



2008-2009
Campus Improvement Plan
for
Farney Elementary School

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	
	Subjects	Reading/ELA	TAKS Demographic Performance Summary	Gr. 3 98% passed 43% commended Gr. 4 89% passed 32% commended Gr. 5 95% passed 36% commended	
		Writing	TAKS Demographic Performance Summary	Gr. 4 91% passed 33% commended	
		Math	TAKS Demographic Performance Summary	Gr. 3 86% passed 36% commended Gr. 4 93% passed 46% commended Gr. 5 98% passed 55% commended	
		Science	TAKS Demographic Performance Summary	Gr. 5 92% passed 48% commended	
	Subgroups	All	TAKS Demographic Performance Summary	Gr. 3 Exemplary in reading Gr. 4 Exemplary in math Gr. 5 Exemplary in reading, math, science	
		AA	TAKS Demographic Performance Summary	Gr. 3 Exemplary in reading Gr. 4 Exemplary in reading, math, writing Gr. 5 Exemplary in reading, math, science	
		H	TAKS Demographic Performance Summary	Gr. 3 Exemplary in reading Gr. 4 Exemplary in math, writing Gr. 5 Exemplary in reading, math	
		W	TAKS Demographic Performance Summary	Gr. 3 Exemplary in reading, math Gr. 4 Exemplary in reading, math, writing Gr. 5 Exemplary in reading, math, science	
		ED	TAKS Demographic Performance Summary	Gr. 3 Exemplary in reading	
		LEP	TAKS Demographic Performance Summary	Gr. 4 Exemplary in math	
		SE	TAKS Demographic Performance Summary	Gr. 3 Exemplary in reading Gr. 4 Exemplary in math Gr. 5 Exemplary in reading, math	
	Social/ Emotional	Discipline			
		Extracurricular			
		Other			
	Teacher	Professional Development			
		Qualifications		Highly Qualified Teachers	100%
New Staff					
Retention					
Parent					

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:

#1 For 2008 – 2009, the discipline referrals for inappropriate behaviors will be reduced by 5% from the previous school year.

Formative Evaluation:

District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Encourage students to follow school rules and building expectations.	VP	All	Teachers	Classroom rules	Ongoing
	2	Have counselors provide guidance lessons on social skills, cross-cultural effectiveness, conflict resolution, anger management, character development and anti-victimization.	VP	All	Counselors	Literature-based lessons, Kelso Conflict Resolution, WHO series, etc.	Ongoing
	3	Counselors will present a weekly lesson from <i>Project Wisdom</i> over the intercom system to reinforce character development and positive choices.	VP	All	Counselors	Literature-based lessons	Ongoing
	4	Provide students with clear expectations through implementation of the <i>Looks Like Sounds Like</i> school curriculum.	VP	All	Teachers	<i>Looks Like Sounds Like</i>	Ongoing
Teachers	1	Provide teachers with <i>Looks Like Sounds Like</i> curriculum.	VP	All	Principal	Curriculum	Ongoing
	2	Assure all staff have been trained in BBR curriculum.	VP	All	Administration	BBR curriculum	Ongoing
	3	Review grade level referrals and re-teach behavior expectations as necessary.	VP	All	Assistant principals	Teachers, assistant principals	Ongoing
	4	Provide teachers with <i>Capturing Kids Hearts</i> strategies to optimize student success.	VP	All	CKH Team	CKH Curriculum	Ongoing
	5	Motivate teachers to “ignite the fire within” by providing Aric Bostick staff development.	VP	All	Principal	Aric Bostick	August, 2008
	6	Provide teachers with strategies to bridge struggling students from “rage to hope” by requiring teachers to attend Crystal Kuykendall, Ph. D staff development.	VP	All	Principal	Crystal Kuykendall	August, 2008
Parents	1	Assure that all visitors entering the building follow guidelines and check in through V-soft.	VP	Parents	Principal	V-soft records	Ongoing
	2	In a timely manner, communicate with parents regarding student behavior.	VP	Parents	Teachers, Assistant principals	Documentation	Ongoing
	3	Provide parenting tips in the Falcon Flyer.	VP	Parents	Counselor	Newsletter	Weekly
	4	Incorporate and practice suggested strategies in Emergency Operations Manual.	VP	All	A-Team	EOP	Ongoing

Area of Focus: Attendance

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.

District Priority:

 Ensure that students understand the importance of attending school regularly and completing high school.

Campus Objective:

#2 For 2008 – 2009, the ADA student attendance will be at or above 97%.

Formative/Summative Evaluation:

 District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Continue instruction on the <i>Eight Keys of Excellence</i> to encourage all students to strive toward excellence.	AR	All	Teachers	Quantum learning	Ongoing
	2	Encourage all students to be present everyday by providing weekly reports/celebrations by announcing 100% homerooms and the top three grade levels in attendance.	AR	All	Principal	Attendance rosters	Ongoing
	3	Award students with Perfect Attendance awards each six weeks and at the end of the year for Perfect Attendance for the year.	AR	All	Teachers	Awards	Each six weeks
Teachers	1	Encourage teachers to call parents when students are absent two or more days to communicate that they have been missed.	AR	All	Administration	Attendance records	Ongoing
	2	Monitor attendance and inform assistant principals if there is a concern.	AR	All	Teachers	Attendance roster	Ongoing
Parents	1	Communicate with parents when students have been absent 2 or more days.	AR	All	Teachers	Attendance roster	Ongoing
	2	Stress the importance of attendance with parents during parent conferences.	AR	All	Teachers	Handbook	Parent conferences, curriculum night

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	--	--	100	100	100
All	87	88	92	100	95
Eco.Dis.	75	80	83	90	85
Hispanic	72	78	80	90	83
LEP	--	--	--	--	--
LEP M1	--	--	--	--	--
LEP M2	83	85	79	90	83
Spec.Ed.	--	--	89	90	89
White	92	95	94	100	96

District Priority:

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

a. By May, 2009, Farney students in grades K-5 will perform at 85% or higher in all subpopulations on the science benchmark tests.

b. By May, 2009, Farney students in fifth grade will perform at a 55% or higher commended level on the science TAKS test.

Campus Objective:

#3 c. Percentage of 5th grade Hispanic students scoring at proficiency or higher in science will increase from 80% to 83% by the end of the 2008 -2009 school year as measured by TAKS testing in Spring of 2008.

d. Percentage of 5th grade economically disadvantaged students scoring at proficiency or higher in science will increase from 83% to 85% by the end of the 2008 -2009 school year as measured by TAKS testing in Spring of 2008.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

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.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Ensure that students have a minimum of 55 minutes of instruction in science daily at grades 3, 4, and 5.	AR	All	Administrators	Schedule	Ongoing
	2	Enhance the curriculum by incorporating digital curriculum opportunities. (United Streaming)	AR, T	All	Teachers	Lesson plans	Ongoing
	3	Build science vocabulary through vocabulary building strategies.	AR	All	Teachers	Lesson plans	Ongoing
	4	Review/Reinforce through game formats such as <i>Jeopardy</i> and <i>Are You Smarter than a Fifth Grader?</i>	AR, T	All	Teachers	Lesson plans	Ongoing
	5	Provide weekly checkpoints to assure students are mastering concepts.	AR	All	Teachers	Grades	Ongoing
	6	Ensure the completion of weekly homework using the science study guide.	AR	All	Teachers	Grades	Ongoing
	7	Complete warm-ups daily using the science study guide.	AR	All	Teachers	Study guide	Ongoing
	8	Utilize observation guides and science journals to increase comprehension.	AR	All	Teachers	Guides and journals	Ongoing
	9	Provide extended learning for students during supplemental instruction time, grade level appropriate lessons in the butterfly/vegetable garden, Saturday classes, and before school tutoring.	AR	All	Instructional Specialists, Junior Master Gardener, Teachers	Class rosters	Ongoing
Teachers	1	Encourage and provide instruction on the use of Bloom's Taxonomy and higher-order thinking questions.	SD	All	Teachers	Bloom's	Ongoing
	2	Set high expectations for continuous hands-on science.	SD	All	Assistant principals	Curriculum	Ongoing
	3	Participate in district training in order to present the science curriculum to students using a hands-on approach.	SD	All	Teachers	Curriculum	Ongoing
	4	Monitor implementation of SQ-RQ-CQ strategies.	SD	All	Assistant principals	Curriculum	Ongoing
	5	Provide time for grade level achievement meetings in order to analyze data and monitor student progress.	AR	H, All	Administrators	Principal	Ongoing
Parents	1	Ask PTO to continue to fund the butterfly/vegetable gardens.	PI	ED	Principal	PTO budget	September, 2007
	2	Provide Parent/Student workshops to learn strategies for helping students at home.	PI	All	Teachers	Agendas	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: 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	75	80	67	90	75	100	100	93	100	95	--	--	100	100	100
All	89	89	86	90	87	95	97	93	100	95	97	98	98	100	99
Eco.Dis.	73	79	69	90	76	100	100	80	90	83	88	89	97	100	98
Hispanic	86	87	86	90	87	96	97	91	100	94	84	86	97	100	98
LEP	71	77	89	90	89	--	--	100	100	100	--	--	--	--	--
LEP M1	--	--	100	100	100	90	93	91	100	94	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	--	--	--	83	85	93	100	95
Spec.Ed.	78	82	50	90	75	100	100	90	100	93	--	--	100	100	100
White	90	93	90	100	93	94	96	93	100	95	100	100	98	100	99

District Priority:

1A

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

a. By May, 2009, Farney students in grades K-5 will perform at 85% or higher in all subpopulations on the math benchmark tests.

b. Percentage of Economically Disadvantaged students in grades 3-5 scoring at proficiency or higher in math will increase from 85% to 90% by the end of May, 2009 as measured by the TAKS test.

c. Percentage of African American students in grade 3 scoring at proficiency or higher in math will increase from 67% to 90% by the end of May, 2009 as measured by the TAKS test.

d. By May, 2009, Farney students in grades 3, 4, and 5 will increase performance by 5% or higher on the commended level of the math TAKS test.

e. Percentage of 3rd grade special education students scoring at proficiency or higher in math will increase from 50% to 90% by the end of the 2008 -2009 school year as measured by TAKS testing (administered in accordance with special education guidelines) in Spring of 2009.

Campus Objective:

#4

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

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.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Use direct vocabulary instruction to accelerate growth.	AR,	H, ED	Teachers	G-drive	Ongoing
	2	Use <i>Quantum Learning</i> strategies to increase students' ability in math.	AR	H, All	Teachers	Bookstudy	Ongoing
	3	Provide extended learning for students during supplemental instruction time, Saturday classes, and before school tutoring for grades 3,4, and 5.	AR	All	Instructional Specialists, Teachers	Group rosters	Ongoing
	4	Provide weekly checkpoints to assure students are mastering concepts.	AR	All	Teachers	Gradebooks	Ongoing
Teachers	1	Secure math coaches for grades 3, 4, and 5 to modify lesson plans and enhance learning strategies.	SD	H, All	Teachers	Coordinator	Ongoing
	2	Provide time for grade level achievement meetings in order to analyze data and monitor student progress.	AR	H, All	Administrators	Principal	Ongoing
	3	Provide <i>Seven Simple Secrets</i> staff development.	SD	All	Trainer	Seven Simple Secrets	September - November
	4	Provide time for special education teachers to collect and share data to ensure students are meeting their IEP goals and objectives.	AR	Sped	Special Ed Teachers	IEPs	Ongoing
Parents	1	Provide Parent/Student Workshops so that parents can learn strategies to assist students at home.	PI	All	Teachers	Teachers	Fall, 2008
	2	Provide Curriculum Nights to review parents on the four step problem solving process.	PI	All	Teachers	Teachers	September, 2008
	3	Provide ESL Make and Night to introduce parents to instructional strategies.	PI	All	Teachers, Administrators	Teachers	October, 2008

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	100	100	94	100	96	100	100	80	90	83	83	85	100	100	100
All	100	100	98	100	99	85	87	89	90	89	93	95	95	100	97
Eco.Dis.	100	100	92	100	95	79	83	67	90	75	70	77	87	90	88
Hispanic	100	100	95	100	97	78	82	84	90	86	88	89	97	100	98
LEP	100	100	78	90	82	--	--	50	90	75	--	--	--	--	--
LEP M1	--	--	100	100	100	60	75	82	90	85	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	--	--	--	83	85	93	100	95
Spec.Ed.	--	--	100	100	100	83	85	63	90	75	83	85	90	100	93
White	100	100	99	100	99	86	87	94	100	96	94	96	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:

- a. Percentage of all students in grades 3-5 scoring at proficiency or higher in reading will increase from 94% to 95% by the end of April, 2009 as measured by the TAKS test.
- b. Increase the number of 3rd, 4th, and 5th graders achieving commended performance on TAKS from 43% to 45% for 3rd grade, 32% to 40% for 4th grade, and 36% to 40% for 5th grade.
- #5 c. Percentage of Economically Disadvantaged students in grades 3-5 scoring at proficiency or higher in reading will increase from 81% to 90% by the end of May, 2009 as measured by the TAKS test.
- d. Percentage of 4th grade special education students scoring at proficiency or higher in reading will increase from 63% to 90% by the end of the 2008 -2009 school year as measured by TAKS testing (administered in accordance with special education guidelines) in Spring of 2009.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

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.

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.	AR	All	Teachers	Leveled Readers	Ongoing
	2	Provide extended learning for students during supplemental instruction time, Saturday classes, and before school tutoring.	AR	All	Instructional Specialists, Teachers	Group rosters	Ongoing
	3	Have 1 st grade students read weekly with parents trained in paired reading.	AR	First grade	Teachers	Parent lists	Ongoing
	4	Use flexible groupings for students with identified areas of concern.	AR	Identified students	Teachers	Groupings, lesson plans	Ongoing
	5	Provide scheduled iStation time for students with reading IEPs and for identified ESL students.	AR	Sped, ESL	Teachers	iStation	Ongoing
Teachers	1	Provide <i>Continuum of Literacy Learning</i> book study in order to assist teachers with an understanding of balanced literacy.	SD	All	Language Arts Liaison	<i>Continuum of Literacy Learning</i>	Fall, 2008
	2	Provide <i>Seven Simple Secrets</i> staff development.	SD	All	Trainer	Seven Simple Secrets	September - November
	3	Have teachers identify LEP students' composite score on the 2008 TELPAS so that they can implement the interventions for students to grow at least one level of proficiency during the year.	AR	LEP	Teachers, assistant principals	TELPAS	Fall, 2008
	4	Provide time for teachers to observe model teacher instruction.	SD	All	Assistant Principals	Plans	Ongoing
	5	Utilize assigned district helping teacher to assist with balanced literacy implementation.	SD	All	Assistant Principals	Helping teacher	Ongoing
	6	Build relationships with at-risk students by using data to set appropriate individualized goals and confer with those students weekly.	AR	At-Risk	Teachers	Benchmark Data	Ongoing
	7	Provide <i>The Art and Science of Teaching</i> book study in order to learn methods to engage students towards success.	AR, SD	All	Administrators	The Art and Science of Teaching	Spring, 2009
	8	Restructure reading and language arts resource to better identify, define, and intervene in students' deficit areas	AR	Sped	Special Ed Teachers	District Initiative	August, 2008
	9	Provide time for grade level achievement meetings in order to analyze data and monitor student progress.	AR	H, All	Administrators	Principal	Ongoing
	10	Provide time for special education teachers to collect and share data to ensure students are meeting their IEP goals and objectives.	AR	Sped	Special Ed Teachers	IEPs	Ongoing

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

Parents	1	Provide Parent/Student Workshops so that parents can learn strategies to assist students at home.	PI	All	Teachers	Teachers	Fall, 2008
	2	Encourage volunteer parent readers.	PI	All	Teachers	Teachers	Ongoing
	3	Provide ESL Make and Night to introduce parents to instructional strategies.	PI	All	Teachers, Administrators	Teachers	October, 2008

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	100	100	87	90	88
All	91	94	91	100	94
Eco.Dis.	94	96	77	90	81
Hispanic	86	87	91	100	94
LEP	--	--	75	90	80
LEP M1	100	100	73	90	79
LEP M2	--	--	--	--	--
Spec.Ed.	78	82	63	90	75
White	90	93	93	100	95

District Priority:

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

- a. Percentage of all 4th grade students scoring a 2 or higher on the writing TAKS test will increase to 94% by May, 2009.
- b. Percentage of Economically Disadvantaged students scoring at proficiency or higher in writing will increase from 77% to 90% by the end of May, 2009 as measured by the TAKS test.

Campus Objective:

- #6
- c. Percentage of LEP students scoring at proficiency or higher in writing will increase from 75% to 90% by the end of May, 2009 as measured by the TAKS test.
 - d. Percentage of 4th grade special education students scoring at proficiency or higher in writing will increase from 63% to 90% by the end of the 2008-2009 school year as measured by TAKS testing (administered in accordance with special education guidelines) in Spring of 2009.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

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.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Encourage student writing through a Writing Camp in January/February, 2009.	AR	4 th grade	Teachers	Plans	January, 2009
	2	Create three writing samples per six weeks and provide feedback by conferencing with individual students.	AR	All	Teachers	Writing Samples	Ongoing
	3	Fourth graders will participate in a workshop provided by the <i>Greensheet</i> newspaper.	AR	4 th grade	Teachers	Greensheet	November, 2008
	4	Improve usage, mechanics, spelling, revision, and editing skills as identified by weak performance on benchmarks.	AR	All	Teachers	Curriculum	Ongoing
	5	Continue presenting mini-lessons to students to improve their TOP writing scores so that they reach the "advanced high" rating.	AR	LEP	Teachers	Curriculum	Ongoing
	6	Improve scores on CBA's, benchmarks, and TAKS through goal-setting sessions with the students each six weeks.	AR	All	Teachers	Goal-setting forms	Each six weeks
	7	Increase vocabulary by incorporating word of the week into students' writing.	AR	All	Teachers	Word of the Week Announcement	Ongoing
	8	Provide third and fourth grade students five specialized writing workshops provided by Karen Lowery.	AR	3 rd and 4 th grade	Karen Lowery, Teachers	Karen Lowery's materials	September - February
Teachers	1	Plan and participate both vertically and horizontally within school grade level meetings to improve communication and align practices among language arts teachers grades K-5.	AR	4 th grade team	Teachers	Plans	Ongoing
	2	Implement balanced literacy as planned by teams and curriculum.	SD	All teachers	Teachers	Curriculum	Ongoing
	3	Participate in meetings to analyze data and guide appropriate instruction and interventions.	AR	All teachers	Administration	Data	Each six weeks
	4	Build relationships with at-risk students by using data to set appropriate individualized goals and confer with those students weekly.	AR	At-Risk	Teachers	Benchmark Data	Ongoing
	5	Provide time for special education teachers to collect and share data to ensure students are meeting their IEP goals and objectives.	AR	Sped	Special Ed Teachers	IEPs	Ongoing
Parents	1	Pursue parents as writing coaches.	PI	Parents	Teachers	Meetings	Ongoing
	2	Inform parents of skills being taught through Curriculum Night and Parent/Student Workshops.	PI	Parents	Teachers	Agendas	Fall, 2008

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**

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.

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

Jane Farney Elementary School 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	Farney 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.
NA	Included strategies for dropout prevention and reduction. (middle school and high school)
x	Included strategies for improving student attendance.
NA	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.
NA	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.
NA	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.
NA	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
x	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.

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

CIP PART II: ASSURANCE ADDENDUM
Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Beth Coleman	Principal
Casey Morris	Teacher 1
Heidi Schulte	Teacher 2
Delaney Potter	Teacher 3
Crystal Port	Teacher 4
Gail Fein	Teacher 5
Amy Abramowitz	Teacher 6
David Kastor	Teacher 7
Susan Salisbury	Teacher 8
Gerri Becker	Non-teaching professional 1
Administrative Team	Non-teaching professional 2
Jennifer Walker	Parent 1
Madelyn Polefko	Parent 2
Francine Turco	Community resident 1
Ralf-Peter Moss	Community resident 2
Martha Owens	Business representative 1 (HEB)
Bob Salisbury	Business representative 2

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	September 9, 2008	4:15	Farney Library
2	October 28, 2008	6:00	Farney Library
3	November 18, 2008	4:15	Farney Library
4	January 13, 2009	4:15	Farney Library
5	March 10, 2009	4:15	Farney 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.

	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.
	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 5% .	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.

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

X	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
X	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced 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 percentage of discipline referrals will be reviewed.	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.

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

	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 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

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.
	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.

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

1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
2. **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district's list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students' engagement in learning and level of thinking about content and concepts.
3. **Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
4. **High-quality and ongoing professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers' professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
5. **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district's Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
6. **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus's programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
7. **Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoserweb and are accessible to teachers and administrators.
10. **Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

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

Jane Farney Elementary School Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009			
Date	Audience	Responsible for Planning	Purpose/Content
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	
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.