

**2008-2009**  
**Campus Improvement Plan**  
**For**  
**M. Robinson Elementary**  
**CIP Part I**

**Cypress-Fairbanks Independent School District**

**“Discover Success” at M. Robinson**

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.

M. Robinson Elementary  
2008-09 Comprehensive Needs Assessment Summary

The staff at M. Robinson Elementary includes 65 teachers, 22 paraprofessionals, and 3 administrators. The student population is 18% White, 20% African American, 59% Hispanic, 3% Asian, and 0% Native American. Sixty-one percent of students who attend M. Robinson Elementary qualify for free or reduced lunch.

In accordance with Texas state legislative requirements, the staff at M. Robinson Elementary conducted a comprehensive needs assessment for the 2008-09 school year. The needs assessment was conducted to identify gaps in student achievement and other areas for improvement for incoming students since the campus was not opened during the 2007-08 school year. The information used to conduct the needs assessment included the data from the 2008 Texas Assessment of Knowledge and Skills (TAKS), data from benchmark tests administered throughout the 2008-09 school year, teacher 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 3<sup>rd</sup> grade Math and students who are economically disadvantaged in 3<sup>rd</sup> grade Math. Research-based strategies to address the need in these areas are delineated in Part I of the campus improvement plan.

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

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## Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	Merged data shows all subpops for new 4 <sup>th</sup> graders at 89% or above	TAKS data
		Writing		
		Math	Merged data shows all subpops for new 5 <sup>th</sup> graders at 86% or above	TAKS data
		Science		
		Social Studies		
		Other		
	Subgroups	All		
		AA		
		H		
		W		
		ED		
		LEP		
		SE		
	Social/ Emotional	Discipline		
		Extracurricular		
Other				
Teacher	Professional Development			
	Qualifications			
	New Staff			
	Retention			
Parent			The Steering Committee is working to form the M. Robinson PTO	Sign in sheets/calendar

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:**

For 2008-2009, 25% or less of the office referrals will be second visit offenders.

**Formative Evaluation:**

District developed reports; campus generated reports

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Demonstrate the social skills learned from the daily social skills/BBR skill of the week.	VP AR	All students	Behavior Interventionist teachers, administration	Lessons developed by the BI, class meetings, BBR posters	Daily
	2	Understand and follow the R3 behavior to "Walk and Work with Pride"	VP AR	All students	Teachers, BI, admin.	Matrix	Ongoing
	3	Attend classroom guidance lessons focusing on topics such as: cooperation, anti-bullying, and conflict resolution. etc.	VP AR	All students	Counselor, teachers	Classroom Guidance Plan	The 08-09 school year
	4	5 <sup>th</sup> graders will participate in DARE	VP AR	5 <sup>th</sup> grade students	5 <sup>th</sup> grade teachers and DARE officer	DARE curriculum	Spring '09
	5	Character Education for students will be enhanced through the utilization of the Project Wisdom Character Education program.	VP	All students	Admin and teachers	Project Wisdom	Daily
Teachers	1	Staff will be trained in Building Better Relationships and the Keystone Curriculum will be used to support positive behavior choices for students.	SD	All staff not trained	District staff Admin	BBR dept. Flippen Group	Ongoing
	2	BBR committee will review, revise, and train at faculty meetings regarding expectations, matrix, and school wide plan	VP SD	All staff	Behavior Interventionist BBR	BBR materials	Ongoing

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					committee		
	3	Teachers will have input and utilize the discipline continuum	SD	All staff	Admin	M. Robinson	Fall 2008
	4	Teachers will have access to on-line resources through the Project Wisdom subscription.	VP	All staff	Admin Title 1 committee	Project Wisdom	Ongoing
Parents	1	Parents and visitors will be required to present and wear ID labels when entering the building by showing a valid ID and will receive information on V-soft procedures T1-6	VP PI	All parents and visitors	Front office	V-soft newsletter	Ongoing
	2	Communicate with parents regarding their child's behavior through: weekly communication card, phone calls, conferences, notes, office intervention/referrals	PI	All students identified students	Teachers, Counselor, Admin.	Report cards, discipline data	Weekly/six weeks or as needed
	3	Create a behavior plan to decrease inappropriate behaviors with child, teacher, and/or administrators.	PI	Parents of identified students	Teachers, Counselor, Admin.	Behavior plans	Ongoing

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## Area of Focus: Attendance

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

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Recognition of perfect attendance in the classroom through certificates: individually and as a class	AR	All students	Teachers Registrar Admin.	Certificates	Every six weeks
	2 Announce perfect attendance at the end of each week to recognize classes with 100% attendance.	AR	All students	Registrar Admin.	Attendance records	Weekly
Teachers	1 Establish procedures for each student for make up work opportunities.	AR	All Students	Teachers Asst. Prin.	Folders	Ongoing
	2 Call students who are absent for three consecutive days.	AR	All Students	Teachers Asst. Prin.	Attendance records Phone logs	Ongoing
	3 Teachers will provide a study hall during recess that will provide students with the opportunity to complete make up work.	AR	Grades 2 – 5	Teachers, Admin.	Folders to maintain attendance & work	Ongoing
Parents	1 Parents will be contacted regarding excessive absences, early departures, and tardies. T1-6	AR PI	Parents	Teachers, Registrar, Admin	Parent Letters and phone calls	Ongoing
	2 Parents will be notified about the state requirement for attendance in order to receive credit for the school year.	PI	Parents	Principal Registrar	Newsletters, Letters	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

**District Priority:**

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

**Campus Objective:**

By May of 2009, at least 75% of all 5<sup>th</sup> grade students and 75% of the students in each subgroup will demonstrate proficiency on the Science TAKS. In addition, 25% of all students will earn commended status.

**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 be expected to develop organizational and study skills through the following methods: Use of study guides Warm ups Flashcards Homework Note taking Summarizing T1-2	AR	All students	Teachers Instructional Specialist Asst. Prin	Journals, CFISD study guides	Ongoing
	2	Each student's progress in learning the critical TEKS will be monitored through the results of: Checkpoint data Teacher made assessment District benchmarks Student grades and test data Students will monitor their progress individually by setting short term goals, reviewing their data from tests and daily work, and resetting goals for specific improvement. T1-8	AR CE T1	Grades 1 – 5	Teachers, Instructional Specialist, Asst. Prin	Data from assessments	Each 6 weeks
	3	Students will show mastery of science TEKS through the following methods: LoTi participation Cooperative grouping	AT T T1 CE	All students	Teachers Admin	Curriculum guide, Lesson plans, classroom	Ongoing

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		Answering Higher Level questions Graphic organizers and non-linguistic representations Testing hypotheses Drawing conclusions Vocabulary development Making connections to real-life examples T1-2				observations	
	4	Learning gaps in students' background knowledge will be identified and direct vocabulary instruction will be used to accelerate growth.	AR CE T1	All students	Teachers, Instructional specialists, Title 1 Specialists, At-risk Specialist	Data review	Ongoing
	5	Provide small group instruction for identified struggling learners T1-9	AR CE T1	Identified students	Teachers, Instructional specialists, Title 1 Specialists, At-risk Specialist	Data review	Ongoing
	6	Struggling students will be provided with extended learning opportunities through Helping Teachers, Saturday School, Science camp, Recess tutorials, Before/after school tutorial, work completion time for absence or incomplete work. T1-9	AR CE T1	5 <sup>th</sup> grade identified students	Teachers, Instructional specialists, Title 1 Specialists, At-risk Specialist	Data review, report cards	Ongoing
Teachers	1	Provide students with hands-on materials and opportunities to conduct science experiments, make connections to the real world, and increase students' success. T1-2	AR T1	All students	Science teachers, Instructional specialists, Title 1 teacher At-risk Specialist	Science equipment and manipulatives	Weekly
	2	Teachers will disaggregate data from tests, benchmarks, and CBA tests to determine levels of student performance on concepts which need extra assistance. T1-8	AR	All, W, H, AA, ED, LEP for 5 <sup>th</sup> grade	Teachers, IS, T1 and Admin	Item analysis, Data, student reports	Ongoing
	3	Walk through visits will be used to provide teachers with	AR	Teachers	Principal	Walkthrough	Bi-

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		coaching feedback to increase effectiveness of instruction and promote teacher reflection.			Asst. Prin	form	monthly
	4	Science teachers will meet to review the achievement discrepancies among the subgroups where collaboration will drive the reform strategies and increase the amount of quality learning time to accelerate instruction. T1-2	AR CE T1	All Students	Teachers, IS, Admin	Data Review	Ongoing
Parents	1	Parents will be provided with training that will provide them with knowledge about the science content and vocabulary with activities to do at home with their child. (TAKS nights and Parent Involvement evenings) T1-6	AR T1 PI	All	Teachers, IS, Admin	Take home materials	Fall 2008 As needed
	2	Create the opportunity for involvement through the weekly communication folder, review of the daily planner, homework completion, weekly folder, review of the study guide, newsletter, notes, and invitations for celebrations.	PI	All	Teachers	School communication	Weekly
	3	Parents will receive personal phone calls from paraprofessionals to encourage them to attend meetings.	PI	All	Admin Paras	Title 1 Funds	As needed

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	Grade 3 Target '09	Gr 4 scores '08	Gr 4 Target '09	Gr 5 scores '08	Gr 5 Target '09	Gr 3-5 Target '10
All	80	75	80	93	95	90
AA	80	69	80	86	90	90
H	80	76	80	93	95	90
W	80	78	80	100	100	90
ED	80	69	80	89	92	90

**District Priority:**

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

**Campus Objective:**

#

By May of 2009, at least 75% of all 3<sup>rd</sup> - 5<sup>th</sup> grade students and 75% of the students in each subgroup will demonstrate proficiency on the Math TAKS. In addition, 25% of all students will earn commended status.

**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 be expected to show mastery of mathematics critical TEKS through the following methods: Four step process for problem-solving including justification of answers Manipulatives Cooperative groups Technology integration Problemsolving with real life application Understanding vocabulary Knowing math facts for appropriate grade level T1-2	AR T CE T1	All students	Teachers, Is, Title 1, coaches,	Math coaches Curriculum Staff	Ongoing
	2 Each student's progress in learning the critical TEKS will be monitored through the results of: Checkpoint data Teacher made assessment District benchmarks Student grades and test data	AR CE T1	All Students	Teachers, Instructional Specialist, Asst. Prin	Data from assessments	Each 6 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.

		Students will monitor their progress individually by setting short term goals, reviewing their data from tests and daily work, and resetting goals for specific improvement. T1-8					
	3	Struggling students will be provided with extended learning opportunities through Helping Teachers, Saturday School, Math camp, Recess tutorials, Before/after school tutorial, work completion time for absence or incomplete work. T1-9	AR CE T1	Identified students Grades 3 - 5	Teachers, Instructional specialists, Title 1 Specialists, At-risk Specialist	Data review Report cards	Ongoing
	4	Learning gaps in students' background knowledge will be identified and direct instruction will be used to accelerate growth.	AR CE T1	All students	Teachers, Instructional specialists, Title 1 Specialists, At-risk Specialist	Data review	Ongoing
	5	Provide small group instruction for identified struggling learners. T1-9	AR CE T1	All students	Teachers, Instructional specialists, Title 1 Specialists, At-risk Specialist	Data review	Ongoing
Teachers	1	Math teachers will meet to review the achievement discrepancies among the subgroups where collaboration will drive the reform strategies and increase the amount of quality learning time to accelerate instruction. T1-2	AR CE T1	All students	Teachers, IS, Admin	Data review	Ongoing
	2	District math coaches will be utilized to provide teachers with various strategies/activities and suggested timeline of lessons.	AR	1- 5 students	District math coaches, IS	Curriculum, Scope and Sequence	Bi-monthly
	3	Provide students with manipulatives and materials to create a hands-on learning environment for real life math application.	AR CE T1	All students	Teachers, IS Title 1 teacher At-risk Specialist	Materials and Manipulatives	Ongoing
	4	Walk through visits will be used to provide teachers with	AR	Teachers	Prin,	Walkthrough form	Bi-monthly

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.

		coaching feedback to increase effectiveness of instruction and promote teacher reflection.	CE T1		Asst. Prin		
	5	Teachers will disaggregate data from tests, benchmarks, and CBA tests to determine levels of student performance on concepts which need extra assistance. T1-8	AR T1	All, students	Teachers, IS, Title 1, at-risk	Item analysis, Data, student reports	Ongoing
	6	Ensure TEKS based instruction through the following methods: Technology (Loti) Assessments and data review Connect math through other disciplines Educaide materials with real life & individual problems Math coaches Team planning/vertical discussions Benchmark review sessions Model thinking strategies for students Target the appropriate level of challenge in lessons Strategies for non-fiction reading T1-2	AR SD CE T1 T	All students	Teachers Math coaches At-risk Admin IS Math liaison	Educaide Math coaches Scope & sequence District Math reviews Technology committee	Ongoing
Parents	1	Parents will be provided with training that will provide them with knowledge about the math content, expectations for TAKS, and vocabulary with activities to do at home with their child. (TAKS nights and Parent Involvement evenings) T1-6	T1 PI	All parents	Teachers, IS	Take home materials	Fall 2008 As needed
	2	Create the opportunity for involvement through the weekly communication folder, review of the daily planner, homework completion, weekly folder, review of the study guide, newsletter, notes, and invitations for celebrations.	PI	All	Teachers	School communication	Weekly
	3	Parents will receive personal phone calls from paraprofessionals to encourage them to attend meetings.	PI	All	Admin Paras	Title 1 Funds	As needed

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	Grade 3 Target '09	Gr 4 scores '08	Gr 4 Target '09	Gr 5 scores '08	Gr 5 Target '09	Gr 3-5 Target '10
All	80	94	95	82	85	90
AA	80	89	90	78	80	90
H	80	94	95	77	80	90
W	80	96	96	94	95	90
ED	80	90	90	76	80	90

**District Priority:**

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

**Campus Objective:**

#

By May of 2009, at least 75% of all 3<sup>rd</sup> - 5<sup>th</sup> grade students and 75% of the students in each subgroup will demonstrate proficiency on the Reading TAKS. In addition, 25% of all students will earn commended status. By May of 2009, 50% of all 3 -5 graders will achieve their individual Accelerated Reader goal.

**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 use the Accelerated Reader program as a motivational reading incentive that will also provide an accountability measure for reading comprehension. The use of the STAR program will allow for students to receive a reading range. Additional books for the library with the AR level will increase students opportunities for fluency and comprehension. T1-5	AR CE T1 T	2 <sup>nd</sup> – 5 <sup>th</sup> graders	Teachers, IS, at-risk, Title 1, reading enrichment, Librarian	Accelerated Reader, STAR, library books, computer reports	Daily
	2 Students will show mastery of reading/language arts critical TEKS through the following methods: Sustained silent reading Technology (AR, LoTi) Cooperative groups/pair share Vocabulary development Increased fluency Book talks Neuhaus lessons and centers	AR CE T1 T	All students	Teachers, IS, at-risk, Title 1, reading enrichment, Librarian	Benchmarks ISIP Resource Center Literacy Library Classroom libraries	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.

		Building up to a minimum of fifteen minutes of independent reading daily Reading High frequency words Selection of books on their “just right” reading level through the literacy library and the library T1-2					
	3	Students will monitor their progress individually by setting short term goals, reviewing their data from tests and daily work, and resetting goals for specific improvement. T1-8	AR T1 CE	All students	Teachers, IS, at-risk, Title 1, reading enrichment	Goal setting forms	Each six weeks
	4	Learning gaps in students’ background knowledge will be identified and direct instruction will be used to accelerate growth.	AR CE T1	All students	Teachers, IS, at-risk, Title 1, reading enrichment, Admin	Data review	Ongoing
	5	Provide small group instruction for identified struggling learners.	AR CE T1	All students	Teachers, IS, at-risk, Title 1, reading enrichment	Data review	Ongoing
	6	Struggling students will be provided with extended learning opportunities through Helping Teachers, Reading specialists, Saturday School, Recess tutorials, Before/after school tutorial, work completion time for absence or incomplete work. T1-9	AR CE T1	Identified students Grades 3 - 5	Teachers, IS, at-risk, Title 1, reading enrichment	Data review Report cards	Ongoing
Teachers	1	Teachers will use Reading A –Z subscription to provide multiple opportunities for student’s to practice independent reading at their level. T1-5	AR T1	K-5 students	Teachers, IS, at-risk, Title 1, reading enrichment	Reading A – Z subscription	Fall 2008
	2	Teachers in grades 1-5 will attend strategies for comprehension from Becky Koesel during the school day. Substitutes will conduct the class. T1-4	SD	Teachers and admin	Administration Title 1 committee	Becky Koesel	October 2008
	3	Teacher committee will collaborate on the selection of a variety of literature for the library and literacy library as well as Accelerated Reader selections to focus on fluency and comprehension improvement for students. T1-5	AR	All students	Teachers Admin Title 1 committee	Vendors	Fall 2008
	4	Ensure TEKS based instruction through the following	AR	All	Teachers	Model	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.

		<p>methods:  Balanced Literacy  Guided reading groups  Specific vocabulary instruction  Mini lessons with anchor charts  Becky Koesel methods  Kindergarten and first grade planning retreat (with subs)  Information on dyslexia  Analyze assessment data to ensure alignment of instruction and objectives  Technology integration (LoTi, AR)  Best practices strategies (Marzano, etc.) T1-2</p>	CE T1 T SD	students	Admin Becky Koesel District helping teachers	lessons Curriculum guide Technology committee	
	5	Participate in opportunities to collaborate on content-area curriculum, instructional strategies, and best practices through: Team meetings and planning Vertical meetings Book study/article study (Example but not limited to: Guiding Readers & Writers) T1-4	AR CE T1	All	Teachers Admin IS	ASCD articles and books Fountes and Pinnell	Fall and spring
	6	Teachers will be provided with training in the Accelerated Reader Reading Motivation Program and software and the STAR software. T1-5, T1-4	AR CE T1 SD	All teachers	Admin, Teachers, IS, Librarian, Title 1, at-risk	AR software Computer generated reports	Fall 2008
	7	Walk through visits will be used to provide teachers with coaching feedback to increase effectiveness of instruction and promote teacher reflection.	AR CE T1	All teachers	Admin	Walkthrough form	Bi-weekly
Parents	1	Parents will be provided with training that will provide them with knowledge about the Language Arts content, expectations for TAKS, and vocabulary with activities to do at home with their child. (TAKS nights and Parent	T1 PI	All parents	Teachers, IS	Take home materials	Fall 2008 As needed

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		Involvement evenings) Students will bring home materials that practice and model good reading. T1-6					
	2	Create the opportunity for involvement through the weekly communication folder, review of the daily planner, homework completion, weekly folder, review of the study guide, newsletter, notes, and invitations for celebrations.	PI	All	Teachers	School communication	Weekly
	3	Parents will receive personal phone calls from paraprofessionals to encourage them to attend meetings.	PI	All	Admin Paras	Title 1 funds	As needed

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

**District Priority:**

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

**Campus Objective:**

# By May of 2009, at least 75% of all 3<sup>rd</sup> - 5<sup>th</sup> grade students and 75% of the students in each subgroup will demonstrate proficiency on the Reading TAKS. In addition, 25% of all students will earn commended status.

**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 become an effective writer in all grades by monitoring the critical TEKS through: Daily writing in all subjects Completion of a minimum of 18 writing samples/compositions per year Use of appropriate technology programs and keyboarding Conferring with the teacher or a peer Writing about meaningful topics Practice of usage, mechanics, spelling, revision, and editing Small group instruction T1-6	AR CE T1 T	All students	Teachers, IS, Librarian, Title 1, at-risk, Admin	Lesson plans Daily warm ups Curriculum guide	Each 6 weeks
	2 Struggling students will be provided with extended learning opportunities through Helping Teachers, Reading specialists, Saturday School, Writing Camp, Recess tutorials, Before/after school tutorial, work completion time for absence or incomplete work. T1-9	AR CE T1	Identified students Grades 3 - 5	Teachers Admin	Data review Report cards	Ongoing
	3 Student will improve their writing compositions scores earned on TAKS to at least a rating of 2 by practicing and goal setting throughout the year. T1-2	AR T1	4 <sup>th</sup> grade	Teachers IS Title 1 Admin	Writing samples Lesson plans	Ongoing
Teachers	1 Teachers in grades 3-5 will attend the Lucy Calkins workshop on writing during the school day. Substitutes will conduct the class. T1-4	SD T1	Teachers and admin	Administration Title 1 committee	Lucy Calkins, speaker	November 2008
	2 Improve students' writing skills through the following	AR	Teachers	Teachers	Lesson	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.

		practices in all grades: Show students models of high-quality compositions Use the six traits and/or writer's workshop for the basis of lessons Sustained student writing Develop opportunities to write across the disciplines Share literature that exemplifies good traits of writing Write daily through notebooks, journals, reader responses Grades 2 – 4, expand language through storytelling lessons with speaker: Karen Lowery Publish final-draft compositions Creating real-world connections through visiting authors Using daily oral language in context REP cards (revision and editing practice) Use of spalding and words their way Word walls Create and display anchor charts T1-2	CE T1 T SD	and admin	Admin Librarian	plans Six Traits Storyteller: Karen Lowery Daily Oral Language materials Workshop: Spalding & Words their way	
	3	Participate in opportunities to collaborate on content-area curriculum, instructional strategies, and best practices through: Team meetings and planning Vertical meetings Book study/article study (Example but not limited to: Guiding Readers & Writers) T1-4	AR CE T1	All	Teachers Admin IS	ASCD articles and books Fountes and Pinnell	Ongoing
	4	Walk through visits will be used to provide teachers with coaching feedback to increase effectiveness of instruction and promote teacher reflection. T1-2		All	Admin	Walkthrough form	Bi-Monthly
Parents	1	Parents will be provided with training that will provide them with knowledge about the writing curriculum and receive activities to do at home with their child. (TAKS nights and Parent Involvement evenings) T1-6	T1 PI	All parents	Teachers, IS	Take home materials	Fall 2008 As needed
	2	Create the opportunity for involvement through the weekly communication folder, review of the daily planner, homework completion, weekly folder, review of the study guide, newsletter, notes, and invitations for celebrations	PI	All	Teachers	School communication	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.

	3	Parents will receive personal phone calls from paraprofessionals to encourage them to attend meetings.	PI	All	Admin Paras	Title 1 funds	As needed

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.

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

## CIP PART II: ASSURANCE ADDENDUM

**M. Robinson Elementary**  
**Kathy Dickson, Principal**  
**2008 – 2009**  
**Campus Improvement Plan**  
**Cypress-Fairbanks Independent School District**  
**Section A**

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

X	M. Robinson 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). T1-10
X	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district's scope and sequence for the course and/or grade level.
X	Provided use of the i-station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.

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**CIP PART II: ASSURANCE ADDENDUM**

<b>X</b>	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten. T1-7
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## CIP PART II: ASSURANCE ADDENDUM

### Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Kathy Dickson	Principal: M. Robinson Elementary
Daniella Schultz	Teacher 1: Pre-Kindergarten
Ashley Barnes	Teacher 2: Kindergarten
Hilary Desmond	Teacher 3: First Grade
Kelly Sosa	Teacher 4: Second Grade
Nelly Villegas	Teacher 5: Third Grade
Cheryl Wise	Teacher 6: Fourth Grade
Edith Dunbar	Teacher 7: Fifth Grade
Freda Ihediwa	Teacher 8: Special Education
Dennis Ober	Teacher 9: Large Group
Ana Diaz	Non-teaching professional 1: Assistant Principal
Cathy Sullivant	Non-teaching professional 2: Assistant Principal
TBD	Parent 1:
TBD	Parent 2:
TBD	Community resident 1:
TBD	Community resident 2:
TBD	Business representative 1:
TBD	Business representative 2:

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	September 17, 2008	8:00 a.m.	Resource Center
2	November 12, 2008	8:00 a.m.	Resource Center
3	February 4, 2009	8:00 a.m.	Resource Center
5	Not applicable		No AEIS report this year
6	May 27, 2009	8:00 a.m.	Resource Center – close out process

\* 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 be <b>10%</b> of the students body.	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>X</b>	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at <b>0%</b> .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.

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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>5%</b> in the spring from the fall semester.	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 contact.	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> by the end of the year. <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.
	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be <b>XX%</b> or less with no student group exceeding <b>XX%</b> .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least <b>XX%</b> .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above <b>XX%</b> .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and

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## CIP PART II: ASSURANCE ADDENDUM

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

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## CIP PART II: ASSURANCE ADDENDUM

M. Robinson Elementary

### 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>M. Robinson 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	Staff Development
19-Aug	All Staff	Campus	Staff Development
20-Aug	All Staff	Campus	Staff Development
21-Aug	Elementary/Secondary	District Staff	Staff Development
22-Aug	All Staff	Campus	Staff Development
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	Staff Development
	Secondary Staff	Campus	
16-Feb	All Staff	Campus	Staff Development
13-April *	All Staff	Campus	Staff Development
4-June	All Staff	Campus	Staff Development

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