

2008-2009  
**Campus Improvement Plan**  
For  
**Robison 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.

## Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	3/4/5 – AA and ED scores exemplary	TAKS scores
		Writing	All groups achieved exemplary scores	TAKS scores
		Math	3/4/5 - Hispanic and AA scores exemplary	TAKS scores
		Science	All groups improved – Hispanic by 11 points	TAKS scores
		Social Studies		
		Other		
	Subgroups	All		
		AA		
		H		
		W		
		ED		
		LEP		
		SE		
	Social/ Emotional	Discipline		
		Extracurricular		
Other				
Teacher	Professional Development			
	Qualifications			
	New Staff			
	Retention			
Parent				

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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:**

For 2008 – 2009, discipline referrals for drugs, alcohol, and tobacco will be less than 1%.  
For 2008 – 2009, the discipline referrals will be reduced by **10%** from the previous school year.

**Formative Evaluation:**

District-developed Reports

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Post the Skills for Success in all classrooms	VP	All	Teachers	BBR skills lessons	Daily
	2 Use Robison Rockets Rules which include BBR skills, Quantum Learning Keys to Excellence and a monthly character building trait to foster classroom relationships. 2008-2009 add Safety as a 9 <sup>th</sup> Key to Excellence.	VP	All	Teachers	Quantum Learning Team	Fall
	3 D.A.R.E.	VP	Fifth Grade	D.A.R.E. officer and 5 <sup>th</sup> grade teachers	D.A.R.E. curriculum	Spring
	4 Continue to provide teachers with lessons to support the building wide Bully Prevention Plan	VP	All	All staff	Bully Plan	On-going
	5 Provide assistance to students who have received 3 or more discipline reports during the 2008-09 school year as stated in the school wide discipline plan. Any student receiving 4 or more reports may be referred to a Student Assistance Team.	VP	All	Admin. Team	Discipline Plan, Student Assistance Team, District BBR staff	As appropriate
Teachers	1 Teachers will implement Safety as the 9 <sup>th</sup> Key to Excellence in the month of September.	VP	All staff	Admin. Team	EOP	Fall 2008
	2 Provide ongoing lessons for BBR and Bully Plan	VP	All staff	Counselors and administrators	BBR manual	On-going
Parents	1 Provide BBR and Safety lessons in school newsletter	PI, VP	All parents	Counselors	BBR skill lessons	Weekly

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## Area of Focus: Attendance

**District Priority:**

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

**Campus Objective:**

# For 2008 – 2009, the ADA student attendance will be at or above **98%**.

**Formative/Summative Evaluation:**

District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Involve students in understanding the importance of being a vital part of each school day		All students	All staff	Robison Rockets Rule lessons	Weekly
	2	Recognize students who maintain perfect attendance		All students	Teachers	6 weeks attendance	Each grading period
	3	Utilize programs such as SNAPP and PALS to provide mentors to students	AR	Identified students	Counselors	Cy-Woods PALS and all staff	Weekly
	4						
	5						
Teachers	1	Encourage teachers to call parents after 2 consecutive absences		All students	Attendance Sec. and Teachers	Daily attendance	Daily
	2						
	3						
Parents	1						
	2						

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

## Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	85	87	86	90	87
All	93	95	96	100	97
Eco.Dis.	80	83	89	90	89
Hispanic	86	87	94	100	96
LEP	--	--	--	--	--
LEP M1	--	--	--	--	--
LEP M2	100	100	86	90	87
Spec.Ed.	--	--	--	--	--
White	95	97	99	100	99

**District Priority:**

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

**Campus Objective:**

*By May, 2009, we will increase/maintain percentage of students in all groups demonstrating proficiency on the TAKS Science as noted above.*

**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 Staff 5 <sup>th</sup> grade with experienced science teachers		5 <sup>th</sup> grade	Principal	Available staff	Spring 2008
	2 Review district benchmarks from spring of '08 to reinforce and reteach critical TEKS needed by students to be successful on 5 <sup>th</sup> grade TAKS	AR	Fifth grade	Teachers AP/Principal	2007-2008 Benchmarks	Fall 2008
	3 Provide extended learning time for students in science during supplemental time, recess tutoring, before and after school workshops	AR	Identified students	Teachers Administration	Tutorial/ supplemental materials	Spring 2009
	4 Design lessons, using the scope and sequence that are challenging and follow research proven strategies with emphasis on incorporating technology (LoTi) and using the Rigor/Relevance framework	T	All students	Teachers Inst. Spec. Adm	Teacher CIP Tool Kit	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.

	5	Monitor each student's progress toward mastering the critical TEKS by clearly identifying what is assigned as student practice/daily work and what is used as independent assessment		All students	Teachers A-Team	Student work and assessments	Daily
Teachers	1	Send teachers to new science teacher training	SD	5 <sup>th</sup> Science teachers	Administration	District training	Fall 2008
	2	Provide 2 day staff retreat on Differentiated Instruction to meet the need of all learners presented by Stetson and Assoc.	SD	All Staff	Principal	Presented by Stetson and Associates	Summer 2008
	3	Compile list of students needing additional help and set up tutorial schedules for teachers through grade level achievement staffings.	SD	5 <sup>th</sup> Grade teachers	AP	Benchmarks and CBA	ongoing
Parents	1	Schedule conferences for all students not meeting standards on CBA	PI	Identified students	Teachers	CBA scores	Spring 2009
	2	Send home district made study guides to reinforce learned objectives and vocabulary	PI	Identified students	Teachers	Study guide	Fall 2008

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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	80	83	91	100	94	97	98	86	90	87	91	94	100	100	100
All	92	95	94	100	96	97	98	95	100	97	97	98	99	100	99
Eco.Dis.	85	87	80	90	83	91	94	88	90	89	84	86	95	100	97
Hispanic	88	89	86	90	87	97	98	85	90	87	92	95	100	100	100
LEP	77	81	70	90	77	--	--	--	--	--	--	--	--	--	--
LEP M1	--	--	--	--	--	100	100	86	90	87	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	--	--	--	100	100	100	100	100
Spec.Ed.	83	85	--	--	--	--	--	--	--	--	100	100	--	--	--
White	94	96	98	100	99	97	98	99	100	99	99	99	99	100	99

**District Priority:**

1A

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

**Campus Objective:**

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*By May 2009, we will increase/maintain the percentage of students, in all groups, demonstrating proficiency on the TAKS Math by amounts noted above.*

**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	Assign struggling students to teachers who will effectively work to accelerate students' math achievement	AR	Identified students	Principal	2007-08 testing data	Summer and Fall 2008
	2	Design and present lessons that follow research proven teaching strategies with emphasis on incorporating technology (LoTi) and using the Rigor/Relevance framework.	AR T	All students	Teachers	CIP Tool Kit	Daily
	3	Monitor each student's progress toward mastering the critical TEKS by clearly identifying what is assigned as student practice/daily work and what is used as independent assessment		All students	Teachers A-Team	Student work and assessments	Daily

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	4	Teachers and students will conference before benchmarks and CBA to set a goal toward mastery on content to be tested		All students	Teachers	Data collected by teacher	Fall and Spring 2008-2009
	5	Chart student benchmarks and CBA to identify strengths and weaknesses in student learning and provide extended learning time for students in math during supplemental time, recess tutoring, before and after school workshops	AR	All 3,4,5 students	Teachers A-Team	Benchmarks and CBA	Fall 2008 Spring 2009
Teachers	1	Schedule math coach to work with 3 <sup>rd</sup> grade team on modifying lessons to target identified struggling learners.	AR SD	Identified students	AP	Math materials	Bi-weekly
	2	Continue to train teachers in Quantum Learning techniques, Rigor & Relevance and LoTi	SD	All Students	Quantum Learning and A-Team	CIP Tool Kit	On-going
	3	Schedule and conduct achievement staffings to provide assistance with struggling learners	AR SD	Identified students	AP, IS	Targeting Student Assistance Manual	Each grading period
Parents	1	Hold events such as Curriculum Night to inform parents of expectations for student learning in math	PI	All parents	A- Team Teachers	Math curriculum	Fall and Spring
	2	Send home outline of skills to be taught during each grading period	PI	All parents	Teachers	Scope and sequence	Beginning of grading period

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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	88	89	91	100	94	86	87	86	90	87	88	89	96	100	97
All	96	97	95	100	97	95	97	92	100	95	94	96	99	100	99
Eco.Dis.	89	89	88	90	89	86	87	88	90	89	76	81	100	100	100
Hispanic	92	95	89	90	89	95	97	79	90	83	92	95	100	100	100
LEP	86	87	64	90	75	--	--	--	--	--	--	--	--	--	--
LEP M1	--	--	--	--	--	100	100	86	90	87	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	--	--	--	86	87	100	100	100
Spec.Ed.	--	--	--	--	--	--	--	--	--	--	67	75	--	--	--
White	98	99	97	100	98	96	97	96	100	97	95	97	99	100	99

<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>	#	<i>By May, 2009, we will increase the percentage of students, in all groups, demonstrating proficiency on the TAKS Reading by amounts noted above</i>
<b>Formative/Summative Evaluation:</b>		District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Design and present lessons that follow research proven teaching strategies with emphasis on incorporating technology (LoTi) and using Rigor/Relevance framework	AR T	All students	Teachers	CIP Tool Kit	Daily
	2	Monitor each student's progress toward mastering the critical TEKS by clearly identifying what is assigned as student practice/daily work and what is used as independent assessment		All students	Teachers Administration	Student work and assessments	Daily
	3	Include at least 15 minutes daily of independent reading		All Students	Teachers	Leveled reading material	Daily

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

	4	Provide students who are identified as struggling readers an opportunity for a before school program (R.E.A.D.) which will target fluency and comprehension	AR	Identified students	Administration	Library	Fall and Spring 2008-2009
	5	Chart student benchmarks and CBA to identify strengths and weaknesses in student learning and provide extended learning time for students in reading during supplemental time, recess tutoring, before and after school workshops	AR	All 3,4,5 students	Teachers Administration	Benchmarks and CBA	Fall 2008 Spring 2009
	6	Implement a balanced literacy program at all grade levels which will follow the district's scope and sequence, timeline and daily schedule		All students	Teachers	Leveled library, Curriculum staff	Daily
	7	Provide additional small group instruction daily for identified students	AR	Identified students	Teachers	Leveled library Reading materials	Daily
Teachers	1	Meet with Language Arts Helping teachers		L.A. teachers	Administration	Helping teachers	Fall 2008
	2	Continue to train teachers in Balanced Literacy techniques	SD	L.A. Teachers	Admin	District scope and sequence	Fall and Spring
	3	Schedule and conduct achievement staffings to provide assistance with struggling learners	AR SD	Identified students	AP, IS	Targeting Student Assistance Manual	Each grading period
Parents	1	Hold events such as Curriculum Night to inform parents of expectations for student learning in Reading/ELA	PI	All parents	A- Team Teachers	Reading/ELA curriculum	Fall and Spring
	2	Send home outline of skills to be taught during each grading period	PI	All parents	Teachers	Scope and sequence	Beginning of grading period
	3	Send literacy packets home with students not meeting standards on benchmarks	PI	Parents of identified students	Teachers	Tutorial materials	After September and January BM

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## Area of Focus: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	86	87	93	100	95
All	96	97	96	100	97
Eco.Dis.	85	87	92	100	95
Hispanic	95	97	94	100	96
LEP	--	--	--	--	--
LEP M1	100	100	100	100	100
LEP M2	--	--	--	--	--
Spec.Ed.	--	--	--	--	--
White	99	99	98	100	99

**District Priority:**

1A

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

**Campus Objective:**

#

*By May, 2009, we will increase the percentage of students, in all groups, demonstrating proficiency on the TAKS Writing by amounts noted above.*

**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	Design and present lessons that follow research proven teaching strategies with emphasis on incorporating technology (LoTi) and using the Rigor/Relevance framework	AR T	All students	Teachers	CIP Tool Kit	Daily
	2	Monitor each student's progress toward mastering the critical TEKS by clearly identifying what is assigned as student practice/daily work and what is used as independent assessment		All students	Teachers A-Team	Student work and assessments	Daily
	3	Chart student benchmarks and CBA to identify strengths and weaknesses in student learning and provide extended learning time for students in reading during supplemental time, recess tutoring, before and after school workshops	AR	All 3,4,5 students	Teachers A-Team	Benchmarks and CBA	Fall 2008 Spring 2009

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	4	Implement a balanced literacy program at all grade levels which will follow the district's scope and sequence, timeline and daily schedule		All students	Teachers	Curriculum staff, Writing Plan	Daily
	5	The following strategies may be used with struggling writers: writing menus, pairing students for writing activities, writing dictionary, focus on oral language and retelling before writing	AR	Identified students	Teachers	CIP Tool Kit Building Writing Plan	On-going
Teachers	1	Review 6 Traits of Writing Strategies	SD	L. A. teachers	Administration	Writing Plan	
	2	Have teachers work as grade level team to analyze samples of student writing at their grade level		L.A. teachers	AP Teachers	Writing Plan 6 Traits	Once a semester
	3	Schedule meetings with district writing committee representative and teachers at all grade levels		L.A. teachers	Administration Teachers	Writing Plan 6 Traits	Once a semester
Parents	1	Send writing rubrics home		All students	Teachers	District curriculum	Fall 2008
	2	Have students write and send home to their parents a letter telling about their best day at school ever		All students	Teachers	Student writing samples	Spring 2009

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**\* Legend**

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

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## CIP PART II: ASSURANCE ADDENDUM

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

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## CIP PART II: ASSURANCE ADDENDUM

### Section B

<b>Membership Composition of the Campus Performance Objectives Council</b>	
<b>Name of CPOC Member</b>	<b>Position</b>
Dan McIlduff	Principal:
Kathy Graham	Teacher 1:
Glynda Norman	Teacher 2:
Celise Hamann	Teacher 3:
Lisa Stegent	Teacher 4:
Barbara Cohen	Teacher 5:
Denise Russell	Teacher 6:
Yvonne Sievert	Teacher 7:
Bridget Horton	Teacher 8:
Vicki Griffin	Non-teaching professional 1:
Kim Dameron	Non-teaching professional 2:
Cheryl Tupa	Parent 1:
Tammy Broadway	Parent 2:
Anna Reiner	Community resident 1:
Lisa Murray	Community resident 2:
Katy Kimball	Business representative 1:
Gwen Connor	Business representative 2:

<b>CPOC Meetings* for '08 – '09</b>			
<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
1	October 30, 2008	7:50 a.m.	A. Robison Elementary – Room 150
2	December 11, 2008	7:50 a.m.	A. Robison Elementary - Room 150
3	January 29, 2009	7:50 a.m.	A. Robison Elementary - Room 150
4	February 26, 2009	7:50 a.m.	A. Robison Elementary - Room 150
5	April 16, 2009	7:50 a.m.	A. Robison Elementary - Room 150

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

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## CIP PART II: ASSURANCE ADDENDUM

### Section C

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

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

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## CIP PART II: ASSURANCE ADDENDUM

					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.

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

### Section D

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

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## CIP PART II: ASSURANCE ADDENDUM

<b>A. Robison 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	Data Dig
4-Aug (P.M.)	GLT/AMS	Secondary	
5-Aug (A.M.)	Safety Conference	District Administrative Staff	EOP planning
12-Aug	Department Chair and Team Leader		
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Campus	Rigor/Relevance
19-Aug	All Staff	Campus	Differentiation
20-Aug	All Staff	Campus	TEKS planning
21-Aug	Elementary/Secondary	District Staff	
22-Aug	All Staff	Campus	TEKS planning continued
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
4-Nov	All Staff	District/Campus	Safety/Engagement
5-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
16-Feb	All Staff	Campus	TE
13-April *	All Staff	Campus	TE
4-June	All Staff	Campus	2009-2010 planning

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