

2009-2010  
**Campus Improvement Plan**  
for  
**Andre' Elementary School**

**Cypress-Fairbanks Independent School District**



*Andre' Mission*

*The mission of the Andre' Leopards is to achieve excellence and success.  
We believe in collaboration, compassion, and opportunity.*

## Mission Statement

### **Cypress-Fairbanks Independent School District Mission Statement**

The district will provide the environment and learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society and in the workplace. The Cypress-Fairbanks ISD graduate will exhibit the following attributes:

- Effective Communicator;
- Competent Problem-solver;
  - Self-directed Learner;
- Responsible Citizen; and
  - Quality Producer.

## **Andre' Elementary School 2009-10 Comprehensive Needs Assessment Summary**

The staff at Andre Elementary includes 86 teachers, 28 paraprofessionals, and 3 administrators. The student population is 12% White, 35% African American, 52% Hispanic, .2% Asian, and .1% Native American. Seventy-four percent of students who attend Andre Elementary qualify for free or reduced lunch. The mobility rate for students at Andre Elementary is 27%.

In accordance with Texas state legislative requirements, the staff at Andre Elementary conducted a comprehensive needs assessment for the 2009-10 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 2009 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 2009-10 school year including: 4<sup>th</sup> Grade Writing – African American (72%), Economically Disadvantaged (73%), and Limited English Proficient (62%); 3<sup>rd</sup> Grade Math – African American (72%); 4<sup>th</sup> Grade Reading - African American (69%), Economically Disadvantaged (70%) and Limited English Proficient (54%); 5<sup>th</sup> Grade Science – African American (63%) and Economically Disadvantaged (71%). Best practices will be used to address the areas of need in the content area(s) and student group(s) identified. Research-based strategies to address the need in these areas are delineated in Part I of the campus improvement plan.

Andre Elementary staff will implement behavioral strategies to reduce the number of discipline incidents related to inappropriate physical contact by 50% in the 2009-10 school year. Additionally, efforts will be made to improve the rate of attendance for all student groups including, African American (96%), Hispanic (96.7%), White (95.9%), and students who are economically disadvantaged (96.3%). Efforts will also be made to increase teacher retention at Andre Elementary.

# Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	Reading Coach, small group instruction, team planning, Kidbiz, Read Naturally, flexibly regrouping, ARIP, Saturday School, district Helping Teachers, tutorials, I-Station	TAKS—passing rate increased from 78% to 85%; commended performance increased from 15% to 25%
		Writing	Writing Coach, small group instruction, writing club, team planning, grade-level celebrations, Saturday School, Friday Night Camp, tutorials	TAKS—passing rate increased from 74% to 79%
		Math	District MHT, AMIP, small group instruction, district coaches, team planning, Saturday School, tutorials	TAKS—passing rate increased from 80% to 84%; ;commended performance increased from 24% to 26%
		Science	District Helping Teachers, small group instruction, team planning, Saturday Camps, new teacher curriculum training, tutorials	TAKS—Commended performance increased from 29% to 33%
	Subgroups	All	Increase in all passing rates on Reading/Writing/Math TAKS	TAKS results
		AA	Increase in AA passing rates on Math (72%-80%), Reading (77%-84%)	TAKS results
		H	Increase in H passing rates on Science (73%-80%), Math (83% -85%), Reading (76%-85%), and Writing (71%-82%)	TAKS results
		W	Increase in W passing rates on Science (89%-94%), Math (82%-92%), and Writing (73%-88%)	TAKS results
		ED	Increase in ED passing rates on Math (78%-82%), Reading (75%-82%), and Writing (71%-73%)	TAKS results
		LEP	Increase in LEP passing rate on Reading (55%-65%)	TAKS results
	Social/ Emotional	Discipline	PBIS Star Matrix	School-wide consistency
		Extracurricular	Student Council, Choir, Name That Book, International Festival, Spelling Bee	Programs, student participation, celebrations
	Teacher	Professional Development		Rigor and Relevance Framework, Guided Reading, PBIS
Qualifications		Met Title I qualifications for “highly qualified” teachers, ESL Cohorts, GT Certifications	100% highly qualified roster, certification documents	
New Staff		New Teacher Induction Program, new teacher share sessions, mentor share sessions, team planning	Mentor logs, agendas	
Retention		D.A.T.E. Grant	Reduction in teacher turnover	
Parent			Attendance at Curriculum Coffees (Reading and Math)	Sign-in sheets, participation
			Participation in Writing Celebrations and Living Museum	Participation and Attendance
			Communication through Student Planners	Student Planners

# Area of Focus: Campus Culture

<b>District Priority:</b>		The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.				
<b>Campus Performance Objective:</b>	1	Andre' Elementary is an educational community dedicated to producing successful, engaged learners who are fully prepared for and committed to the post-secondary educational endeavors needed to succeed in today's society.				
<b>Formative Evaluation:</b>		Surveys				
<b>Strategies</b>						
<b>STP</b>		<b>Strategies</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
Students	1	Develop positive relationships and maintain a caring and supportive campus culture through celebrations, cooperative learning, providing recognition, and reinforcing effort; reinforce PBIS (Positive Behavioral Interventions and Supports) skills	All students	All staff	STAR Matrix, data, attendance, STAR bucks-students and staff	Ongoing
	2	Make connections to real world situations and develop critical thinking skills and brain-based strategies	All students	All staff	STAR Matrix, data, lesson plans	Ongoing
	3	Learn with rigor and relevance while continuing to develop relationships	All students	All staff	Lesson plans, classroom mgmt.	Ongoing
	4	Achieve Leopard League status	All students	All Staff, Principal	Planner, Leopard League cards	Ongoing
Teachers	1	Plan for individual instruction to meet needs of all students, provide rigor and relevance through instruction	All students	All staff	Rigor and Relevance Framework	Ongoing
	2	Build relationships with parents and students to establish positive and welcoming Andre' community	All students, parents, staff	All staff	Conference logs, student inventory, STAR Matrix	Ongoing
	3	Collaborate with peers to establish a positive learning climate for staff and students	All staff	All staff	STAR Matrix, Vertical Team Learning Communities	Ongoing
Parents	1	Involve community and parents in a school partnership to ensure collaboration of student success: <ul style="list-style-type: none"> <li>• Open House</li> <li>• Curriculum Nights</li> <li>• Curriculum Coffees</li> <li>• PTO</li> <li>• Parent/Teacher Conferences</li> <li>• International Festival</li> <li>• Choir performances</li> <li>• Curriculum celebrations</li> <li>• Schoolwires Faculty Pages</li> <li>• Early Childhood Transition Days</li> <li>• Transition for Early Childhood Students for Kindergarten</li> <li>• Key Communicator Emails</li> </ul>	Parents Pre-School Children	Principal/APs, Instructional Specialists, Teachers	Attendance numbers, Title I, Sign-in sheets, Participation during Early Childhood Transition Days: Building Tours, Overview, "What I Need to Know for Kindergarten" Booklet, Technology	Ongoing

## Area of Focus: Student Safety and Health

<b>District Priority:</b>		<p>Safety: The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.</p> <p>Health: Ensure that students understand their responsibility to behave in ways that cause them to be physically fit emotionally healthy, and drug free.</p>
<b>Campus Performance Objective:</b>	2	<p>Safety: For 2009-2010, total discipline referrals will be reduced by 50% from the previous year.</p> <p>For 2009-2010, the discipline referrals for inappropriate physical contact will be reduced by 50% from the previous school year.</p> <p>Health: For 2009-2010, the campus will provide a coordinated school health and physical activity program in which 100% of the students participate.</p>
<b>Formative Evaluation:</b>		<p>Safety: District-developed Reports</p> <p>Health: Fitnessgram Reports and Student Survey</p>

STP	Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Participate in social skills instruction through Building Better Relationships, Second Step Program, and Secret Adventures Video Program.	AR VP T1	All Students	Teachers, Behavior Specialist, TEAM	Building Better Relationships, Second Step Program, Bullying Lessons, Discipline Learning Packets, Title 1 Funds	Ongoing Checkpoints: End of Nine Weeks
	2	Earn specific Social Skills Instruction, while receiving conduct notes and/or office referrals.	AR VP T1	Identified Students	Behavior Specialists, Assistant Principals, Teachers	Building Better Relationships, Second Step Program, Bullying Lessons, Title 1 Funds	Ongoing Checkpoints: Individual Data
	3	School-wide expectations reviewed and implemented (based on PBIS model). Display character/values posters.	AR T1	All Students	PBIS Leadership Team, Teachers, Administrators	School-wide PBIS Plan, STAR Matrix Title 1 Funds	Ongoing
	4	Receive adult mentors and student mentors, as needed.	AR	Identified Students	Assistant Principals, Counselors, Instructional Specialists, HS PALS Teacher	Building Better Relationships	Ongoing
	5	Achieve STAR expectations. (PBIS Matrix)	AR VP	All Students	PBIS Leadership Team, All Staff	PBIS STAR Matrix, PBIS Coach, STAR Bracelets	Ongoing
	6	Participate in the TEAM classroom.	AR T1	Identified Students	Assistant Principals, TEAM Teacher, Counselor	Trust, Effort, Attitude, Message Classroom and Teacher, Title 1 Funds	Ongoing
	7	Health: Participate in CATCH program	AR	All	Teachers	CATCH Materials	Ongoing
Teachers	1	Provide training on strategies to meet needs of a diverse population, i.e. Quantum Learning strategies.	SD T1	Teachers Staff	Administrators	District trainers, Andre' trained teachers, Chance Lewis, LeMoine, Title 1 Funds	Ongoing
	2	Encourage community involvement through activities such as home visits and attending community events.	AR P	Targeted Families	Administrators, Teachers	Staff Handbook, "Types of" and "How to" Conference with Parents, Teacher Logs	Ongoing
	3	Implement 2009-10 PBIS Matrix and continuums.	SD	All teachers	PBIS Leadership Team Teachers	PBIS Notebook, Continuum of consequences, rewards, Title 1 funds	August Inservice, Ongoing
	4	Health: Present CATCH lessons to students.	AR	All	Teachers	CATCH Materials	Ongoing
Parents	1	Inform parents of their child's triumphs/struggles through	PI	Parents	Teachers,	"Types of" and "How to" Conference	Ongoing

	student planners, phone calls, conferences, notes, and emails.	T1		Administrators	with Parents: Staff Handbook, Teacher Logs, Meeting Agendas	
2	Invite and encourage parents to participate in parenting classes, curriculum nights, and conferences.	PI T1	Parents	Teachers, Administrators	"Types of" and "How to" Conference with Parents: Staff Handbook, Teacher Logs, Meeting Agendas SOS Parenting	Ongoing
3	Utilize newsletters for PBIS matrix explanation and updates.	PI T1	Parents	PBIS Leadership Team	Matrix, PBIS Website, PBIS Coach	Ongoing

## Area of Focus: Attendance

<b>District Priority:</b>		Ensure that students understand the importance of attending school regularly and completing high school.
<b>Campus Performance Objective:</b>	3	For 2009-2010, the ADA student attendance will be at or above <b>97%</b> .
<b>Formative/Summative Evaluation:</b>		District-developed Reports and AEIS

STP	Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Public recognition for meeting attendance goal, individually and collectively.	AR	All Students	Principal, Assistant Principals	Attendance	Each nine weeks
	2 Send quarterly attendance incentives home in report cards.	AR CE	All Students	Registrar, Teachers	Incentives Business Partners	Each nine weeks
	3 Award student incentives for 100% attendance, weekly.	AR T1	All Students	Registrar Teachers, Students	Attendance Reports, Beads and Cords, Title 1 Funds	Weekly
Teachers	1 Ensure every student absence has a note. Phone parent if note not received.	AR PI	Identified Students	Teachers	Attendance Card	Daily, as needed
	2 Build a community within class so that students want to be at school.	AR	All Students	Teachers, Students	Attendance Card / Parent Note	Daily, as needed
Parents	1 Empower parents by implementing and stressing the importance of attendance. Communicate the attendance goal through newsletter, conferences, phone calls and emails.	PI T1	Parents	Principal, Teachers, Parents	Attendance, Curriculum Nights, Newsletters, Conferences	Ongoing
	2 Contact the parent on day 3 of an absence and when student is excessively tardy or leaves early.	PI T1	Identified Parents	Registrar Teachers, Parents, Administrators	Attendance	When Necessary

## Area of Focus: Science

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
5	All	175	75	33	204	76	29	80
5	AA	59	63	29	61	75	21	80
5	Hispanic	98	80	30	107	73	29	83
5	White	16	94	75	28	89	36	96
5	Eco. Dis.	119	71	34	139	76	29	80
5	SpEd	8	50	13	--	--	--	80
5	LEP	18	50	6	26	50	12	80
5	LEP M1	21	81	29	--	--	--	84
5	LEP M2	13	92	23	32	75	41	95

<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 Performance Objective:</b>	4	<i>By May 2010, we will increase the percentage (by amounts noted above or greater) of students demonstrating proficiency on TAKS Science. All other grade levels will achieve an 80% pass rate on district science benchmarks. Commended Performance will increase by 5%.</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	Receive extended learning time during supplemental instruction period, Saturday classes, pull-out programs and large group tutorials.	AR CE T1	All Students Priority AA, ED, LEP, Sp Ed	Teachers, Science Helping Teachers	Science Helping Teachers, Benchmarks, Saturday Camp, Title 1 Funds, Title 3 Funds, TAKS Funds, ESL/Bil. Funds, Goal setting forms	Ongoing
	2	Utilize direct instruction of science vocabulary and anchor charts to accelerate growth.	AR	All Students	Teachers, Instructional Specialists	Science Vocabulary Anchor Charts, Resources and Games, Title 1 Funds	Ongoing
	3	Utilize hands-on investigations, scientific process, journaling, and note-taking to increase understanding. Draw on research-based strategies from <u>Classroom Instruction that Works</u> (Marzano, Pickering and Pollock).	AR SD T1	All Students	Teachers, Instructional Specialists, Assistant Principals	Research Based Strategies, Experiment Materials, Journals, Title 1 Funds	Ongoing
	4	Increase background knowledge of science content through small group instruction with Reading and Science Specialists.	AR CE T1	Identified students, Priority AA, ED, LEP, Sp Ed	Reading Specialists, Science Specialists, Instructional Specialist, Science Helping Teachers	Literacy Library: non-fiction text, Title 1 Funds	Ongoing
	5	Use results from homework, check point tests, teacher-made tests, district quizzes benchmarks, and CBAs to set individual learning / performance goals.	AR	All students	Instructional Specialists, Teachers, Science Helping Teachers	Student data, individual goal setting document	Ongoing
	6	Utilize student planners to record assignments and communicate academic calendar, including tests.	AR T1	All Students	Teachers	Student Planners, Title 1 Funds	Daily

STP	Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline	
Teachers	1	Participate in science / technology professional development and implement technology into district provided curriculum.	SD T1	New Teachers, Veteran Teachers	District Staff, New Teachers	District Staff Development, Title 1 Funds	Ongoing
	2	Teach content specific and high incident academic vocabulary to ensure comprehension and conceptual understanding.	SD AR	All Teachers, Paraprofessional	Teachers, Liaisons	Science and Academic Vocabulary List, ESL/Bil. Funds, Title 1 Funds	Ongoing
	3	Analyze benchmark and other assessment data by subgroup and use information to drive instruction, provide re-teach accordingly, and celebrate successes.	AR T1	Science Teachers	Principal, Assistant Principals, Instructional Specialists, Teachers,	Grade Level Data Charts Achievement Meetings, Planning Sessions, Title 1 Funds	Ongoing
	4	Design and present lessons using the Rigor and Relevance Framework.	SD AR	Science Teachers	Principal, DATE Grant Instructors	Staff Development, Rigor and Relevance Handbook	Ongoing
	5	Monitor progress by subgroup each 4 weeks in grades 1-5 and use the information to drive instruction, provide re-teach accordingly, and celebrate successes.	AR	Science Teachers	Teachers, Science Specialist, Instructional Specialists	Student Data, Lesson Plans	Ongoing
	7	Attend building in-service in grades 3-5 to prepare materials for upcoming science topics.	SD T1	Science Teachers	IS, Science Specialist	District Curriculum, Science Materials Title 1 Funds	Ongoing
	8	Increase the use of science content non-fiction texts with students to improve comprehension and critical thinking.	SD T1	Teachers	LA Teachers, Instructional Specialists, Science Specialist	Literacy Library Title 1 Funds	Ongoing
	9	Attend coaching sessions during planning times with the campus Science Specialist.	SD CE T1	Grades 2-5 Teachers	Science Specialist	Science Specialist	Weekly
Parents	1	Encourage use of highlighted science study guide when completing daily science homework.	PI T1	All Students	Parents	Study Guides, Title 1 Funds	Ongoing
	2	Provide and encourage participation in Science Curriculum Coffees.	PI T1	All Parents	Principal, Assistant Principals, Liaisons	Curriculum Coffees	Spring Semester

## Area of Focus: Mathematics

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
3	All	158	78	18	197	75	16	82
3	AA	57	72	7	61	62	10	80
3	Hispanic	77	81	22	105	83	17	84
3	White	19	84	32	24	71	17	86
3	Eco. Dis.	114	76	18	143	74	14	81
3	SpEd	6	33	17	11	64	9	80
3	LEP	44	77	18	72	82	7	81
3	LEP M1	11	100	45	--	--	--	100
3	LEP M2	--	--	--	--	--	--	--
4	All	165	87	29	210	77	19	88
4	AA	63	81	29	72	71	8	84
4	Hispanic	84	88	27	107	80	21	89
4	White	17	100	41	22	82	27	100
4	Eco. Dis.	115	83	23	141	73	17	85
4	SpEd	--	--	--	9	44	--	--
4	LEP	35	80	3	48	69	8	83
4	LEP M1	18	100	28	14	100	50	100
4	LEP M2	--	--	--	12	100	25	--
5	All	174	88	31	205	87	38	89
5	AA	60	88	30	61	85	23	89
5	Hispanic	96	86	27	108	87	39	87
5	White	16	94	56	28	93	54	96
5	Eco. Dis.	119	86	32	138	86	38	87
5	SpEd	8	63	--	--	--	--	80
5	LEP	18	56	--	27	70	11	80
5	LEP M1	21	95	33	--	--	--	97
5	LEP M2	13	100	31	32	94	53	100

<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 Performance Objective:</b>	5	<i>By May 2010, we will increase the percentage (by amounts noted above, or greater) of students demonstrating proficiency on TAKS math. All other grade levels will achieve an 80% pass rate on district math benchmarks. Commended Performance will increase by 5%.</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	Receive extended learning time during supplemental instruction period, Saturday classes (6+), pull-out programs and recess tutorials.	AR CE T1	Identified Students	Administrators, Teachers, Math Helping Teachers	Master Schedule, Supplemental Materials, Title 1 Funds, Title 3 Funds, TAKS Funds	Daily Fall, Spring
	2	Use results from homework, teacher-made tests, district quizzes and benchmark, and CBA's to set learning goals.	AR CE	All Students	Administrators, Teachers	Student Data	Ongoing
	3	Benefit from direct instruction of math vocabulary to accelerate growth in verbal and written communication.	AR	Identified Students	Teachers	Vocabulary Supplements	Ongoing
	4	Utilize research-based practices including 4-step process, model drawing, summarizing, note-taking and graphic organizers to improve individual performance	AR CE T1	Identified Students	Instructional Specialists, Teachers, Math Helping Teachers, Math Specialist	Student Data, Modeled Drawings, Research Based Strategies and Materials	Ongoing
	5	Use ST Math in 2 <sup>nd</sup> and 3 <sup>rd</sup> grades weekly (about 90minutes) and Fact Fluency in grades 1 to 5 to improve speed and accuracy of math facts.	T T1	All 2 <sup>nd</sup> & 3 <sup>rd</sup> Students	Teachers	ST Math Software Fact Fluency Software	Ongoing
	6	Practice test taking strategies such as asking for reading assistance and pacing.	AR	Grades 1-5	Teachers	Testing guidelines, district curriculum	Weekly
Teachers	1	Schedule math coaches to plan with 1st – 5 <sup>th</sup> grade teachers on modifying lessons to target identified struggling learners. Lesson plans and delivery must follow the time based math lesson design. Develop math concepts moving from concrete to pictorial to abstract. Maintain an awareness of student needs and sense of urgency by reviewing our posted school-wide/grade level data charts.	SD	Math Teachers	Math Coaches, Teachers	Math Coordinator Math Coaches District Compensatory Funds Data Charts	Bi-Weekly
	2	Analyze benchmark and other assessment data by subgroup and use information to drive instruction, provide re-teach accordingly, and celebrate successes.	AR	Math Teachers, Paraprofessionals	Principal, Assistant Principals, Instructional Spec., Math Specialist	Achievement Meetings, Planning Sessions	Each Benchmark Period
	3	Attend ongoing professional development opportunities. (Research Based Practices and Smart Board Technology)	SD T1	Math Teachers	Administrative Staff	Title 1 Funds, Professional Development	Ongoing
	4	Design lessons using the Rigor and Relevance Framework. Teachers will incorporate research-based strategies that will improve African-American, ELL, Special Education, and ED (poverty) student understanding and performance cores.	SD AR	Math Teachers, Paraprofessionals	Principal, DATE Grant Instructors	Staff Development, Rigor and Relevance Handbook	Ongoing
	5	Identify and address needs of At-Risk students (focus: African American, Economically Disadvantaged, and Special Education students) including non-linguistic representations (visual representations or graphic organizational tools) and note-taking/summarizing in implementing math lesson plans	AR	Math Teachers	Teachers, Administrative Team	Data Charts	Ongoing
	6	Plan moderately paced explicit and systematic math instruction using visual and/or kinesthetic activities as outlined in the Scope and Sequence using the Graphic Overview.	AR T1	Math Teachers	Math Coaches, Math Instructional Specialist, Teachers	District Graphic Overview	Ongoing
Parents	1	Keep parents up to date on their child's triumphs and struggles with student planners, curriculum nights, parent conferences, and ongoing communication.	PI T1	Parents	Administrators, Teachers	Student Planners, Staff Handbook, Parent Conferences, Title 1 Funds	Ongoing
	2	Invite and encourage parents to participate in parent trainings, curriculum nights, and Math Curriculum Coffees.	PI T1	Parents	Administrative Staff, Teachers, Math Helping Teachers	Agendas	Ongoing

## Area of Focus: Reading/English Language Arts

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
3	All	156	92	31	195	83	14	95
3	AA	55	91	31	60	77	12	94
3	Hispanic	75	92	27	105	84	13	95
3	White	20	90	45	23	96	17	93
3	Eco. Dis.	111	90	28	143	81	11	93
3	SpEd	8	50	--	12	42	--	80
3	LEP	43	88	12	71	80	8	89
3	LEP M1	11	100	64	--	--	--	100
3	LEP M2	--	--	--	--	--	--	--
4	All	164	76	17	209	67	12	81
4	AA	62	69	19	72	65	11	80
4	Hispanic	84	79	15	107	64	9	83
4	White	17	94	18	22	77	27	96
4	Eco. Dis.	114	70	13	141	62	10	80
4	SpEd	--	--	--	8	25	--	--
4	LEP	35	54	--	47	43	2	80
4	LEP M1	18	94	22	14	86	14	96
4	LEP M2	--	--	--	12	100	33	--
5	All	170	88	27	204	85	18	89
5	AA	57	91	19	59	88	14	94
5	Hispanic	94	84	24	108	80	20	86
5	White	16	94	63	29	97	21	96
5	Eco. Dis.	116	86	23	138	82	15	87
5	SpEd	--	--	--	6	50	--	--
5	LEP	17	53	--	27	41	--	80
5	LEP M1	21	90	24	--	--	--	93
5	LEP M2	13	100	31	32	94	28	100

<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 Performance Objective:</b>	6	<i>By May 2010, we will increase the percentage (by amounts noted above, or greater) of students demonstrating proficiency on TAKS reading. All other grade levels will achieve 80% passing rate on district reading benchmarks. Commended Performance will increase by 5%.</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	Know individual reading level and utilize reading support where needed: I-Station, Kid Biz and Read 180. Conference with teacher, set personal goals and monitor progress during independent reading utilizing reading response journals.	AR T1	Identified Students	Instructional Specialists, Coaches, Teachers	Literacy Library, Kid Biz, I-Station, Read 180, Title 1 Funds, Reading response journals	1 <sup>st</sup> Nine Weeks & Ongoing
	2	Utilize graphic organizers, anchor charts, reading responses, vocabulary, and word study strategies regularly.	AR T1	Students	Reading Specialists, Teachers, Coaches	Professional Library, Literacy Library 6 Types of Syllables	Ongoing
	3	Participate in small group instruction during Supplemental Instruction, Saturday classes, tutoring, and in-class/extra support, including dyslexia instruction, as needed.	AR CE T1	Identified Students	Instructional Specialists, Helping Teachers, Specialists	Literacy Library, Library, Title 1 Funds, Title 3 Funds, TAKS Funds, ARIP	Daily and Semi-monthly
	4	Participate in "Read Naturally" fluency support for struggling readers, as needed.	AR T1	Identified Students	Read Naturally Support Team	Read Naturally Program, Title 1 Funds	Ongoing
	5	Self-select "just right" texts of interest to improve reading skills. Apply "good reader" strategies when reading. Monitor comprehension and use "fix up" strategies to clarify meaning.	AR T1	All Students	LA Teachers, Title 1 Coordinator, Literacy Team, Librarian	Title 1 Funds Classroom Library School Library	Ongoing
	6	Participate in school-side at-home reading program and keep reading log including responses.	AR T1 PI	All Students	LA Teachers, Instructional Specialist, Administration Parents	School-wide Reading Log, Library, Kid Biz	Ongoing
	7	Access Kidbiz during the reading workshop as a part of independent reading twice each week for 30 minutes to increase comprehension skills.	AR T	Grades 3-5	Teachers Kid Biz Coordinator	Kid Biz Program Classroom Computers	Weekly
Teachers	1	Attend trainings, focusing on specific reading objectives, word study, vocabulary development, components of the balanced literacy classroom, and research based practices. Provide opportunities for teachers to observe well-managed reading workshop classrooms using the district model literacy teacher initiative.	SD T1	All LA Teachers	Instructional Specialists, Coaches, Teachers, Paraprofessionals	Professional Library Book Studies, Coaches/District Staff, Title 1 Funds 6 Types of Syllables	Ongoing
	2	Teach and assist students with the skills needed to develop into lifelong readers utilizing strategies learned through staff development and D.A.T.E. Grant opportunities.	SD T1	All Teachers, Paraprofessionals	Instructional Specialists, Coaches, Teachers	Professional Library, Coaches, Title 1 Funds, ESL/Bil. Funds; Literacy/Library D.A.T.E. Grant	Ongoing
	3	Continue to implement the balanced literacy schedule including read aloud, guided reading instruction, shared reading, independent reading and Kid Biz (grades 3-5).	AR T1	Grades PreK-5	Teachers, Instructional Specialists	Schedule, Literacy Library, Class Libraries	Ongoing
	4	Analyze benchmark and other assessment data by subgroups and use information to drive instruction, provide re-teach accordingly, and celebrate successes. Then, assist students with individual goal setting. Maintain an awareness of student needs and sense of urgency by reviewing our posted school-wide/grade level data charts.	AR	Reading Teachers , Paraprofessionals	Principal, Assistant Principals, Instructional Specialists, Teachers	Achievement Meetings, Planning Sessions, Title 1 Funds; Monitoring Notebook, Grade book	Each Benchmark Period, Ongoing
	5	Design and present lessons using non-fiction text: i.e. science, social studies content and district reading units. Provide direct instruction on "good reader" strategies, including test-taking.	AR T1	All Students	Teachers Administrators, Instructional Specialists	Literacy Library, Library Kid Biz	Ongoing
	6	Attend Professional Development trainings that focus on how to effectively make cultural connections between teachers and students to improve delivery of instruction and academic outcomes.	SD T1	All Teachers	Administration, District Personnel	Chance Lewis, DATE Grant, Title 1 Funds	Ongoing
	7	Attend coaching sessions during planning times with the campus Reading Specialists.	SD CE T1	Grades K-5 Teachers	Reading Specialist; Instructional Specialists	Reading Specialist, Instructional Specialists	Weekly
	8	Monitor student at-home reading logs and responses. Tie responses to classroom reading mini lessons.	AR	LA Teachers	Reading Specialists, Administrators, Teachers	School-wide at-home reading log, classroom library, home library, school library, Kid Biz	Ongoing
	9	Create reading anchor charts to post in the classroom to summarize new concepts learned from mini lessons, to review previously taught information, and to emphasize key strategies for reading comprehension.	AR T1	Teachers	Teachers, Instructional Specialists	Anchor Charts, Title 1 Funds	Ongoing
	10	Review and analyze TELPAS data to learn where students scored and plan interventions to ensure students grow at least one level of proficiency during the year.	AR	LEP Students	Teachers, ESL Liaison, TELPAS Coordinator	TELPAS Data	Ongoing

	11	Use researched based model(s) for small group instruction. (Intervention by Design)		Identified 3 <sup>rd</sup> – 5 <sup>th</sup> Students	Teachers	Instruction by Design, Small Group Schedule	Ongoing
<b>STP</b>	<b>Strategies</b>		<b>Codes</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
Parents	1	Provide reading training including SSI Information, Reading Curriculum Coffee, and Curriculum Nights.	PI T1	Parents	Teachers, Administrators	Professional Library, Curriculum Coffees, Kid Biz Lab, Balanced Literacy Resources	Fall and Spring, Ongoing
	2	Monitor student at-home reading logs and responses.	AR PI	All Parents	LA Teachers	School-wide At-home Reading Log, Classroom Library, School Library, Kid Biz	Ongoing
	3	Keep parents up to date on recent triumphs and struggles by making necessary contact, including use of student planners.	PI T1	Parents	Teachers	Student Work Samples, Student Planners, Title 1 Funds	Ongoing

## Area of Focus: Writing

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
4	All	163	79	10	208	74	12	83
4	AA	61	72	8	74	77	11	80
4	Hispanic	84	82	12	104	71	13	85
4	White	17	88	12	22	73	14	89
4	Eco. Dis.	111	73	8	140	71	10	80
4	SpEd	--	--	--	9	33	--	--
4	LEP	34	62	--	45	62	4	80
4	LEP M1	18	94	11	14	79	14	96
4	LEP M2	--	--	--	12	83	33	--

<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 Performance Objective:</b>	7	<i>By May 2010, we will increase the percentage of students demonstrating proficiency on TAKS writing by 3% overall with an emphasis on African American, LEP, and Economically Disadvantaged students. These student groups will increase by the amounts noted at the right or greater. All other grade levels will achieve an 80% pass rate on district benchmarks. Commended Performance will increase by 5%.</i>
<b>Formative/Summative Evaluation:</b>		District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Co des	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Regrouped based on December CBA scores. Focus on composition, grammar and mechanics skills. Provide Saturday and/or Friday night Camp.	AR T1	All Students	Administrators, Writing Coach, LA Teachers	CBA Data, Saturday Camp, Title 1 Funds, TAKS Funds, Title 3 Funds; REP cards	Fall and January
	2 Set individual writing goals. Monitor personal progress through writing samples, revising and editing check points and district benchmarks.	AR T1	All Students	Administrators, Teachers	Student Data; goal setting form	Fall, Ongoing
	3 Participate in Writer's Workshop. ESL students, design goals to increase rating by at least one level. <ul style="list-style-type: none"> <li>Implement writing workshop using the district, genre-based writing units of study to allow students to produce polished written compositions. Use the Lucy Calkins' Intermediate Units of Study in 3<sup>rd</sup> grade and Ralph Fletcher's Teaching the Qualities of Writing Kit in 4<sup>th</sup> grade to design mini-lessons based on students' needs and the district curriculum.</li> <li>Use genre-specific literature as mentor texts and model how to apply specific author's craft strategies in students' writing.</li> <li>Use the Revising and Editing Practice (REP) cards to reinforce language convections.</li> </ul> Examine ways to use student goal-setting to improve written communication.	AR T1	All Students	Administrators, Writing Coach, Teachers, Instructional Specialists	Writing Plan, Writing Committee, Title 1 Funds	Ongoing
	Increase motivation to write through publishing individual and class books.	AR	All	Writing Liaison, Writing Coach, Teachers	Writing Coach & committee; binding machine, die cuts,	Ongoing

	4		T1	Students		Title I funds	
	5	Select and post final copies of writing in hallways.	AR	All Students	Writing committee & coach, Teachers	Writing Coach	Ongoing
Students cont'd	6	Adhere to and utilize grade-level writing skills in all content areas.	AR	All students	All content teachers; Writing Coach/Writing Committee; Administrators	Writing Plan Principal's Overview	Ongoing
	7	Identify and address needs of At-Risk students (focus: African American and Economically Disadvantaged students) through researched based practices.	AR CE T1	Identified Students	Instructional Specialists, Teachers, Writing Coach	Student Data, Research Based Strategies and Materials	Ongoing
	8	Will engage in all stages of the writing process to produce at least 12 writing samples/compositions.	AR	All students	Teachers; writing committee	District reflection forms	3 each nine-weeks
	9	Will practice speaking correct grammar. They will learn the differences between formal and informal speaking registers.	AR	All students	All staff	Culturally and Linguistically Responsive Instruction, Noma Lemoine	Ongoing
Teachers	1	Align writing curriculum and implementation of Writer's Workshop through the writing committee. Provide regular time for teachers to analyze student writing (vertical and grade-level) and develop an instructional and/or intervention plan to address whole-group and individual student needs.	SD T1	All LA Teachers, Paraprofessionals	Writing Committee	Writing TEKS	Ongoing
	2	Analyze benchmark and other assessment data by subgroups and use information to drive instruction, provide re-teach accordingly and celebrate successes. Score ESL writing selections using both TAKS and TELPAS criteria.	SD	Teachers, Paraprofessionals	Administrators, Writing Coach, Teachers	Student Data, Benchmarks, Title 1 Funds, TELPAS Training	Fall, Spring
	3	Utilize the school-wide writing plan to strengthen instruction.	AR	All Teachers	Administrators, Teachers	Writing TEKS, Title 1 Funds	Ongoing
	4	Participate in DATE Grant trainings and discuss how to implement ideas across the grade levels.	SD AR	Writing Teachers	Principal, DATE Grant Instructors	Staff Development	Ongoing
	5	All content teachers will hold students accountable for grade-level writing skills including conventions. Use Jeff Anderson's "Editing Invitations".	AR	All teachers	All teachers	"Editing Invitations" District Curriculum	Ongoing
	6	Improve skills for conferencing with individual students during Writing Workshop through staff development.	SD	K-5 LA Teachers	IS; Writing Coach	Staff Development	Ongoing
	7	Maintain an awareness of student needs and sense of urgency by reviewing our posted school-wide/grade level data charts.	AR	Teachers	Teachers; Administrative Team	Grade level data charts	Ongoing
	8	Reflect on and submit at least 12 writing samples/compositions and incorporate feedback into future writing lessons.	AR	LA Teachers	Writing Coach	District reflection forms	3 each nine-weeks
Parents	1	Invite and encourage parent participation at writing celebrations, i.e. Author's Tea.	PI T1	4 <sup>th</sup> Grade Parents	4 <sup>th</sup> Grade LA Teachers	Writing Plan	Spring
	2	Provide and encourage participation in Curriculum Coffees with writing emphasis.	P T1	All Parents	Assistant Principals, Writing Coach, Writing Liaison	Writing Plan, Writing TEKS	Fall, Spring

# 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.

## CIP Part II: Assurance Addendum

**Andre' Elementary School**

**Marilyn Fredell**

**2009-2010**

**Campus Improvement Plan**

**Cypress-Fairbanks Independent School District**

### Section A

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

<b>X</b>	Andre' ES has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
<b>X</b>	Completed a needs assessment which serves as the basis for the CIP.
<b>X</b>	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
<b>X</b>	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
<b>X</b>	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
<b>X</b>	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
<b>N/A</b>	Included strategies for dropout prevention and reduction. (middle school and high school)
<b>X</b>	Included strategies for improving student attendance.
<b>N/A</b>	Included strategies for improving the campus's completion rate. (high school)
<b>X</b>	Provided for a program to encourage parental and community involvement at the campus.
<b>X</b>	Included goals and methods for violence prevention and intervention on campus.
<b>N/A</b>	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
<b>X</b>	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
<b>X</b>	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district's scope and sequence for the course and/or grade level.
<b>N/A</b>	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)
<b>X</b>	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
<b>X</b>	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
<b>X</b>	IDEA Part B and IDEA Preschool Stimulus Funds – Funds are utilized to provide technology, professional development,

	instructional resources, and innovative programs to support teacher in services to student with disabilities and lowering preschool LRE.
<b>X</b>	The use and implementation of Stimulus money will be monitored monthly.

# Andre' 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>	<b>Name of CPOC Member</b>	<b>Position</b>
Marilyn Fredell	Principal	Kim Smith	Assistant Principal
Rhonda Spells	Teacher 1	Laura Ann Novacinski	Assistant Principal
Barbara Lopez	Teacher 2	Gail Craig	Instructional Specialist
Sarah Gonzales	Teacher 3	Heidi Draehn	Instructional Specialist
Jill Taylor	Teacher 4	Reggie Mitchell	Instructional Specialist
Shelita Balderas	Teacher 5	Kari Suchecki	Instructional Specialist
Nikki Sullins	Teacher 6	Janet Soto	Counselor
Shannon Gerstle	Teacher 7	Kay Routh	Media Specialist
Carianne Stroud	Teacher 8	Jenna Bogard	District Representative
Vickie Johnson	Non-teaching professional 1		
Jessica Gonzalez	Non-teaching professional 2		
Anita Cervantes	Parent 1		
Yvette Watson – Martin	Parent 2		
John Taylor	Community resident 1		
Metropolitan Baptist Church Fietka Narske	Community resident 2		
Tipping Productions Byron Tipping	Business representative 1		
Jason's Deli - Copperfield Kristin Mann	Business representative 2		

### CPOC Meetings\* for '09 – '10

#	Date	Time	Agenda Item	Location
1	September 14, 2009	4-6	Finalize CIP for Initial Submission for District Review	Andre' Elementary, Library
2	October 26, 2009	4-6	Modify CIP: District Review Input and Submit Final CIP to Board	Andre' Elementary, Room 507
3	December 14, 2009	6-7	AEIS Hearing and Public CIP Meeting	Andre' Elementary, Cafeteria
4	January 5, 2010	11-12	School wide CIP Mid Year Evaluation and Revision	Andre' Elementary, Library
5	May 10, 2010	4-6	End of Year Evaluation and Needs Assessment	Andre' Elementary, Room 507

\* 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.

## Andre' 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.

Verification	Goal	Description	Formative	Summative	Strategy
<b>X</b>	1) TAKS Recognized or Exemplary	For 2009-2010, 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 2009-2010, 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 2009-2010, 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 2009-2010, 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.

<b>X</b>	5) Violence Prevention	For 2009-2010, the discipline referrals for offenses will be reduced by 50% 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 physical aggression.	Implement and monitor the school-wide safety and security plan.
<b>X</b>	6) Special Education	For 2009-2010, the percent of students meeting ARD expectations will be at or above 80%.	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 2009-2010, the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

# Andre' 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.

## CIP Part II: Assurance Addendum

<p><b>Andre' Elementary School</b>  <b>Cypress-Fairbanks Independent School District</b>  <b>Staff Development Plans</b>  <b>2009-2010</b></p>
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Date	Audience	Responsible for Planning	Purpose/Content
August 3	Leadership Conference (8-10)	District Administrative Staff	Curriculum
August 3	GLT/AMS (10-4)	District Administrative Staff	Curriculum
August 4	Legal Conference (8-10)	District Administrative Staff	Laws
August 11	Department Chair & Team Leader	Secondary Curriculum Staff	NA
August 13 & 14	New Staff Orientation	District & Campus Administrative Staff	Curriculum/BBR
August 17	**Elementary and Secondary Campus	Campus Administrative Staff	Diversity/Curriculum/PBIS
August 18	**Elementary and Secondary Campus	Campus Administrative Staff	PBIS/Technology/Curriculum
August 19	Secondary Campus	Campus Administrative Staff	NA
August 19	Elementary District (Adam-Keith)	Elementary Curriculum Staff	Curriculum
August 20	Secondary District	Secondary Curriculum Staff	NA
August 20	Elementary District (Kirk-Yeager)	Elementary Curriculum Staff	NA
August 21	Elementary and Secondary Campus	Campus Administrative Staff	Procedures/Meet the Teacher
October 12	Elementary Parent Conferences	Campus Administrative Staff	Parent Conferences
October 12	Secondary District	Secondary Curriculum Staff	NA
January 4	Elementary District	Elementary Curriculum Staff	Curriculum
January 4	**Secondary Campus	Campus Administrative Staff	NA
January 5	**Elementary and Secondary Campus	Campus Administrative Staff	Curriculum/Interventions
*February 15	Elementary and Secondary Campus	Campus Administrative Staff	Curriculum/Interventions
*June 3	Elementary and Secondary Campus	Campus Administrative Staff	Needs Assessment 2010-2011

\* Inclement Weather Days MAY NOT BE USED AS CTE.

\*\* A campus may choose a maximum of two Campus Time Equivalency Days. No waiver is required; however, please notify the Staff Development office with the dates of your planned CTE days, if any.