

“Building Scholars  
Minds Under Construction”

2008-2009  
**Campus Improvement Plan**  
for  
**Lee Elementary**

**Cypress-Fairbanks Independent School District**

October 21, 2008

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.

Lee Elementary  
2008-09 Comprehensive Needs Assessment Summary

The staff at Lee Elementary includes 74 teachers, 26 paraprofessionals, and 2 administrators. The student population is 15% White, 8% African American, 56% Hispanic, 21% Asian, and .3% Native American. Fifty-six percent of students who attend Lee Elementary qualify for free or reduced lunch. The mobility rate for students at Lee Elementary is 12.7%.

In accordance with Texas state legislative requirements, the staff at Lee 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 (73%), 5<sup>th</sup> grade math (70%), and 5<sup>th</sup> grade science (70%); Hispanic students in 5<sup>th</sup> grade science (67%); students who are economically disadvantaged in 5<sup>th</sup> grade reading (74%), and 5<sup>th</sup> grade science (63%). 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.

Lee 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 (97.5%), Hispanic (96.6%), White (96.4%), and students who are economically disadvantaged (96.8%). Efforts will also be made to increase teacher retention at Lee 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

**District Priority:**

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

**Campus Objective:  
(SMART Goal)**

#1

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

**Formative Evaluation:**

District-developed Reports, "Building Scholars" statistics

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will be able to state & explain the four Core Values.	VP	All Students	Classroom Teachers	PBIS Plan	End of 1 <sup>st</sup> six weeks
	2	Students will practice / follow established procedures and expectations based on the four Core Values.	VP AR	All Students	All Staff	PBIS Plan	Ongoing
	3	Selected students will improve targeted behaviors by participating in Tier 2 PBIS plan.	VP AR	Selected Tier 2 Students	Teachers, PBIS BEP team	PBIS Plan	Week 3 - 36
	4	Students will set class goals for improvement in identified behavior and environment areas, as addressed through school contest.	VP AR	All Students	Teachers, administrative team	Contest Standards	Every 3 weeks
Teachers	1	Staff will continue to implement PBIS, level 1 by implementing lesson plans to teach / review procedures / expectations based on Core Values and by monitoring student adherence to expectations.	VP AR	Classroom Teachers	All Staff	PBIS Plan	1 <sup>st</sup> six weeks, as needed for review
	2	Teachers will participate in update training in PBIS.	VP	All Staff	PBIS team	PBIS training materials	August 13, 2008
	3	Teachers with 1 or less years of experience will participate in classroom management training.	VP SD	Teachers new to CFISD	CFPDAS Appraisers, District Trainers	District Training Materials	By end of 1 <sup>st</sup> semester
	4	Teachers will post Core Values posters and expectations posters in their classrooms.	VP	All Teachers	Support staff, classroom teachers	PBIS Plan	By end of first two weeks of school
	5	Teachers will be given opportunity to be CPI trained. T1-5	VP	All Staff	administration, District Trainer	CPI training materials	August 1, 2008, as offered in CFLMS
	6	Selected teachers will participate in the PBIS Tier 2 plan.	VP	Selected Staff, Students	PBIS BEP Team	PBIS Plan	Week 3 - 36

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.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	7	PBIS team will meet to monitor discipline data, implementation of PBIS (tier 1 & 2), to plan future interventions & recognitions for staff and students.	VP AR	Students	Administrative staff, PBIS Team	PBIS Plan, District discipline reports	Twice per month
	8	Crisis Team will meet four times per year, or as needed, to plan and debrief emergency drills using newly developed EOP for guidance.	VP	All Staff, Students	Assistant principal, crisis team	EOP	Quarterly
	9	Teachers will monitor class progress in meeting contest standards and plan for improvement.	VP	All staff, students	Teachers, administrative team	Contest standards	Every 3 weeks
Parents	1	Parents will be provided information about the V-Soft System through the school newsletter. T1-6	VP	Parents	Principal, Administrative Secretary	District provided information	1 <sup>st</sup> six weeks
	2	Parents and other visitors will be required to use the V-Soft system and wear a picture ID label at all times when in the building.	VP PI	Visitors to school	Receptionists	V-Soft materials	Ongoing
	3	Parents will be provided information regarding safety procedures at school, including, but not limited to, bus evacuation drill, other types of crisis drills as they occur, and information about specific incidents as they occur.	VP PI	Parents	Principal	District Crisis materials	As drills or incidents occur
	4	Parents will be communicated with regarding their child's behavior through the use of classroom documentation forms, phone calls from teachers and administrators, and parent conferences.	VP AR PI	Parents	Teachers, administrators	Discipline reports	As needed or required by discipline guidelines
	5	Parents of students selected for participation in PBIS, tier 2 plan, will be communicated with regarding the implementation and progress of the plan.	VP AR PI	Parents	At risk coordinator, BEP team	Data from student plans & district discipline data	3 <sup>rd</sup> week of school & 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.

## Area of Focus: Attendance

**District Priority:**

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

**Campus Objective:  
(SMART Goal)**

#1 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 Students will understand how attendance enters into their team score and is reflected in the school-wide goal of 97%+.	AR	Students	Teachers, administrative team	School-wide assembly, announcements, team scoreboard	Every 3 weeks
	2 Set class attendance goals.	AR	Students	Teachers	Attendance records, contest standards	Every 3 weeks
	3 Students with perfect attendance will receive certificates and incentives in report cards.	AR	Students	Counselors, teachers	Attendance records, PIE donations	Each six weeks
	4 Students with perfect attendance for the year will receive special recognition in grade level recognition ceremonies.	AR	Students	Counselors, Assistant Principals, Administrative Secretary	Attendance Records	May 2009
Teachers	1 Teachers will take daily attendance and attempt to contact parents regarding excessive absences.	AR	Students	Homeroom Teachers	Attendance Records	Ongoing
	2 Administrative team will conduct attendance committee meetings to monitor excessive absences.	AR	Students	Administrative Team, Attendance Secretary	Attendance Records	Each six weeks
	3 Teachers will recognize students with perfect attendance by awarding certificates and incentives.	AR	Students	Homeroom Teachers	Attendance Records, PIE donations	Each six weeks
	4 Staff attendance will be reflected in team scores.	AR	All Staff	Principal's Secretary	Staff Attendance Records	Every 3 weeks
	5 Staff with perfect attendance will earn 10 <i>Barbara Bucks</i> .	AR	All staff	Principal's Secretary	Staff Attendance records	Every 6 weeks
	6 Monitor homeroom attendance and set goals for increasing.	AR	HR teachers	Homeroom teachers	Attendance records, contest standards	Every 3 weeks

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.

Parents	1	Parents will be notified about state attendance requirements. T1-6	AR PI	Parents	Principal, Administrative Secretary	Newsletter, phone calls	At beginning of year, monthly
	2	Parents will be contacted regarding excessive absences and tardies.	AR PI	Parents	Administrators, Attendance Secretary, Attendance Officer	Letters, phone calls, conferences	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.

## Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	100	100	70	90	77
All	80	83	78	90	82
Eco.Dis.	70	77	63	90	75
Hispanic	73	79	67	90	75
LEP	48	75	48	90	75
LEP M1	83	85	75	90	80
LEP M2	76	81	80	90	83
Spec.Ed.	--	--	44	90	75
White	93	95	100	100	100

**District Priority:**

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

**Campus Objective:  
(SMART Goal)**

#1 By May, 2009, Lee Elementary will increase or maintain the percentage of students demonstrating proficiency or higher on TAKS Science in grade 5, by amounts noted in table at right.

**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	Participate in learning experiences (hands on, discussions, extended writing, etc.) by using research-based comprehension strategies of questioning, inferring (hypothesizing), monitoring for meaning, summarizing, prior knowledge, T1-2	AR	1 <sup>st</sup> – 5 <sup>th</sup> grade students	Science teachers, Instructional Specialist	Science TEKS, district curriculum	Ongoing
	2	Effectively use science study guides to learn content and prepare for success on assessments.	AR	2 <sup>nd</sup> – 5 <sup>th</sup> grade students	Science teachers, Instructional Specialist	District Science Study Guides	Ongoing
	3	Effectively use science journals to record thinking based on use of comprehension strategies (questions, hypotheses, summaries, descriptions, etc.)	AR	2 <sup>nd</sup> – 5 <sup>th</sup> grade students	Science teachers, Instructional Specialist	Science TEKS, district curriculum	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.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	4	Participate in extended time interventions, such as, Science Bowl, tutoring sessions, and Science Saturdays. <b>T1-2</b>	AR CE	4 <sup>th</sup> – 5 <sup>th</sup> grade students	Science teachers, Instructional Specialist, interventionists	Science TEKS, district curriculum	Ongoing
	5	Apply reading comprehension strategies to selected pieces of expository science texts. <b>T1-2</b>	AR CE T1 SD	2 <sup>nd</sup> – 5 <sup>th</sup> grade students	Science & reading teachers, Instructional Specialists, interventionists	Non-fiction texts in science and reading classes	Ongoing
	6	Increase vocabulary knowledge to support comprehension of science content.	AR CE	1 <sup>st</sup> – 5 <sup>th</sup> grade students	Science and reading teachers	District vocabulary activities, school vocabulary plan	Ongoing
	7	Set individual and class goals for performance on assessments, identifying concepts in need of improvement.	AR	1 <sup>st</sup> – 5 <sup>th</sup> grade students	Science teachers	Assessment data, TEKS	Every 3 weeks
Teachers	1	Continue use of warm-ups, study guides, vocabulary flashcards, science journals, United Streaming, take home books, and graphic organizers.	AR T	1 <sup>st</sup> – 5 <sup>th</sup> grade students	Science teachers, Instructional Specialist	District science curriculum & materials	Ongoing
	2	Increase use of effective hands-on experiments, Kidspiration, vocabulary lessons, science fashion show, LoTI level 3, higher level questioning & thinking, anchor/concept charts, SQ-RQ-CQ strategies.	AR CE T	1 <sup>st</sup> – 5 <sup>th</sup> grade students	Science teachers, Instructional Specialist	District science curriculum & materials	Ongoing
	3	Monitor each student's progress in learning critical TEKS by examining results of campus checkpoints and district assessments. <b>T1-8</b>	AR	2 <sup>nd</sup> – 5 <sup>th</sup> grade students	2 <sup>nd</sup> -5 <sup>th</sup> grade science teachers, Instructional Specialist, Administrators	Data from assessments	Every 3 weeks
	4	Meet with district science coaches and other experts to review data, plan instruction and use of effective strategies.	AR SD T1	4 <sup>th</sup> , 5 <sup>th</sup> grade students	4 <sup>th</sup> , 5 <sup>th</sup> grade science teachers, Instructional Specialist	District coaches & materials, Margaret Kilgo, consultant	October 20, ongoing
	5	Attend campus and district training opportunities and implement new learning, including use of comprehension strategies. <b>T1-4</b>	AR SD T1	1 <sup>st</sup> – 5 <sup>th</sup> grade students	Science teachers	District training classes	As scheduled by 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.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	6	Display class and grade level results of assessments so that teachers and students are constantly aware of progress toward class and campus SMART goals. T1-8	AR	1 <sup>st</sup> – 5 <sup>th</sup> grade students	Science teachers, Instructional Specialist	Data from assessments, TEKS	Every 3 weeks
	7	Provide “hyper-monitoring” to verify implementation of stated goals and activities. T1-2	AR	1 <sup>st</sup> - 5 <sup>th</sup> grade science teachers	Administrative Team	CIP, curriculum materials	Weekly
	8	Utilize Title One funds to purchase science content-based library books for use by teachers to reinforce science TEKS. T1-5	AR TI	1 <sup>st</sup> - 5 <sup>th</sup> grade science students	Science teachers, librarian	Accepted school library review sources, TEKS	On going
	9	With consultant training support the Administrative Team will engage in hyper-monitoring of classrooms by conducting walk-throughs with feedback to increase effectiveness of instruction.	T1 AR SD	Science Teachers	Adminstrative Team	Walkthrough form, R4 consultant	Daily
Parents	1	Provide parents training and/or take home materials to help increase science vocabulary. T1-6	PI T1	Parents	Science teachers, Instructional Specialist	Vocabulary materials	Once each semester
	2	Review Science study guide and vocabulary materials.	PI	Students, Parents	2 <sup>nd</sup> -5 <sup>th</sup> grade science teachers	Study guides, vocabulary materials	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.

## 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	88	90	89	89	89	91	100	94	100	100	70	90	77
All	92	95	89	90	89	94	96	95	100	97	96	97	92	100	95
Eco.Dis.	91	94	85	90	87	93	95	95	100	97	94	96	86	90	87
Hispanic	88	89	85	90	87	92	95	94	100	96	94	96	91	100	94
LEP	88	89	81	90	84	92	95	97	100	98	83	85	86	90	87
LEP M1	100	100	100	100	100	95	97	90	100	93	100	100	100	100	100
LEP M2	--	--	--	--	--	100	100	100	100	100	100	100	93	100	95
Spec.Ed.	--	--	90	100	93	71	77	71	90	77	100	100	56	90	75
White	100	100	93	100	95	94	96	97	100	98	100	100	93	100	95

**District Priority:**

1A

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

**Campus Objective:  
(SMART Goal)**

#1

By May 2009, Lee Elementary will increase or maintain the percentage of students demonstrating proficiency or higher on TAKS Math, by amounts noted in tables below.

**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	Participate in small group instruction focused on identified areas in need of improvement. <b>T1-9</b>	AR CE	1st – 5 <sup>th</sup> grade students	Teachers, math interventionist, Instructional Specialist	Assessment results, district curriculum materials	Ongoing
	2	Set individual and class goals for performance on assessments, identifying specific concepts in need of improvement.	AR	1st – 5 <sup>th</sup> grade students	Math teachers	Assessment results	Every 3 weeks
	3	Improve memorization of basic math facts.	AR	All Students	Teachers	Teacher generated ideas	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.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	4	Effectively use math journals to record thinking – questioning, summarizing, explaining, etc.	AR	All Students	Teachers, Instructional Specialist	Curriculum materials	Ongoing
Teachers	1	Provide small group instruction based on identified needs of students. T1-9	AR	1st – 5 <sup>th</sup> grade students	Teachers	Assessments, curriculum materials	Ongoing
	2	Provide students with posted, consistent schedule for math instruction.	AR	All Students	Teachers, Instructional Specialist	District guidelines	Ongoing
	3	Administer frequent, common assessments created by the IS at the T2, T3 level.	AR	1 <sup>st</sup> – 5 <sup>th</sup> grade students	Teachers, Instructional Specialist	TEKS, curriculum materials	Every 3 weeks
	4	Implement Quantum Learning strategies in the math classroom.	AR SD	All Students	Teachers	Training materials	Ongoing
	5	Participate in grade level coaching and planning sessions.	AR SD	All Students	Teachers, Instructional Specialist 2 <sup>nd</sup> & 3 <sup>rd</sup> grade math coach	TEKS, curriculum materials	Bi-monthly
	6	Implement the use of the SmartBoard to create more opportunities for interactive learning and higher level thinking. T1-2	AR SD T	All Students	Teachers, technology liaison, technology helping teacher	SmartBoard TEKS, curriculum materials	Each six weeks
	7	Monitor each student's progress in learning critical TEKS by examining results of campus checkpoints and district assessments. T1-8	AR	All Students	Math teachers, Instructional Specialist	TEKS, data from assessments	Every 3 weeks
	8	Utilize Title One funds to purchase math content-based library books for use by teachers to reinforce math TEKS.	AR TI	1 <sup>st</sup> - 5 <sup>th</sup> grade math students	Mathteachers, librarian	Accepted school library review sources, TEKS	On going
	9	With consultant training support the Administrative Team will engage in hyper-monitoring of classrooms by conducting walk-throughs with feedback to increase effectiveness of instruction.	T1 AR SD	Math Teachers	Administrative Team	Walkthrough form, R4 consultant	Daily
Parents	1	Provide parents with training and take home materials that will support ways to work with their child at home. T1-6	T1 PI	All Students	Teachers, Instructional Specialist	TEKS, curriculum materials	Once each semester
	2	Provide parents with materials to help students memorize basic math facts.	T1 PI	All Students	Teachers, Instructional Specialist	Math facts activities	Once each 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.

## 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	73	90	79	100	100	91	100	94
All	92	95	91	100	94	79	83	82	90	85	85	87	84	90	86
Eco.Dis.	89	89	87	90	88	64	75	76	90	81	78	82	74	90	79
Hispanic	87	88	85	90	87	69	76	78	90	82	81	84	76	90	81
LEP	84	86	83	90	85	39	75	50	90	75	52	75	55	90	75
LEP M1	100	100	100	100	100	79	83	94	100	96	71	77	88	90	89
LEP M2	--	--	--	--	--	100	100	100	100	100	88	89	83	90	85
Spec.Ed.	--	--	78	90	82	--	--	57	90	75	70	77	56	90	75
White	100	100	100	100	100	88	89	90	100	93	94	96	97	100	98

**District Priority:**

1A

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

**Campus Objective: (SMART Goal)**

#1

By May 2009, Lee Elementary will increase or maintain the percentage of students demonstrating proficiency or higher on TAKS Reading, by amounts noted in tables below.

**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	Students will build reading stamina and comprehension by reading independently at grade level reading levels using books from school and classroom libraries.	AR, T1	All Students	Teachers, Instructional Specialists	DRA, running records, literacy materials	Daily
	2	Students will respond to read alouds and independent reading through reading responses, including teacher designed and KidBiz.	AR T	All Students	Teachers, Instructional Specialists	Team planning, curriculum materials	Bi-weekly
	3	Students will increase listening comprehension skills by responding to read alouds with accountable talk.	AR	Kindergarten students	Kindergarten Teachers, Instructional Specialists	Appropriate children's literature	Bi-weekly

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.

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
	4	Students will improve WPM and fluency by participating in Read Naturally. T1-2	AR, T1	Selected students	Teachers, teaching assistant	Read Naturally materials	3 X per week
	5	Students will improve knowledge of phonics to improve reading comprehension by participating in Touch Phonics lessons.	AR, T1	Selected students	Reading interventionists	Touch Phonics materials	3X per week
	6	Students will set individual and class goals for performance on assessments, identifying specific types of comprehension in need of improvement.	AR	All students	Reading teachers, Instructional Specialists	TEKS, data from assessments	Every 3 weeks
Teachers	1	Teachers will conduct running records using benchmark books to determine students' reading levels. T1-4	AR	3 <sup>rd</sup> - 5 <sup>th</sup> grade students	3 <sup>rd</sup> - 5 <sup>th</sup> grade teachers, Instructional Specialist	Benchmark books	Once each semester
	2	Teachers will post and adhere to the Reading Workshop daily schedule.	AR	All Students	Teachers	District curriculum documents	Ongoing
	3	Teachers will effectively implement the mini lesson format to teach the reading comprehension strategies.	AR	All Students	Teachers, Instructional Specialists	<i>The Art of Teaching Reading</i>	Daily
	4	Teachers will provide fluency, comprehension and phonics instruction and practice opportunities for identified students.	AR CE T1	All Students	Teachers, Instructional Specialists	District curriculum	At least bi-weekly
	5	Teachers will confer with students, using a monitoring notebook, to monitor comprehension and to determine content of mini lessons and strategy lessons.	AR	All Students	Teachers, Instructional Specialists	<i>The Art of Teaching Reading</i>	At least bi-weekly
	6	Teachers will use Read Aloud with Accountable Talk to improve student comprehension. T1-2	AR	All Students	Teachers, Instructional Specialists	<i>The Art of Teaching Reading, Growing Readers</i>	At least bi-weekly
	7	Teachers will provide small group instruction (guided reading and/or strategy lessons) using literary subscriptions purchased using Title One funds to address student weaknesses and increase reading comprehension. T1-2	AR CE, T1	All Students	Teachers, Instructional Specialists	District curriculum	At least 3 days per week
	8	Teachers will participate in district and campus training in Balanced Literacy with emphasis on comprehension strategies, including comprehension training by Susan Zimmerson. T1-4	SD T1	All Students	Teachers, interventionists	District, campus and consultant training	December 8, & as scheduled by campus and 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.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	9	Teachers will observe District Model Teachers based on need as determined by student performance and administrative observation. T1-4	SD	All Students	Targeted teachers, Instructional Specialists	District model teachers	Once per year
	10	Reading interventionists and teaching assistant will provide instruction and practice on reading fluency and phonics.	AR, T1	Selected students	Reading interventionists, teaching assistant	Read Naturally, Touch Phonics materials	3X per week
	11	With consultant training support the Administrative Team will engage in hyper-monitoring of classrooms by conducting walk-throughs with feedback to increase effectiveness of instruction.	T1 AR SD	RLA Teachers	Administrative Team	Walkthrough form, R4 consultant	Daily
Parents	1	Provide parents with tips on working with their children at home, including reading prompts and use of reading logs. T1-6	PI T1	Parents	Teachers, Instructional Specialists	District curriculum	Twice per year
	2	Attend grade level curriculum meetings and other reading activities to learn how to support children in the area of reading fluency and comprehension.	PI T1	Parents	Teachers, Instructional Specialists	District curriculum	Twice per year

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: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	100	100	91	100	94
All	93	95	95	100	97
Eco.Dis.	89	89	95	100	97
Hispanic	88	89	94	100	96
LEP	79	83	97	100	98
LEP M1	95	97	94	100	96
LEP M2	100	100	100	100	100
Spec.Ed.	--	--	86	90	87
White	97	98	97	100	98

**District Priority:**

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

**Campus Objective:  
(SMART Goal)**

#1 By May 2009, Lee Elementary will increase or maintain the percentage of students demonstrating proficiency on TAKS writing by amounts noted in table at right.

**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	Students will understand and use Six Traits + 1 writing model.	AR	All Students	Teachers, Instructional Specialist	District curriculum & training materials	Ongoing
	2	Students will produce two "published" writing pieces each six weeks.	AR	Students in grades 1 - 5	1 <sup>st</sup> – 5 <sup>th</sup> grade teachers	District curriculum materials	At least twice per six weeks
	3	Students will complete writing assignments in the four core content areas.	AR	Students in grades 1 - 5	1 <sup>st</sup> – 5 <sup>th</sup> grade teachers	District curriculum materials	At least twice per six weeks
	4	Students will participate in direct instruction and practice in the areas of revising and editing.	AR	Students in grades 1 - 5	1 <sup>st</sup> – 5 <sup>th</sup> grade teachers	District curriculum materials	Ongoing
	5	Students will participate in small group instruction based on identified needs. T1-9	AR	Students in grades 1 - 5	1 <sup>st</sup> – 5 <sup>th</sup> grade teachers	District curriculum materials	Ongoing

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STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	6	Students will set individual and class goals for performance on assessments, identifying specific revising & editing skills needing improvement.	AR	Students in grades 2 – 5	2 <sup>nd</sup> – 5 <sup>th</sup> grade RLA teachers	Curriculum materials	Every 3 weeks
Teachers	1	Teachers will participate in the district Six Traits and Writing Units of Study training. T1-4	SD	RLA teachers	District, campus trainers	Curriculum materials, Writing Units of Study materials	First semester
	2	Teachers will implement the Writing Workshop model relying primarily on the Writing Units of Study.	AR T1	All Students	Teachers, Instructional Specialists	Curriculum materials, Writing Units of Study materials	Ongoing
	3	Teachers will increase use of explicit instruction of all writing components using the mini lesson model.	AR	All Students	Teachers, Instructional Specialists	Curriculum materials, Writing Units of Study materials	Ongoing
	4	Teachers will analyze assessment data to plan instruction and create small groups for re-teaching and intervention groups. T1-8	AR	All Students	Teachers, Instructional Specialists	Assessment data, curriculum materials	Following assessments
	5	Teachers will increase use of technology to support the teaching and practice of writing.	AR T	All Students	Teachers, Instructional Specialists	Curriculum materials, technology software	Ongoing
	6	Utilize Title One funds for writing process training with Lucy Calkins	AR T1	All students	Teachers, IS, admin	Consultant, Lucy Calkins	November 6
	7	With consultant training support the Administrative Team will engage in hyper-monitoring of classrooms by conducting walk-throughs with feedback to increase effectiveness of instruction.	T1 AR SD	RLA Teachers	Administrative Team	Walkthrough form, R4 consultant	Daily
Parents	1	Provide support through homework assignments and reviewing student writing. T1-6	PI	All Students	Teachers, Instructional Specialists, parents	Homework assignments, writing portfolios	Ongoing
	2	Attend Parent Writing Night	PI T1	4 <sup>th</sup> grade students	4 <sup>th</sup> grade teachers, Instructional Specialist	Presentation materials	January, 2008

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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

**Lee Elementary School**  
**Barbara Fine**  
**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>	Lee Elementary School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
<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.

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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

<b>Membership Composition of the Campus Performance Objectives Council</b>	
<b>Name of CPOC Member</b>	<b>Position</b>
Barbara Fine	Principal
Robin Estes	Teacher 1: kindergarten
Jamie Bull	Teacher 2: first grade
Kenyatta Sylvester	Teacher 3: second grade
Kim Chapman	Teacher 4: third grade
Christina Tran	Teacher 5: fourth grade
Stephanie Nieswiadomy	Teacher 6: fifth grade teacher
Hailey Burdick	Teacher 7: Special Education Teacher
Jennifer Stokley	Teacher 8: PEFA teacher
Kevin Sullivan	Non-teaching professional 1:
Kenneth Henry	Non-teaching professional 2:
Dawn Wagner	Parent 1:
Leslie Hilburn	Parent 2:
Michael Hansen	Community resident 1:
Linda Hansen	Community resident 2:
Mark Sutton	Business representative 1:
Mark Manion	Business representative 2:

#### CPOC Meetings\* for '08 – '09

<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
1	September 16, 2008	6:30 p.m.	Lee Elementary Cafeteria (Public Hearing)
2	September 25, 2008	7:30 a.m.	Lee Elementary Library
3	January 15, 2009	7:30 a.m.	Lee Elementary Library
4	April 16, 2009	7:30 a.m.	Lee Elementary Library
5	May 28, 2009	7:30 a.m.	Lee Elementary 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 attending grade level parent involvement / training activities will	At the end of the first semester, the percent of parents attending parent training / involvement activities	At the end of the school year, the percent of parents attending parent training / involvement activities	Provide a variety of methods to communicate opportunities for parent involvement throughout the year.
<b>X</b>	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for physical and verbal aggression will be reduced by 10%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for physical and verbal aggression.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for physical and verbal aggression. .	Implement and monitor the school wide safety and security plan.

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## CIP PART II: ASSURANCE ADDENDUM

	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
	5) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above <b>XX%</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>	6) 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

- 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>Lee Elementary School 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	
5-Aug (A.M.)	Safety Conference	District Administrative Staff	
13-Aug	PBIS Update	Campus PBIS Team	Review level 1/Train on level 2
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Campus	Data Analysis / Planning
19-Aug	All Staff	Campus	Procedures/Policies
20-Aug	Elementary Teachers	District Staff	Curriculum
21-Aug	All Staff	Campus	Content Planning
22-Aug	All Staff	Campus	Content Planning
13-Oct	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	
16-Feb	All Staff	Campus	Data Analysis
13-April *	All Staff	Campus	*see August 13
4-June	All Staff	Campus	EOY assessment/planning

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