

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

Horne Elementary  
2008-09 Comprehensive Needs Assessment Summary

The staff at Horne Elementary includes 64 teachers, 24 paraprofessionals, and 3 administrators. The student population is 27% White, 21% African American, 40% Hispanic, 12% Asian, and .3% Native American. Forty-nine percent of students who attend Horne Elementary qualify for free or reduced lunch. The mobility rate for students at Horne Elementary is 20.0%.

In accordance with Texas state legislative requirements, the staff at Horne 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 math (71%), 4<sup>th</sup> grade reading (71%), and 5<sup>th</sup> grade science (59%); students who are economically disadvantaged in 3<sup>rd</sup> grade math (73%), and 5<sup>th</sup> grade science (64%). 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.

Horne 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 (96.9%), Hispanic (96.5%), White (96.6%), and students who are economically disadvantaged (96.3%). Efforts will also be made to increase teacher retention at Horne Elementary.

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

## Area of Focus: Student Safety

<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>	1 For 2008 – 2009, discipline referrals from classroom locations will be reduced by <b>20%</b> from the previous school year.
<b>Formative Evaluation:</b>	District-developed Reports, Student Discipline Records

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Consistently practice the matrix	VP	All	Students	The Matrix	Ongoing
	2 Demonstrate appropriate social behaviors which will result in a decline in office referrals	VP	All	Teachers, Students	Social Skills The Matrix	Ongoing
	3 Increase awareness and understanding of campus and teacher expectations with students	VP	All	Horne Staff	Newsletters, Student Code of Conduct	Ongoing
	4 Practice "Ready, Set, Go" skills and review in class meetings as needed along with BBR approach	VP	All	Horne Staff	Ready, Set, Go	August 25-27, 2008
Teachers	1 Attend required PBIS Meetings to analyze data, to evaluate systems, and set school-wide goals to improve areas of need	VP	All	PBIS Leadership	PBIS Monthly Discipline Data	Monthly
	2 Consistent implementation of the school-wide matrix	VP	All	All Staff	The Matrix	Ongoing
	3 Implementation of positive behavior intervention strategies	VP	All	All Staff	PBIS Committee	Ongoing
	4 Teachers will participate in training on CPS referrals and suicide prevention	SD	All Staff	Counselor	Training Materials	Fall Staff Meeting Date TBA
	5 Teachers will follow a school-wide procedure for dismissal that includes the use of transportation checklists	VP	All Staff	All Staff	Transportation Rosters, Walkie-Talkies	Ongoing
	6 Attend training by Crystal Kuykendall, author of <u>From Rage to Hope – Strategies for Reclaiming Black and Hispanic Students</u> T1-4	SD	Professional Staff	Principal	Consultant, Crystal Kuykendall	August 19, 2008
	7 Staff will continue to monitor hallways and exterior doors, making sure all exterior doors are kept locked and visitors have been properly checked in through the front office	VP	All Staff	All Staff	Security Cameras, V-Soft, Posted	Ongoing

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						Visitor Signs	
Parents	1	Provide parents with information about the V-Soft System T1-6	T PI	All Visitors	All Staff	Newsletters, V- Soft Posters	Daily
	2	Parents and Visitors will be required to present and wear ID labels at all times when inside the building	VP PI	All Visitors	Parents / Visitors	V-Soft	Daily
	3	Increase awareness and understanding of the Student Code of Conduct	VP	All Parents	Administrators	Code of Conduct	First Day Packet and Ongoing
	4	Parents will be provided information about safety procedures at school, including updates on specific changes or incidents as they occur	VP PI	All Parents	Administrators	Newsletter, Automated Phone System, Parent Letters	Ongoing
	5	Provide all communication to parents in both Spanish and English	T1	All Parents	All Staff	Newsletter, Parent Letters, etc.	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	86	87	59	90	75
All	86	87	79	90	83
Eco.Dis.	78	82	64	90	75
Hispanic	82	85	79	90	83
LEP	67	75	62	90	75
LEP M1	100	100	--	--	--
LEP M2	79	83	100	100	100
Spec.Ed.	--	--	57	90	75
White	87	88	89	90	89

<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>	2	By May 2009, we will increase the percentage of students that demonstrate proficiency on TAKS to the 2008 projected targets.
<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	Identify gaps in concepts and develop a strong understanding of science vocabulary to accelerate growth and support comprehension of science content	AR SD	Students	Teachers	Lesson Plans, Science Suitcase, Journals, Study Guides	Ongoing
	2	Identify targeted objectives by analyzing data from district benchmarks, quizzes, and teacher-made assessments T1-8	AR SD	Students	Teachers, Administrators	Assessments	Ongoing
	3	Provide extended learning time to provide supplemental instruction for students. (recess /read-to time and Saturday Camps) T1-9	AR T1	5 <sup>th</sup> Grade Students	Teachers and Instructional Specialists	Lesson Plans Science TEKS Curriculum Guides	Ongoing

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

	4	Students will have on-campus and off-campus science hands on learning experiences developing a greater understanding of science concepts.	PI SD	Students	Teachers, Administrators, Parent Involvement	Lesson Plans Science TEKS Curriculum Guides	Ongoing
	5	Participate in hands-on and higher level experiments and learning experiences while creating higher level questioning, creating hypotheses, drawing conclusions and reflecting on concepts and processes T1-2	AR SD	1 <sup>st</sup> -5 <sup>th</sup> Grade students	Science Teachers, Instructional Specialist	Science TEKS District Curriculum	Ongoing
Teachers	1	Provide the opportunity for teachers to attend district curriculum trainings and provide the opportunity for new teachers to attend new teacher trainings.	SD T1	Teachers	Administrators	Professional Development Transcript	Once Every 6-Weeks Period
	2	Utilize district helping teachers to assist in planning instruction and new teacher district level training and conduct team planning session to ensure that instruction is aligned with state learning objectives in grades 1-5	SD CE T1	Teachers	Teachers, Instructional Specialist, Administrators	In-School Staff Development	Ongoing
	3	Monitor each student's progress in learning critical TEKS by analyzing assessment data and focusing on reaching low performing populations (AA, ED, LEP, and SP ED) T1-9	SD	Teachers	Teachers, Instructional Specialists,	Assessments, Science Curriculum Materials	Ongoing
	4	Increase use of applicable hands-on experiments, vocabulary development, and higher level questioning and thinking	SD	Teachers	Teachers, Instructional Specialists, Administrators	Science TEKS District Curriculum	Ongoing
	5	Using Title 1 funds, we will hire an ASIP teacher to assist small group instruction for science in grades 3-5	T1 AR	Identified Students	ASIP Teacher, Classroom Teachers, Administrators	Science Benchmark	Ongoing
	6	Provide extended learning opportunities such as Saturday Camps and tutorials and focusing on reaching low performing populations (AA, ED, LEP, and SP ED) T1-9	AR T1	Identified Students	ASIP Teacher, Instruction Specialist, Teachers	Science Curriculum	Ongoing
	7	Utilize Title 1 funds to purchase materials for teachers to assist in increasing the low performing student's understanding of TEKS T1-5	T1 AR	All Students	Teachers, Instructional Specialist, Administrators	TEKS	Ongoing
	8	Monitor teacher lesson plans ensure the inclusion of vocabulary development, higher level questioning, and the	T1 AR	Teachers	Administrators	TEKS	Ongoing

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		use of “hands on” experiments.					
Parents	1	Provide parents with up-to-date information and take home materials to increase understanding of vocabulary and concepts T1-6	PI T1	Parents	Teachers	Friday Packet, Parent Viewer, Study Guides	Ongoing
	2	Encourage greater parent involvement in science related field trips.	PI	Parents	VIPS Coordinator	SRC	As Required

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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	50	75	77	90	81	74	79	71	90	77	91	94	78	90	82
All	74	79	82	90	85	86	87	90	100	93	94	96	92	100	95
Eco.Dis.	69	76	73	90	79	68	75	86	90	87	94	96	85	90	87
Hispanic	76	81	80	90	83	84	86	90	100	93	96	97	95	100	97
LEP	72	78	73	90	79	87	88	88	90	89	89	89	96	100	97
LEP M1	100	100	100	100	100	82	85	90	100	93	100	100	--	--	--
LEP M2	--	--	--	--	--	100	100	100	100	100	100	100	100	100	100
Spec.Ed.	43	75	71	90	77	50	75	56	90	75	100	100	75	90	80
White	81	84	88	90	89	93	95	96	100	97	92	95	96	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>	3	By May 2009, we will increase the percentage of students that demonstrate proficiency on TAKS to the 2008 projected targets.
<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	Meet to ensure that each struggling student has been assigned to a teacher who has a proven track record of accelerating students' math achievement. (change assignments and re-balance classes as needed)	AR	At-Risk Students	Teachers, Instructional Specialists, Administrators	Gradebook, District Assessment Testing	First 6-week Period
	2	Use of small group interventions with At-risk students by the Title I math teacher	AR CE T1	At-Risk Students	Title I Math Teacher, Instructional Specialist, Administrators	Lesson Plans	Ongoing
	3	Provide extended learning time for teachers to tutor students during supplemental instruction periods, before school, or after school <a href="#">T1-9</a>	T1 AR SD	Targeted student population	Teachers, Instructional Specialist	Lesson Plans	Ongoing

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					Administrators		
	4	Improve learning of all students by ensuring that presented lessons include visual, auditory, and kinesthetic learning opportunities for students T1-2	AR CE	All Students	Teachers and Instructional Specialist	Lesson Plans	Ongoing
	5	Identify targeted objectives by examining results of district benchmarks, CBA's, quizzes, and teacher-made tests to set goals for improvement T1-8	AR, SD	All Students	Teachers, Instructional Specialists, and AP's	Gradebook, District Assessment Testing	Ongoing
Teachers	1	Attended a Quantum Learning training session (6 teachers – one per grade level K-5). T1-4	SD	Teachers	Principal, Teachers	Professional Development	Aug 2008
	2	To reach low performing students, teachers will understand and commit to researched based best practices such as the use of music, physical movement, cooperative groups, and journaling. T1-2	AR T1 SD	Teachers	Administrators	TEKS Lesson Plans	Ongoing
	3	Provide time to analyze data and modify/create individual instructional student plans after each benchmark T1-8	AR	Teachers	Data Team, Administrators	Gradebook, District Assessment Testing	Ongoing
	4	Provide staff development opportunities for trainings, vertical alignment, share sessions, and/or book studies on effective research proven strategies such as Quantum Learning and Comprehending Math by Arthur Hyde. T1-4	SD	Teachers	Instructional Specialists	Professional Development Transcript	As Offered
	5	Using Title 1 funds, we will hire an AMIP teacher to assist small group instructions for math in grades 3-5	CD T1 AR	Identified Students	AMIP Teacher, Classroom Teachers, Administrators	Math Curriculum	Ongoing
	6	Conduct Saturday School and tutorial sessions (before, during, and/or after school) for At-Risk students	AR	Students	Teachers, Administrators	Teacher Sign- Up Sheet	Ongoing
Parents	1	Provide parents with up-to-date information regarding testing, recent successes, and struggling areas. T1-6	PI	All parents	Teachers and Parents	Friday Packet, Parent Viewer	Weekly
	2	Provide campus curriculum nights where parents can learn how to support students' educational needs at home.	PI T1	All parents	Teachers and Instructional specialist	Administrators, Teachers, Parents	Once a Semester

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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	72	78	92	100	95	79	83	71	90	77	94	96	85	90	87
All	90	93	92	100	95	85	87	86	90	87	94	96	92	100	95
Eco.Dis.	86	87	86	90	87	70	77	80	90	83	92	95	83	90	85
Hispanic	92	95	91	100	94	79	83	85	90	87	93	95	92	100	95
LEP	87	88	88	90	89	60	75	79	90	83	83	85	81	90	84
LEP M1	100	100	100	100	100	71	77	90	100	93	100	100	--	--	--
LEP M2	--	--	--	--	--	100	100	100	100	100	93	95	100	100	100
Spec.Ed.	50	75	--	--	--	--	--	44	90	75	--	--	71	90	75
White	98	99	93	100	95	95	97	91	100	94	93	95	95	100	97

**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, we will increase the percentage of students that demonstrate proficiency on TAKS to the 2008 projected targets.

**Formative/Summative Evaluation:** District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
1	Improve reading comprehension by participating successfully in all components of Reading Workshop	AR CE T1	All Students	LA Teachers, Instructional Specialist	Curriculum Materials	Ongoing
2	Improve reading comprehension and critical reading skills on TEKS performance identified as weak on benchmarks by using effective strategies	AR CE T1 T	All Students	LA Teachers, Instructional Specialist	Gradebook, District Assessment Testing	Ongoing
3	Accelerate independent reading level through guided reading practice and independent reading	AR, CE T1 T	All Students	LA Teachers, Instructional Specialist	Literacy Library, Fluency Lab, Staff Development	Ongoing

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	4	Improve phonological awareness skills through daily instruction using Spaulding Method T1-2	CE T1 T	Students in Grades 1-5	LA Teachers, Instructional Specialist	Neuhaus Manual, Word Sorts, Key Skills, Spaulding Lists	Ongoing
	5	Provide scholarships for second grade students to attend summer school T1-9	T1	Identified Students	Principal	Title 1 Budget	Sommer 2009
	6	Utilize extended learning time for tutorials during supplemental instruction period	AR, CE T1	At-Risk Students	Teachers, Administrators	Literacy Library	Daily and Semi-Monthly
Teachers	1	Conduct Saturday School and tutorial sessions for At-Risk students.	AR T1	At-Risk Students	Teachers, Administrators	Teacher Sign-Up Sheet	Ongoing
	2	Attend Professional Staff Development Courses to obtain new teaching strategies (Ten teachers trained in comprehension strategies) T1-4	SD	Teachers	Staff Development Department	Professional Development Transcript	Ongoing
	3	Provide small group instruction to address student weaknesses and increase reading comprehension	AR CE	All Students	Teachers Instructional Specialist	District Curriculum	Ongoing
	4	Implement sound research based programs such as Read 180, KidBiz, Read Naturally, Resource Literacy to reach low performing populations (AA, ED, LEP, and SP ED)	AR T1 SD	At-Risk Students	Teachers, Administrators	Program Materials, District Helping Teachers	Ongoing
	4	Utilize conferring notebooks and running records to focus on and redirect instruction to effectively guide goal setting with students	AR T1	All Students	LA Teachers, Instructional Specialist	Gradebook, District Assessment Testing	Ongoing
	5	Utilize a balanced literacy approach to teach district curriculum (i.e., guided reading, independent reading, shared reading, etc.)	SD CD T1 T	All Students	LA Teachers, Instructional Specialist	District Staff Development	Ongoing
	6	Provide teachers with training in balanced literacy with Becky Koesel (4 days)	SD T1	LA Teachers, Instructional Specialist	Principal	Training Dates, Title 1 Budget	10-30-08 12-4-08 2-25-09 2-26-09
	7	Provide teachers with opportunities to participate in book studies (i.e., <u>To Understand – New Horizons in Reading Comprehension</u> by Ellin Oliver Keene	SD	LA Teachers, Instructional Specialist	Principal	Specific Books Selected for Book Studies by	As Offered

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				al Specialist		Administrators	
	8	Enhance the school library with books that will support students and teachers in the implementation of a quality balanced literacy program	T1	Students Teachers	Librarian	Books	Ongoing
Parents	1	Provide parents with up-to-date information regarding testing, recent successes, and struggling areas. T1-6	PI	Parents	Teachers and Parents	Friday Packet, Parent Viewer	Weekly
	2	Provide campus curriculum nights where parents can learn how to support students' educational needs at home	PI	Parents	Teachers and Instructional Specialist	Administrators, Teachers, Parents	Once a Semester
	3	Utilize Title 1 funds to create summer book bags for Pre-K students to assist with transition from early childhood programs to local elementary school programs	PI T1	Parents	Teachers and Instructional Specialist	Administrators, Teachers, Parents	May 2009

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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	78	82	81	90	84
All	87	88	87	90	88
Eco.Dis.	74	79	81	90	84
Hispanic	86	87	85	90	87
LEP	87	88	75	90	80
LEP M1	76	81	90	100	93
LEP M2	100	100	100	100	100
Spec.Ed.	--	--	75	90	75
White	90	93	89	90	89

**District Priority:**

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

**Campus Objective:**

5 By May 2009, we will increase the percentage of students that demonstrate proficiency on TAKS to the 2008 projected targets.

**Formative/Summative Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Improve composition skills in usage, mechanics, spelling, and editing identified as weak on benchmarks	AR, SD	Students	Teachers, Instructional Specialist, Administrators	Gradebook, District Assessment Testing	Ongoing
	2	Students will produce three "published" writing samples each six weeks to assess understanding and mastery of writing skills. Teachers will present samples for discussion at the Six-Week Composition Meetings	AR	Students	Instructional Specialist, Teachers	Gradebook, Checkpoints, Benchmarks	Each 6 Weeks
	3	In addition to Writing Workshop, students will be provided opportunities to write in science, math, social studies, and reading T1-2	AR	All Students	Teachers	District Content Area Curriculum, Subject Area	Ongoing

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						Journals, Short answer test questions	
	4	Meet to ensure that each struggling student has been assigned to a teacher who has a proven track record of accelerating students' Language Arts achievement. (change assignments and re-balance classes as needed)	AR	At-Risk Students	Instructional Specialist, Administrators, Principal, Teachers	Gradebook, District Assessment Testing	Each 6 Weeks
Teachers	1	Conduct Saturday School and tutoring sessions for At-Risk students	AR T1	Students	Teachers, Administrators	Teacher Sign-Up Sheet	Ongoing
	2	Attend training that will increase understanding of the writing process	SD T1	Teachers	Administrators	District Staff Development	As Provided
	3	Design and present lessons based on the writing workshop model presented in <u>The Units of Study for Writing</u> by Lucy Calkins and units of study created by the District <a href="#">T1-4, T1-5</a>	AR, CE	Students	Teachers	<u>The Art of Teaching Writing</u> by Lucy Calkins	Daily
	4	Provide third and fourth grade teachers with training in Writer's Workshop with Elizabeth Martin	SD T1	LA Teachers Gr 3 & 4	Principal	Dates, Title 1 Budget	Grade 3: 9-17-08 10-23-08 11-18-08 1-21-09 2-10-09 Grade 4: 9-18-08 10-24-08 11-19-08 1-22-09 2-11-09
Parents	1	Provide parents with up-to-date information regarding testing, recent successes, and struggling areas <a href="#">T1-6</a>	PI	Parents	Teachers and Parents	Friday Packet, Parent Viewer	Weekly
	2	Provide campus curriculum nights where parents can learn how to support students' educational needs at home	PI	Parents	Teachers and Instructional Specialist	Administrators, Teachers, Parents	Once a Semester

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

**\* Legend**

<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

**Horne Elementary**

**Janna Barnhart**

**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>	Horne 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.
<b>N/A</b>	Included strategies for dropout prevention and reduction. (middle school and high school)
<b>X</b>	Included strategies for improving student attendance.
<b>N/A</b>	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.
<b>N/A</b>	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.
<b>N/A</b>	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.
<b>N/A</b>	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)
<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>
Janna Barnhart	Principal:
April Aston	Teacher 1:
Shari Wessels	Teacher 2:
Megan Hilfer	Teacher 3:
Jennifer Baldree	Teacher 4:
Monique Pham	Teacher 5:
Kristen Jones	Teacher 6:
Jacque Roberts	Teacher 7:
Michael Smith	Teacher 8:
Jae Simpson-Butler	Non-teaching professional 1:
Stephanie Thomas	Non-teaching professional 2:
Melissa Avery	Parent 1:
Kristina Neuman	Parent 2:
Vanda Simon	Community resident 1:
Randy Ballard	Community resident 2:
Chad Sterban	Business representative 1:
Derek Koonts	Business representative 2:

<b>CPOC Meetings* for '08 – '09</b>			
<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
1	September 25, 2008	4:00-6:00 pm	Horne Elementary Library
2	November 2008,	4:00-6:00 pm	Horne Elementary Library
3	January 15, 2009	4:00-6:00 pm	Horne Elementary Library
4	May 7, 2009	4:00-6:00 pm	Horne Elementary Library
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\* 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.
<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>20%</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.
<b>N/A</b>	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

<b>X</b>	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by <b>20%</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 inappropriate physical behavior.	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.
<b>N/A</b>	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.
<b>N/A</b>	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

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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 <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.
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 <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.
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 <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.
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) <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.

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## CIP PART II: ASSURANCE ADDENDUM

<b>Horne Elementary 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	
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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