology.wikispaces.com	
	4						
	5	Improve bilingual kindergarteners and LEP students' listening skills and ability to respond to explicit and implicit questions by reading stories to them daily.	AR	LEP students	Kindergarten Teachers, ESL Teachers	Read aloud books	Daily
	6	Implement focused small group instruction/review based on district benchmark scores, CBA tests, iSIP/iStation, running records, reading logs, students' conferences, and READ180.	AR	Identified students	Teachers	Running records, reading logs, teacher notes, district benchmarks, CBA test scores, READ 180 reports iSIP/iStation reports	Weekly
	7	Implement interventions to ensure that LEP students will achieve at least one level of proficiency during the year based on the composite 2008 TELPAS score.	AR	LEP students	Teachers	TELPAS scores	Ongoing
	8	Implement READ180 to meet the needs of struggling readers.	AR	Identified students	4 th grade SEI Teacher	READ180 materials	Daily
Teachers	1	Attend staff development, including book studies, on Balanced Literacy topics and methods to reach the ED and LEP subpopulations. Implement newly learned lessons and strategies in classrooms at all grade levels.	SD	Teachers	Admin, Teachers	District Staff Development, Books/Articles by Marzano, L.Calkins, Fountas & Pinnell, D. Miller, S. Harvey & A. Goudvis, E. Keene & Zimmerman, Ruby Payne	Ongoing
	2	Build a collaborative community between teachers	SD	Teachers	Instructional	Model Teacher	Fall/Spring

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		by providing opportunities for them to observe model classroom teachers who are implementing Balanced Literacy and to share current teaching practices.			Specialist, Teachers	classroom, Peer Teacher Classrooms, Distance Learning equipment, team planning, substitutes	
Teachers	3	Monitor the One Way Dual Language program in Pre-K ,Kindergarten, and 1 st grades.	AR	Pre-K/K	Pre-K/Kindergarten Teachers, Administrators	OWDL schedule	Ongoing
	4	Analyze data from benchmarks and CBA's during FINOS, AMS Student Profile Activities, and Data Gaze.	AR	Teachers	Teachers, Instructional Specialist	Benchmark scores	After each benchmark and CBA
	5	Create individual teacher goals and grade level targets for at risk students after each benchmark/CBA that will have an impact on instruction.	AR	Teachers	Teachers	Benchmark scores	After each benchmark and CBA
	6	Meet with Language Arts Helping Teacher to continue implementing Balanced Literacy.	SD	Teachers	LA Helping Teacher, Administrators, Teachers	Units of Study	Each 6 weeks
	7	Implement a vertically aligned, TEKS based, VAK spelling program which incorporates word building, high frequency words, patterns, affixes, and phonics into the Balanced Literacy Program.	SD	Teachers	Teachers, Instructional Specialist	Black Elementary Spelling curriculum on staff drive Spalding Phonics Workshops, 6 Syllable Workshops	Ongoing
Parents	1	Send home newsletters that state current 6 week objectives in reading.	PI	Parents	Grade Level Teams	Newsletter	Each 6-weeks
	2	Host Reading Night, with bilingual support, to inform parents of curriculum.	PI	Parents	Teachers, Instructional Specialist,	Curriculum guides	Spring 2009

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					Bilingual Teachers		
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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	84	86	75	90	80
All	95	97	91	100	94
Eco.Dis.	95	97	77	90	81
Hispanic	96	97	86	90	87
LEP	--	--	72	90	78
LEP M1	100	100	100	100	100
LEP M2	--	--	--	--	--
Spec.Ed.	--	--	43	90	75
White	98	99	94	100	96

District Priority:

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

Campus Objective:

By May, 2009 Black Elementary students in grade 4 will increase percentages, in meets expectations and commended performance to reach or exceed 09 targets, demonstrating proficiency 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	Present mini-lessons from Units of Study to improve students TOP writing scores so that they can reach the "advanced high" rating.	AR	LEP students	All Teachers	Units of Study	Weekly
	2	Increase the number of students meeting/exceeding written composition standards by using daily mini lessons from the Units of Study that focus on each stage of writing process, by using graphic organizers, and by demonstrating knowledge of certain topics through writing.	AR	All Students	All Teachers	Units of Study	Weekly
Student	3	Continue to utilize DOL activities at every grade level and practice strategies learned in <u>Editing Invitations for 4th Grade.</u>	AR	All students	All Teachers	DOL activities, Editing Invitations,	Daily

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						Conventions, Styles, and Craft by Jeff Anderson	
Teachers	1	Review students writing samples in vertical teams to identify target areas in the writing process (Writing Daze).	SD	Writing teachers	Writing Teachers, Assistant Principals	Writing samples, curriculum guide	Each 6 weeks
		.					
Parents	1	Train a cadre of volunteers to tutor students in writing.	PI	Parents	4 th grade Writing Teachers	Writing samples	Early Spring
	2	Host Parent Writing Night for 4 th grade parents.	PI	Parents	4 th grade Writing Teachers	Holistic writing samples	Fall 2008

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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

**Black Elementary
Lillian Chastain
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	Black Elementary has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
	Included strategies for implementing a Coordinated School Health Program, grades 6-8. (middle school)
X	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district's scope and sequence for the course and/or grade level.
	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
X	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.

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CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Lillian Chastain	Principal:
Amy Price	Teacher 1:
Debie Heard	Teacher 2:
Laura Varela	Teacher 3:
Beth Hamman	Teacher 4:
Amie Wilson	Teacher 5:
Stephanie Mead	Teacher 6:
Eva McDonald, Charlotte Henke	Teacher 7:
Karen Noyes, Meredith Akers	Teacher 8:
Jan Derr, Tricia Reilly, Jackie Reeder	Non-teaching professional 1:
Nancy Payne, Julie Lenk	Non-teaching professional 2:
Leisha Davis	Parent 1:
Deana Wier	Parent 2:
Karen Hazlett	Community resident 1:
Debby Hartzell	Community resident 2:
Mary Jane McGinnis	Business representative 1:
Susan Caldwell	Business representative 2:

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	Sept. 11, 2008	4:15 – 6:15 p.m.	Black Elementary Library
2	Nov. 19, 2008	4:15 – 6:15 p.m.	Black Elementary Library
3	Jan. 28, 2009	4:15 – 6:15 p.m.	Black Elementary Library
4	Mar. 24, 2009	4:15 – 6:15 p.m.	Black Elementary Library
5	May 12, 2009	4:15 – 6:15 p.m.	Black Elementary 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 fighting.	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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Black Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009			
Date	Audience	Responsible for Planning	Purpose/Content
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	
5-Aug (P.M.)	GLT/AMS	Elementary	
4-Aug (P.M.)	GLT/AMS	Secondary	
5-Aug (A.M.)	Safety Conference	District Administrative Staff	
12-Aug	Department Chair and Team Leader		
14-Aug-15	New Staff Orientation	District Staff	BBR, Curriculum
18-Aug	All Staff	Campus	Engaged Classrooms
19-Aug	All Staff	Campus	Engaged Classrooms
20-Aug	Elementary/Secondary	District Staff	
21-Aug	All Staff	Campus	Engaged Classrooms
22-Aug	All Staff	Campus	Engaged Classrooms
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	Content Area Curr.
	Secondary Staff	Campus	
16-Feb	All Staff	Campus	Prof. Learning Comm.
13-April *	All Staff	Campus	Prof. Learning Comm.
4-June	All Staff	Campus	Rigor, Relevance, Relationships

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