

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

Danish Elementary  
2008-09 Comprehensive Needs Assessment Summary

The staff at Danish Elementary includes 75 teachers, 28 paraprofessionals, and 3 administrators. The student population is 23% White, 16% African American, 51% Hispanic, 10% Asian, and 0% Native American. Sixty percent of students who attend Danish Elementary qualify for free or reduced lunch. The mobility rate for students at Danish Elementary is 21.6%.

In accordance with Texas state legislative requirements, the staff at Danish 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, Danish Elementary earned an Exemplary rating and will continue their efforts to maintain this status. Additionally, Danish Elementary will implement research-based strategies in an effort to eliminate the achievement gap between African American, Hispanic, White, and economically disadvantaged students.

Danish 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 (94.7%), Hispanic (96.0%), White (95.6%), and students who are economically disadvantaged (95.8%). Efforts will also be made to increase teacher retention at Danish Elementary.

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

<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, discipline referrals for inappropriate physical contact will be reduced by 35% from the previous school year. For 2008 – 2009, the discipline referrals for nuisance, running, loud behavior will be reduced by 40% from the previous school year.
<b>Formative Evaluation:</b>	District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1		VP	All students	Counselors	District training, Books, Internet	August – May 09
	2			All students	Teachers	Posters, student handbook, rule lessons	August – May 09
	3			All students	All staff	Posters, student handbook, rule lessons	August – May 09
	4			Individual at-risk students	Teacher, AP, Behavior Spec.	District training, Targeting student assistance	August – May 09
	5		AR	Individual at-risk students	Teacher, Counselor, Behavior Spec.	District training, Books, Internet, Target student assist.	August – May 09
Teachers	1		SD	All students	All staff	Love/Logic presenter, books & posters	August – Feb. 09
	2		SD	All students	All staff	BBR curriculum District training	August – May 09
	3			All students	All staff, students	Posters, student handbook, rule lessons	August – May 09
Parents	1		PI	All students	All staff, parents, students	Weekly folders, telephone, curriculum nights, website	August – May 09
	2		PI	All students	All staff, parents, students	Weekly folders, telephone, curriculum night, school	August – May 09

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.

						expectations	
	3	Attend parenting classes to develop a home/school connection and a social awareness of different issues that impact their children	PI	Spanish speaking parents	Counselors	District training, books, social service resources	August – May 09

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

## Area of Focus: Attendance

<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 <b>97%</b> .
<b>Formative/Summative Evaluation:</b>	District-developed Reports and AEIS

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Incentives each six weeks for perfect attendance for individual students.		All	At-risk Specialist	Donated items	September - May
	2	Incentives each six weeks for the best attendance in each grade level.		All	At-risk Specialist		September - May
	3	Morning and afternoon announcements to focus on attendance.		All	At-risk Specialist and Principal		September - May
Teachers	1	Homeroom teachers will call home after the second absence to encourage good attendance.		Identified students	Teachers		September - May
	2	Classroom incentives for attendance.		All	Teachers		September - May
	3						
Parents	1	Newsletter articles focusing on attendance.	PI	All	Counselors, Principal, At-risk Specialist		September - May
	2	Phone calls to address excessive absences.	PI	Identified students	At-risk specialist, Teachers		September - May
	3	Provide Spanish parenting classes for improving student success including a focus on good attendance.	PI	Spanish speaking parents	Counselors		September - May

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

## Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	89	89	92	100	95
All	86	87	92	100	95
Eco.Dis.	75	80	90	100	93
Hispanic	75	80	91	100	94
LEP	21	75	77	90	81
LEP M1	--	--	88	90	89
LEP M2	91	94	92	100	95
Spec.Ed.	--	--	100	100	100
White	97	98	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, we will increase the percentage (by amounts noted at right, or greater) of students 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 lessons, question stems and homework at the appropriate level of challenge.		All Students	Teachers	Lesson Plans	Aug-May
	2	Utilize extended day science club to assist in re-teaching skills T1-9	AR	Identified 4 <sup>th</sup> /5 <sup>th</sup> students	Teachers I.S.	TAKS Materials	Nov.-April
	3	Support the TEKS through TAKS formatted materials.		3-5 <sup>th</sup> grade students	Teachers I.S.	TAKS Materials	Sept - Apr
	4	Create an inviting learning environment through science hallway displays.		All Students	Teachers IS	Bulletin Board Displays	Aug-May
	5	Teach science vocabulary daily using strategies from Wide Reading, Direct Teaching of Important Individual Words, Teaching Word Learning Strategies, and Fostering Word	SD TI	All Students	Teachers	Vocabulary Cards Word Play by	Sept-May

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.

		Consciousness. Vocabulary powerpoint by grade level to be run during lunch and bus-line. T1-2				Michael L. Lujan, M.Ed.	
	6	Utilize supplemental resources such as Forde –Ferrier’s Content, Nonfiction Reading Comprehension and Tables/Charts resources, Vocabulary, and Practice (CVP) material and Qwizdom Interactive Technology to help gain student mastery. T1-2	T	Identified Students	Teachers	Forde-Ferrier CVP Qwizdom Technology	Sept-May
Teachers	1	Regularly meet and plan with grade level teams and vertical teams to share ideas, celebrations, struggles and to provide effective feedback. T1-8	SD	All Science Teachers	Teachers I.S. A.P.’s	N/A	Aug-May
	2	Disaggregate & analyze student data; focusing and addressing areas of non-mastery	TI	All Students	Teachers I.S. At-Risk Com	Tracking Charts Gradebooks Infoserv Data	Aug-April
	4	Monitor and record all checkpoint and Benchmark Data on school-wide data on school-wide tracking chart that breaks information down by subgroups.	TI	All Students	Teachers I.S.	Tracking Charts	Sept-May
	5	Provide opportunities for small group instruction with intervention strategies using the Instructional Specialist.	AR	Identified Students	Teacher IS	N/A	Sept-May
	4	Science teachers will meet monthly as a vertical team to collaborate & communicate across the grade levels.		Science Teachers	Administration I.S. Teachers	N/A	Aug-March
Parents	1	Develop & implement a Family Science Night which promotes enthusiasm, a home/school connection, and an academic awareness of key concepts. T1-6	PI TI	All students & families	Science Teachers I.S.	Varied	Dec-Feb
	2						

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

## Area of Focus: Mathematics

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	88	89	88	90	89	96	97	87	90	88	100	100	92	100	95
All	94	96	91	100	94	93	95	93	100	95	97	98	92	100	95
Eco.Dis.	88	89	85	90	87	93	95	93	100	95	95	97	92	100	95
Hispanic	95	97	93	100	95	88	89	92	100	95	92	95	91	100	94
LEP	94	96	91	100	94	88	89	86	90	87	79	83	77	90	81
LEP M1	100	100	--	--	--	94	96	100	100	100	--	--	100	100	100
LEP M2	--	--	--	--	--	100	100	100	100	100	100	100	100	100	100
Spec.Ed.	100	100	55	90	75	--	--	63	90	75	--	--	57	90	75
White	96	97	89	90	89	97	98	98	100	99	100	100	94	100	96

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

**Campus Objective:** # By May, 2009, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency 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, district benchmarks, and/or TAKS data. Modify instruction accordingly.	TI	All Students	Teachers I.S. At-Risk Committee	Gradebook Test Data	Aug-May
	2	Provide extended learning time for students before school, during plan time tutoring, and/or during recess and lunch. Math fact powerpoint by grade level to be run during lunch and bus-line. T1-9	T AR	Identified Students	Administration I.S. Teachers	Tutorial Materials	Sept-April
	3	Maximize "teachable moments" by utilizing flashcards, songs, movement, etc. during times such as at the restroom, waiting in line, during P.E. & Fine Arts or dismissal. Use Math Vocabulary Picture Cards by grade		All Students	Teachers	Flashcards Songs	Aug-May

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.

		level.					
	4	Attend summer school as a math intervention. Provide scholarships for low socio-economic students that will benefit from the interventions identified by the At-Risk Committee. T1-9	TI	Identified Students	Summer school teachers	Title I Scholarships	Aug - May
	5	Provide small group math instruction for At- Risk 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade students by trained Title I paraprofessional.		Identified 3 <sup>rd</sup> , 4 <sup>th</sup> & 5 <sup>th</sup> grade students	Math IS, Title I Math Paraprofessional	Math manipulatives and TAKS Materials	Sept-May
Teachers	1	Collaborate with Title I Math paraprofessional and I.S. to identify & create interventions for struggling learners.	TI	Identified Students	I.S. Title I Math Paraprofessional	N/A	Aug-May
	2	Provide staff development for all new teachers.	SD	New Teachers	Curriculum Dep't. I.S.	Coordinator	Aug-March
	3	P.E. & Fine Arts teachers collaborate with math teachers to reinforce math facts and skills.		Teachers	Math/PE/FA Teachers	Materials Math Teachers Provide	Aug-May
	4	Math teachers will meet monthly as a vertical team to collaborate & communicate across the grade levels.		Math Teachers	Administration I.S. Teachers	N/A	Aug-March
Parents	1	Communicate effectively regarding celebrations and struggles T1-6	TI PI	All Students	Teachers	Work Samples	Weekly
	2	Provide flashcards and multiplication CD's for home practice	TI PI	1st-5 <sup>th</sup> Students	I.S. Teachers	Flash Cards	Fall 2007

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

## Area of Focus: Reading/English Language Arts

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	95	97	94	100	96	100	100	83	90	85	90	93	96	100	97
All	95	97	94	100	96	90	93	88	90	89	89	89	94	100	96
Eco.Dis.	91	94	89	90	89	85	87	90	100	93	85	87	94	100	96
Hispanic	93	95	95	100	97	79	83	86	90	87	83	85	93	100	95
LEP	88	89	94	100	96	81	84	72	90	78	43	75	77	90	81
LEP M1	100	100	100	100	100	83	85	100	100	100	--	--	100	100	100
LEP M2	--	--	--	--	--	100	100	100	100	100	100	100	100	100	100
Spec.Ed.	100	100	45	90	75	--	--	63	90	75	--	--	57	90	75
White	95	97	93	100	95	100	100	93	100	95	97	98	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, we will increase the percentage (by amounts noted at right, or greater) of students 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	Daily independent reading time: 20 minutes for 1 <sup>st</sup> -2 <sup>nd</sup> and to 35 minutes 3 <sup>rd</sup> -5 <sup>th</sup>	AR	1-5	Teacher	Appropriate independent reading material, Accelerated Reader	Aug-May
	2	Participate in vocabulary activities daily using explicit vocabulary instruction: wide reading, direct teaching of important individual words, word learning strategies, and word consciousness. T1-2	AR	PPCD,Pre-K-5 Hispanic Students	Teachers: Classroom and Lg. group teachers	Word Play, songs, Poems Research: "Narrowing the Language Gap"	Aug-May
	3	Use text evidence to justify student analysis and interpretations of fiction and nonfiction.		K-5	Teacher: Model think-alouds, Librarian	TAKS materials, texts, books	Aug-May

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.

	4	Teacher/student conferencing for individual goal setting and chart progress	AR	Pre-K-5	Teacher, IS, Title I	Benchmarks, TAKS, Checkpoints	After testing
	5	Make connections and comparisons between texts (fiction to fiction or nonfiction) through participation in shared modeling/graphic sources.	TI	2-5	Teachers, Title I, Librarian	Fiction, Nonfiction, graphic sources	Aug-May
	6	Increase the use of Read 180 for 5 <sup>th</sup> SEI, and 4 <sup>th</sup> and 5 <sup>th</sup> Special Ed.	T	5 <sup>th</sup> SEI, nonpassers	Teachers	Read 180 materials	Aug-May
	7	Increase time spent on Achieve 3,000.	T	2-5	Teachers	Computer Program	Aug-May
	8	Library story time will support TAKS strategies and questioning through teacher modeling of new, unfamiliar texts.	AR	1-5	Librarian	Unfamiliar children's books	Aug.-May
	9	Implement new technology and curriculum software using Quizdom, a remote response system. T1-2	T	4-5	Teachers, IS	Quizdom and Quizdom Curriculum	Aug-May
	10	TEK skill support through TAKS formatted materials		2-5	Teachers, IS	TAKS materials	September-April
	11	Summer school scholarships for students that do not meet standards	TI	K-5	At-Risk Committee	Title I Scholarships	May - June
	12	I-Station will be implemented for struggling readers in grades K – 2.	AR T T1	K-2	Teacher	I-Station Software	Aug - May
Teachers	1	Implement Balanced Literacy Schedules and adjust to students' needs.		K-5	Teachers, IS	District Guidelines Modeled lessons	Aug-May
	2	Develop fluency through buddy reading, re-reading, poetry, song, and practice across grade levels	AR	PPCD, Pre-K-5	Teachers, student peers	Fluency materials	Aug-May
	3	Staff Development /Book Study on <u>Developing Readers</u> K-2 by Geraldine Haggard and review 3-5 edition T1-4	SD	2-5	IS, L/A Liaison	<u>Developing Readers</u> by Geraldine Haggard	October
	4	Staff Development/Book Study and video on <u>Small Group Reading Instruction</u> by Beverly Tyner for new teachers	SD	K-2	Title I, IS	<u>Small Group Reading Instruction</u> by Beverly Tyner	November
	5	Incorporate more leveled texts within the <u>Early Literacy</u> Program for Special Ed.	AR	At risk students	At RiskTeacher	Guided Reading materials	Aug-May
	6	Increase the number of students scoring commended on TAKS with an emphasis on leveled		3-5	Teachers	Literacy Library Books	Aug-May

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.

		readers with higher level expectations.					
	7	Teachers will model comprehension strategies with think aloud lessons.		K-5	Teachers	Classroom reading materials	Aug-May
	8	Staff Development for the assessment piece of I-Station T1-4	T	K-2	Teachers	Computer program	
	9	Staff Development/ Book Study on the Fountas and Pinnell Benchmark Assessment System		K-2	Teachers	<u>The Continuum of Literacy Learning: A Guide to Teaching</u>	September
	10	Purchase of new library books to support Reading and Writing instruction: context clues, figurative language, inferencing, drawing conclusions, and the Six Traits of Writing	TI	K-5	Librarian, Teachers	Library books	Aug - May
Parents	1	Title I parent training for daily homework using Paired Reading T1-6	PI	K-5	Title I	Video on Paired Reading at Home	Sept. 30
	2	Communicate high expectations for their children in reading through parent training "Spanish Parenting for Student Success".	PI	PPCD, Pre-K-5	Parents, teachers Counselors	Parent Training Curriculum Night Presentation and Reading Logs	Aug-May
	3	Celebrate reading with family events such as Donuts for Dads and Goodies For Grandparents, Muffins for Moms.	PI	Pre-K	Parents, teachers, librarian	Children's books and children's writing	

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

## Area of Focus: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	96	97	91	100	94
All	89	89	89	90	89
Eco.Dis.	88	89	93	100	95
Hispanic	86	87	90	100	93
LEP	71	77	81	90	84
LEP M1	94	96	100	100	100
LEP M2	100	100	100	100	100
Spec.Ed.	--	--	50	90	75
White	89	89	83	90	85

**District Priority:**

1A

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

**Campus Objective:**

#

By May, 2009, we will increase the percentage (by amounts noted at right, or greater) of students 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	Initiate the Writing Workshop Process with TEK-based, age appropriate, mini-lessons with interactive modeling.		Hispanic/ Econ Dis	Teacher	District Training and Lucy Calkins materials	Aug-May
	2	Incorporate the 6 traits of writing to exceed writing standards (emphasis: Ideas, Organization).		Hispanic/ Econ Dis	Teacher, IS	6 Trait District Training and resources	Aug-May
	3	Connect real life experiences and student reading to writing through daily response journals in all subject	AR	Pre-K	Teacher	Teacher modeled Lessons	Aug-May

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.				Dry-erase lap boards	
	4	Employ technological tools to enhance and facilitate the writing process. T1-5	T	K-5	Teacher	Inspiration, Word for revision editing, Keyboarding	Aug-May
	5	Develop the Writing Workshop Student Tool Kits.		K-1	K-1 Teachers	Calkins Kit	Aug-May
Teachers	1	<u>Nuts and Bolts of Teaching Writing</u> by Lucy Calkins-Writing Workshop Training	SD	K-2	IS, Teacher	Lucy Calkins Kit	Aug-May
	2	Increase time spent conferencing with students about their individual writing.	AR	Pre-K-5	Teacher	<u>Seeing Through New Eyes, Craft Lessons</u>	Aug-May
	3	Continue high interest Writing Club tutoring with the use of a motivating theme with incentives, books, lessons, and personal journals.	AR	4 <sup>th</sup> Hispanic and Econ Dis	IS, 4 <sup>th</sup> Teachers, Title I, Special Ed teachers	Hollywood themed books, lessons, incentives, and journals	Oct- Mar
	4	Continue to collect and review 18 compositions per year.		K-5	Teachers, IS	Student Writing	Sept- May
	5	Increase teacher modeled writing with think aloud strategies. T1-2		K-5	Teachers and IS	Teacher created writing	Aug-May
Parents	1	Training Parents in the Six Trait Writing Strategies at Curriculum Night T1-6	PI	K-5	Teacher and Parent	Expectations set by teacher	Sept-Nov
	2	Support special writing days like “Glitz and Glamour” by emphasizing the importance of writing and elaboration.	PI	Pre-K-5	Teacher and Parent	6 Trait materials, Writing Plan	Nov, Feb
	3	Celebrate writing within family events such as Muffins for Moms.	PI	Pre-K-5	Teachers, Librarian, parents	Writing materials and students' writing	

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

### Danish 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	Danish 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)

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>	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.
<b>X</b>	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten. T1-7

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

<b>Membership Composition of the Campus Performance Objectives Council</b>	
<b>Name of CPOC Member</b>	<b>Position</b>
Sandra Oliver	Principal:
Eneida Bowen	Teacher 1: Second Grade Bilingual
Jackie Dahlin	Teacher 2: PE
Dresden Kavanaugh	Teacher 3: First Grade
Vicky Partridge	Teacher 4: First Grade Bilingual
Lolly Rajabi	Teacher 5: Fourth Grade
Deb Vela	Teacher 6: PPCD
Michael Boyer	Teacher 7: Fifth Grade
Suzanne McCulloch	Teacher 8: Third Grade
Nancy Bromley	Non-teaching professional 1: Instructional Specialist
Rocio Braley	Non-teaching professional 2: Assistant Principal
Courtney Suddath	Parent 1:
Andrea Herrerra	Parent 2:
Susanne Moss	Community resident 1:
Ann Seigle	Community resident 2:
To be determined	Business representative 1:
To be determined	Business representative 2:

<b>CPOC Meetings* for '08 – '09</b>			
<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
1	August 28, 2008	4:30 PM	Danish Library
2	October 16, 2008	4:30 PM	Danish Library
3	December 4, 2008 (public hearing)	4:30 PM	Danish Library
4	February 19, 2009	4:30 PM	Danish Library
5	May 21, 2009	4:30 PM	Danish 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.
<b>X</b>	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at < 1%	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.

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>	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by <b>35%</b> from the previous school year for physical contact.	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>physical contact</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 <b>T1-3</b>	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.
	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

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

					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.

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 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.

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>Danish 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	

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.