

2008-2009
Campus Improvement Plan
for
Hairgrove Elementary
Revised 10/2/08

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.

Hairgrove Elementary
2008-09 Comprehensive Needs Assessment Summary

The staff at Hairgrove Elementary includes 68 teachers, 22 paraprofessionals, and 3 administrators. The student population is 10% White, 8% African American, 77% Hispanic, 4% Asian, and 0% Native American. Seventy-five percent of students who attend Hairgrove Elementary qualify for free or reduced lunch. The mobility rate for students at Hairgrove Elementary is 14.8%.

In accordance with Texas state legislative requirements, the staff at Hairgrove 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, Hairgrove Elementary did not have any student groups with performance below 75% in any grade/content. Hairgrove Elementary will be implementing strategies to achieve an Exemplary rating in all students groups. Additionally, Hairgrove Elementary will implement research-based strategies to eliminate the achievement gap between African American, Hispanic, White, and economically disadvantaged students.

Hairgrove 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 (95.6%), Hispanic (96.8%), White (95.3%), and students who are economically disadvantaged (96.6%). Efforts will also be made to increase teacher retention at Hairgrove Elementary.

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Area of Focus: Student Safety

District Priority:	The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.
Campus Objective:	# 1 For 2008 – 2009, discipline referrals for inappropriate physical contact will be reduced by 10% or more from 107 to less than 98.
Formative Evaluation:	District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will be taught our school-wide BBR expectations.	VP AR	All students	Teachers	BBR Committee BBR Helping Teachers	Daily
	2 Students will earn a variety of positive rewards for demonstrating mastery of the social skills by earning Dolphin Dollars.	VP AR	All students	All staff members	Dolphin Dollar continuum of rewards	Daily – to earn Dolphin Dollars and rewarded incrementally through June 2009
	3 Classroom guidance lessons will focus on cooperation, personal safety, anti-bullying, conflict resolution and transitions. T1-2	VP AR	All students	Counselor Teachers	Classroom Guidance Plan	Monthly
	4 4th grade students will participate in the ROPES program and other grade levels will participate in cooperative activities during PE.	VP AR	All students	ROPES Facilitators, Teachers	ROPES Curriculum	Fall semester for 4 th grade at ROPES; ongoing in PE
Teachers	1 All staff members will receive training in BBR school-wide plan.	SD	All staff	BBR Liaison BBR Committee	BBR Committee members	August 2008
	2 Teachers will establish positive, respectful relationships while implementing consistent rules, procedures and routines.	VP AR	Teachers	Teachers	BBR Committee, Behavior Helping Teachers	First six weeks of school; ongoing
	3 Teachers will be trained to utilize the discipline continuum	SD	Teachers	Asst. Princ.	Hairgrove	August 2008;

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		when working with students on behavior.				Discipline Continuum	ongoing
	4	Teachers will be provided opportunities to participate in CPR and the use of the Automated External Defibrillator (AED).	SD	Offered to all staff, required in some areas	Nurse, District Trainers	CPR/AED Training materials	Ongoing
	5	Teachers will be trained on the campus crisis plan and will participate in various crisis drills including intruder and severe weather.	SD	All staff	Principal	Crisis Plan	August 2008; ongoing
	6	Utilize Title I funds to purchase batteries for flashlights to increase student safety.	T1	All students	Principal APs	Crisis Plan	Fall 2008
Parents	1	Communicate with parents regarding their child's behavior by using the weekly folder, student planner, parent conferences, phone calls, and/or office referrals. T1-6	PI	Parents	Teachers Admin.	Thursday folders, student planners, progress reports, report card, discipline data	August 25, 2008-June 2009
	2	Parents will be required to sign-in, present identification, and wear a visitor label at all times when in the building. Parents will also be notified that teachers have been trained to stop anyone not wearing a badge and escort them to the office to prevent unidentified adults in the building.	PI	All parents	Front Office Personnel	V-Soft, newsletters	Ongoing

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Area of Focus: Attendance

District Priority:	Ensure that students understand the importance of attending school regularly and completing high school.
Area of Focus:	Attendance
Campus Objective:	#2 For 2008 – 2009, average daily attendance (ADA) 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 Students will understand how their individual attendance counts towards their team score and is reflected in the school-wide goal of 97% or greater.	AR	All Students	Teachers Asst. Princ. Principal	Game On Scoreboard	Weekly
	2 Students with perfect attendance will receive incentives provided through the PIE Office.	AR	All Students	Teachers	Coupons from PIE, Attendance roster	Each six weeks
	3 Students with perfect attendance for the entire year will be recognized at the awards assembly in May.	AR	All Students	Teachers Principal Registrar	Attendance roster	June 2009
Teachers	1 Teachers will take daily attendance and make an effort to contact parents about excessive tardies or absences that impact learning.	AR PI	All Students	Teachers	Attendance rosters, phone logs, weekly folders	Ongoing
	2 Staff members will sign in upon arrival to school each day.	SD	All Staff	Principal	Sign-in folders	Daily
Parents	1 Parents will be notified about the state requirement for attendance in order to receive credit for the school year.	PI	Parents	Principal	Newsletters, phone calls	Monthly
	2 Parents will be notified of excessive absences and tardies. T1-6	AR PI	Parents	Registrar Principal APs	Parent Letters	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	80	83	100	100	100
All	72	78	94	100	96
Eco.Dis.	69	76	92	100	95
Hispanic	68	75	93	100	95
LEP	48	75	81	90	84
LEP M1	100	100	--	--	--
LEP M2	58	75	96	100	97
Spec.Ed.	--	--	78	90	82
White	92	95	93	100	95

District Priority:

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

Campus Objective:

3 By May 2009, Hairgrove will meet or exceed the targets to increase the percentage of students demonstrating proficiency in TAKS Science.

Formative/Summative Evaluation:

Three-week common assessments, District-developed Tests and Texas Assessment of Knowledge and Skills, weekly quizzes, journal entries, Test Talk Lessons

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Use direct vocabulary instruction to accelerate growth.	AR CE T1	All students	Teachers	CFISD academic vocab. lists	Daily
	2	Monitor progress of critical TEKS mastery by analyzing results of 3 week checkpoints, district quizzes and benchmarks. T1-8	AR CE T1	Groups listed in table	Instr. Spec. Teachers	Checkpt data, gradebook, benchmark data	Every 3 weeks
	3	Hold weekly Science Bowl that counts as part of Game On during lunch, work with science helping teachers two days/week, and attend tutorials as part of additional time and extended learning opportunities. T1-2	AR CE	All Students	Teachers Instr. Spec. Sc. Coach Sc. Helping Teacher	Science Curriculum	Weekly through June 2009

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	4	Provide small group instruction for identified striving scientists.	AR CE	Identified students	Teachers Sci. Coach	Data from checkpoints, benchmarks and quizzes	Daily through May 2009
	5	Set class and individual student goals for checkpoints, quizzes and benchmarks.	AR	All students	Teachers, students	Data from checkpoints, benchmarks and quizzes	Every 3 weeks
	6	Utilize Title I funds to train 2 nd -5 th grade math/science teachers in literacy across the curriculum with a focus on non-fiction reading. T1-4	SD T1	2 nd -5 th grade Math/Science teams	Principal	Consultant, Becky Koesel	Prior to start of school, follow-up once in the fall and once in the spring
	7*	Utilize Title I funds to support activities planned for Science Night T1-2	T1 AR	All Students	Instr. Spec. Teachers	Science Curriculum, Mad Science	October 20, 2008
Teachers	1	Utilize district science helping teachers to work with teams to plan targeted lessons to meet the needs of striving scientists.	AR	Identified students	Teachers Sc. Coach	Sc. Helping Teachers	Bi-weekly
	2	New teachers will attend the training sessions provided by staff development. T1-5	SD	New Science Teacher	Science Department	Science Curriculum	Each six weeks
	3	Classes will display results of checkpoints and teachers will goal-set with individual students so that they are aware of the progress they are making. Overall teacher class results will be display in the hallway with a goal of 90% as the target by the TAKS Administration. Teachers will work backwards to determine the improvement needed over time to achieve the 90% goal.	AR SD T1	Science teachers, students	Science Teachers Instr. Spec. Asst. Princ.	Checkpt data, visuals for student goals in each class, line graphs	Every 3 weeks following checkpoints
	4	The Principal, and Assistant Principals will engage in hyper-monitoring of classrooms by conducting walk-throughs with feedback to increase effectiveness of instruction. T1-2	AR SD	Science Teachers	Principal Asst. Principal	Walkthrough Forms	Daily
	5	Utilize Title I funds to purchase materials for students to conduct science experiments as specified in the District Curriculum.	T1 AR	All students	IS APs Teachers	District Curriculum Science Inventory	Fall 2008
	6	Utilize Title I funds to purchase materials for tutoring	T1	Identified	Principal	Teachers,	September

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		before and after school and for teaching Saturday school.	AR	teachers		science Curriculum	2008-June 2009
	7	Utilize Title I funds to provide specific science training sessions- for example, TAKS breakdown workshop with Margaret Kilgo and ongoing planning with consultant Amanda Collins. T1-4	T1 AR SD	5 th grade Science teachers	Principal	Teachers, consultants Amanda Collins and Margaret Kilgo	Monthly, August-May
Parents	1	Utilize Title I funds to provide parents materials for home and/or training to help increase science vocabulary. T1-6	T1 PI	All Parents	Teachers Instr. Spec. Sc. Coach	Vocabulary Materials	Each semester
	2	Attend Science Night	T1 PI	All Parents, students	Instr. Spec. Sc. teachers Staff vol.	SRC materials	October 20, 2008
	3	Parents will be informed about and recruited to attend and participate in various field trips to SRC and ROPES.	PI	All Parents	Teachers	Curriculum Nights, parent conferences, sign-up posters, PTO VIPS	Ongoing
	4	Inform parents of child's progress – both celebration and areas of weakness by making phone calls, sending e-mails and holding conferences.	PI	Parents of identified students	Teachers	Work samples	Weekly

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Area of Focus: Mathematics

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	100	100	90	100	93	77	81	80	90	83	90	93	100	100	100
All	77	81	92	100	95	90	93	89	90	89	93	95	96	100	97
Eco.Dis.	76	81	94	100	96	88	89	88	90	89	91	94	95	100	97
Hispanic	73	79	94	100	96	91	94	91	100	94	93	95	95	100	97
LEP	67	75	93	100	95	90	93	83	90	85	80	83	88	90	89
LEP M1	91	94	100	100	100	89	89	100	100	100	100	100	--	--	--
LEP M2	--	--	--	--	--	100	100	100	100	100	100	100	96	100	97
Spec.Ed.	60	75	100	100	100	83	85	60	90	75	--	--	75	90	75
White	86	87	86	90	87	88	89	84	90	86	93	95	100	100	100

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	# 4	By May 2009, Hairgrove will exceed the district targets to increase the percentage of students demonstrating proficiency in TAKS Mathematics.
Formative/Summative Evaluation:		Three-week common assessments, District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Assign striving students to highly qualified teachers with proven track records of high student achievement. Re-group classes as needed.	AR CE T1	Identified students	Principal Asst. Principals Instr. Spec.	Class lists AMS data Checkpt data	Prior to 1 st day of school, after each checkpt, district quiz, and benchmark
	2	Monitor progress of critical TEKS mastery by analyzing results of 3 week checkpoints, district quizzes and benchmarks.	AR CE T1	Groups listed in table	Instr. Spec. Teachers	Checkpt data, gradebook, benchmark data	Every 3 wks
	3	Provide extended learning time for students – before school, after school, and Saturday classes. T1-9	AR CE T1	Identified students	Principal Asst. Principals Instr. Spec.	Tutorial packets	Daily and monthly (beginning in

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					Teachers		October)
	4	Use direct vocabulary instruction to accelerate growth.	AR CE T1	Identified students	Teachers	CFISD academic vocab. Lists	Daily
	5	Set class and individual student goals for checkpoints, quizzes and benchmarks.	AR	All students	Teachers, students	Data from checkpts, benchmarks and quizzes	Every 3 weeks
	6	Utilize Title I funds to purchase math manipulatives for students to use to enrich the District Math Curriculum.	T1 AR	All students	IS APs Teachers	District Curriculum, Math Helping Teachers	Fall 2008
	7	Utilize Title I funds to purchase individual dry erase boards for small group instruction, performance assessment and increased student engagement.	T1 AR	All students	Principal IS APs	District Curriculum, School catalogs	Fall 2008
Teachers	1	Schedule math coaches to work with 2 nd -5 th grade teams to target identified striving students.	SD T1	2 nd -5 th grade math teams	Instr. Spec. Math coaches	Math coaches	Bi-weekly
	2	Utilize Title I funds to train 2 nd -5 th grade math/science teachers in literacy across the curriculum with a focus on non-fiction reading.	SD T1	2 nd -5 th grade math teams	Principal	Consultant, Becky Koesel	Prior to start of school, follow-up once in the fall and once in the spring
	3	Schedule after school staff development sessions to analyze checkpoint data, and make plans to accelerate failing students.	AR SD T1	1 st -5 th grade math teams	Instr. Spec. Teachers	Instr. Spec. Data from checkpts, benchmarks and quizzes	Every 3 weeks-after checkpts
	4	The Principal, and Assistant Principals will engage in hyper-monitoring of classrooms by conducting walk-throughs with feedback to increase effectiveness of instruction. T1-2	AR SD	Math teachers	Principal Asst. Princ.	Walk-through Form	Daily
	5	Classes will display results of checkpoints and teachers will goal-set with individual students so that they are aware of the progress they are making. Overall teacher class results will be display in the hallway with a goal of	AR SD T1	Math teachers, students	Math teachers Instr. Spec. Asst. Princ.	Checkpt data, visuals for student goals in each class, line graphs	Every 3 weeks following checkpoints

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		90% as the target by the TAKS Administration. Teachers will work backwards to determine the improvement needed over time to achieve the 90% goal.					
	6	Utilize Title I funds to purchase materials for tutoring before and after school and for teaching Saturday school. T1-5	T1 AR	Identified teachers	Principal APs	Teachers, Math Curriculum, Math Helping Teachers	September 2008- June 2009
Parents	1	Inform parents of child's progress – both celebration and areas of weakness by making phone calls, sending e-mails and holding conferences. T1-6	PI	Parents of identified students	Teachers	Work samples	Weekly

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Area of Focus: Reading

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	100	100	100	85	87	80	90	83	80	83	100	100	100
All	87	88	90	100	93	74	79	80	90	83	82	85	89	90	89
Eco.Dis.	86	87	91	100	94	67	75	77	90	81	81	84	84	90	86
Hispanic	87	88	89	90	89	69	76	77	90	81	78	82	85	90	87
LEP	77	81	87	90	88	39	75	56	90	75	52	75	59	90	75
LEP M1	100	100	100	100	100	64	75	84	90	86	100	100	--	--	--
LEP M2	--	--	--	--	--	91	94	93	100	95	79	83	96	100	97
Spec.Ed.	73	79	67	90	75	--	--	50	90	75	--	--	78	90	82
White	83	85	93	100	95	87	88	88	90	89	100	100	100	100	100

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	# 5	By May 2009, Hairgrove will exceed the district targets to increase the percentage of students demonstrating proficiency in TAKS Reading.
Formative/Summative Evaluation:		Three-week common assessments, District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Provide students with a structured Reading Workshop model that includes Read Aloud, Read Aloud with Accountable Talk, Shared Reading, Independent Reading, Guided Reading, Strategy Lessons, and conferring.	AR	All Students	Teachers	Consultant, Becky Koesel District Helping Teachers	Daily
	2	Provide students with a visual schedule for the workshop.	AR	All Students	Teachers	Master schedules, individual schedules	Daily
	3	Implement the READ 180 program for 5 th SEI and at-risk	AR	Targeted	READ 180	READ 180	Daily

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	students.	T	students	Teacher	Helping Teacher, Share Sessions	
4	3 rd -5 th grade students will access KidBiz during the reading workshop as part of independent reading twice each week for 30 minutes to increase comprehension skills.	AR T	3 rd -5 th grade students	Teachers	KidBiz Program	Daily
5	Monitor progress of critical TEKS mastery by analyzing results of 3 week checkpoints, and benchmarks.	AR CE T1	Groups listed in table	Instr. Spec. Teachers	Checkpt data, gradebook, benchmark data	Every 3 wks
6	Students will have the opportunity to attend an after school Book Club to increase reading levels, fluency, stamina and confidence.	AR T1	Groups listed in table	M. Logback, P. Myers, B. Flynn	Instructional Excellence Grant	Oct. 2008- June 2009
7	Utilize Title I funds to provide students with just-right reading materials- both fiction and non-fiction, for the literacy library. T1-2	T1 AR	All students	Principal APs IS	Grade level TEKS, Fonntas & Pinnell Recommended Guided Reading Lists	Fall 2008
8	Utilize Title I funds to purchase library books to enrich and enhance the collection and provide updated choices for readers. T1-5	T1 AR	All students	Principal APs IS Librarian	Grade level TEKS, Librarian recommendations	Fall 2008
9*	Utilize Title I funds for scholarships to attend summer school. T1-9	T1 AR	Identified Students	Principal APs ISs Teachers	Report cards, Benchmark scores, TAKS scores, Reading levels	Spring 2009
Teachers	1		Language Arts teachers Title I teachers	Principal	Consultant, Becky Koesel	3 days in August, Sept., Nov., Jan. and March
	2		1 st -5 th Language Arts Teachers	Instr. Spec.	Data from checkpts, benchmarks and quizzes	Every 3 weeks
	3		Language	Principal	Walk-through	Daily

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		hyper-monitoring of classrooms by conducting walk-throughs with feedback to increase effectiveness of instruction.	SD	Arts Teachers	Asst. Princ.	Forms	
	4	Classes will display results of checkpoints and teachers will goal-set with individual students so that they are aware of the progress they are making. Overall teacher class results will be display in the hallway with a goal of 90% as the target by the TAKS Administration. Teachers will work backwards to determine the improvement needed over time to achieve the 90% goal.	AR SD T1	Lang. Arts teachers, students	Lang. Arts Teachers Instr. Spec. Asst. Princ.	Checkpt data, visuals for student goals in each class, line graphs	Every 3 weeks following checkpoints
	5	Teachers will have the opportunity to continue learning about guided reading, conferring with students and strategy lessons by attending Book Club after school with their students.	SD	Teachers of identified students	M. Reams, P. Myers, G. Lang	Book Club staff, lit. library materials, monitoring notebooks, videos	Oct. 2008- June 2009
	6	Utilize Title I funds to purchase materials for tutoring before and after school and for teaching Saturday school.	T1 AR	Identified teachers	Principal APs	Teachers, Reading Curriculum, IS, At-Risk Professional, Title I	September 2008- June 2009
	7	Utilize Title I funds to attend a TAKS breakdown workshop by Margaret Kilgo T1-4	T1 AR SD	4 th Grade Lang. Arts Teachers	Principal	Teachers, Margaret Kilgo	September 2008
Parents	1	Communicate with parents ways to work with their child (children) at home and to encourage school/parent partnerships related to living a readerly life. T1-6	T1 PI CE	Parents of identified students	Title I team, principal Instr. Spec. Rdg. Enrichment LA Teachers	Title I parent meetings, conferences, samples sent home, newsletters	Ongoing
	2	Inform parents of child's progress – both celebration and areas of weakness by making phone calls, sending e-mails and holding conferences.	PI	Parents of identified students	Teachers	Work samples	Weekly

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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	93	95	87	90	88
All	91	94	91	100	94
Eco.Dis.	90	93	92	100	95
Hispanic	91	94	92	100	95
LEP	67	75	85	90	87
LEP M1	97	98	96	100	97
LEP M2	100	100	100	100	100
Spec.Ed.	--	--	88	90	89
White	88	89	90	100	93

District Priority:

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

Campus Objective:

6 By May 2009, Hairgrove will exceed the district targets to increase the percentage of students demonstrating proficiency in TAKS Writing.

Formative/Summative Evaluation:

Three-week common assessments, District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Provide students with a structured Writer's Workshop model that includes Shared Writing, Modeled Writing, Independent Writing, small group lessons, conferring and conventions.	AR	All Students	Teachers	Consultant – Elizabeth Martin Lucy Calkins Units of Study materials	Ongoing
	2 Provide students with a visual schedule for the workshop.	AR	All Students	Teachers	Master sched. Indiv. Sched.	Daily
	3 Monitor progress of critical TEKS mastery by analyzing results of 3 week checkpoints, 4 th grade CBA and benchmarks. T1-8	AR CE T1	Groups listed in table	IS Teachers	Checkpt data, gradebook, benchmark data	Every 3 wks
	4 Students will be provided with opportunities to write in	AR	All	Teachers	District	Ongoing

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		science, math, social studies and reading.		Students		curriculum, team meetings	
Teachers	1	Teachers of LEP students will identify composite scores of students on the 2008 TELPAS so that they can implement the interventions needed for students to grow at least one level of proficiency during the year. For those LEP students who did not meet one year's growth IEPs will be developed and implemented to ensure the growth needed for 2009.	AR	LEP students	Teachers APs IS Title I Rdg. Enrich.	TELPAS reports, IEPs	Ongoing
	2	The Principal, and Assistant Principals will engage in hyper-monitoring of classrooms by conducting walk-throughs with feedback to increase effectiveness of instruction.	AR SD	Language Arts Teachers	Principal APs	Walk-through Forms	Daily
	3	Classes will display results of checkpoints and teachers will goal-set with individual students so that they are aware of the progress they are making. Overall teacher class results will be display in the hallway with a goal of 90% as the target by the TAKS Administration. Teachers will work backwards to determine the improvement needed over time to achieve the 90% goal.	AR SD T1	Lang. Arts teachers, students	Lang. Arts teachers IS APs	Checkpt data, visuals for student goals in each class, line graphs	Every 3 weeks following checkpoints
	4	Utilize Title I funds to provide 3 rd and 4 th grade Language Arts teachers with in-depth staff development in writer's workshop.	SD T1	Language Arts teachers	Principal APs IS	Consultant, Elizabeth Martin, Barry Lane Workshop, Lucy Calkins Workshop	Sept., Nov., Jan., Feb.
	5*	Utilize Title I funds to purchase materials to support Writer's Workshop.	AR T1	Language Arts teachers	Principal APs IS	Ralph Fletcher Kits, Spaulding Great Source, various catalogs	Fall 2008
Parents	1	Provide parents with updated information regarding student progress in writing using the Thursday folder, student planner, phone calls, conferences and	PI	Parents of identified students	Teachers	Thursday folders, student work samples,	Ongoing

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		newsletters. T1-6				conference notes	
	2	Inform parents of child's progress – both celebration and areas of weakness by making phone calls, sending e-mails and holding conferences.	PI	Parents of identified students	Teachers	Work samples	Weekly

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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

Hairgrove Elementary

Lesa Cain, Principal

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	Hairgrove 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.
N/A	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
N/A	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.
N/A	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.
N/A	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.
N/A	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

X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten. T1-7
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CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Lesla Cain	Principal:
Kristi Balsam	Teacher 1: PPCD
Shayne Byrne	Teacher 2: Pre-K
Daryn Seidl	Teacher 3: Kinder
Belinda Saldaña-Martinez	Teacher 4: 1 st grade teacher
Donna Harvey	Teacher 5: 2 nd grade teacher
Stacy McNulty	Teacher 6: 3 rd grade teacher
Troylyn Teal	Teacher 7: 4 th grade teacher
Susanne Bickham	Teacher 8: 5 th grade teacher
Darynda Klein	Non-teaching professional 1: Assistant Principal
Stephanie Parker	Non-teaching professional 2: Assistant Principal
Jennifer Hickey	Parent 1: PTO President
Linda Harvey	Parent 2: PTO Vice President
Beth Collins	Community resident 1:
Sophia Grooms	Community resident 2:
David Tripp	Business representative 1: Owner, A Better Tripp
RJ Boatman	Business representative 2: Owner, RTI Group

CPOC Meetings* for '08 – '09

#	Date	Time	Location
1	September 29, 2008	3:30 – 5:30	Hairgrove Library
2	November 3, 2008	3:30 – 5:30	Hairgrove Library
3	January 12, 2009	3:30 – 5:30	Hairgrove Library
4	March 9, 2009	3:30 – 5:30	Hairgrove Library
5	May 11, 2009	3:30 – 5:30	Hairgrove Library

* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

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CIP PART II: ASSURANCE ADDENDUM

Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
X	1) TAKS Recognized or Exemplary	For 2008-2009, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
X	2) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
X	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by 10%.	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
X	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.

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CIP PART II: ASSURANCE ADDENDUM

X	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by 10% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for inappropriate physical contact.	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% . T1-3	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.
N/A	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.
N/A	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

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N/A					programs. Guide students to appropriate testing, classes, and programs.
N/A	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.
N/A	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.
N/A	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.
N/A	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

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.

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CIP PART II: ASSURANCE ADDENDUM

Hairgrove 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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