

2008-2009  
**Campus Improvement Plan**  
For  
Hemmenway Elementary

**Cypress-Fairbanks Independent School District**

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

Hemmenway Elementary  
2008-09 Comprehensive Needs Assessment Summary

The staff at Hemmenway Elementary includes 74 teachers, 21 paraprofessionals, and 3 administrators. The student population is 12% White, 32% African American, 53% Hispanic, 3% Asian, and .20% Native American. Seventy percent of students who attend Hemmenway Elementary qualify for free or reduced lunch.

In accordance with Texas state legislative requirements, the staff at Hemmenway 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 for incoming students since the campus was not opened during the 2007-08 school year. The information used to conduct the needs assessment included the data from the 2008 Texas Assessment of Knowledge and Skills (TAKS) for the campuses incoming students.

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, several priority areas were identified that will be addressed in the 2008-09 school year including: African American students in 3<sup>rd</sup> grade Math (70%) and 4<sup>th</sup> grade Reading; Hispanic students in 4<sup>th</sup> grade Reading; and students who are economically disadvantaged in 4<sup>th</sup> grade Reading. Research-based strategies to address the need in these areas are delineated in Part I of the campus improvement plan.

Hemmenway Elementary campus opened for the 2008-09 school year. As a result, there was no mobility, attendance, discipline, or teacher data to review for the comprehensive needs assessment. This information will be included in the 2009-10 summary.

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## Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success	
Students	Subjects	Reading/ELA			
		Writing			
		Math			
		Science			
		Social Studies			
		Other			
	Subgroups	All			
		AA	3 <sup>rd</sup> gr. Rdg.-88%		TAKS
		H	4 <sup>th</sup> gr. Rdg.-89%; 4 <sup>th</sup> gr. Math-86%		TAKS
		W	3 <sup>rd</sup> gr. Math-85%; 3 <sup>rd</sup> gr. Rdg.-90%; 4 <sup>th</sup> gr. Wr.-94%		TAKS
		ED	3 <sup>rd</sup> gr. Rdg-88%; 4 <sup>th</sup> gr. Wr.-85%		TAKS
		LEP SE			
	Social/ Emotional	Discipline			
		Extracurricular			
Other					
Teacher	Professional Development				
	Qualifications				
	New Staff				
	Retention				
Parent					

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## Area of Focus: Student Safety

**District Priority:**

The district's school will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

**Campus Objective:**

For 2008-2009, no more than 25% of office referrals will be repeat offenders.

**Formative Evaluation:**

District-developed reports

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Fifth grade students will participate in DARE.	VP AR	5 <sup>th</sup> gr. Stu.	DARE officer 5 <sup>th</sup> gr. A.P. Teachers	DARE Curriculum	Fall 2008
	2	All students will be taught and will practice P.A.W.S.	VP AR	All	Teachers	P.A.W.S Matrix	Ongoing
	3	Implement character education activities through Project Wisdom.	VP AR	All	Principal	Project Wisdom Curriculum	Ongoing
	4	Monitor and meet with students on the behavior plan list.	VP AR	List of stu.	BI	Behavior plans	Ongoing
Teachers	1	Review discipline referrals with identified grade levels on an as needed basis to determine student needs and areas of improvement.	VP AR	All	Admin	Office Referrals	1x per six weeks
	2	Increase staff training in BBR. T1-4	VP SD	All	SD liaison Admin	Online course	Fall semester
Parents	1	Keep parents informed of students' behavior/discipline concerns. T1-6	VP PI	All	Teachers BI AP's	BI	Ongoing

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## Area of Focus: Attendance

<b>District Priority:</b>	Ensure that students understand the importance of attending school regularly and completing high school.
<b>Campus Objective:</b>	# For 2008-2009, the ADA student attendance will be at or above 97% for all sub-groups.
<b>Formative/Summative Evaluation:</b>	District-developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will be encouraged daily to attend school through the creation of an engaging and supportive learning environment. They will be recognized for their high attendance through school/classroom positive reinforcement.	AR T1	All	Teachers	Attend. Records	Ongoing
Teachers	1 Ensure that students receive and complete missed classroom assignments.	AR	All	Teachers	Make-up work folder	Ongoing
	2 Call parents when students are absent 3 or more days to inquire about their absence and answer questions about completing classroom assignments.	AR T1	All	Teachers	Attend. Records; Make-up work folder	Ongoing
Parents	1 Include notes about the importance of attendance in the "Tiger Tales." T1-6	PI	All	Principal	Newsletter	Ongoing

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## Area of Focus: Science

**District Priority:**

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

**Campus Objective:**

By May 2009, the percentage of students demonstrating proficiency on TAKS science will be at least 80%. This will include all subgroups; AA,H,W,ED. In addition, 30% of "All Students" will earn commended status on TAKS science.

**Formative/Summative Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Provide extended learning opportunities, such as working with the IS, Helping Teachers, and Saturday camps. T1-9	AR CE TI	5 <sup>th</sup> grade students	Teachers IS HT	Science Curriculum	Ongoing
	2	Design and present lessons that include working in groups and that meet a variety of learning styles.	AR CE T1	All	Teachers	Lesson Plans	Ongoing
	3	Small group instruction will be provided for struggling learners.	AR T1	All	IS	District assessments	Ongoing
	4	Incorporate science vocabulary from science curriculum guide in all subject areas such as shared reading with science books, using science words in math problems and journal writing. T1-2	AR	All	Teachers	Vocabulary Lists	Daily
Teachers	1	Utilize benchmark data to set class goals. T1-8	SD T1	All	Teachers	Goal-Setting Forms	Ongoing
	2	Schedule AMS meetings following each benchmark/CBA. T1-8	SD AR T1	K-5	A.P's; Principal; IS	Profile Sheet	Sept.-April
	3	Monitor that all teachers are using best practice strategies regarding vocabulary, homework and warm-ups.	AR T1 T	Teachers	Admin	Walk-throughs	Ongoing
Parents	1	Inform parents of performance on benchmarks/CBA's.	PI	Parents	Teachers	Reporting	Sept.-May

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						Form	
	2	Send home newsletters outlining objectives for current six weeks. T1-6	PI	Parents	Teachers	Newsletters	Per six weeks

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## Area of Focus: Mathematics

**District Priority:**

1A

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

**Campus Objective:**

#

By May 2009, the percentage of students demonstrating proficiency on TAKS math will be at least 80%. This will include all subgroups; AA,H,W,ED. In addition, 30% of "All Students" will earn commended status on TAKS math.

**Formative/Summative Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Provide extended learning time for students during SIT, Saturday Camp and before school tutoring. T1-9	AR	All	Admin. Teachers	Teacher Plans	Nov.-May
	2	Continue to implement research-based strategies for vocabulary instruction.	SD AR	All	Teachers	CFISD Math Vocab	Ongoing
	3	Engage students in learning math through the integration of technology tools into the TEKS curriculum.	AR, T	All	Teachers	Curriculum Guide	Ongoing
	4	Analyze and use data to aid students in setting short-term goals to address specific areas of weaknesses.	AR T1	Grades 1-5	Teachers	Goal-Setting Forms	Ongoing
	5	Address the needs of students who have fallen behind their peers by implementing strategies from "Targeting Student Assistance."	AR T1	All	Teachers	TSA	Ongoing
	6	Provide summer school scholarships for students.	AR T1	Identified Students	Counselor	Budget	May
Teachers	1	Work with math coach on modifying lessons to target identified struggling learners. T1-4	AR, CE, T1, T	Grades 2,3,4,5	Teachers	Math Plans	Bi-Weekly

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	2	Identify gaps in students' background knowledge in math and use direct vocabulary instruction to accelerate growth.	AR, CE, T1, T	All	Teachers	CFISD academic vocab list	Ongoing
	3	Implement model-drawing/Singapore Method in grades 1-3.	AR  T1 SD T	1 <sup>st</sup> -3 <sup>rd</sup> grade teachers	Teachers IS AR Math Tch.	Model Drawing Curriculum	Fall
	4	Monitor student progress in completing daily homework.	AR, CE, T1	All	Teachers	Gradebook	Weekly
	5	Encourage teachers to attend seminars that present best practices for math.	AR TI	All	Teachers	Registration Information	Ongoing
Parents	1	Invite parents to participate in "Curriculum Night." T1-6	PI T1	All	Teachers	Teacher Plans	Spring '09
	2	Send home newsletter outlining objectives for the current six-weeks.	PI T1	Parents	Teachers	Newsletter	1x per six weeks

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## Area of Focus: Reading/English Language Arts

**District Priority:**

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

**Campus Objective:**

# By May 2009, the percentage of students demonstrating proficiency on TAKS reading will be at least 80%. This will include all subgroups-AA, H, W, ED. In addition, 30% of "All Students" will earn commended status on TAKS reading.

**Formative/Summative Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Develop an individual plan for students not passing each benchmark and/or CBA.	AR	All	Admin. Teachers	CARE Forms	Ongoing
	2	Implement the "Read 180" intervention program in the 5 <sup>th</sup> grade SEI class and for other students who did not pass 4 <sup>th</sup> grade TAKS reading.	AR T1	Identified students	Teachers	Program	Ongoing
	3	Analyze and use data to aid in setting short-term goals to address specific areas of weaknesses. T1-8	AR T1 T	All	Teachers	Goal-Setting Forms	Ongoing
	4	Provide extended learning time for students during SIT, Saturday Camp and before-school tutoring.	AR T1	All	Teachers	Goal-Setting Forms	Ongoing
	5	Target student needs by developing mini-lessons based on the TEKS, curriculum and assessment data.	AR	All	Teachers	Lesson Plans	Weekly
	6	Provide small group reading instruction for struggling readers.	AR T1	Identified students in 1 <sup>st</sup> grade	SGRI Teacher	Curriculum	Weekly
	7	Add to the collection of library books to foster competence and stimulate interest in reading. T1-2	AR T1	All	Media Specialist	Vendors	Fall
	8	Add to the literacy library to aide in increasing fluency and independence in reading.	AR T1	All	IS	Vendors	Fall

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	8	Provide summer school scholarships for students.	AR T1	Identified students	Counselor	Budget	May
Teachers	1	Focus on the implementation of balanced literacy through the use of a recommended schedule in grades K-5.	SD	All	Teachers	Lesson Plans	Weekly
	2	Raise the quality of literacy practices by scheduling visits with district identified model teachers.	SD	All	IS, Admin	Model Teachers	Fall
	3	Use visual targets to indicate class, grade level and campus success.	AR	All	Teachers; Admin.	Graphs	Ongoing
	4	Implement comprehension strategies identified in sessions with Becky Koesel. T1-4	SD	All	Teachers	Notes from B.Koesel	Oct-May
	5	Monitor the OWDL program in grades PK, Kindergarten and first grade.	AR	PK, K, 1	Admin.	OWDL schedule	Ongoing
	6	Participate in dyslexia services delivered by trained teacher to address reading difficulties.	AR T1	Identified Students	Dyslexia Teachers	Program	Ongoing
	7	Use teaching resources from "Reading A-Z".	AR T1	All	Teachers IS	Materials	Ongoing
	8	Encourage teachers to attend seminars that pertain to balanced literacy.	AR T1	All	Teachers	Registration Information	Ongoing
Parents	1	Inform parents of students who do not pass reading benchmarks and/or CBA's and provide them with a plan that will ensure success on the next benchmark and/or CBA. T1-6	AR T1	All	Teachers	Forms	Ongoing
	2	Invite parents to participate in "Curriculum Night."	AR T1	All	Teachers	Teacher Plans	Spring '09
	3	Send home newsletters that state current six week objectives in reading.	PI T1	All	Teachers	Newsletter	1x per six weeks

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## Area of Focus: Writing

<b>District Priority:</b>	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
<b>Campus Objective:</b>	#	By May 2009, at least 80% of all 4 <sup>th</sup> grade students in each subgroup will demonstrate proficiency on the Writing TAKS. In addition, 25% of "All Students" will earn commended status on Writing TAKS.
<b>Formative/Summative Evaluation:</b>		District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Employ technology tools to facilitate the writing process.	AR T	All	Teachers	Computers	Ongoing
	2	Show students models of high quality compositions.	AR	All	Teachers	Writing Samples	Ongoing
	3	Provide extended learning time for students during SIT and Saturday Camp. T1-9	AR T1	All	Teachers	Teacher Plans	Spring Semester
	4	Publish a minimum of eighteen pieces of writing during the school year using the writing process.	AR T	All	Teachers	Writing Folder	Ongoing
Teachers	1	Implement "Units of Study" minilessons.	AR	All	Teachers	Units of Study	Weekly
	2	Conference with individual students to monitor progress and provide directions for improvement.	AR	All	Teachers	Goal-Setting Form	Weekly
	3	Analyze data to determine goals and targets for instruction. Plan lessons accordingly.	AR, CE	LA teachers 2-5	Teachers IS	Analysis of Writing	Ongoing
Parents	1						
	2						

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**\* Legend**

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

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## CIP PART II: ASSURANCE ADDENDUM

**Hemmenway Elementary School**  
**Rhonda Frewin**  
**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	Hemmenway Elementary School 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). 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.
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**

<b>X</b>	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

<b>Membership Composition of the Campus Performance Objectives Council</b>	
<b>Name of CPOC Member</b>	<b>Position</b>
Rhonda Frewin	Principal:
Laura Knight	Teacher 1
Kim Huddleston	Teacher 2
Humberto Caldera	Teacher 3:
Mike Mosby	Teacher 4:
Seth Tweedy	Teacher 5:
Amy Krueger	Teacher 6:
Jamie Grein	Teacher 7:
Lindy Scibilia	Teacher 8:
Liz Barnes	Non-teaching professional 1
Nancy McHale	Non-teaching professional 2:
	Parent 1:
	Parent 2:
	Community resident 1:
	Community resident 2:
	Business representative 1:
	Business representative 2:

<b>CPOC Meetings* for '08 – '09</b>			
<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
1	September 10, 2008	8:00 a.m.	Kiva
2			
3			
4			
5			

\* 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.

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

	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by <b>XX%</b> 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 <b>XXX</b> .	Implement and monitor the school-wide safety and security plan.
<b>X</b>	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above <b>90%</b> .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
<b>X</b>	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at <b>100%</b> . 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.
	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be <b>XX%</b> or less with no student group exceeding <b>XX%</b> .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least <b>XX%</b> .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above <b>XX%</b> .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate

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## CIP PART II: ASSURANCE ADDENDUM

					testing, classes, and programs.
	11) High School AEIS – Advanced Courses and Dual Credit	For 2008-2009, the percent of students who have completed at least one advanced course will be at or above <b>XX%</b> .	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above <b>XX%</b> .	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above <b>XX%</b> .	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	14) High School CTE	For 2008-2009, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) <b>XX%</b> .	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

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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.

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

## CIP PART II: ASSURANCE ADDENDUM

<b>Hemmenway Elementary Rhonda Frewin Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009</b>			
Date	Audience	Responsible for Planning	Purpose/Content
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	
5-Aug (P.M.)	GLT/AMS	Elementary	
4-Aug (P.M.)	GLT/AMS	Secondary	
5-Aug (A.M.)	Safety Conference	District Administrative Staff	
12-Aug	Department Chair and Team Leader		
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Campus	PLC's/Engaging Classrooms
19-Aug	All Staff	Campus	PLC's/Engaging Classrooms
20-Aug	All Staff	Campus	PLC's/Engaging Classrooms
21-Aug	Elementary/Secondary	District Staff	
22-Aug	All Staff	Campus	PLC's/Engaging Classrooms
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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