

The Power of Engagement

2008-2009 Campus Improvement Plan for Fiest 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.

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 physical contact, fighting and disruptive behavior will be reduced by 10% from the previous school year.

Formative Evaluation:

District-developed Reports; “Game On” statistics

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Continue to implement the social skills program from Building Better Relationships.	VP AR	All Students	All Teachers and BBR team	BBR Strategies	August 2008 ongoing
	2	Implement the 3 Rs (Responsible, Respectful, Ready) plan building-wide.	VP AR	All Students	All Teachers and BBR team	3 Rs strategies and materials.	August 2008 ongoing
	3	Implement the team approach (Texans and Astros) in which homerooms earn points for best behavior throughout the school, and are recognized at the end of each six weeks.	VP AR	All Students	All Teachers, Admin., custodians	Data from report cards, bus reports, restroom and cafeteria checks.	Each six weeks
	4	Students will earn points on their hundred chart for demonstrating appropriate behavior.	VP AR	All Students	All teachers and BBR team	Hundred Charts / Incentives	August 2008 ongoing
5	Fifth grade students will participate in DARE.	VP AR	Fifth graders	DARE Officer Teachers	DARE materials	Fall 08	
Teachers	1	Teachers will receive training in BBR and Quantum Learning.	SD	All Teachers	Campus BBR Team and QL Trainer	District Training	Ongoing - 2008-2009
	2	Teachers will review discipline data each six weeks. Plans will be monitored and adjusted as needed.	SD	All Teachers	Teachers, APs, Principal	District discipline reports	Each six weeks
3	Teachers attended both Aric Bostick and Crystal Kuykendall, focusing on understanding relationship	SD	All Teachers	Guest Speakers and	Guest Speakers	August 2008	

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		building with students from diverse backgrounds.			District Staff		
	4	Train all staff on 2008-09 Emergency Operations Policies and Procedures	SD	All Staff	Administrative Staff	EOP Plan	August and ongoing
Parents	1	Parents will receive positive communication about their child, a minimum of three times per six weeks, through the use of a weekly communication card and positive phone calls and notes.	PI	All Parents	All Teachers and Staff	Parent contact and weekly communication card	Weekly
	2	Parents will be informed about the Building Better Relationship Skills and the 3 Rs through the Fiest Facts newsletter.	PI	All Parents	Administrative Staff	Newsletter	Every other Friday

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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:	#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	Student attendance will be measured and best team (Texans and Astros) awarded points each six weeks. Display in the hallway outside first grade.	AR PI	All Students	Admin. Assistant	Attendance Data	Each six weeks
	2	Encourage students to attend school and practice the 3 Rs.	AR	All Students	All Staff	Incentives	Each six weeks
	3	Set individual goals following benchmarks and CBAs.	AR	All Students	Staff and Mentors	Goal Sheets	Ongoing
Teachers	1	Teachers / Staff will contact parents whenever a student is absent for three consecutive days.	AR PI	All Teachers	Teachers / Staff	Attendance card/phone log	Ongoing
	3	Teachers will create a "We Missed You" folder for each student during student absences.	AR	All Students	Teachers	Folders	Ongoing
Parents	1	Parents will be informed of the importance of regular attendance through the Fiest Facts and personal conversations with teachers, counselors and administrators.	PI	All Parents	Teachers, Counselors and Admin. Staff	Attendance card Fiest Fact Newsletter	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	91	94	78	90	82
All	90	93	85	90	87
Eco.Dis.	89	89	79	90	83
Hispanic	90	93	76	90	81
LEP	67	75	--	--	--
LEP M1	--	--	--	--	--
LEP M2	--	--	80	90	83
Spec.Ed.	88	89	65	90	75
White	90	93	89	90	89

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, students in grade 5 will increase percentages in Meets Expectations and Commended Performance, by designated increments or greater, of student populations demonstrating proficiency on TAKS Science.

Campus Objective:

#3 B. Continue to increase the number of students earning Commended Performance status on TAKS to 50%
C. Continue to improve achievement on science benchmark tests by raising all scores by at least 5% from last year's assessment data.

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	Utilize observation guides and science journals to increase student understanding of science concepts and to assess their comprehension of science content.	AR	All Students	Teachers, IS, AP	Science Materials	Ongoing
	2	Provide increased hands-on science investigations and activities to develop conceptual understanding of science concepts.	AR	All Students	Teachers	Science Materials Curr. Guide	Ongoing

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	3	Develop comprehension and conceptual understanding of science vocabulary with technology power points and vocabulary suitcase activities.	AR T	All Students	Teachers	Science Materials, Power Point	Ongoing
	4	Teachers will model think-aloud strategies for answering TAKS format questions.	AR	All Students	Teachers	Science Materials	Ongoing
	5	Use graphic organizers, ISN, diagrams, and foldable books so students can organize science information and record data.	AR	All Students	Teachers	Science Materials	Ongoing
	6	Use the SQ-RQ-CQ problem solving method.	AR	All Students	Teachers	Science Materials	Ongoing
	7	Set individual goals following benchmark and CBA review.	AR	All Students	Teachers, Mentors	Goal Sheets	Ongoing
Teachers	1	Teachers will use district recommended strategies for vocabulary, homework and warm-ups.	SD	All Teachers	IS, Science Dept.	Science Materials, Curr Guide,	Ongoing
	2	Teachers will model and teach SQRQCQ strategies when doing warm-ups, weekly check points, unit tests, and benchmarks.	SD	All Teachers	IS, Science Dept.	Science Materials, Curr Guide	Ongoing
	3	Increase the use of higher order thinking questions in lessons.	SD	All Teachers	IS, Science Dept.	Science Materials, Curr Guide	Ongoing
	4	Implement research based strategies proven to be successful with AA, H and ECD students in science.	SD	All Teachers	IS, Science Dept.	Best Practices Strategies	Ongoing
	5	Master schedule will allow a one hour block of time for science instruction at grade 3, 4, and 5.	SD	All Teachers	AP	Master Schedule	Ongoing
	6	Analyze benchmark data to make decisions about instruction and curriculum.	SD	All Teachers	IS	Benchmark scores / data	After each Benchmark
	7	At grade 5, use two triads in scheduling so that each teacher is responsible for one TAKS subject and able to focus more intently/become an expert on that subject.	AR	Fifth grade teachers	Admin. and Teachers	District materials for Science, Math, Reading	Ongoing
	8	Teachers will participate in vertical teaming across grade levels.	AR	2-5	Teachers, ISs, Admin.	Data Scope and	Ongoing

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						Sequence	
Parents	1	Parents will be made aware of all benchmark dates through the Fiest Hotline, Fiest Facts and monthly calendars.	PI	All Parents	Teachers, Admin. Team	News letter Calendar	Ongoing
	2	Keep parents up-to-date on their child's progress by making phone calls, using the communication card and sending notes home.	PI	All Parents	Teachers	Work samples and grades	Ongoing
	3	Parents will use science study guides to help with science homework.	PI	2-5	Parents	Study Guides	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.

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	79	83	67	90	75	87	88	88	90	89	92	95	96	100	97
All	94	96	92	100	95	89	89	94	100	96	97	98	97	100	98
Eco.Dis.	83	85	79	90	83	72	78	82	90	85	88	89	90	100	93
Hispanic	96	97	97	100	98	74	79	85	90	87	93	95	93	100	95
LEP	100	100	90	100	93	--	--	86	90	87	86	87	--	--	--
LEP M1	100	100	100	100	100	86	87	--	--	--	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	100	100	100	--	--	100	100	100
Spec.Ed.	100	100	60	90	75	63	75	71	90	77	92	95	92	100	95
White	96	97	94	100	96	92	95	99	100	99	99	99	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, students in grades 3, 4, and 5 will increase percentages in Meets Expectations and Commended Performance, by designated increments or greater, of student populations demonstrating proficiency on TAKS Math.

Campus Objective:

#4

B. Continue to increase the number of students earning Commended Performance status on TAKS to 58% or higher.

C. Continue to improve achievement on math benchmark tests by raising all scores at least 5% from last year's assessment data.

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 learning of all students by ensuring that presented lessons include visual, auditory and kinesthetic learning opportunities for students.	AR	All students	IS, Teachers, Administration	August staff development materials and	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.

						math classroom checklist, Curr. Guide	
	2	Improve student performance on quizzes/benchmarks by teaching one new test-taking strategy each quiz and benchmark and monitoring to ensure that students perform the test-taking strategies that have been taught.	AR T	All Students	IS, Teachers Administration	Test-taking strategy power point	Each quiz and benchmark
	3	Improve student learning of content by monitoring instruction to ensure the appropriate balance of partner and independent practice.	AR	All Students	IS, Teachers	Overview of math classroom	Daily
	4	Provide extended learning time for students during supplemental instruction periods and tutoring sessions.	AR	Identified students	Teachers	Individualized tutorial materials	Daily and semi-monthly
	5	Increase the use of hands on experiments and activities through Science labs.	AR	K-5	Teachers, IS	Science Materials	Ongoing
	6	Work with all students to set individual goals based on tests/quizzes.	AR	K-5	Teachers, Mentors	Goal Sheets	Ongoing
	7	Provide small group instruction for objective specific tutoring.	AR	K-5	Teachers, IS, Mentors	Math materials	Ongoing
Teachers	1	Schedule math coaches to work with 4 th and 5 th grade teachers on modifying lessons to target identified struggling learners.	SD CE	4 th and 5 th grade math teachers	IS	Math Coach	Bi-weekly
	2	Schedule grade level math team meetings to review the student assignments to ensure that students are provided the opportunity to think at higher levels.	SD	Grade level math teams	IS, AP	Test Reference Booklets	Weekly
	3	Vertical Team Meetings held three times during school year.	SD	Teachers	IS Admin. Team Liaison	District Math Dept.	Ongoing
	4	Teachers (grades 3-5) meet with students to develop individual goals and provide the data needed to help students track their achievement.	SD	Teachers	IS Admin. Team	CBA, Benchmark Data	Ongoing
	5	Teachers will use assessment data to plan instruction for reteaching and extending, increasing the percentage of students passing, as well as the percentage earning commended.	SD	Teachers	IS Admin. Team	CBA, Benchmark Data	Ongoing

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	6	Teachers (grades 4 and 5) will attend coaching sessions.	SD	Teachers	IS Admin. Team	District Coaches	Ongoing
	7	Teachers will design and present lessons that implement research proven strategies from the following: <ul style="list-style-type: none"> ● Marzano ● Baker's Dozen ● Magnificent Seven ● Quantum Learning 	SD	Teachers	IS Admin. Team Katie Freed	District Training Materials; QL Materials	Ongoing
	8	Continue the use of frequent data analysis and use of targets to determine gaps in students' knowledge and identify struggling students.	AR	K-5	Teachers, IS, Admin.	Data Targets	Ongoing
	9	Provide extra tutoring in classes by the IS and other staff members.	AR	3-5	Staff, IS	Campus materials.	Ongoing
	10	Provide students with concrete examples and use of manipulatives to enhance understanding.	AR	All Students	Teachers, Liaison	Campus materials.	Ongoing
Parents	1	Keep parents up-to-date on their child's progress by making phone calls, using the communication card, and sending notes home.	PI	Parents	Teachers	Work samples and grades	Weekly
	2	Conduct a TAKS training night for parents that include math activities and strategies.	PI	Parents of Math TAKS takers	3 rd , 4 th 5 th grade math teachers	Math materials	Evening during the fall semester
	3	Review math vocabulary at home on a regular basis.	AR PI	K-5	Parents	Math Vocabulary Words	Ongoing

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Area of Focus: Reading/English Language Arts

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	92	95	95	100	97	83	85	88	90	89	96	97	96	100	97
All	97	98	96	100	97	83	85	90	100	93	94	96	95	100	97
Eco.Dis.	96	97	95	100	97	73	79	79	90	83	90	93	90	100	93
Hispanic	96	97	97	100	98	74	79	73	90	79	95	97	96	100	97
LEP	100	100	90	100	93	--	--	86	90	87	57	75	--	--	--
LEP M1	100	100	100	100	100	71	77	--	--	--	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	100	100	100	--	--	100	100	100
Spec.Ed.	--	--	80	90	83	59	75	50	90	75	80	83	81	90	84
White	99	99	96	100	97	84	86	94	100	96	94	96	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. By May 2009, students in grades 3, 4, and 5 will increase percentages in Meets Expectations and Commended performance by designated increments or greater, of student populations demonstrating proficiency on TAKS Reading/ELA.

Campus Objective:

#5

B. Continue to increase the number of students earning Commended Performance status on TAKS Reading to 35% or higher.

C. Continue to improve achievement on Reading benchmark tests by raising all scores at least 5% from last year's assessment data.

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 kindergarten students' phonological awareness skills through daily Neuhaus activities.	AR	All Students	All Teachers, IS	Neuhaus Materials	Ongoing
	2	Improve kindergartners' listening skills and ability to respond to explicit and implicit questions by reading stories to them daily.	AR	All Students	All Teachers, IS	Books and District materials	Ongoing
	3	Improve first graders' accuracy and fluency by dedicating	AR	All	All Teachers,	Individual	Ongoing

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		15+ minutes daily to independent reading.		Students	IS	books	
	4	Improve 2 nd grade students' reading comprehension through focusing on TEKS performance identified as weak on benchmarks. Strengthen their independent reading level through guided reading instruction; build their stamina and fluency by increasing daily time for independent reading.	AR CE	All Students	All Teachers, IS, RE	Classroom and Literacy Library	Ongoing
	5	Implement research based strategies proven to be successful with H and ECD students in reading, especially in the area of 4 th grade comprehension.	AR	All Students	All Teachers, IS	Materials provided at August SD	Ongoing
	6	Provide opportunities for students to regularly engage in sustained reading of independent leveled texts and materials (3 rd , 4 th 5 th critical reading skills).	AR CE	All Students	All Teachers, RE	Classroom and Literacy Library	Ongoing
	7	Dedicate at least fifteen minutes (depending upon the grade level) per day to student-selected independent reading in order to build endurance.	AR	All Students	Teachers, Librarian	Literacy Library, Library	Ongoing
	8	Students will participate in a buddy reading program with a paired class.	AR	All Students	Teachers	Literacy Materials	Ongoing
Teachers	1	Participate in a professional learning community about research based strategies that are proven to be successful with H and ECD students in reading.	SD	All Teachers	Admin. Team, LA helping teacher	Research based materials	Ongoing
	2	Construct anchor charts that reinforce strategic thinking (i.e., Marzano), so that students know when, how, and why to incorporate the strategy in their reading and can refer to the chart for support (3 rd , 4 th 5 th critical reading skills).	SD	All Teachers	IS Administration	S D training in August	Ongoing
	3	Utilize district model lessons to address critical TEKS objectives. Regularly analyze assessment data in order to ensure alignment between daily instruction and critical TEKS objectives (3 rd , 4 th 5 th critical reading skills).	SD	All Teachers	IS	District Materials, work samples, benchmark data	Ongoing
	4	Schedule Language Arts Helping Teachers to work with 3 rd , 4 th and 5 th grade teachers on reading comprehension strategies.	SD	All Teachers	IS Administration	LA helping teacher	Ongoing
	5	Have teachers identify LEP students' composite score on	SD	ESL	Counselor,	ESL	Ongoing

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		2007 TELPAS so that they can implement the interventions for students to grow at least one level of proficiency during the year.		Teachers	AP	Liaison, TELPAS Data	
	6	Encourage teachers to attend professional development opportunities such as the summer Academy and ESL symposiums.	SD	Non-certified ESL Teachers	Administration IS	ESL Dept.	Ongoing
	7	Language Arts teachers will participate in vertical team meetings four times during the school year.	SD	LA teachers	Liaisons Administration IS	LA Dept.	Ongoing
	8	Weekly planning with IS and/or AP.	SD	LA teachers	Administration IS	Curriculum Documents; Research based strategies, i.e. Marzano, QL,	Ongoing
	9	Use Distance Learning to observe model balanced literacy lessons.	SD	LA Teachers	IS	Model Teacher; Technology	October 2008
	10	Meet with District Helping Teacher to 1) plan with teachers at beginning of year, 2) observe modeled reading strategies for Reading, Language, Social Studies and Science.	SD	Teachers	IS	HT – Ms. Berger	Ongoing
	11	Attend Professional Development (provided by the District) to aid in the implementation of Balanced Literacy.	SD	LA Teachers	Administration IS	District LA Dept.	Ongoing
	12	Provide Spalding training at Fiest for teachers grades 1-5.	SD	LA Teachers	Administration IS	District Spalding Trainer	August 2007
	13	Help teachers develop a repertoire of activities to increase and improve the reading vocabulary of all students to accelerate reading comprehension and understanding.	SD CE	Teachers K-5	RE Teacher, IS, Liaison	Vocabulary Enrichment Lessons	Ongoing
	14	Encourage all teachers to earn ESL certification.	SD	Teachers K-5	ESL and Staff Dev. Personnel	Staff Development.	Ongoing
Parents	1	Keep parents up-to-date on their child's progress by making phone calls, using the communication card and	PI	Parents	Teachers	Work samples	Weekly

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		sending notes home.				and grades	
	2	Conduct a TAKS training night for parents that includes reading activities and strategies.	PI	Parents of Reading TAKS takers	3 rd , 4 th 5 th grade reading teachers	Reading materials	Evening during the fall semester
	3	Provide parents with information and instruction on the use of "Take Home Readers."	PI	K-2 and Spe. Ed.	Teachers	Handout	Fall, 2008
	4	Provide parents with information and instruction so they may monitor the online grades through PIV.	PI	Grades 2-5	Admin., Teachers	PIV Handouts	Fall, 2008, Ongoing
	5	Encourage parents to participate in reading with their child for at least twenty minutes per day.	PI	All Parents	Parents	Books	Ongoing

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Area of Focus: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	91	94	92	100	95
All	94	96	96	100	97
Eco.Dis.	88	89	93	100	95
Hispanic	81	84	94	100	96
LEP	--	--	100	100	100
LEP M1	75	80	--	--	--
LEP M2	--	--	100	100	100
Spec.Ed.	64	75	50	90	75
White	98	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.

A. By May 2009, students in grade 4 will increase percentages in Meets Expectations and Commended Performance by designated increments or great, of student populations demonstrating proficiency on TAKS Writing.

Campus Objective:

#6 B. By May 2009, 4th graders will increase the number of students earning a 2 or higher on the TAKS Written Composition with 45% scoring a 3 or higher.

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 instructional support through focused mini-lessons and individualized writing conferences in order to grow writers who are developing a wide repertoire of writing strategies, who are developing the ability to reflect on their processes to set goals, and who are learning to write with clear intentions and purposes.	AR	All students	Teacher, IS	Writing Committee, Balanced Literacy materials	Ongoing
	2 Demonstrate (through modeled, shared, and interactive writing) how the revision and editing processes help writers communicate meaning in clear and concise ways.	AR	All students	Teacher	District SD Writing Committee	Ongoing

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	3	Utilize grade-level revising and editing practice cards/Mountain Language program to teach students basic editing symbols. Construct an ongoing editing checklist that serves as a visual reminder of concepts that students should attend to in their writing.	AR	All students	Teacher	Writing Committee	Ongoing
	4	Create a method of displaying commonly misspelled high-frequency words (via word wall and/or core lists in writing folders) for which students are held accountable while writing.	AR	All students	Teacher, IS	Core Spelling list	Ongoing
	5	Students will attend an author visit that supports the reader's/writer's workshop.	AR	All students	Librarian	Authors, Activi.Funds	Ongoing
	6	Students will use Revision/Editing cards (2-5) to practice revision and editing.	AR	Students 2-5	Teachers	District revision/editing cards.	Ongoing
Teachers	1	Teachers will provide writing instruction using the writer's workshop model in all grade levels.	SD	All teachers	LA Teachers	District training	Ongoing
	2	Teachers will submit 18 writing samples from each student to the leadership team that demonstrate students' growth as writers.	SD	All teachers	Admin Team	Writing Samples	Ongoing
	3	Employee technology tools to facilitate the writing process (e.g., Inspiration for mind-mapping during pre-writing, Word for revision, editing, and publishing).	SD T	All teachers	Tech Team	Computer programs	Ongoing
	4	Continue presenting mini-lessons to students to improve their TOP writing scores so that they reach the "advanced high" rating, the necessary exit score.	SD	All teachers	Admin Team, IS	TOP Rater training, Balanced Literacy strategies	Ongoing
	5	Grade 3 teachers will have a greater focus on writing.	AR	Students Grade 3	Teachers, IS, Admin.	Six Traits of Writing	Ongoing
	6	Teachers will use the Six Traits of Writing strategies as a best practice in the instruction of writing.	AR	Students 1-5	Teachers	Six Traits of Writing	Ongoing
	7	All teachers will model the writing process on a daily basis.	AR	All Students	Teachers	Charts, Journals	Ongoing
	8	Fourth grade teachers will use the Ralph Fletcher <i>Qualities of Writing</i> kits to improve instruction.	AR	Students Grade 4	Teachers	Kits	Ongoing

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	9	Kindergarten and First Grade Teachers will use the Lucy Caulkin's <i>Best Practices</i> kits to improve writing instruction.	AR	Students Grades K and 1	Teachers	Kits	Ongoing
Parents	1	Keep parents up-to-date on their child's progress by making phone calls, using the communication card and sending notes home.	PI	Parents	Teachers	Work samples and grades	Weekly
	2	Conduct a TAKS training night for parents that includes writing activities and strategies.	PI	Parents of Writing TAKS takers	3 rd , 4 th 5 th grade writing teachers	Writing materials, e.g. Six Traits; Released TAKS	Evening during the fall semester
	3	Parents will have the opportunity to purchase <i>Type to Learn</i> through CFISD for student use at home.	PI, T	Parents of Students Grades K-5	Parents	Software	Ongoing

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Area of Focus: Social Studies

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	#7	By May 2009, Fiest will increase the percentage of students in each target group to 90% or greater demonstrating proficiency on district Social Studies benchmarks.
Formative/Summative Evaluation:		District-developed Tests

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Teachers will deliver in-depth, content-rich, TEKS-based lessons that engage learners.	AR	All Students	Social Studies Teachers	August PD	Ongoing
	2 Apply reading and writing strategies in social studies instruction.	AR	All Students	Social Studies Teachers	Curriculum Guide	Ongoing
	3 Students will view and discuss district-made Power Point presentations related to special events in history.	AR	All Students	Teachers, Liaison, SS Coordinator	Power Point presentations	Ongoing
Teachers	1 Review benchmark results and plan for instructions.	SD	All Teachers	IS Administration	Benchmark Data	After each Benchmark
	2 Request SS helping teacher to assist the fifth grade teacher in planning instruction of the Civil War unit.	SD	All Teachers	IS Administration	SS Helping Teacher	Fall Semester
	3 Teachers will utilize the benchmark study guides to help review prior to each benchmark.	AR	Students grades 1-5	Teachers	Study Guides	Ongoing
	4 Teachers will ensure that students use ISNs and provide instruction on use.	AR	Students Grades 3-5	Teachers	ISN	Ongoing
Parents	1 Keep parents up-to-date on their child's progress by making phone calls, using the communication card and sending notes home.	PI	Parents	Teachers	Work samples and grades	Weekly

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	2	Parents and Community Volunteers will provide lessons designed by Junior Achievement.	PI AR	All Students	Teachers, Volunteers	JA Materials	Ongoing
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*** Legend**

Code	Plan	Indicates that the strategy addresses...
AR	At-risk	the needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	training needs of teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
T1	Title I	federal mandates for school-wide Title I programs.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.

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CIP PART II: ASSURANCE ADDENDUM

Fiest Elementary

Ronda Rickett

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	Fiest 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.
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.

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CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Ronda Rickett	Principal:
Sarah Montague	Teacher 1: Kindergarten Representative
Stephanie Petzolt	Teacher 2: First Grade Representative
Lisa Newberry	Teacher 3: Second Grade Representative
Gayle Orlowski	Teacher 4: Third Grade Representative
Anne Burgdorf	Teacher 5: Fourth Grade Representative
Karen Griffen	Teacher 6: Fifth Grade Representative
Elizabeth Klaus	Teacher 7: Special Education Representative
Janie Brooks	Teacher 8: Large Group Representative
Kathy Schaertl	Non-teaching professional 1: Instructional Specialist
Kathy McDonald	Non-teaching professional 2: Counselor
Becky Carson	Parent 1:
Brandye Wright	Parent 2:
	Community resident 1:
Amanda Seabaugh	Community resident 2: Community Christian Church
David Clark	Business representative 1: Farmer's Insurance
Harold Rowe	Instructional Support Representative

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	September 25, 2008	7:30 AM	Library
2	December 1, 2008	7:30 AM	Library (AEIS) Report
3	January 15, 2009	7:30 AM	Library
4	March 11, 2009	7:30 AM	Library
5	May 14, 2009	7:30 AM	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.
	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by XX% .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at XX% .	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.
	5) Violence Prevention	For 2008-2009, the	Each grading period the	At the end of the school	Implement and monitor

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		discipline referrals for offenses will be reduced by XX% from the previous school year.	discipline referrals will be reviewed to determine the percent of referrals.	year, the discipline referrals will be reviewed to determine the percent of referrals for XXX .	the school-wide safety and security plan.
	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above XX% .	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 testing, classes, and

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CIP PART II: ASSURANCE ADDENDUM

					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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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 infoservweb and are accessible to teachers and administrators.
- 10. **Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

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CIP PART II: ASSURANCE ADDENDUM

Fiest 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	
18-Aug	All Staff	Campus	
19-Aug	All Staff	Campus	
20-Aug	All Staff	Campus	
21-Aug	Elementary/Secondary	District Staff	
22-Aug	All Staff	Campus	
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
16-Feb	All Staff	Campus	
13-April *	All Staff	Campus	
4-June	All Staff	Campus	

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