

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

**Cypress-Fairbanks Independent School District**

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

Reed Elementary  
2008-09 Comprehensive Needs Assessment Summary

The staff at Reed Elementary includes 70 teachers, 24 paraprofessionals, and 3 administrators. The student population is 14% White, 7% African American, 72% Hispanic, 6% Asian, and .2% Native American. Sixty-five percent of students who attend Reed Elementary qualify for free or reduced lunch. The mobility rate for students at Reed Elementary is 12.9%.

In accordance with Texas state legislative requirements, the staff at Reed 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 (63%); Hispanic students in 4<sup>th</sup> grade reading (69%); students who are economically disadvantaged in 4<sup>th</sup> grade reading (66%). 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.

Reed 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 (95.3%), Hispanic (96.9%), White (95.8%), and students who are economically disadvantaged (96.7%). Efforts will also be made to increase teacher retention at Reed Elementary.

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## 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:**

#1 For 2008 – 2009, discipline referrals resulting in removal from class will be reduced by 20% from the previous year.

#2 For 2008 – 2009, discipline referrals resulting in an in class administrative intervention will account for 90% of all referrals, leaving only 10% or less resulting in removal from class.

**Formative Evaluation:**

District-developed reports, teacher discipline folders, “Game On” Statistics

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	5 <sup>th</sup> Grade students will continue to participate in DARE, including a Lock-In providing students with healthy alternatives to drugs and alcohol.	VP AR	5 <sup>th</sup> Grade Students	5 <sup>th</sup> Grade Teachers, DARE Officer	DARE Curriculum	Fall '08 ( Six Weeks)
	2	Students will participate in lessons that follow research proven strategies such as Character Counts and Building Better Relationships	VP AR	All Students	All Staff	Character Counts materials, staff training	Ongoing throughout the year
	3	Students will participate in the ROPES program with 4 <sup>th</sup> grade going to the ROPES course and other grade levels participating in activities on campus during PE on most Fridays.	VP AR	All Students	Counselors, ROPES Facilitators, Teachers	ROPES Curriculum	Ongoing / Fall for 4 <sup>th</sup> Grade at the ROPES facility
Teachers	1	Teachers will be provided opportunities to participate in CPR, CIP, and use of the AED. (Automated External Defibrillator) T1-4	SD	Offered to all staff, required in some teaching areas	Nurse, District Trainers, Region4	Training materials	Ongoing ( PPCD and SOS staff will be required to complete CPI prior to the beginning of the school year.)
	2	Teachers will participate in training on CPS referrals and suicide prevention.	SD	All Staff	Counselors	Training materials	During Fall Faculty Meeting TBA
	3	Teachers will follow a school-wide procedure for dismissal that includes the use of transportation checklists and bus clips.	VP	All Staff, All Students	All Staff	Bus line rosters, bus signs, walkie-talkies, bus clips,	Ongoing
	4	Teachers will maintain and carry the blue / green class rosters when students travel to large groups and lunch. In addition, Crisis Bags will be used during all monthly crisis drills (fire, weather, lockdown, etc.)	VP	All Teachers	Teachers, Registrar, Principal, AP's	Crisis bag, updates for newly enrolled students	Ongoing

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	5	Teachers will maintain a discipline log of students in their class	AR	Teachers	Teachers	Administrators	Ongoing
	6	Continue to implement and update Crisis Intervention Plan to be placed in classroom crisis bags and maintain and train staff on the Campus Emergency Operations Manual.	VP	All Staff	All Staff	Crisis Plans, Crisis Bags, Crisis Cards for Specific Emergencies	Ongoing
	7	Using a three tier system, students with a history of behavioral concerns will be tracked and provided with appropriate interventions. Teachers will be provided with staff development during the first week of school in order to understand and support the new system	AR SD	All Staff Identified Students	All Staff	Behavioral Data Grades Tier Charts and Interventions	Ongoing
	8	Staff will continue to monitor hallways and exterior doors, making sure all exterior doors are kept locked and visitors have been properly checked in through the front office. Fire doors will also be monitored to ensure that they are kept closed at all times.	VP	All Staff	All Staff	V-Soft, security cameras, posted visitor signs	Ongoing
	9	Staff members will wear an updated picture ID at all times	VP	All Staff	All Staff	Lifetouch Picture ID Badges	Ongoing
	10	Teachers will attend Building Better Relationships, On-line classroom management, and Love and Logic staff development classes, and implement these strategies in their classrooms.	SD	All Teachers	Principal, AP's , Lead Mentor	Training materials, Staff Development Transcripts	August 18 <sup>th</sup> , Ongoing
	11	Using Title I funds, we will purchase workbooks by "Spanish Steps Educational Materials" to assist teachers in communicating with Spanish speaking parents T1-4	T1 PI	Parents Teachers	Teachers	Spanish Steps Workbooks	Ongoing
Parents	1	Parents will be required to present photo identification and wear ID labels at all times when entering the building.	PI	All Parents	Front Office Personnel	V-Soft	Ongoing
	2	Parents will be provided with information about the V-Soft System used for visitor check-in. T1-6	T PI	All Parents	Front Desk Personnel, Principal, AP's	Newsletters, V-Soft Posting	Ongoing
	3	Provide parents with updated information regarding student progress using the Thursday Communication Folder, phone calls and newsletters	PI	Parents of identified students	Teachers	Phone Log Samples of student work, Thursday Folders	Ongoing
	4	Parents will be provided with tips and training for personal safety of students in various situations. Parents will be provided with community resources needed for meeting safety and basic needs requirements.	AR T1	Parents of Identified Students	Counselors	Community Resources, Training Classes and materials	Ongoing
	5	Parents will be provided information about safety procedures at school, including updates on specific	PI	All Parents	Principal, Office Staff, Administrative Secretary, AP's	Newsletter, Automated Phone system	Ongoing

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		changes or incidents as they occur.			Teachers	Parent Letters	
6		We will provide classes for parents on how to use the "Spanish Steps Educational Materials"	T1 PI	Parents	Teachers	Spanish Steps Workbooks	Once per six weeks

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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	Students will understand how attendance enters into their team score and is reflected in the school-wide goal of 97% or greater.	AR	Students	Teachers, Principal, AP's	School-wide assembly, announcements, Game Scoreboard,	Weekly
	2	Students with perfect attendance will be recognized through the attendance photos posted in the hallway.	AR	Students	Teachers	Group Photos, Attendance Records	Each Six Weeks
	3	At the end of the school year, students with perfect attendance, or exemplary attendance (97%) are recognized in an assembly	AR	Students	Teachers, AP's, Principal, Attendance Registrar	Attendance Records	May 2009
Teachers	1	Teachers will take daily attendance and make an effort to contact parents about excessive tardies or absences that are impacting learning.	AR PI	Students	Teachers	Attendance Records, Phone logs	Ongoing
	2	Teachers will recognize students with perfect attendance by posting group pictures in the hallway.	AR	Students	Teachers	Group Photos, Attendance Records	Each Six-weeks
	3	Teacher attendance will be monitored and reflected in the team scores each week for Game On	AR	Teachers	Principal, AP's	Weekly Staff Attendance Records	Weekly
	4	Using Title I funds, we will purchase workbooks by "Spanish Steps Educational Materials" to assist teachers in communicating with Spanish speaking parents	T1 PI	Parents Teachers	Teachers	Spanish Steps Workbooks	Ongoing
	5	Using Title I funds, we will purchase the R4 software for collecting walk-through data in order to identify trends in teaching. We will use the information gathered to improve teaching strategies in order to help our students be more successful in academics and behavior.	AR, SD, T, T1	All Staff	Administrative Team, Teachers	Computers, Software	Ongoing
Parents	1	Parents will be notified about the state requirement for attendance in order to receive credit for the school year.	PI	Parents	Principal	Newsletters, Phone calls	Monthly

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	2	Parents will be contacted regarding excessive absences, early departures, and excessive tardies.	AR PI	Parents	Attendance Registrar, Principal, AP's	Parent Letters	Ongoing
	3	Provide parents with updated information regarding student progress using the Thursday Communication Folder, phone calls and newsletters	PI	Parents of identified students	Teachers	Phone Log Samples of student work, Thursday Folders	Ongoing
	4	Newsletter articles will provide parents with information about Game On and the role of attendance in the scores.	PI	Parents	Principal, Administrative Secretary	Newsletter	Monthly
	5	We will provide classes for parents on how to use the "Spanish Steps Educational Materials"	T1 PI	Parents	Teachers	Spanish Steps Workbooks	Once per six weeks

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## Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	73	79	90	100	93
All	86	87	85	90	90
Eco.Dis.	82	85	80	90	90
Hispanic	80	83	81	90	90
LEP	64	75	53	90	90
LEP M1	--	--	89	90	93
LEP M2	85	87	91	100	94
Spec.Ed.	--	--	--	--	--
White	100	100	89	90	93

**District Priority:**

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

**Campus Objective:**

By May of 2009 we will increase the percentage of students demonstrating proficiency in science TAKS by the targets indicated below. In addition, we will increase the percentage of students performing at "Commended Level" by 10% or greater.

**Formative/Summative Evaluation:**

Three-Week Common Assessments, District-developed Tests, and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Student progress in learning the critical TEKS will be monitored by examining results of three-week common assessments, and district benchmarks.	AR	1 <sup>st</sup> -5 <sup>th</sup> students	Teachers, Instructional Specialist, Assistant Principals	Three week common assessments and benchmarks, Individual and Teacher Tracking Charts	Every three weeks
	2 Students in 5 <sup>th</sup> grade will be provided intense science review of TEKS in previous grade by using teacher experts from other grade levels to review targeted objectives.	AR CE	All 5 <sup>th</sup> grade students	Teachers, Instructional Specialist	Science curriculum	Once a semester
	3 Provide students with an opportunity to set goals and ways to reach specified attainable goals. Use individual tracking	AR	All students	Teachers	Goal Setting Sheets Student	Every three weeks throughout the year

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		charts for students to track their progress throughout the year.					
	4	Provide extended learning opportunities, such as Science Bowl, Helping Teachers, Science Field Day Activities, Leadership tutoring, and recess tutorials. T1-9, T1-2	AR CE	All students	Teachers, Instructional Specialist, Science Coach, Leadership Team	Science Curriculum	Weekly throughout the school year
	5	Identify learning gaps in students' background knowledge in science and use direct vocabulary instruction to accelerate growth. T1-2	CE	All students	Teachers, Instructional Specialist, Media Specialist	Three week common assessments, benchmarks teacher observation	Daily throughout the school year
	6	Provide small group instruction for identified struggling learners.	AR CE	Identified students	ASIP Teachers, Teachers, IS	3-Week Assessments Data Charts	Daily throughout the school year
	7	Using Title I funds, purchase the Brain Pop and Brain Pop Jr. software to reinforce the district curriculum T1-5	T T1	All Students	Teachers	Computers	Ongoing
	8	Using Title I funds, we will provide transportation for students invited to participate in Super Science Saturday	T1 AR	Identified 5 <sup>th</sup> Grade Students	Administrators, Bus drivers	Buses, Super Science Saturday invitations	6 times during the 2008-09 school year
	9	Provide identified students with the opportunity to receive intense instruction and enrichment at Super Science Saturday school. T1-9	T1 AR	Identified 5 <sup>th</sup> Grade Students	Administrators, Teachers	Super Science Saturday invitations	6 times during the 2008-09 school year
Teachers	1	Utilize district science helping teachers to work with 4 <sup>th</sup> and 5 <sup>th</sup> grade teams on planning targeted lessons to meet the needs of struggling learners.	AR	4 <sup>th</sup> and 5 <sup>th</sup> grade science teachers	Teachers, Science Helping Teachers	District helping teachers	Twice a month
	2	Utilize district new teacher training staff development opportunities. T1-5, T1-4	SD	New science teachers	Science Department	In-service	Once a six weeks
	3	Hyper-monitoring walkthrough visits will be used to provide teachers with coaching feedback to increase effectiveness of instruction.	AR	Teachers	Leadership Team	Walkthrough forms	Daily
	4	Teachers will display results of assessments for the class so that students are aware of progress throughout the year. School-wide results will be posted in science by grade level and by teacher. In addition, teachers will meet with individual students to help them set SMART goals and chart individual progress. T1-8	AR	Science Teachers, students	Language Arts Teachers, Principal, Instructional Specialist, Coaches, APs	Visuals that are meaningful to students and staff, data from assessments	Updates will correspond with dates of assessments
	5	Using Title I funds, we will hire two ASIP/ AMIP teachers to assist small groups instruction for science and math in grade grades 2-5. T1-2	T1 AR	Identified Students	ASIP Teacher Classroom Teachers, Administrator	3-week assessments, daily grades	Every three weeks

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	6	Provide teachers with 32 hours of training on high yield teaching strategies from Marzano. Training will include a connection to Quantum Learning Theory as well as 6 hours of content in math. T1-4	SD	Science Teachers	Principal, Teachers, Instructional Specialist, District Coordinators	DATE Grant Training Modules	Ongoing
	7	We will use Title I funds to purchase literature and materials to ensure student understanding of TEKS, and create multiple opportunities for hands-on experiences in science T1-5	T1 AR	All Students	Teachers, Instructional Specialist, Media Specialist, Tech Liaison	3-week assessments, daily grades	Ongoing
	8	Incorporate LoTi lessons at a level 3 or higher into science lessons. Use the Rigor/Relevance Framework to increase rigor rate of lessons. T1-2	T	Science teachers	Teachers, Instructional Specialist, Media Specialist, Tech Liaison	HEAT Model and technology helping teachers	Weekly throughout the school year
	9	Using Title I funds, we will purchase workbooks by "Spanish Steps Educational Materials" to assist teachers in communicating with Spanish speaking parents	T1, PI	Parents Teachers	Teachers	Spanish Steps Workbooks	Ongoing
	10	Using Title I funds, we will purchase the R4 software for collecting walk-through data in order to identify trends in teaching. We will use the information gathered to improve teaching strategies in order to help our students be more successful in academics and behavior. T1-2	AR, SD, T, T1	All Staff	Administrative Team, Teachers	Computers, Software	Ongoing
Parents	1	Provide parents training class/and or take home materials to help increase science vocabulary. T1-6	T1 PI	All Parents	Teachers, Instructional Specialist	Vocabulary materials	Once a semester
	2	Provide parents with updated information regarding student progress using the Thursday Communication Folder, phone calls and newsletters	PI	Parents of identified students	Teachers	Phone Log, Samples of student work, Thursday Folders	Ongoing
	3	Provide parents with training class and/or Science-in-a-Box activities to do at home with their children.	T1 PI	All Parents	Teachers, Instructional Specialist, Librarian	Science materials to complete box activities	Once a semester
	4	We will provide classes for parents on how to use the "Spanish Steps Educational Materials"	T1 PI	Parents	Teachers	Spanish Steps Workbooks	Once per six weeks

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## Area of Focus: Mathematics

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	67	75	83	90	90	80	83	81	90	90	91	94	100	100	100
All	85	87	89	90	90	91	94	93	100	95	93	95	97	100	98
Eco.Dis.	83	85	84	90	90	89	89	92	100	95	93	95	95	100	97
Hispanic	87	88	89	90	90	89	89	95	100	97	91	94	97	100	98
LEP	78	82	83	90	90	67	75	91	100	94	75	80	80	90	90
LEP M1	100	100	100	100	100	96	97	87	90	90	--	--	100	100	100
LEP M2	--	--	--	--	--	100	100	100	100	100	95	97	100	100	100
Spec.Ed.	--	--	50	90	90	--	--	--	--	--	86	87	--	--	--
White	93	95	90	100	93	100	100	96	100	97	100	100	95	100	97

<b>District Priority:</b>	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
<b>Campus Objective:</b>		By May of 2009, we will increase the percentage of students demonstrating proficiency on TAKS Math. In addition, we will increase the percentage of students performing at "Commended Level" by 10% or greater.
<b>Formative/Summative Evaluation:</b>		Three-week common assessments, District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Provide small group instruction for identified struggling learners. T1-9	AR	Identified students	Teachers, AMIP Teachers, Math Helping Teacher	Three week common assessments benchmarks teacher observation	Daily throughout the school year
	2 Provide students with differentiated math instruction.	AR	All students	Math teachers, District Math Helping Teachers, Inst. Specialist	In-service	Daily throughout the school year
	3 Provide students with an opportunity to set goals and ways to reach specified attainable goals. Use individual tracking charts for students to track their progress throughout the year. T1-2	AR	All students	Teachers	Goal Setting Sheets Student Tracking Charts	Every three weeks throughout the year
	4 Provide students with creative memorization strategies to	AR	All students	Teachers,	Meaningful Visuals	Weekly

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		improve retention of math facts.			Specialist		year
	5	Provide students with a posted, consistent, and predictable schedule for math instruction.	AR	All students	Teachers, Instructional Specialist	Posted Schedule	Daily throughout the year
	6	Using Title I funds, purchase the Brain Pop and Brain Pop Jr. software to reinforce the district curriculum T1-5	T T1	All Students	Teachers	Computers	Ongoing
	7	Using Title I funds, we will provide scholarships to identified students to attend summer school	CE T1 AR	All Students	Principal APs	Crystal reports, teacher and parent input	Summer 2009
	1	Utilize district math helping teachers to provide teachers with various strategies/activities and suggested timeline of lessons.	AR	3 <sup>rd</sup> – 5 <sup>th</sup> Math teachers	District Math Helping Teachers	Pacing Calendar, Activities	Twice a month throughout the school year
Teachers	2	Provide teachers with the opportunity to create higher level difficulty questions in problem solving situations. Teachers will include technology as appropriate using LoTi strategies. T1-2	AR T	Math teachers	Staff Development Liaison, Teachers, Instructional Specialist	Released TAKS test, Educaide, SMARTboards, computers	Ongoing
	3	Hyper-monitoring walkthrough visits will be used to provide teachers with coaching feedback to increase effectiveness of instruction.	AR	Teachers	Leadership Team	Walkthrough forms	Daily
	4	Teachers will display results of assessments for the class so that students are aware of progress throughout the year. School-wide results will be posted in math by grade level and by teacher. In addition, teachers will meet with individual students to help them set SMART goals for upcoming assessments. T1-8	AR	Math Teachers, students	Math Teachers, Principal, Instructional Specialist, Coaches, APs,	Visuals that are meaningful to students and staff, data from assessments	Updates will correspond with dates of assessments
	5	Using Title I funds, we will hire two ASIP/ AMIP teachers to assist small groups instruction for science and math in grade grades 2-5.	CE T1 AR	Identified Students	ASIP Teacher Classroom Teachers, Administrator	3-week assessments, daily grades	Every three weeks
	6	Provide teachers with 32 hours of training on high yield teaching strategies from Marzano. Training will include a connection to Quantum Learning Theory as well as 6 hours of content in math. T1-4	SD	Math teachers	Principal, Teachers, Instructional Specialist District Coordinators	DATE Grant Training Modules	Ongoing
	7	Analyze data after each district test and benchmark, plan and design individual interventions, and review intervention plans. T1-8	AR CE	Math teachers	Math Teachers Instructional Specialist	Crystal Reports AMS data file	Ongoing
	8	Using Title I funds, we will purchase workbooks by “Spanish Steps Educational Materials” to assist teachers in communicating with Spanish speaking parents	T1, PI	Parents Teachers	Teachers	Spanish Steps Workbooks	Ongoing

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	9	Using Title I funds, we will purchase the R4 software for collecting walk-through data in order to identify trends in teaching. We will use the information gathered to improve teaching strategies in order to help our students be more successful in academics and behavior. T1-2	AR, SD, T, T1	All Staff	Administrative Team, Teachers	Computers, Software	Ongoing
	1	Provide parents with training classes and take home materials that will model ways to work with their child at home. T1-6	T1 PI	All parents	Teachers, Instructional Specialist	Crystal reports and AMS reports	Once a semester throughout the year
Parents	2	Provide parents with updated information regarding student progress using the Thursday Communication Folder, phone calls and newsletters	PI	Parents of identified students	Teachers	Phone Log, Samples of student work, Thursday Folders	Ongoing
	3	Provide parent training and materials to help students to memorize math facts outside of school.	T1 PI	All parents	Teachers, Instructional Specialist,	Hand-made flash cards	Once a six weeks throughout the year
	4	We will provide classes for parents on how to use the "Spanish Steps Educational Materials"	T1 PI	Parents	Teachers	Spanish Steps Workbooks	Once per six weeks
	5	Assist with the transition from home to school through Pre-K and Kindergarten Round-Up and providing packets at registration for parents to use to help their children	T1 PI	Parents	Teachers	Spanish Steps Workbooks	Once per six weeks

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## 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	86	87	83	90	90	70	77	63	90	90	82	85	91	100	94
All	90	93	91	100	94	79	83	72	90	90	91	94	91	100	94
Eco.Dis.	87	88	87	90	90	74	79	66	90	90	86	87	88	90	90
Hispanic	87	88	90	100	93	76	81	69	90	90	89	89	90	100	93
LEP	85	87	87	90	90	59	75	44	90	90	55	75	50	90	90
LEP M1	100	100	100	100	100	77	81	80	90	90	--	--	100	100	100
LEP M2	--	--	--	--	--	100	100	100	100	100	90	93	96	100	97
Spec.Ed.	--	--	67	90	90	--	--	--	--	--	--	--	--	--	--
White	100	100	95	100	97	88	89	87	90	90	100	100	95	100	97

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

**Campus Objective:** By May of 2009, we will increase the percentage of students demonstrating proficiency on TAKS Reading. In addition, we will increase the percentage of students performing at "Commended Level" by 10% or greater.

**Formative/Summative Evaluation:** Three-week common assessments, District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Provide students with regular opportunities for sustained reading and familiar rereading of independent level texts. Increase the amount of time students are able to appropriately read independently. T1-2	AR	All students	Teachers, Instructional Specialist, Literacy Coaches, Librarian	Classroom libraries, school library	Daily throughout the school year
	2	Utilize conferring notebooks and running records in addition to common assessments, and standardized tests to ensure that assessment of student performance is based on reliable/ trustworthy data.	AR	All students	Teachers, Instructional Specialist, Literacy Coaches	Notebooks for each teacher, flags/dividers	Daily throughout the school year
	3	Use read-aloud with accountable talk to model thinking process of "good readers" for students	AR	All students	Teachers, Instructional Specialist, Literacy Coaches	In-service training in read-aloud with accountable talk, vocabulary rich literature	Daily throughout the school year

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	4	Provide students with a posted, consistent, and predictable, schedule for the reading workshop.	AR	All students	Teachers, Instructional Specialist, Literacy Coaches	Master schedules, individual schedules	Daily throughout the school year
	5	Students who are ARDed for support through Special Education will be served with a Literacy Intervention Model, providing the appropriate intervention for a specified time, and then returning them to the classroom for the remainder of the Language Arts Block in their regular classroom. This intense instruction should help us achieve our goal of closing the gap for these students.	AR	Identified Students	AP's , Diagnostician, Principal, Special Education Staff, Classroom Teachers	Master Schedules, ARD minutes, Literacy Intervention materials	Daily throughout the school year
	6	Provide students with an opportunity to set goals and ways to reach specified attainable goals. Use individual tracking charts for students to track their progress throughout the year.	AR	All students	Teachers	Goal Setting Sheets Student Tracking Charts	Every three weeks throughout the year
	7	Utilize flexible small groups for reading instruction	AR	All students	Teachers, Instructional Specialist, Literacy Coaches	Variety of leveled reading material	Daily throughout the school year
	8	Using Title I funds, purchase the Brain Pop and Brain Pop Jr. software to reinforce the district curriculum T1-5	T T1	All Students	Teachers	Computers	Ongoing
	9	Using Title I funds, we will provide scholarships to identified students to attend summer school T1-9	CE T1 AR	All Students	Principal APs	Crystal reports, teacher and parent input	Summer 2009
	10	Provide identified students the opportunity to participate in the Read 180 computer-based program to assist them with reading comprehension	AR T1 T	Identified Students	Teacher Principal APs	Data from SRI tests	Ongoing
Teachers	1	Provide teachers with additional training in balanced literacy with Becky Koesel (14 days) T1-4	SD T1	Language Arts Teachers, Coaches	Principal	Training dates, Title I budget for expenses	Four days prior to the beginning of school, then two days once a month.
	2	Using Title I funds, we will hire two literacy coaches to work with students and teachers. T1-2	CE T1	Identified Students	Literacy Coaches, IS, Principal, APs, Teachers	Title I Budget, Literacy materials	Beginning the first week of school through May of '09
	3	Utilize campus based literacy coaches to help coach and support teachers in the implementation of balanced literacy in their classrooms (two coaches)	AR CE	Language Arts Teachers	Principal, Instructional Specialist, Literacy Coaches	Scheduled time with individual teachers/ teams for planning	Daily
	4	Teachers will utilize strategies learned in LoTi training to ensure that technology is appropriately integrated into classroom instruction. T1-2	T	Language Arts Teachers, Technology Liaison,	Principal, Instructional Specialist, AP's, Teachers, Technology Liaison	Time during Faculty meetings for training, Technology Helping Teacher Achieve 3000, Read 180	Daily

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	5	Teachers will display results of assessments for the class so that students are aware of progress throughout the year. School-wide results will be posted in language arts by grade level and by teacher. In addition, teachers will meet with individual students to help them set SMART goals for upcoming assessments.	AR	Language Arts Teachers, students	Language Arts Teachers, Principal, Instructional Specialist, Coaches, APs,	Visuals that are meaningful to students and staff, data from assessments	Updates will correspond with dates of assessments
	6	Hyper-monitoring walkthrough visits will be used to provide teachers with coaching feedback to increase effectiveness of instruction.	AR	Teachers	Leadership Team	Walkthrough forms	Daily
	7	Continue to research and add books and/or software programs to the literacy (leveled) library, school library, and professional library that will support both students and teachers in the implementation of a quality balanced literacy program.	T1 SD	Students, Teachers	Teachers, IS, APs, Principal, Librarian, Consultants	Quality literature that meets the needs of student and adult learning	Ongoing
	8	Continue book studies based on <u>The Art of Teaching Reading</u> , <u>Teaching for Comprehension and Fluency</u> , and <u>Growing Readers</u> and other balanced literacy materials to all language arts teachers T1-4	SD	Language Arts Teachers, Coaches	Staff Development Liaison, Teacher Leaders, Literacy Coaches, Instructional Specialist	Books for each participant, group leader to facilitate the bookstudy	Twice a month
	9	Using Title I funds, we will purchase workbooks by “Spanish Steps Educational Materials” to assist teachers in communicating with Spanish speaking parents	T1 PI	Parents Teachers	Teachers	Spanish Steps Workbooks	Ongoing
	10	Using Title I funds, we will purchase the R4 software for collecting walk-through data in order to identify trends in teaching. We will use the information gathered to improve teaching strategies in order to help our students be more successful in academics and behavior. T1-2	AR, SD, T, T1	All Staff	Administrative Team, Teachers	Computers, Software	Ongoing
	11	Provide intense reading tutoring utilizing an ARIP teacher	AR	Identified Students	Teacher	ARIP Lesson Plans	Ongoing
	12	Pre-K and Kindergarten teachers will attend training in early childhood development and meeting the needs of early childhood students	T1 SD	PK and KG Students	Teachers	Conference materials	Once per year
Parents	1	Provide parents with training classes and/or tapes that will model ways to work with their child at home, including use of home reading logs. T1-6	T1 PI	Parents of identified students	Principal, Instructional Specialist, Literacy Coaches, Teachers	Film crew, tapes, groups/ teachers to be filmed, CD's for parents	Twice during each semester
	2	Provide parents with updated information regarding student progress using the Thursday Communication Folder, phone calls and newsletters	PI	Parents of identified students	Teachers	Phone Log Samples of student work, Thursday	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.

						Folders	
3	Increased parent contact through phone and mail to encourage parent partnership in reading with their child outside of school, and provide information regarding student successes and areas targeted for growth.	T1 PI	Parents of all students	Teachers, Instructional Specialist, Coaches, APs, Principal	Automated phone system, accurate phone numbers, postcards	Twice each six-weeks	
4	We will provide classes for parents on how to use the "Spanish Steps Educational Materials"	T1 PI	Parents	Teachers	Spanish Steps Workbooks	Once per six weeks	
5	Assist with the transition from home to school through Pre-K and Kindergarten Round-Up and providing packets at registration for parents to use to help their children	AR, PI, T1	Parents	Administrative Team and Teachers	Transition Packet	Fall and Spring	

## Area of Focus: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	90	93	88	90	90
All	93	95	87	90	90
Eco.Dis.	92	95	83	90	90
Hispanic	93	95	86	90	90
LEP	72	78	74	90	90
LEP M1	100	100	93	100	95
LEP M2	100	100	100	100	100
Spec.Ed.	--	--	--	--	--
White	91	94	87	90	90

**District Priority:**

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

**Campus Objective:**

By May 2009, we will increase the percentage of students demonstrating proficiency on TAKS Writing. In addition, we will increase the percentage of students performing at "Commended Level" by 10% or greater.

**Formative/Summative Evaluation:**

Three-week common assessments, 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 in their writing assignments	AR	Identified students	Teachers	Six Traits books	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.

	2	Students will produce three “published” writing samples each six weeks to assess understanding and mastery of writing skills. Teachers will present samples for discussion at the Six-Week Composition Meetings.	AR	Groups listed	Instructional Specialist, Literacy Coaches, Teachers	Three week-common assessments, benchmarks	Each six-weeks
	3	Using pre-written sentences and paragraphs, students will be provided with daily opportunities to edit, correcting punctuation and spelling as appropriate. Materials will be purchased through Title I funding for this purpose. T1-2, T1-5	T1	All Students	Teachers	Purchased writing samples with age appropriate content for practice of editing skills	Ongoing
	4	In addition to writing workshop, students will be provided opportunities to write in science, math, social studies, and reading.	AR	All students	Teachers	District Content Area Curriculum, subject area journals, short-answer test questions	Ongoing
	5	Students will be able to participate in “author visits” in our library where two published authors will describe their process for writing, editing, and illustrating a book. Students will be able to use this information to relate to their own writing experiences. T1-2	T1	All Students	Teachers, Media Specialist	Funding for the author’s visit	Fall 2008
	6	Students will have explicit instruction in elaboration and vocabulary building	AR	Identified students	Teachers	The Art of Teaching Writing book	Ongoing
	7	Provide students with an opportunity to set goals and ways to reach specified attainable goals. Use individual tracking charts for students to track their progress throughout the year.	AR	All students	Teachers	Goal Setting Sheets Student Tracking Charts	Every three weeks throughout the year
	8	Students will be engaged in small group instruction for identified struggling learners.	AR	Identified students	Teachers, Literacy Coaches, Teaching Assistance	Data from three-week common assessments and benchmarks	Ongoing
Teachers	1	Attend training that will increase understanding of the writing process.	T1 SD	Lang. Arts Teachers	Principal, Instructional Specialist	District and campus staff development, Staff Development Transcripts	On-Going
	2	Provide teachers with additional training in writing literacy with Elizabeth Martin (14 days). T1-4	SD T1	Language Arts Teachers, Coaches	Principal	Training dates, Title I budget for expenses	Four days in the summer, then two days once a month.
	3	Schedule daily writing instruction.	AR	All students	Teachers	Journals, writing materials, books to inspire student	Ongoing

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						thinking in writing	
	4	Hyper-monitoring walkthrough visits will be used to provide teachers with coaching feedback to increase effectiveness of instruction.	AR	Teachers	Leadership Team	Walkthrough forms	Daily
	5	Teachers will display results of assessments for the class so that students are aware of progress throughout the year. School-wide results will be posted in language arts by grade level. In addition, teachers will meet with individual students to help them set SMART goals for upcoming assessments.	AR	LA Teachers students	Language Arts Teachers, Principal, Instructional Specialist, Coaches, APs,	Visuals that are meaningful to students and staff, data from assessments	Updates will correspond with dates of assessments
	6	Teachers will utilize technology as appropriate to increase writing skills (i.e. keyboarding, word processing, editing, etc). LoTi strategies will be used as appropriate.	T	Students	Teachers, Technology Liaison, Technology Helping Teacher	SMART board, computers, keyboarding programs	Ongoing
	7	Schedule literacy coaches to work with teams on lessons to target identified struggling learners.	AR	Identified Students	Teachers, Literacy Coaches	Lesson plans, scope and sequence, units of study	Weekly
	8	Using Title I funds, we will purchase workbooks by "Spanish Steps Educational Materials" to assist teachers in communicating with Spanish speaking parents	T1 PI	Parents Teachers	Teachers	Spanish Steps Workbooks	Ongoing
	9	Using Title I funds, we will purchase the R4 software for collecting walk-through data in order to identify trends in teaching. We will use the information gathered to improve teaching strategies in order to help our students be more successful in academics and behavior.	AR, SD, T, T1	All Staff	Administrative Team, Teachers	Computers, Software	Ongoing
Parents	1	Provide parents with updated information regarding student progress in writing using the Thursday Communication Folder, phone calls and newsletters T1-6	PI	Parents of identified students	Teachers	Phone Log Samples of student work, Thursday Folders	Ongoing
	2	We will provide classes for parents on how to use the "Spanish Steps Educational Materials"	T1 PI	Parents	Teachers	Spanish Steps Workbooks	Once per six 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.

**\* 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

**Reed Elementary**

**Leslie Thomas**

**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	Reed Elementary has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
	Included strategies for implementing a Coordinated School Health Program, grades 6-8. (middle school)
X	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team). 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.
	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
X	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.

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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
Leslie Thomas	Principal
Sheri McCaig	Assistant Principal
Christine Melancon	Assistant Principal
Dawn Sykora	Instructional Specialist (LA/R/SS)
Henry Howard	Instructional Specialist (Math/Sci)
Liz Leighty	Counselor
Pam Williams	Testing Coordinator
Charles Bellomy	SOS
Melinda Murphy	Media Specialist
Rhonda Hoffman	PK/PPCD
Kim Tran	Kindergarten
Stacy Coughlin	First Grade
Debi Bowman	Second Grade
Vickie Franklin	Third Grade
Mary Orsak	Fourth Grade
Kelsey French	Fifth Grade
Nancy LaGrappe	PEAM
Irene Rangel	Bilingual
Carol Rendall	Special Education
Barbara Vandever	Paraprofessional
	Parent
	Parent
	Community Resident
	Community Resident
	Business Representative
	Business Representative

#### CPOC Meetings\* for '08 – '09

#	Date	Time	Location
1	August 13-29, 2008	Ongoing	Wiki Space
2	September 3, 2008	7:30 a.m.	Library
3	October 1, 2008	7:30 a.m.	Library
4	December 3, 2008	7:30 a.m.	Library
5	January 7, 2009	7:30 a.m.	Library
6	February 4, 2009	7:30 a.m.	Library
7	April 1, 2009	7:30 a.m.	Library
8	May 8, 2009	7:30 a.m.	TBA

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## CIP PART II: ASSURANCE ADDENDUM

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

### Section C

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

	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
<b>X</b>	1) TAKS Recognized or Exemplary	For 2008-2009, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
<b>X</b>	2) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
<b>X</b>	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by 10%.	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 0%.	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 20% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for disruptive behavior.	Implement and monitor the school-wide safety and security plan.
<b>X</b>	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above 90%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
<b>X</b>	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at <b>100%</b> . T1-3	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

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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>Reed Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009</b>			
<b>Date</b>	<b>Audience</b>	<b>Responsible for Planning</b>	<b>Purpose/Content</b>
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	
5-Aug (P.M.)	GLT/AMS	Elementary	
4-Aug (P.M.)	GLT/AMS	Secondary	
5-Aug (A.M.)	Safety Conference	District Administrative Staff	
12-Aug	Department Chair and Team Leader		
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Campus	
19-Aug	All Staff	Campus	
20-Aug	All Staff	Campus	
21-Aug	Elementary/Secondary	District Staff	
22-Aug	All Staff	Campus	
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
16-Feb	All Staff	Campus	
13-April *	All Staff	Campus	
4-June	All Staff	Campus	

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