

2008-2009
Campus Improvement Plan
For
Keith Elementary

Cypress-Fairbanks Independent School District

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success	
Students	Subjects	Reading/ELA	Reading Workshop Initiative	TAKS results – 98% passing (-1 from 2007)	
		Writing	Writer’s Workshop Initiative	TAKS results –100% passing (+2 from 2007)	
		Math	Focus on problem solving and cooperative learning	TAKS results – 99% passing (+1 from 2007)	
		Science	Focus on hands on, brain based learning activities	TAKS results – 99 % passing (+3 from 2007)	
		Social Studies			
		Other			
	Subgroups	All			
		AA	Focus on building relationships with students, increased parent communication, motivational activities, high expectations	100 % - 4 th writing 100% - 5 th science 100% - 4 th & 5 th math 100% - 3,4,5 reading	
		H	Focus on building relationships with students, increased parent communication, motivational activities, high expectations	100% - 3,4,5 math 100% - 3 rd & 5 th reading 100% - 4 th writing	
		W		100% - 4 th writing 100% - 5 th science 100% - 5 th math	
		ED	High expectations, building relationships, closing instructional gaps	100% - 5 th science 100% - 4 th writing 100% - 4 th & 5 th math 100% - 3 rd & 5 th reading	
		LEP	Focus on vocabulary development, building relationships, rigor, and relevance	100% - 5 th science 100%- 3 rd reading 100% - 3 rd & 5 th math 100% - 4 th writing	

		SE	Focus on building relationships with students, increased parent communication, motivational activities, high expectations	100% - 3 rd , 4 th , 5 th math 100% - 4 th writing 100% - 5 th science
	Social/ Emotional	Discipline	Implementation of PBIS – year 1	50% reduction in office referrals
		Extracurricular		
		Other		
Teacher	Professional Development		Reading Workshop Initiative	Increased independent reading time for students, and maximized time on task using new schedules
			PBIS Leadership Team Training	Increased collaboration and consistency in school wide expectations for student behavior.
			Quantum Learning	Increased student understanding and retention of concepts through brain-based learning activities, particularly in math, science, and writing
	Qualifications			
	New Staff Retention			
Parent				

Area of Focus: Student Safety

District Priority:

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

Campus Objective:

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For 2008 – 2009, the discipline referrals for **excessive talking/disruption and physical contact** will be reduced by **10%** from the previous school year.

Formative Evaluation:

District-developed Reports

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Implement Positive Behavior Intervention Support program.	AR VP	All	PBIS Leadership team/staff	PBIS Coach	Ongoing
Teachers	1	Implement Positive Behavior Intervention Support program.	AR VP	All	PBIS Leadership team/staff	PBIS Coach	Ongoing
Parents	1	Send PBIS information home in weekly newsletter.	VP	All	PBIS Leadership Team	PBIS Coach	Ongoing

Area of Focus: Attendance

District Priority:

Ensure that students understand the importance of attending school regularly and completing high school.

Campus Objective:

For 2008 – 2009, the ADA student attendance will be at or above **97%**.

Formative/Summative Evaluation:

District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Send attendance incentives home in report cards each six weeks to recognize students with perfect attendance.	AR	All	Teachers	Businesses	Ongoing
Teachers	1	Share expectations for daily attendance with students on morning announcements and in the classroom.	AR	All	Principal Teachers		Ongoing
Parents	1	Share expectations for daily attendance with parents on Curriculum Night, Parent Conference Day, in weekly school newsletter, and on school website.	AR	All	Principal Staff		Ongoing

Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	93	95	--	--	--
All	96	97	99	100	99
Eco.Dis.	92	95	100	100	100
Hispanic	92	95	97	100	98
LEP	--	--	--	--	--
LEP M1	--	--	--	--	--
LEP M2	--	--	--	--	--
Spec.Ed.	--	--	100	100	100
White	97	98	100	100	100

District Priority:

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

Campus Objective:

By May 2009, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency and commended performance on TAKS science.
Goal for proficiency – 100%
Goal for commended - 70%

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Code s*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Check rosters to ensure that each struggling student has been assigned to a teacher who has a proven track record of accelerating students' science achievement. (Change assignments and re-balance classes as needed.)	AR, CE	Identified students	Principal	Class rosters; AMS data	Prior to first day of school
	2 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR, CE	Groups listed	Instructional Specialist; teacher	Gradebook; benchmark data	Every 3 or 6 weeks
	3 Provide extended learning time for students during Supplemental Instruction period, Saturday classes, and before-school tutoring sessions.	AR, CE	Identified students	Admin. and teachers	Tutorial packets	Daily and semi-monthly

	4	Identify gaps in students' background knowledge in science, and use direct vocabulary instruction to accelerate growth.	AR , CE	Identified students	Teachers	CFISD academic vocabulary lists	Ongoing
	5	Set up Study Island Station with hands on activities in each science classroom for review of Earth Science Objectives.	AR	5 th -grade science team	Teachers	Coordinator	Ongoing
	6	Implement daily Science Bowl for grade 2-5 during lunch.	AR	All students	Teachers	Science study guides	Weekly
	7	Implement Science Camp to review science concepts.	AR	All students	Teachers	AP's IS's	Spring, 2009
	8	Create frequent checkpoints to monitor student progress.	AR	All students	Teachers	TEKS	Ongoing
Teachers	1	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen, Quantum Learning, and The Rigor and Relevance Handbook</i> .	AR , CE	Groups listed	Teachers	<i>The Baker's Dozen</i> booklet; <i>Quantum Learning</i> book, Rigor & Relevance Framework	Ongoing
	2	Participate in Rigor & Relevance professional development.	SD	All students	Teachers	AP's IS's Teachers	Summer, 2008
	3	Use Rigor and Relevance Framework in planning	AR	All students	Teachers	AP's IS's Teachers	Ongoing
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by making phone calls or sending e-mails.	PI	All students	Teachers	Grades	Ongoing

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	92	95	92	100	95	75	80	100	100	100	93	95	--	--	--
All	95	97	97	100	98	99	99	99	100	99	98	99	100	100	100
Eco.Dis.	88	89	100	100	100	94	96	100	100	100	100	100	100	100	100
Hispanic	89	89	100	100	100	100	100	100	100	100	96	97	100	100	100
LEP	82	85	--	--	--	--	--	--	--	--	--	--	--	--	--
LEP M1	100	100	--	--	--	100	100	--	--	--	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Spec.Ed.	75	80	--	--	--	83	85	100	100	100	100	100	100	100	100
White	97	98	96	100	97	100	100	98	100	99	100	100	100	100	100

District Priority:

1A

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

Campus Objective:

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By May 2009, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency and commended performance on TAKS math.

Goal for proficiency – 100%
Goal for commended – 50% (3rd) 70% (4th) 80% (5th)

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Check rosters 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 , CE	Identified students	Principal	Class rosters; AMS data Prior to first day of school
	2	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR , CE	Groups listed	Instructional Specialist; teacher	Gradebook; benchmark data Every 3 or 6 weeks
	3	Provide extended learning time for students during	AR	Identified	Admin. and	Tutorial Daily and semi

		Supplemental Instruction period, Saturday classes, and before-school tutoring sessions.	, CE	students	teachers	packets	monthly
	4	Schedule AP's/IS's to work with 1 st , 2 nd , 3 rd , 4 th , and 5 th grade team on modifying lessons to target identified struggling learners.	SD	4 th grade math team	Instructional Specialist's/ AP's	Coordinator	Weekly/Bi-weekly
	5	Implement CCC- Cougars Connect and Conquer program. Instructional Specialists will work with targeted students from 8-9 am daily to close instructional gaps.	AR , CE	Identified students	Admin. and teachers	TEKS	Ongoing
	6	Identify gaps in students' background knowledge in math, and use direct vocabulary instruction and anchor charts to accelerate growth.	AR , CE	All Students	Teachers	CFISD academic vocabulary lists	Ongoing
	7	Create frequent checkpoints to monitor student progress.	AR	All students	Teachers	TEKS	Ongoing
Teachers	1	Participate in Rigor & Relevance professional development.	SD	All students	Teachers	AP's IS's Teachers	Summer, 2008
	2	Use Rigor and Relevance Framework in planning	AR	All students	Teachers	AP's IS's Teachers	Ongoing
	3	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen</i> , <i>Quantum Learning</i> , and <i>Rigor & Relevance Handbook</i>	AR , CE	Groups listed	Teachers	<i>The Baker's Dozen</i> booklet; <i>Quantum Learning</i> book, & Rigor and Relevance Framework	Ongoing
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by making phone calls or sending e-mails.	PI	Parents of identified students	Teachers	Samples of student work	Weekly
	2	Post "Parent Help" cards and math expectations for each 6 weeks on Keith website.	PI T	All students	AP's/Instructional Specialists	Technology liaison	Ongoing

Area of Focus: Reading/English Language Arts

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	100	100	100	100	100	88	89	100	100	100	94	96	--	--	--
All	100	100	98	100	99	94	96	97	100	98	99	99	99	100	99
Eco.Dis.	100	100	100	100	100	94	96	88	90	89	92	95	100	100	100
Hispanic	100	100	96	100	97	95	97	82	90	85	100	100	100	100	100
LEP	100	100	100	100	100	--	--	--	--	--	--	--	--	--	--
LEP M1	100	100	--	--	--	100	100	--	--	--	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Spec.Ed.	100	100	83	90	85	83	85	83	90	85	100	100	--	--	--
White	100	100	98	100	99	95	97	99	100	99	99	99	99	100	99

District Priority:

1A

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

Campus Objective:

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By May 2009, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency and commended performance on TAKS reading.

Goal for proficiency – 100%
Goal for commended - 60% (3rd, 4th, 5th)

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	Check rosters to ensure that each struggling student has been assigned to a teacher who has a proven track record of accelerating students' reading achievement. (Change assignments and re-balance classes as needed.)	AR , CE	Identified students	Principal	Class rosters; AMS data	Prior to first day of school
	2	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR , CE	Groups listed	Instructional Specialist; teacher	Gradebook; benchmark data	Every 3 or 6 weeks
	3	Provide extended learning time for students during	AR	Identified	Admin. and	Tutorial	Daily and semi-

		Supplemental Instruction period, Saturday classes, and before-school tutoring sessions.	, CE	students	teachers	packets	monthly
	4	Identify gaps in students' background knowledge in reading, and use direct vocabulary instruction to accelerate growth.	AR , CE	Identified students	Teachers	CFISD academic vocabulary lists	Ongoing
	5	Implement CCC- Cougars Connect and Conquer program. Instructional Specialists will work with targeted students from 8-9 am daily to close instructional gaps.	AR , CE	Identified students	Admin. and teachers	TEKS	Ongoing
	6	Increase independent reading time for all students. Minimum times: K – 15 minutes, 1 st – 30 minutes, 2 nd – 30 minutes, 3,4,5 – 40 minutes.	AR	All students	Teachers		Ongoing
	7	Increase classroom libraries to 500 books per teacher.	AR	All students	Principal PTO	PTO	Ongoing
	8	Plan and implement lessons that link oral and written storytelling.	AR	Identified students	Teachers	Karen Lowery	Ongoing
	9	Schedule AP'/IS's to work with all teams on vertically aligning reading lessons and assisting with modifications to target identified struggling learners.	SD	4 th - grade reading team	Instructional Specialist	Coordinator	Weekly
Teachers	1	Participate in Rigor & Relevance professional development.	SD	All students	Teachers	AP's IS's Teachers	Summer, 2008
	2	Use Rigor and Relevance Framework in planning	AR	All students	Teachers	AP's IS's Teachers	Ongoing
	3	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen, Quantum Learning, and the Rigor and Relevance Handbook</i> .	AR , CE	Groups listed	Teachers	<i>The Baker's Dozen</i> booklet; Quantum Learning book, Rigor & Relevance Framework	
	4	Facilitate staff development/peer coaching on Reading Workshop, conferring with students, word work, and guided reading.	SD	All grades	Principal		Ongoing

	5	Assist with professional development of paraprofessionals to tutor students in reading.	SD	All Grades	Instructional Specialist Reading Specialist	Teachers	Ongoing
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by making phone calls or sending e-mails.	PI	Parents of identified students	Teachers	Samples of student work	Weekly
	2	Post "Parent Help" cards and reading expectations for each six weeks on Keith website.	PI T	All students	Instructional Specialist	TEKS	Ongoing
	3	Train parents volunteers to assist students with reading.	PI	Identified Students	Instructional Specialist Reading Enrichment Teacher	Tutoring Packets	Fall, 2008

Area of Focus: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	88	89	100	100	100
All	98	99	99	100	99
Eco.Dis.	94	96	100	100	100
Hispanic	100	100	100	100	100
LEP	--	--	--	--	--
LEP M1	100	100	--	--	--
LEP M2	--	--	--	--	--
Spec.Ed.	100	100	83	90	85
White	98	99	99	100	99

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, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS writing.

Goal for proficiency – 100%
Goal for commended – 50%

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	Check rosters to ensure that each struggling student has been assigned to a teacher who has a proven track record of accelerating students' writing achievement. (Change assignments and re-balance classes as needed.)	AR, CE	Identified students	Principal	Class rosters; AMS data	Prior to first day of school
	2	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR, CE	Groups listed	Instructional Specialist; teacher	Gradebook; benchmark data	Every 3 or 6 weeks

		teaching strategies such as the ones described in <i>The Baker's Dozen, Quantum Learning, and Rigor & Relevance Handbook</i> .	CE	s listed		<i>Dozen</i> booklet; Rigor & Relevance Handbook	
	4	Provide extended learning time for students during Supplemental Instruction period, Saturday classes, and before-school tutoring sessions.	AR, CE	Identified students	Admin. and teachers	Tutorial packets	Daily and semi-monthly
	5	Identify gaps in students' background knowledge in writing, and use direct vocabulary instruction to accelerate growth.	AR, CE	Identified students	Teachers	CFISD academic vocabulary lists	Ongoing
Teachers	1	Schedule Karen Lowery to work with 2 nd , 3 rd , 4 th -grade team on modifying lessons to target identified struggling learners.	SD	4P th grade writing team	Instructional Specialist		Fall, 2008 & Spring, 2009
	2	Implement book study using <u>The Art of Teaching Writing</u> to increase knowledge of conferring strategies.	SD	All students	Instructional Specialists Assistant Principal		
	3	Implement Writer's Workshop to improve development of ideas in writing.	AR	All students	Teachers	AP's IS's Teachers	Ongoing
	4	Participate in Rigor & Relevance professional development.	SD	All students	Teachers	AP's IS's Teachers	Summer, 2008
	5	Use Rigor and Relevance Framework in planning	AR	All students	Teachers	AP's IS's Teachers	Ongoing
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by making phone calls or sending e-mails.	PI	Parents of identified students	Teachers	Samples of student work	Weekly

Legend

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

CIP PART II: ASSURANCE ADDENDUM

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	Keith Elementary has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
	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.
	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.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district's scope and sequence for the course and/or grade level.
	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.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council			
Name of CPOC Member		Position	
		Principal: Patty Mooney	
Stephanie Cook		Teacher 1:	
Kerry Iselt		Teacher 2:	
Katrina Lilley		Teacher 3:	
Danna Roberts		Teacher 4:	
Tracey Adams		Teacher 5:	
Lisa Nevins		Teacher 6:	
Sue Foster		Teacher 7:	
David Dissly		Teacher 8:	
Patty Mooney		Non-teaching professional 1:	
Dana Devoll		Non-teaching professional 2:	
Suzanne Nicks		Parent 1:	
Kelly Baehrens		Parent 2:	
Becky Knight		Community resident 1:	
Sarah Roemler		Community resident 2:	
Ed Papin		Business representative 1:	
Carol Ann Thacker		Business representative 2:	
CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	9/24/08	7:30 am	Keith Library
2	11/12/08	7:30 am	Keith Library
3	1/21/09	7:30 am	Keith Library
4	3/11/09	7:30 am	Keith Library
5	6/9/09	7:30 am	Keith Library

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

CIP PART II: ASSURANCE ADDENDUM

Section C

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

	Goal	Description	Formative	Summative	Strategy
X	1) TAKS Recognized or Exemplary	For 2008-2009, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
X	2) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
X	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by 20% .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
X	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be reduced by 100% .	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.
X	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by 10% from the	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	Implement and monitor the school-wide safety and security plan.

CIP PART II: ASSURANCE ADDENDUM

		previous school year.		of referrals.	
X	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above 90% .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
X	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at 100% .	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.

CIP PART II: ASSURANCE ADDENDUM

Section D

1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
2. **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
3. **Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
4. **High-quality and ongoing professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
5. **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
6. **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
7. **Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
10. **Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

CIP PART II: ASSURANCE ADDENDUM

Keith Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009			
Date	Audience	Responsible for Planning	Purpose/Content
4-Aug	Leadership Conference	District Administrative Staff	
7-Aug	GLT/AMS	Elementary - A.M.	
	GLT/AMS	Secondary – P.M.	
5-Aug	Safety Conference	District Administrative Staff	Legal Conference
14-Aug	Department Chair and Team Leader	District Staff	
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Campus	Team Building/Curriculum Planning
19-Aug	All Staff	Campus	Rigor, Relevance, & Relationships
20-Aug	All Staff	District Staff	
21-Aug	Elementary/Secondary	Campus	Curriculum Planning
22-Aug	All Staff	Campus	Curriculum Planning
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	District Required Staff Development Activities
13-Apr	All Staff	Campus	Rigor & Relevance
4-Nov	All Staff	Campus	District Required Staff Development Activities
16-Feb *	All Staff	Campus	Rigor & Relevance
4-June	All Staff	Campus	Teacher Preparation