

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

Holmsley Elementary  
2008-09 Comprehensive Needs Assessment Summary

The staff at Holmsley Elementary includes 70 teachers, 30 paraprofessionals, and 3 administrators. The student population is 25% White, 11% African American, 56% Hispanic, 8% Asian, and .10% Native American. Forty-nine percent of students who attend Holmsley Elementary qualify for free or reduced lunch. The mobility rate for students at Holmsley Elementary is 18.2%.

In accordance with Texas state legislative requirements, the staff at Holmsley 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, several priority areas were identified that will be addressed in the 2008-09 school year including: African American students in 4<sup>th</sup> grade reading (69%), and 5<sup>th</sup> grade science (68%). Best practices will be used to address the areas of need in the content area(s) and student group(s) identified. Strategies to address the need in these areas are delineated in Part I of the campus improvement plan.

Holmsley 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 (96.3%), Hispanic (96.4%), White (96.0%), and students who are economically disadvantaged (95.9%). Efforts will also be made to increase teacher retention at Holmsley Elementary.

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## Areas to Celebrate

STP	Area	Indicator	Description of Activity										Evidence of Success	
			Grades	All	AA	H	W	ED	SE	LEP	M1	M2		
Students	Subjects	Reading/ELA	3 <sup>rd</sup>	97	95	97	95	98		96	100		Evidence of Success	
			4 <sup>th</sup>				94				93			
			5 <sup>th</sup>	90			95					93		
		Writing	4 <sup>th</sup>	92		98		90		92	93	100		
		Math	3 <sup>rd</sup>	93		93	98	94	100	92	93			
			4 <sup>th</sup>	93		95	97	92			100	100		
			5 <sup>th</sup>	95		95	98	90				92		
		Science	5 <sup>th</sup>				92			93				
		Social Studies												
	Other													
	Social/ Emotional	Discipline	We successfully implemented a values system and a set of school-wide expectations.											Students can reiterate our values and school wide expectations
		Extracurricular												
		Other	We became a No Place for Hate Campus.											Banner from No Place for Hate
Teacher	Professional Development													
	Qualifications													
	New Staff													
	Retention													
Parent														

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## Area of Focus: Student Safety

<b>District Priority:</b>		The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.
<b>Campus Objective:</b>	#	For 2008 – 2009, the discipline referrals for physical contact will be reduced by 10% from the previous school year. For 2008 – 2009, the discipline referrals for excessive talking/disrupting will be reduced by 10% from the previous school year. For 2008 – 2009, the discipline referrals for fighting will be reduced by 10% from the previous school year.
<b>Formative Evaluation:</b>		District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	Students will:					
	1	demonstrate knowledge of school-wide expectations.	VP	All	All	Daily
	2	demonstrate HUSKIES values.	VP, AR, T1	All	All	Daily
	3	earn positive incentives for consistent and exceptional behavior.		All	All	Daily
	4	participate in random drawings in order to reinforce positive behavior choices.	AR, VP	ED, AA, H	Principal and APs	Each 6 weeks
	5	participate in selected activities in order to continue as a No Place for Hate School, focusing on bullying prevention.	AR, VP, T1	All	Principal and Counselor	May 2008
	6	participate in National Bully Prevention Week and Red Ribbon Week through selected activities T1-2	AR, VP, T1	All	Counselor	October
	7	participate in College Day activities.	AR, T1		Counselor	October
	8	participate in the DARE program.	VP, T1	All	Principal, AP	Second semester
Teachers	Teachers will:					
	1	continue with school-wide expectations (includes buses).	VP	All	All	Daily
	2	continue with HUSKIES value system by teaching values.	AR, VP, T1	All	All	Daily
	3	continue with a positive campus incentive behavior plan incorporating charms and necklaces.	AR, VP	All	All	Weekly
	4	participate in selected activities in order to be a No Place For Hate School that focuses on preventing bullying behaviors.	AR, VP, T1	All	All	Monthly
	5	mentor at-risk students through silent mentoring.	AR, VP, T1	ED, AA, H	Selected staff	Weekly
	6	teach students 3 basic social skills (Following Instructions, Accepting No for an Answer, and How to Get the Teacher's Attention).		All	Teachers	Daily

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	7	participate in the online Health and Safety course	SD	All	Staff		September
	8	meet at least 5 times a year in order to monitor student safety plan (Selected staff).	AR, VP, T1	All	BBR Committee		September, November, January, March and May.
Parents	Parents will:						
	1	receive copies of school-wide expectations and HUSKIES values in order to support campus through school newsletter, parent orientation night and parent conference day. <a href="#">T1-6</a>	PI, VP, T1	All	Teachers		September October

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

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	Students will:						
	1.	earn a certificate at the end of the six weeks with a Holmsley seal for each 6 weeks with perfect attendance.		All	Administrative Secretary, Teachers		Each 6 weeks
Teachers	Teachers will:						
	1	call students who are absent 3 days in a row and will develop an attendance intervention plan when a student has more than 4 absences per six weeks.	AR, CE	All	Teacher		Each 6 weeks
	2	conference with students with 4 or more absences a six weeks and develop a plan to improve attendance.	AR, CE	All	Teacher		Each 6 weeks
	3	notify an administrator of excessive student absences.	AR, CE	All	Teacher, AP, Principal		Each 6 weeks
Parents	Parents will:						
	1	be reminded of the importance of attending school throughout the year in the school newsletter. T1-6	AR, CE, PI	All	Principal		September, December, February, April

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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	56	75	68	90	75
All	75	80	86	90	87
Eco.Dis.	61	75	77	90	81
Hispanic	70	77	84	90	86
LEP	43	75	60	90	75
LEP M1	--	--	--	--	--
LEP M2	83	85	93	100	95
Spec.Ed.	--	--	75	90	75
White	88	89	92	100	95

<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>	#	For 2008-2009 school year, we will increase the percentage of students demonstrating proficiency of the Science TAKS test in the target area noted.
<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	Students will:					
	1	actively participate in weekly hands-on experiments. T1-2	AR, T1	All	Teacher	Weekly
	2	participate in weekly checkpoints in 5 <sup>th</sup> grade.	AR	All	Teachers, IS	Weekly
	3	experience vocabulary before labeling vocabulary cards.	AR, T1	H, ED, AA, SE, LEP	Teachers, IS	Weekly
	4	participate in goal setting activities at least 4 times a year.	AR, T1	All	Teachers, IS	Each 6 weeks
	5	use cognitive verbs in science class.	AR	All	Teachers	Daily
	6	engage in singing songs and chants in order to embed Science concepts into long-term memory.	AR, T1	H, ED, AA, SE	Teachers	Monthly
		review science vocabulary through school-wide PowerPoint		All	IS	Daily
	7	utilize the observation guide and Science journals in order to increase understanding of Science concepts each week.	AR, T1	H, ED, AA, SE, LEP	Teachers	Weekly
8	participate in weathering/erosion presentation offered Canyon Balloon (5 <sup>th</sup> grade). T1-2	T1	All	Science Support Teacher	January	

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Science continued:

	8	receive additional assistance, when needed, by science support teacher. T1-9	AR, T1	All	Science Support Teacher		Weekly
	9	participate in the district's science camp (if needing extra instruction).	AR, T1	All	Science Teachers		6 times a school year
	10	participate in a science bowl (3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grades).	AR, T1	H, AA, ED	IS, Science Teachers		October-November
	11	Participate in after-school tutorials if needed.	AR, T1	All	Teachers		Beginning 2nd six weeks
	12	highlight relevant information and concepts in study guides.	AR	All	Teachers		Monthly
Teachers	Teachers will:					Purchase Science materials from the Science Inventory selection. Purchase Science non-fiction books for reading/LA teachers. Continue to work with consultant, John Samara, for Model Classrooms Project.	
	1	increase Science time to 60 minutes.		All	Teachers		Daily
	2	utilize Science support staff member in order to provide in class support for students.	AR, T1	H, ED, AA, LEP	P, Science Support Teacher		Daily
	3	analyze data by subgroup in order to plan for instruction and determine a class accountability rating. T1-8		All	AP, IS		Monthly
	4	participate in staff development in order to plan and prepare materials for investigations and experiments.	SD, T1	All	IS		Monthly
	5	participate in an extended planning day (5 <sup>th</sup> grade) to analyze data and develop science strategies.	SD, T1	All	AP, IS, Principal		September, January, March
	6	utilize support staff in order to assist special education students through In-Class Support and tutorials.	AR,T1	SE	AP, Special Education Teachers.		Daily
	7	use songs, chants and kinesthetic activities in order to help students retain conceptual information. T1-2	AR, T1	H, ED, SE, AA, LEP	Teachers		Daily
	8	utilize subject area expertise during planning to support students' needs.	SD, T1	All	Teachers, ASIP		Weekly
	9	increase the use of the question strategies supported by the Model Classroom Project.	AR, T1	All	Teachers		Daily
	10	collaborate with science support teacher in order to maximize instruction.	AR, T1	All	Science Teachers		Weekly
	12	continue to implement the instructional strategies in the Model Classrooms Project.	SD,T1	All	Teachers, IS		Daily
	13	engage in incentives, motivational activities, and opportunities for feedback about programming, instruction, and daily operational procedures in order to increase teacher retention.	T1	All	Teachers		Monthly
	14	plan and present a Science (5 <sup>th</sup> grade) TAKS night to parents. of at-risk students to provide materials and information to be used at home.	AR, T1	ED	Teachers, IS, Admin		September

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Science continued:

	Parents will:					
1	use highlighted study guide to support students. T1-6	PI	All	Teachers		Weekly
2	volunteer for Nature Trails, Animal Demos and other volunteer events.	PI, T1	All	Principal, Receptionist		October, May
3	participate in a TAKS night in order to support their children.	PI, T1	All	Principal, AP and IS		September

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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	90	93	85	90	87	95	97	83	90	85	65	75	82	90	85
All	90	93	94	100	96	94	96	93	100	95	89	89	95	100	97
Eco.Dis.	88	89	94	100	96	89	89	92	100	95	82	85	84	90	86
Hispanic	85	87	93	100	95	92	95	95	100	97	94	96	95	100	97
LEP	87	88	92	100	95	86	87	89	90	89	91	94	90	100	93
LEP M1	100	100	93	100	95	88	89	100	100	100	--	--	--	--	--
LEP M2	--	--	--	--	--	100	100	100	100	100	92	95	96	100	97
Spec.Ed.	100	100	100	100	100	91	94	63	90	75	--	--	87	90	88
White	97	98	98	100	99	95	97	97	100	98	90	93	98	100	99

<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>	#	For 2008-2009 school year, we will increase the percentage of students demonstrating proficiency of the Mathematics TAKS test in the target area noted.
<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	Students will:					
	1	participate in goal setting 4 times a year.	AR, T1	All	Teachers	Each 6 weeks
	2	use vocabulary building strategies.	AR, T1	ED, H, AA, LEP, M1	Teachers	Weekly
	3	utilize manipulatives on a weekly basis.	AR, T1	ED, H, AA, MI	Teachers	Weekly
	4	use cognitive verbs in math class.	AR	ED, H, AA, M1, LEP	Teachers	Daily
	5	use physical movement.	AR	AA	Teachers	Weekly
	6	communicate and discuss math concepts.		All	Teachers	Daily

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Math continued:

	7	work in pairs in class.	AR	AA, LEP, M1	Teachers		Weekly
	8	write about math process and content.	AR	All	Teachers		Weekly
	9	reflect about math concepts learned each day.	T1	All	Teachers		Daily
	10	utilize a checklist to self critique work.		All	Teachers		Weekly
	11	Utilize etools and ST Math to integrate technology and further math concepts.	T, T1	All	Teachers		Monthly
	12	participate in after-school tutoring, if needed.	AR, T1	All	Teachers		Beginning 2nd six weeks
	13	receive additional assistance, when needed, by math support teacher.	AR, T1	All	Math support staff member, IS		Weekly
	14	Receive additional instruction through summer school.	AR, T1	All	Teachers		June
	15	use the 4 step window pane to solve problems.	AR	All	Teachers		Daily
Teachers	Teachers will:					Continue to work with consultant, John Samara, for the Model Classrooms Project  Further opportunities with Quatum Learning	
	1	create opportunities to re-teach math concepts.	AR	All	Teachers		Daily
	2	increase the use of the question strategies supported by the Model Classroom Project.	AR, T1	All	Teachers		Daily
	3	use call backs, chants, and music in math lessons.	AR, T1	AA, M1, LEP	Teachers		Weekly
	4	create opportunities to allow student choice in math class.		All	Teachers		Daily
	5	track student data by class and post data.		All	Teachers, IS		Monthly
	6	meet every other week with the Math coach to share best teaching practices and strategies (1 <sup>st</sup> and 5 <sup>th</sup> grade).	SD, T1	All	Math Coach, IS		Bi-Monthly
	7	analyze data by subgroup in order to plan for instruction and determine a class accountability rating. T1-8		All	AP, IS		Monthly
	8	continue to implement the instructional strategies in the Model Classrooms Project.	SD, T1	All	Teachers, IS		Daily
	9	develop tests, quizzes and problem solving activities using Educaide software.	T	All	Teachers		Each 6 weeks
	10	engage in incentives, motivational activities, and opportunities for feedback about programming, instruction, and daily operational procedures in order to increase teacher retention.	T1		Teachers		Monthly
11	plan and present a Math (3 <sup>rd</sup> , 4 <sup>th</sup> , & 5 <sup>th</sup> grades) TAKS night to parents of at-risk students to provide materials and information to be used at home.	T1		Teachers, IS, Admin.	September		
Parents	Parents will:						
	1	participate in a TAKS night in order to support their children. T1-6	PI, T1	All	Principal, AP, IS		September

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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	96	97	95	100	97	84	86	69	90	76	67	75	86	90	87
All	94	96	97	100	98	81	84	84	90	86	87	88	90	100	93
Eco.Dis.	93	95	98	100	99	67	75	79	90	83	81	84	79	90	83
Hispanic	89	89	97	100	98	71	77	84	90	86	87	88	86	90	87
LEP	87	88	96	100	97	42	75	65	90	75	62	75	58	90	75
LEP M1	100	100	100	100	100	64	75	93	100	95	--	--	--	--	--
LEP M2	--	--	--	--	--	100	100	100	100	100	92	95	93	100	95
Spec.Ed.	--	--	86	90	87	80	83	38	90	75	--	--	80	90	83
White	100	100	95	100	97	89	89	94	100	96	96	97	95	100	97

<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>	#	For 2008-2009 school year, we will increase the percentage of students demonstrating proficiency of the Reading TAKS test in the target area noted.
<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	Students will:					
	1	participate in weekly comprehension checks.		All	Teachers	Monthly
	2	participate in goal setting at least 4 times a year.	AR, T1	All	Teachers	Every 6 weeks
	3	participate in sustained silent reading.	AR, T1	All	Teachers	Daily
	4	use cognitive verbs in reading class.		All	Teachers	Daily
	5	participate in reading groups that are directly related to their reading ability.	CE	All	Teachers	Daily
	6	vocalize their thinking as they read.		All	Teachers	Daily
7	reread familiar texts in order to develop fluency.	CE, AR	All	Teachers	Daily	

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Reading continued:

	8	read and comprehend at level 4 at the end of K regardless of program.		All	Teachers		May
	9	Receive additional instruction through summer school.	AR, T1	All	Teachers		June
	10	receive additional assistance, if needed, by reading support teacher.	AR, T1	H, ED, AA	Reading support teacher, IS		Weekly
	11	Develop fluency and comprehension by reading A to Z books (K-2nd grade).	T1	All			
	12	Check out library books each week.	T1	All			Weekly
	13	read and comprehend at level 20 at the end of 1 <sup>st</sup> regardless of program.		All	Teachers		May
	14	read and comprehend at level 30 at the end of 2 <sup>nd</sup> regardless of program.		All	Teachers		May
	15	participate in Neuhaus activities in order to improve phonological awareness (Kindergarten).	AR, T1	H, LEP, M1, ED	Teachers		Daily
	16	participate in the Read 180 program (5 <sup>th</sup> and 4 <sup>th</sup> grade SEI and selected at-risk students).	T, AR, T1	H, LEP, MI, ED, SE	Dittmar, Coffey		Daily
	17	participate in the Achieve 3000 reading program (3 <sup>rd</sup> -5 <sup>th</sup> LA).	T, AR, T1	H, LEP, MI, ED, SE	Teachers		Daily
	18	participate in prescribed reading interventions through i-Station, Touch Phonics, Sounds Sensible, Early Literacy and the Power of Retelling programs (Special Education).	T, AR, T1	SE	Special Ed teachers		Daily
	19	participate in a reading buddy program.					
Teachers	Teachers will:					Continue to work with consultant, John Samara, for the Model Classrooms Project.	
	1	continue to implement and revise the reading timeline .		All	Teachers, IS		Each 6 weeks
	2	continue to utilize the mini reteaching tools in order to specifically target TAKS objectives.	AR	All	Teachers		Daily
	3	meet with their at-risk students daily in reading groups.	CE, AR, T1	AA,H, ED, LEP, M1, SE	IS, Teachers		Daily
	4	utilize support staff so that they can individually assist struggling students.	CE, RE, T1	AA,H, ED, LEP, M1	IS, Teachers, RE		Daily
	5	continue to use vocabulary strategies based from <u>Building Academic Vocabulary</u> and <u>The Vocabulary Enriched Classroom</u> .	SD	AA,H, ED, LEP, M1	IS		To be determined
	6	create anchor charts for reading strategies.		All	Teachers		Weekly
	7	have weekly opportunities after school to meet with the LA Instructional Specialists in order to focus on successful strategies in Reading. T1-4	T1	All	IS	Each Wednesday	

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Reading continued:

	8	provide students with collaborative activities which will allow for discussion and interactions between students.	CE	All	Teachers		Daily
	9	analyze data by subgroup in order to plan for instruction and determine a class accountability rating.		All	IS, AP		Monthly
	10	use songs, chants and kinesthetic activities in order to help students retain conceptual information.	AR, T1	AA, ED, LEP, M1	Teachers		Weekly
	11	participate in a book study using <u>The Continuum of Literacy Learning</u> by Fountas and Pinnell.	SD, T1	All	Teachers, IS, AP, P		First Semester
	12	send home leveled readers (Kinder, First and Second grade).	T1	All	Teachers		Daily
	13	visit a model teacher in order to obtain assistance with the implementation of balanced literacy (1 <sup>st</sup> and 2nd grade).	SD, T1	All	Teachers, IS		October
	14	know their at-risk kids by name and encourage them (by grade level).	AR	ED, AA, M1, LEP, SE	Teachers, AP, P		First semester
	15	continue to implement the instructional strategies in the Model Classrooms Project.	SD, T1	All	Teachers, IS		Daily
	16	increase the use questioning strategies supported by the Model Classroom Project.	AR, T1	All	Teachers		Daily
	17	further development in the balanced literacy program.	SD, T1	All	Teachers, IS		Daily
	18	engage in incentives, motivational activities, and opportunities for feedback about programming, instruction, and daily operational procedures in order to increase teacher retention.	T1		Teachers		Monthly
	19	plan and present a Reading (3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> grades) TAKS night to parents of at-risk students to provide materials and information to be used at home.	T1	AR	Teachers		September
Parents	Parents will:						
	1	be encouraged to read with their child and monitor through Reading Logs. T1-6	PI	All	Parents		Daily
	2	participate in Bed-Time Story Night.	PI	All	IS, Staff		October
	3	participate in a TAKS night in order to support their children.	PI	All	P, AP, IS		September

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## Area of Focus: Writing/Language Arts

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	89	89	77	90	81
All	91	94	92	100	95
Eco.Dis.	87	88	90	100	93
Hispanic	85	87	98	100	99
LEP	75	80	92	100	95
LEP M1	85	87	93	100	95
LEP M2	100	100	100	100	100
Spec.Ed.	100	100	63	90	75
White	97	98	97	100	98

<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>	#	For 2008-2009 school year, we will increase the percentage of students demonstrating proficiency of the Writing TAKS test in the target area noted.
<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	Students will:					
	1	participate in frequent revision and editing practice.		All	Teachers	Weekly
	2	participate in writing conferences with their teacher.		All	Teachers	Weekly
	3	participate in frequent checkpoints.		All	Teachers	Monthly
	4	write for a real audience.		All	Teachers	Daily
	5	write across the curriculum.		All	Teachers	Daily
	6	participate in modeled, shared and interactive writing.	T1	All	Teachers	Daily
	7	participate in writing exchanges through pen pals.		All	Teachers	Monthly
8	participate in Kindergarten Round Up (Pre-Kindergarten and Kindergarten). T1-7	T1	All	Admin and Teachers	April	

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.

Writing/Language Arts Continued:

Teachers	Teachers will:					Continue to work with consultant, John Samara, for the Model Classrooms Project.	
	1	incorporate revision and editing into mini-lessons.		All	Teachers		Daily
	2	organize and implement lessons by teacher expertise in order to target student's needs.		All	Teachers		Weekly
	3	continue to implement and revise the Language Arts timeline.	AR, T1	All	Teachers, IS		Each 6 weeks
	4	continue to utilize the mini reteaching tools in order to specifically target TAKS objectives.	AR	H, ED, AA, LEP	Teachers		Daily
	5	model the writing process for their students.		All	Teachers, IS		Daily
	6	incorporate multisensory grammar into their lessons. T1-5	AR, T1	H, ED, AA, LEP	Teachers		Weekly
	7	analyze data by subgroup in order to plan for instruction and determine a class accountability rating. T1-8		All	AP, IS		Monthly
	8	continue to implement the instructional strategies in the Model Classrooms Project.	AR, T1	All	Teachers, IS		Daily
	9	increase the use of questioning strategies as supported by the Model Classroom Project.	AR	H, ED, SE, AA	Teachers		Daily
	10	participate in the <u>Units of Study</u> training and implement resources into lessons. T1-4	SD, T1	All	Teachers		October
	11	collect 18 pieces of writing in order to analyze students writing abilities at each grade level.	All	IS	Teachers, IS		Each 6 weeks
	12	plan and present a Writing (4 <sup>th</sup> grade) TAKS night to parents of at-risk students to provide materials and information to be used at home.	T1, PI		Teachers, IS, Admin		September
13	engage in incentives, motivational activities, and opportunities to give feedback about programming, instruction, and daily operational procedures in order to increase teacher retention.	T1	Admin	Teachers	Monthly		
Parents	Parents will:						
	1	participate in a TAKS night in order to support their children. T1-6	AR, T1	All	P, AP, IS	February	
	2	participate in FAM night in build connections between parents and the school through the fine arts and music.	T1	All	FAM Teachers	October	

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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

### Holmsley Elementary 2008 – 2009 Campus Improvement Plan Cypress-Fairbanks Independent School District

#### Section A

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

<b>X</b>	Holmsley 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])
<b>X</b>	Completed a needs assessment which serves as the basis for the CIP.
<b>X</b>	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.
<b>X</b>	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
<b>X</b>	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
<b>X</b>	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
	Included strategies for dropout prevention and reduction. (middle school and high school)
<b>X</b>	Included strategies for improving student attendance.
	Included strategies for improving the campus's completion rate. (high school)
<b>X</b>	Provided for a program to encourage parental and community involvement at the campus.
	Included strategies for implementing a Coordinated School Health Program, grades 6-8. (middle school)
<b>X</b>	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
<b>X</b>	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
<b>X</b>	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district's scope and sequence for the course and/or grade level.
	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)

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**CIP PART II: ASSURANCE ADDENDUM**

<b>X</b>	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
<b>X</b>	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten. T1-7

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## CIP PART II: ASSURANCE ADDENDUM

### Section B

#### Membership Composition of the Campus Performance Objectives Council

Name of CPOC Member		Position	
Christina Cole		Principal	
Rahat Chaudry		Teacher 1: Pre-Kindergarten	
Cathy Lucy		Teacher 2: Kindergarten	
Lynda Leskey		Teacher 3: First Grade	
Mary Ericson		Teacher 4: Second Grade	
Teresa Smith		Teacher 5: Third Grade	
Shelly Coffey		Teacher 6: Fourth Grade	
Donna Borski		Teacher 7: Fifth Grade	
Diane McCarty		Teacher 8: PE, Fine Arts Representative	
Angela Savoy		Teacher 9: Special Education Representative	
Kelly Comin		Assistant Principal	
Joy Dauphin		Assistant Principal	
Stephanie Drey		Instructional Specialist	
Karen Johnson		Instructional Specialist	
Debbie Reina		Non-teaching professional 1: Paraprofessional	
Cindy Sloan		Non-teaching professional 2: Secretary	
Deborah Gant		Parent 1	
		Parent 2	
Lyn Jacobs		Community resident 1	
		Community resident 2	
David Day		Business representative 1	
Mark Halleck		Business representative 2	
CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	September 25, 2008	4:15 p.m.	Library
2	October 28, 2008	4:15 p.m.	Library
3	January 27, 2009	4:15 p.m.	Library
4	February 24, 2009	4:15 p.m.	Library
5	April 22, 2009	4:15 p.m.	Library

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## CIP PART II: ASSURANCE ADDENDUM

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.

### Section C

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

	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
<b>X</b>	1) TAKS Recognized or Exemplary	For 2008-2009, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
<b>X</b>	2) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
<b>X</b>	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by <b>5%</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.

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## CIP PART II: ASSURANCE ADDENDUM

<b>X</b>	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at <b>0%</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.
<b>X</b>	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by <b>10%</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>2008-2009</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> . <b>T1-3</b>	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

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## CIP PART II: ASSURANCE ADDENDUM

### Section D

#### 10 Components of a Title I Program

- |   |  |
|---|--|
| X | 1. <b>Comprehensive needs assessment</b> – 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.   |
| X | 2. <b>School-wide reform strategies</b> – 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. |
| X | 3. <b>Instruction by highly qualified teachers</b> – 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.   |
| X | 4. <b>High-quality and ongoing professional development</b> – 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.   |
| X | 5. <b>Strategies to attract high-quality, highly-qualified teachers</b> – 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.  |
| X | 6. <b>Strategies to increase parental involvement</b> – 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.   |
| X | 7. <b>Transition from early childhood programs</b> – 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)   |
| X | 8. <b>Measures to include teachers in the decisions regarding the uses of academic assessments</b> – 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.   |
| X | 9. <b>Effective, timely additional assistance</b> – 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.   |
| X | 10. <b>Coordination and integration of federal, state, and local services and programs</b> – 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

<b>Holmsley Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009</b>			
<b>Date</b>	<b>Audience</b>	<b>Responsible for Planning</b>	<b>Purpose/Content</b>
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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