

**2011-12
Campus Improvement Plan
for
Birkes Elementary School**

Cypress-Fairbanks Independent School District

Mission Statement

Cypress-Fairbanks Independent School District's 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.

Birkes Elementary School's Mission Statement

Birkes students will possess the qualities that will enable them to live meaningful and successfully in society.

We will have the following character qualities:

Kindness

Respect

Self-Control

Courage

Honesty

Goal Setting for Success

Birkes Elementary School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Birkes Elementary School conducted a comprehensive needs assessment for the 2011-12 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

The findings from the needs assessment and subsequent strategies/activities will also work toward ensuring the campus meets the 2011-12 AYP standards of 87% passing in reading, 83% passing in math, 75% or higher graduation rate (high school), and 90% or higher attendance rate (middle and elementary schools).

Campus Demographics

The staff at Birkes Elementary School include 80 teachers, 26 paraprofessionals, and 3 administrators. The student population is 39% White, 15.7% African American, 33.6% Hispanic, 15.7% Asian, and .5% Native American. Additionally, the campus serves 24.8% economically disadvantaged students, 9%% special education students, and 10% Limited English Proficient students. Attendance rates include 97.2% African American, 96.3% Hispanic, 96.4% White, and 96.5% economically disadvantaged. The most current data indicate the campus has a 10.7% mobility rate.

The following data were reviewed in relation to campus demographics:
The 09-10 AEIS report was reviewed. Campus and district data were also reviewed.

Upon review of these data, several findings were noted. These findings include:
Only our African American students have reached our 97% attendance goal. Our economically disadvantaged population is growing.

Areas of need include:
Review attendance data monthly by subgroups.
Identify our subgroups and review attendance data after each benchmark and report card.

Student Achievement

The following data were reviewed in relation to Student achievement:
TAKS data
AEIS report
District and Campus COGNOS data regarding benchmarks and CBAs.

Upon review of these data, several findings were noted. These findings include:
5th grade science economically disadvantaged, AA, and Hispanic students are not performing as well as all students and subgroups.
Performance by all subgroups and in all content areas of Reading, Writing, and Math is above 90%.

Areas of need include:
Focus on science in all grades and track the performance on benchmarks and science grades in all grade levels.
Identify subgroups and review achievement data after each benchmark and each 9 weeks.

School Culture, Climate, and Organization

The following data were reviewed in relation to School Culture, Climate, and Organization:

We are continuing to focus Organizational Health campus (Cycle 3). The 2010-2011 EPS was closely tied to OH dimensions and results are reviewed by the OH Committee, Administrative Team, and the staff.

Upon review of these data, several findings were noted. These findings include:

Our school has a healthy environment, climate, and culture. Our scores are in the 90+ percentiles in all areas.

Areas of need include:

We will continue sharing organizational health theory monthly with staff.

Staff Quality, Recruitment, and Retention

The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:

HR documentation.

Upon review of these data, several findings were noted. These findings include:

Other than losing 2 teachers to relocation, we have retained our staff.

Areas of need include:

Maintain current rate of staff retention.

Family and Community Involvement

The following data were reviewed in relation to Family and Community Involvement:

We use a parent/family survey each year in May. The results are favorable with 98% of our parents involved in some aspect or area of our school.

Upon review of these data, several findings were noted. These findings include:

Parents love to come to school to see their children in a program, Field Day, etc.

Areas of need include:

Continue informing parents of Birkes news and events.

Continue electronic newsletters.

**Birkes Elementary School
Areas to Celebrate**

STP	Area	Indicator	Description of Activity	Evidence of Success	
Students	Subjects	Reading/ELA	With all grade levels we met with staff and analyzed data. We decided how many we had to have pass to reach 90%. We used ARIP and TAKS \$\$\$ to hire substitutes who covered the classrooms while teachers pulled students to tutor and work with one on one or in small groups	Earned EXEMPLARY in all reading subgroups.	
		Writing	With all grade levels we met with staff and analyzed data. We decided how many we had to have pass to reach 90% and set our goal at 94%. Writing boot camp in February for 4th grade. Reading Boot Camp for 3rd grade	Earned EXEMPLARY in all writing subgroups. 100% passed writing in ALL group	
		Math	For Math, we did the same thing with subs and also hired a tutor (AMIP/TAKS \$\$\$\$) trained to pull small groups for math instruction.	Earned Exemplary in all math subgroups 4th and 5th grades earned 100% in ALL group.	
		Science	We assigned only one TAKS prep at 5th grade for teacher to teach and focus on so they could be the expert on that subject. They also pulled kids at recess and lunch to emphasize specific areas of the curriculum. We held Saturday science camps and lunch bunch supported by our PTO. We also implemented interactive science bulletin boards throughout the school for classes and students to utilize when studying or reviewing topics.	We earned 92% in ALL and 97% in white subgroup. 60% of our science students earned Commended.	
		Social Studies	Social Studies teachers love their content and their goal was to have students love history and geography.	Benchmark performance 90%.	
	Subgroups	All	All students were discussed and plans in place for success, achievement meetings and team planning's addressed all students. At-risk students had jr counselors, mentors, PALS, or a HUGS buddy this year.	90% of all and subgroups successful in all content areas, Commended performance 50% and higher.	
	Social/ Emotional	Discipline			
		Extracurricular	HUGS program (staff mentors) served students. Community mentors, Jr. Counselors for 4th and 5th graders working with K and 1 students. PALS from Cy-Fair HS mentored students.		
		Other	Toro from the TEXANS motivated students with TAKS strategies (3, 4, 5). Counselors held TAKS Pump It Up groups for all subjects. (3, 4, 5)		

STP	Area	Indicator	Description of Activity	Evidence of Success
Teachers	Professional Development		<p>The Instructional Specialists and two teachers went to STEP UP TO TAKS for three years. We share Birkes data at each achievement meeting and with 3,4,5 extensively in preparation for TAKS during a PD day. The ISs are able to share with our all teachers exactly what objectives are tested more frequently, how they are tested, and gave the teachers specific examples of what and how to teach the objectives.</p> <p>Sent 8 staff members to Writing Workshop with Becky Koesel, Teachers College, Gretchen Bernabei, etc. – 4 days in summer.</p> <p>Book Studies – GT, Every Day Editing, Differentiation, 7 Simple Secrets, Catching Readers Before they Fall, Teaching Reading in Small Groups, What Every Elementary Teacher Needs to Know About Reading Tests.. You Don't Have to Have a Title to Be a Leader was studied by all paras. The No Complaining Rule was studied by the Admin team. Team planning emphasized Units of Study, science vocabulary.</p> <p>Teachers at every grade level met this past summer for summer planning sessions to prepare lessons, share strategies for the coming year.</p> <p>Employee Perception survey results positive!</p>	<p>Implementation of balanced literacy reading/writing workshop.</p> <p>ISs, APs, Staff, Student success</p> <p>Employee Perception Survey/Liaisons/Admin/ISs/staff</p>
	New Staff		All new staff had mentors.	Staff retention.
	Retention		High % staff retention.	Would have retained all staff but two relocated.
	Qualifications		All highly qualified.	All were 100% highly qualified.
Parents	Participation		Family survey - 99% involved and pleased with Birkes ES.	
	Communication		Communication by email, newsletters, phone system utilized.	

2011-12 Campus Improvement Plan for Birkes Elementary School

Area of Focus: Campus Culture

District Priority:

The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.

Campus Performance Objective:

We will maintain our Employee Perception Survey percentages for the 2011-2012 school year.
We will maintain our 97+ percentages on our parent survey in May, 2012.

Formative Evaluation:

May, 2012, the Employee Perception Survey will be utilized to measure school climate.

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Share Organizational Health data and theory at staff meetings	SD	All staff	OH Team	Surveys Enhancing Leadership book	Ongoing 11-12
2 Share positive, challenging articles, information, videos, etc. with staff each month.	SD	All staff	Adm team	Surveys Input from staff	Ongoing

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Set the Pace cards are shared by staff in The Communique weekly to encourage and thank others for their efforts.		All staff	All staff, Principal	Set the Pace sheets	Ongoing

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Share parent input, notes, comments with staff weekly.	PI	All staff	Principal	Communique Newletters	Ongoing

2011-12 Campus Improvement Plan for Birkes Elementary School

Area of Focus: Student Safety and Health and Health

District Priority:

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

Campus Performance Objective:

Safety: For 2011-2012, the discipline referrals for inappropriate physical contact will be reduced by 5% from the previous school year.
 Health: For 2011-2012, the campus will provide a coordinated school health and physical activity program in which 100% of the students participate.
 Campus Culture: To create a school environment at Birkes Elementary School that continues the commitment to building a culture that increases and promotes individuals and teams to meet their maximum professional and personal growth for the betterment of student achievement.

Formative Evaluation:

Safety: District-developed Reports, School Employee Perception Survey
 Health: Fitnessgram Reports and Student Survey

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Continue character trait program	AR, VP, BP	All students	Counselors	6 week reports	Every six weeks Kick-off 8-29-11
2 BBR consultant, APs, counselors, and principal will work with students & staff as needed	AR, VP, BP	Identified students	APs	District BBR Coordinator	Ongoing
3 Conduct one bus evacuation drill (Spring)	VP	All students	Principal & P.E. Teacher	Transp. Dept.	Spring 12
4 Continue the HUGS program, Jr. Counselors, and Student Council to enhance student involvement. Mentors and students will be assigned to students with challenges.	AR, VP, BP	Identified students	Counselors, ISS, APs, Teachers	Counselor information, Assessment data	September 14, 2011 through May 2012
5 Use Quantum Learning strategies (Where are you living? state changes, SLANT, etc.) to motivate students and set expectations. Introduce new QL strategies each month. Implement 8 Keys this school year.	VP, BP	All students	10 Trained teachers, all staff	Staff	Ongoing 2011-2012

Students						
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline	
6 Students will earn PAWS slips for appropriate behavior & have opportunity to eat on the stage with a friend or parent.	VP, PI, BP	All students	All staff	BBR consultant	Ongoing, Weekly Kick-off, September 12, 2011	
7 Students will have opportunity to sign "The Distance" book and push the Whoomp button in the principal's office for going the extra mile in making Birkes a great school.	VP, BP	All students	Staff	Golden book, Woomp button	Ongoing	
8 Health: Participate in CATCH program	AR	All students	PE and Technology Teachers	CATCH Materials	Ongoing	
9 Reinforce walking (not running) in halls. Reinforce clean restrooms.	VP	All students	All staff	PAWS reinforcement slips Kennel Club	Ongoing	
10 Students will participate in district developed anti-bullying and drug awareness lessons through Project Safety, Counselor guidance lessons, and The Youth Program funded by PTO for 5th graders.	VP, BP	All students	All Staff, Counselors, APs, Principal	District lessons, Youth Program, Guidance lessons	2011-2012	
11 Students will participate in a district designated number of crisis drills and fire drills.	VP, BP	All students	Principal, APs	District information	Ongoing monthly	
12 Students and parents will be aware of School Tip Line and how to use it.	VP, BP, PI	All students and families	Principal, para	School Tip Line	2011-2012	

Teachers						
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline	
1 BBR monthly review, BBR skills, and character trait emphasis at staff meetings	AR, VP, SD, BP	All staff	BBR Consultant, principal	BBR and district materials	Ongoing	
2 Offer CPI (nonviolent crisis intervention and prevention).	VP SD	All staff	AB teacher and principal	CPI materials	Spring, 2012	
3 The Adm. Team and Campus Instructional leaders can and will support Leadership Belief Statements #1,2,3,4,5,6	SD	All staff	OH Team and Administration	OH materials	Ongoing, monthly staff meetings	

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
4 Six faculty members serve on our OH Committee and review Enhancing Leadership Effectiveness from our book and notes from previous workshops. The six teachers are advocates for one of the six Leadership Belief Statements and assist in teaching the model and belief statements to Birkes staff.	SD	OH Team	Principal	OH materials	Ongoing, monthly staff meetings, planning's
5 Leadership Belief Statements #2/#4 will be the theme for several grade level meetings. All staff members and teams will maintain independence, and continue interdependence.	SD	All staff	Principal	OH materials	Ongoing, monthly staff meetings
6 Before any innovation or change is implanted, the "why's" of the change will be presented by the person leading the innovation.	SD	Administration, CPOC	Administration	Agendas, meetings, Weekly adm meetings	Planning and staff meetings
7 Health: Present CATCH lessons to students.	AR	PE, Technology staff, cafeteria staff	AP	CATCH materials	Ongoing

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Communicate successes and challenges	PI, BP	Identified parents	Teachers, administrators	Phone, conferences	Ongoing
2 Communicate character traits and BBR skills in parent newsletters.	PI, BP, VP	ALL PARENTS	Principal, counselors	Newsletters	Bi-monthly
3 Students and parents will be aware of School Tip Line and how to use it.	PI, BP, VP	All Bireks families	Principal, para	School Tip Line info	2011-2012

2011-12 Campus Improvement Plan for Birkes Elementary School

Area of Focus: Attendance

District Priority:

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

Campus Performance Objective:

For 2011-12, the ADA student attendance will meet 97%. (10-11 = 96%)

Formative Evaluation:

District-developed Reports and AEIS

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Students will be recognized and rewarded for perfect attendance.	AR, PI	ALL	Principal, Adm secretary, teachers	Certificates, Cognos	Every 9 weeks
2 Announce classes with perfect attendance on the morning announcements.	AR, PI	All	Teachers, Principal, registrar, Adm secretary, teachers	Attendance data	Every 9 weeks

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Call parents to check on students with excessive absences. Send 10 day+ letters to parents.	AR	Identified students	Teachers	Data	ONGOING
2 Reward students when entire class is at school.	AR, PI	All	Principal, Admin	Attendance data	DAILY
3 Attendance officers will be contacted for truancy issues.	AR, PI	All students with attendance problems	Registrar, teacher, principal	Attendance officers	Daily

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Counselors, AP, principal conference with parents of students with excessive absences.	AR, PI	Parents of identified students	Counselors	Data	Ongoing

Parents

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
2 Report attendance rates each nine weeks to parents. Send home perfect attendance certificates.	AR, PI	All	Principal, Admin	Data & newsletter	Bi-monthly 6 weeks

2011-12 Campus Improvement Plan for Birkes Elementary School

Area of Focus: Science

Grade	Group	Tested 11	% Met 11	% Com 11	Tested 10	% Met 10	% Com 10	2012 Target
5	All	208	92	60	184	93	54	95
5	AA	43	84	49	41	85	27	86
5	Hispanic	52	88	42	42	93	57	89
5	White	71	97	75	74	99	65	98
5	Eco. Dis.	49	84	41	39	79	31	86
5	SPED	21	67	19	18	67	22	80
5	LEP C	4	50		7	71	14	80
5	LEP Combined	21	86	43	19	89	32	87

District Priority:

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

Campus Performance Objective:

By May 2012, we will reach 90+% of all students demonstrating proficiency on STAAR Science.

By May 2012, we will maintain 40-60% of all students earning commended performance on STAAR Science.

Formative Evaluation:

District-developed Tests and State of Texas Assessments of Academic Readiness

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR CE	All	ISs, Teachers	Gradebook, benchmark data	Every 4 weeks
2 Analyze data & make individual plan for each student not meeting proficiency. 5th focus on AA, Hispanic, ED subgroups	AR CE	All students	ISs, Teachers	Data	Every 4 weeks
3 Utilize study guides, warm-ups, science journals to increase comprehension	AR	All students	ISs, Teachers	Science Materials	Ongoing
4 Use hands-on investigations and activities to develop conceptual understanding of science concepts. 80% for K-1, 60% for 2-3, and 50% for 4-5.	AR CE	All students	Staff	Science Materials	Weekly
5 Hold 5 Saturday Science camps for tutoring if funds are available.	AR CE	Identified students	Staff, IS	Science Materials	Ongoing
6 Hold Science EGGSPERT during 5 lunch to reinforce grade level TEKS – 6 weeks prior to STAAR (once a week)	AR CE	All students	IS	Science Materials	spring 2012
7 5th grade teachers attend planetarium training to reinforce 4th grade astronomy lessons.	AR	All students	Admin, teachers	Science Curriculum	Fall, 2011
8 Delta Readers will be utilized on science and non-fiction information.	AR	4, 5, students	IS Teachers	Delta Readers	Ongoing 11-12

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
9 Science vocabulary games for 5th Anchor charts will be utilized.	AR	5th students	IS Teachers Paras	Science 5th vocab Anchor charts	Ongoing 11-12
10 Use interactive science bulletin boards throughout the school.	AR	All students as curriculum indicates	AP IS Teachers	Bulletin Boards	Ongoing
11 Use SQRQCQ strategies are taught and used by students on homework, quizzes, unit tests and benchmark tests.	AR	All students	IS, Teachers, AP, principal	Science info	Ongoing
12 Quantum learning strategies and science chants for memorization of science concepts.	AR	All students/teachers	Technology Teacher, Art, music and PE staff, 5th teachers, instructional paras	Science Curriculum	Ongoing
13 Para support during science classes to support small group instruction	AR	All students, science teachers	IS, AP, Principal	Science vocabulary/curriculum	Ongoing
14 Hands on investigations and notebooks are a part of lessons 2-3 times per week.	AR	Science teachers 1-5	IS, AP, Principal	Science curriculum	Ongoing
15 District level science coach and Birkes IS will deliver tutoring to 5th graders 4x a week.	AR	Targeted students	District Coach and IS	Science Curriculum	Ongoing
16 4th grade will utilize Lone Star Learning vocabulary cards during supplemental time.	AR	All 4th students	Teachers, IS	vocabulary cards	Weekly
17 5th grade teachers are assigned on STAAR prep. (divided into triads with 65 minutes for science)	AR	All students	Teachers, Admin	Scheduling	Ongoing
18 Word of the Week science vocabulary shared in science classes weekly.	AR	All students	science teachers	Science curriculum	Weekly

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Assign one TAKS prep load for each 5th grade teacher in order for the teacher to be an expert in that curriculum assignment.	SD	5th grade staff	APs	Class rosters	August 11
2 Familiarity with Delta Readers and use in small groups and tutoring.	SD	4th, 5th	IS	Science materials	Fall 2011
3 New teachers training in 3, 4, 5	SD	3,4,5	Elementary Science Coordinator	Science materials	Ongoing

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
4 Large group teachers and technology teacher will help reinforce chants and science vocabulary	SD	2,3,4,5	IS	Science materials	Ongoing
5 Provide vocabulary lessons, anchor charts, and require SQRQCQ strategies for all learners.	AR	2,3,4,5	IS, AP	Science materials	Ongoing
6 Teach 2-3 hands-on lessons per week utilizing Science ISN	AR	3,4,5	IS, AP	Science materials	Ongoing
7 Teachers are divided into triads to concentrate 65 minutes of science and one STAAR prep.	AR	5th grade students/teachers	Admin	Science curriculum and training	Ongoing
8 Use iXplore for writing lesson plans utilizing district science curriculum at 5th grade and pilot the 2nd stage of iXplore. (assessment)	SD	5th grade science teachers, Technology, and IS	IS/Admin	iXplore site District staff	May 11 - May 2012
9 Monitor 5th grade science teachers weekly using the district science classroom walkthrough survey.					

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Attend STAAR Science Night Host an additional STAAR night for 5th regarding all TAKS tests and 5th - 6th grade information.	PI	all	APs, ISs, teachers, counselors, principal	Rosters Gradebook	October 24, 2011 January, 2012
2 Communicate successes/challenges with parents via calls, conferences, progress notes, and report cards.	PI	All students	Teachers	Assessment Data	Ongoing
3 Parents will provide animal demonstrations in classrooms.	PI	All students	Teachers	Assessment data	Ongoing
4 Share strategy videos available on the district website	PI	Parents	Teachers, IS	Project Share (schoolwires)	Ongoing

2011-12 Campus Improvement Plan for Birkes Elementary School

Area of Focus: Mathematics

Grade	Group	Tested 11	% Met 11	% Com 11	Tested 10	% Met 10	% Com 10	2012 Target
3	All	192	99	58	212	98	51	99
3	AA	31	100	29	33	91	39	100
3	Hispanic	43	100	56	44	98	41	100
3	White	76	100	62	100	100	53	100
3	Eco. Dis.	41	100	49	53	96	34	100
3	SPED	15	100	40	10	100	50	100
3	LEP C	18	100	56	16	100	44	100
3	LEP Combined	33	100	76	35	97	57	100
4	All	200	99	65	211	100	71	99
4	AA	30	97	50	48	100	50	98
4	Hispanic	58	100	57	37	100	65	100
4	White	79	99	68	92	99	78	99
4	Eco. Dis.	48	100	44	42	100	60	100
4	SPED	10	100	50	21	100	48	100
4	LEP C	6	100	100	6	100	67	100
4	LEP Combined	33	100	70	34	100	85	100
5	All	209	99	62	190	96	58	99
5	AA	43	95	42	42	90	50	97
5	Hispanic	52	100	58	43	98	53	100
5	White	72	99	65	76	99	58	99
5	Eco. Dis.	49	96	47	43	91	37	97
5	SPED	21	90	43	17	88	29	93
5	LEP C	4	100	75	6	67	17	100
5	LEP Combined	21	100	62	20	90	40	100

Note:

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

Campus Performance Objective: By May 2012, we will maintain 95+% proficiency in all students demonstrating proficiency on STAAR Mathematics.
By May 2012, we will maintain 55-60 % of all students earning commended performance on STAAR Mathematics.

Formative Evaluation: District-developed Tests and State of Texas Assessments of Academic Readiness

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR, CE	All Students	ISs, Teachers	Gradebook, Benchmark data	Every nine weeks
2 Use AMIP/STAAR \$\$\$ funds if allotted for tutoring students in second semester	AR, CE	Identified students	ISs, Teachers	Assessment data/ CE funds	Spring Semester
3 Analyze data and make an individual plan for each student not meeting proficiency.	AR, CE	Identified students	ISs, APs, Teachers	Assessment data	Every nine weeks
4 Continue a four step problem solving method for grades 1-5 which includes model drawing. Students will utilize math journals/study guides to develop deeper understanding of math concepts.	AR SD	All 1-5	ISs, Teachers	Assessment data	Ongoing
5 Focus on Comparing numbers and oral counting for Kinder, Compare and order whole numbers using place value, describe and identify two and three dimensional geometric figures in 1st grade. Focus on Measurement and Probability and Statistics for 2nd grade, Focus on geometry and spatial and measurement for 3rd grade. For 4th focus on measurement and 5th grade maintain 90%+ proficiency in all objectives	AR, CE, SD	K-5 Teachers and students	ISs, Teachers	Assessment data	Ongoing
6 Utilize 60 slots for FACT FLUENCY program.	AR CE SD		IS, Teachers	Assessment data	Ongoing

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
7 Attend district level coaching sessions for each grade level as needed.	AR SD	Teachers	Teachers, IS	District training	Ongoing
8 Attend district level training on how to incorporate critical writing in math.	AR SD	Teachers/IS	IS	District Training	District timeline

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Assign one STAAR prep for each teacher in 3, 4, 5 in order for the teacher to become an expert in that curriculum area	SD	3, 4, 5 staff	APs	Class rosters	August 2011
2 IS and teachers will attend math coaching meetings and share with staff	SD, CE	2nd staff	IS and AP	Coordinator	Bi-monthly
3 Utilize 12 teachers trained in Quantum Learning and share ideas with entire staff at staff meetings (and TE day)	SD, CE	All staff	Principal, 12 trained teachers	QL Workshop	Monthly
4 3,4,5 Fact Fluency program to utilize with students.	SD, CE	3,4,5 Teachers	IS APs	Fact Fluency program	Ongoing
5 Attend coaching sessions for each grade level as needed	SD	2-5 Teachers	IS	District coaching sessions offered at multiple sites	Ongoing
6 1st grade teachers attend model teacher trainings	SD	1st grade teachers	Teachers/IS	Model teacher	Ongoing

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 STAAR Math Parent Night	PI	3rd	IS, APs	ROSTERS	OCT 17, 2011
2 Communicate via phone calls, conferences, progress notes, and report cards successes and challenges.	PI	ALL	TEACHERS	GRADEBOOK ASSESSMENT	ONGOING
3 5th grade parent night re: STAAR and 6th grade	PI AR	All	Teachers ISs APs Counselors Principal	TAKS SSI and 5th to 6th information	January 2012

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
4 1st grade math night for first grade parents	PI AR	First grade parents	1st teachers, IS, AP	District curriculum/resources	September 26, 2011

2011-12 Campus Improvement Plan for Birkes Elementary School

Area of Focus: Reading/English Language Arts

Grade	Group	Tested 11	% Met 11	% Com 11	Tested 10	% Met 10	% Com 10	2012 Target
3	All	191	98	65	212	99	64	99
3	AA	31	100	48	33	97	48	100
3	Hispanic	43	98	63	44	100	50	99
3	White	75	97	73	100	100	70	98
3	Eco. Dis.	41	100	56	53	98	53	100
3	SPED	15	87	20	10	100	60	88
3	LEP C	18	94	44	16	100	69	96
3	LEP Combined	33	97	64	35	100	69	98
4	All	200	95	55	210	96	40	97
4	AA	30	90	43	48	94	31	93
4	Hispanic	58	91	43	37	95	35	94
4	White	79	97	63	91	98	43	98
4	Eco. Dis.	48	92	35	42	88	31	95
4	SPED	10	90	30	21	81	14	93
4	LEP C	6	83	17	6	83		85
4	LEP Combined	33	97	39	34	97	41	98
5	All	209	95	55	189	96	46	97
5	AA	43	93	44	42	98	33	95
5	Hispanic	52	94	52	44	98	36	96
5	White	72	94	57	75	95	52	96
5	Eco. Dis.	49	90	39	42	95	19	93
5	SPED	21	71	24	18	94	17	80
5	LEP C	4	75	25	6	67	17	80
5	LEP Combined	21	95	43	20	90	25	97

Note:

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

Campus Performance Objective: By May 2012, we will maintain 90+% for all students demonstrating proficiency on STAAR Reading.
By May 2012, we will maintain 55-60% of all students earning commended performance on STAAR Reading.

Formative Evaluation: District-developed Tests and State of Texas Assessment of Academic Readiness

Students						
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline	
1 Provide storytelling enrichment for 4th and 5th graders emphasizing vocabulary, listening, and writing.	AR, T, SD	All 4th & 5th graders	Principal, AP, IS, PTO	Karen Lowery, PTO	Through December 2011	
2 Provide extended learning time for students during supplemental instruction, before school tutoring, lunch/recess.	AR, CE, SD	Identified students	IS, Teacher	Grant, schedule	Ongoing through May 2012	
3 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR, CE	Identified students	IS, AP, teacher	Assessment data	Every nine weeks	
4 Analyze data and make an individual plan for each student not meeting proficiency.	AR, CE	Identified students	IS, Teacher	Assessment data	Every nine weeks	
5 Use ARIP/STAAR \$\$\$ funds if allotted to tutor students in the second semester	AR, CE	Identified students	IS, Teacher	CE funds, assessment data	Second semester	
6 At kindergarten, 1st, and 2nd grades, focus on phonological awareness, comprehension, and fluency	AR	Identified students	IS, Teacher	Assessment data	Ongoing	
7 Utilize the IS and instructional paras to serve more students.	AR, CE	Identified students	Principal, IS	CE funds	September - May	
8 Continue iStation for special ed and targeted 27 students	AR, CE	Identified students	LA IS, Spec ed teachers	iStation	September - May	
9 Increase sustained reading for at least 30 minutes by the end of the year for 1-5.	AR	All students	Teachers	Observation Lesson plans	Oct - May	
10 Increase the number of 3's and 4's on Writing STAAR	AR	All 4th students	Teachers, IS	Benchmarks, CBAs	March, 2012	
11 Provide READ 180 for 4th and 5th graders who qualify	AR	4th and 5th students	ISs	Read 180 assessments, benchmarks, CBAs, STAAR	Ongoing through May, 2012	
12 K-1 vertical teams meet to share strategies and successes.	AR, SD	K, 1 students, staff and admin, ISs	APs, ISs	District staff development	August, 2011	

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
13 Implement strategies from bookstudies: Catching Readers before they Fall, What Every Elementary Teacher Needs to Know about Reading Tests, By Fuhrken, Teaching Reading in Small Groups by Serravallo, Lucy Calkins reading and writing strategies.	AR, SD	All students	Liaisons, IS, APs	Book studies	Ongoing 2011-2012

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Use consultant Becky Koesel, Jeff Anderson, Gretchen Bernabei literacy strategies. Staff attended Summer 2010, 2011	SD	All staff	IS	Assessment data	Ongoing
2 District literacy initiatives Teacher College four day workshop (3 teachers attended) Share with LA teachers	SD	Identified staff	IS	Coordinator	October and Ongoing
3 IS to aid in planning and implementation of TEKS	SD	Teaching staff	IS	Coordinator/helping teachers	Ongoing
4 Monitor student performance. Set goals for students	AR	All LA teachers	IS, AP, Principal	READ 180 System 44 SGRI	Ongoing
5 Attend writing trainings, workshops (Bernabei, District training)	SD	3rd and 4th LA teachers	IS, AP, Principal	Materials from workshops	October and ongoing
6 Conduct a vertical review and analysis of the released STAAR reading items for grades 3-5 to align practices and raise the rigor of TEKS-based reading instruction.	SD	LA teachers, IS, APs, Principal	Principal	TEA materials	October through March
7 Increase the number of students who achieve commended in reading by focusing on small-group instruction and conferring.	SD	LA teachers	IS	District curriculum	May 2012
8 Analyze and use the released STAAR writing mini-guides (expository and personal narrative) and revision and editing items to align TEKS-based instruction with the STAAR writing expectations.					

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Reading STAAR night Host an additional TAKS night for 5th regarding all TAKS tests and 5th to 6th information.	PI	3rd Parents	IS, AP Teachers, counselors, and principal	TAKS data, SSI materials	October 17, 2011 January, 2012
2 Communicate successes and challenges via phone calls, conferences, progress notes, and report cards.	PI	All Students	Teachers, Counselors, APs, and principal	Assessment data	Ongoing

2011-12 Campus Improvement Plan for Birkes Elementary School

Area of Focus: Writing

Grade	Group	Tested 11	% Met 11	% Com 11	Tested 10	% Met 10	% Com 10	2012 Target
4	All	202	99	49	209	100	40	99
4	AA	30	100	47	48	100	25	100
4	Hispanic	58	98	28	36	100	31	99
4	White	80	99	54	90	99	48	99
4	Eco. Dis.	49	96	33	42	100	24	97
4	SPED	10	90	40	20	100	15	93
4	LEP C	6	100	17	6	100	17	100
4	LEP Combined	33	100	42	34	100	47	100

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

Campus Performance Objective: By May 2012, we maintain the 95+% of students demonstrating proficiency on Writing STAAR.
By May 2012, we will maintain 45-50% of all students earning commended performance on STAAR Writing.

Formative Evaluation: District-developed Tests and State of Texas Assessment of Academic Readiness

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Continue to use 6 Traits of Writing to teach students in all grade levels.	AR, T, SD	All Students	Teachers, IS	6 Traits curriculum	Ongoing
2 Utilize strategies from Every Day Editing by Jeff Anderson. Utilize Crunch Time by Gretchen Bernabei	AR, T, SD	All students	Teachers, IS	Books from Anderson, Bernabei	Ongoing
3 Continue to use laptops to aid in editing writing and increase motivation.	AR, T	All Students	Teachers, Tech liaison	Technology	Ongoing
4 Use STAAR \$\$ funds to hire subs for teachers to pull students one-on-one to conference with writing students.	AR, CE	Identified students	IS	CE funds, District	Complete by February 2012
5 Consultant Eric Cork for writing motivation for 4th graders.	AR	4th grade students	Principal IS Teachers	Consultant funds	January 20, 2012
6 Use strategies from storyteller, Karen Lowery, in writing stories and vocabulary development.	AR	4th grade students	Teachers, ISs	PTO funds	November & December 2011

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 New teachers attend scoring "4" "3" "2" "1" on compositions.	SD	Identified staff	IS, AP	Coordinator	First Semester

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
2 Continue Becky Koesel, Gretchen Bernabei, and Jeff Anderson literacy strategies.	SD	All staff	IS	Assessment data	Ongoing
3 Split rRdg/Lang block for 4th grade teachers so they can focus on one STAAR prep.	SD	4th	Principal	Class Rosters	August 2011
4 Increase the number of 3's and 4's on STAAR writing compared to TAKS scoring.	SD AR	3rd and 4th	Teachers, IS, AP, Principal	Workshops, planning, in-district training	March, 2012
5 Analyze and use the released STAAR writing mini-guides (expository and personal narrative) and revision and editing items to align TEKS-based instruction with the STAAR writing expectations.	SD AR	4th grade	Teachers, IS, AP, Principal	District curriculum dept resources, TEA	October - March 2012

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Writing STAAR Night	PI	ALL PARENTS	IS, AP, TEACHERS	TAKS assessment ROSTERS	OCT 17, 2011
2 Communicate successes and challenges via phone calls, conferences, progress notes, and report cards.	PI	ALL	TEACHERS	ASSESSMENT DATA	ONGOING

*** Legend**

Code	Plan	Indicates that the strategy addresses...
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.
BP	Bullying Prevention	prevention of bullying behavior on the campus.

CIP PART II: ASSURANCE ADDENDUM

**Birkes Elementary School
Carla Brosnahan, Principal
2011-12 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.

<input checked="" type="checkbox"/>	Birkes Elementary School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
<input checked="" type="checkbox"/>	Completed a needs assessment which serves as the basis for the CIP.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
<input checked="" type="checkbox"/>	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
<input checked="" type="checkbox"/>	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
<input type="checkbox"/>	Included strategies for dropout prevention and reduction. (middle school and high school)
<input checked="" type="checkbox"/>	Included strategies for improving student attendance.
<input type="checkbox"/>	Included strategies for improving the campus's completion rate. (high school)
<input checked="" type="checkbox"/>	Provided for a program to encourage parental and community involvement at the campus.
<input checked="" type="checkbox"/>	Included goals and methods for violence prevention and intervention on campus.
<input type="checkbox"/>	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
<input checked="" type="checkbox"/>	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).
<input checked="" type="checkbox"/>	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.
<input type="checkbox"/>	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)
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
<input checked="" type="checkbox"/>	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
<input checked="" type="checkbox"/>	The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Carla Brosnahan	Principal
Marilyn Tamborello	Teacher 1
Stacey Clarke	Teacher 2
Jen O'Dell	Teacher 3
Cherish Hughes	Teacher 4
Kristine Berger	Teacher 5
Deborah Chapman	Teacher 6
Ellen Doolittle	Teacher 7
Kay Gonzales	Teacher 8
Denise Patrick	Non-teaching professional 1
Deirdre Johnson	Non-teaching professional 2
Bridgette Harmon	Parent 1
Jennifer Grothues	Parent 2
Rodney and Natasha Hammonds	Community resident 1:
Dawn Moore	Community resident 2
Nick Hernandez, TX Roadhouse	Business representative 1
Joseph & Silvia Scala, HEB	Business representative 2:
Sandra Chance	District REP
Lauree Johnson	Teacher 9
Patti Paine	Teacher 10
Diane Bauknight/Brett Gerety	Paras
Nicole Cervantes	Para
Rusty Alford	Interpreter

CPOC Meetings* for 2011-12			
#	Date	Time	Location
1	June 3, 2011	9:00 – 12:00	Library
2	September 29, 2011	8:00	Room 219
3	November 18, 2011	8:00	Room 219
4	January 25, 2012	4:10	Room 219
5	May 17, 2012	8:00	Room 219

* 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.

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.

	Goal	Description	Formative	Summative	Strategy
[X]	1) TAKS/STAAR Recognized or Exemplary	For 2011-12, the percent of students reaching TAKS/STAAR 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 SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS/STAAR 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.
[X]	2) TAKS/STAAR Commended Performance	For 2011-12, the percent of students reaching TAKS/STAAR Commended Performance levels will increase by the percent shown in CIP Part I.	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS/STAAR 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.
[X]	3) Parent and Community Involvement	For 2011-12, 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.
[X]	4) Violence Prevention and Intervention	For 2011-12, 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.
[X]	5) Violence Prevention	For 2011-12, the discipline referrals for offenses will be reduced by 5%% 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 .	Implement and monitor the school-wide safety and security plan.
[X]	6) Special Education	For 2011-12, the percent of students meeting ARD expectations will be at or above 95%%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS/STAAR-Accommodated, TAKS/STAAR Modified and/or TAKS/STAAR 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.

	Goal	Description	Formative	Summative	Strategy
[X]	7) Highly Qualified Teacher	For 2011-12, 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.
[]	8) Secondary Drop-out Prevention	For 2011-12, the dropout rate will be % or less with no student group exceeding %.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2011-12 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 2011-12 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least %.	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 2011-12, the percent of students who graduate with RHSP will be at or above %.	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 testing, classes, and programs.
[]	11) High School AEIS – Advanced Courses and Dual Credit	For 2011-12, the percent of students who have completed at least one advanced course will be at or above %.	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 2011-12, the percent of students who take an AP exam will be at or above %.	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 2011-12, the percent of graduates who take SAT/ACT exams will be at or above %.	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.

	Goal	Description	Formative	Summative	Strategy
[]	14) High School CTE	For 2011-12, the percent of LEP CTE students passing TAKS/STAAR will be at or above (percent of LEP passing TAKS/STAAR) %.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS/STAAR 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/STAAR-tested areas.

CIP PART II: ASSURANCE ADDENDUM

Section D

[X]	<p>1. Comprehensive needs assessment – Conducted systematic and thorough comprehensive needs assessment for all areas of the school and review data with all stakeholders. All data were reviewed for all students and student groups including State Academic Content Standards and Achievement Data: achievement data disaggregated by student populations, student discipline data, student mobility data, student retention data, and teacher and student attendance data. The results and conclusions of this review are reflected in the SMART goals for the next school year and are evidenced in the Campus Improvement Plan.</p>
[X]	<p>2. School-wide reform strategies – These strategies include ones that upgrade entire school programs and opportunities for all children to meet proficient and advanced levels on State Assessments. Effective methods and instructional strategies 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. Strategies address how the school will determine if needs of special targeted populations have been met and are based on Scientifically Based Research to increase achievement for each sub-group on state tests. Each campus will address school-wide reform strategies in the CIP.</p>
[X]	<p>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. The district’s Human Resources administrators ensure all teachers and paraprofessionals meet highly qualified standards and communicate with principals about highly qualified status and any teacher and/or paraprofessional who are not highly qualified. Principals assist teachers with training and mentoring to improve teachers’ knowledge of subject taught to meet certification requirements. Each campus will ensure that classes with highest numbers of economically and/or educationally disadvantages students have highly qualified 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.</p>
[X]	<p>4. High-quality and ongoing professional development –Teachers will participate in ongoing professional development with campus personnel, district coaches, and hired consultants to increase knowledge of content area and increase skills for effective and engaging teaching and help students meet the state standards. Curriculum Coaches provide on-the-job training and monitoring to promote teachers’ professional development. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff. Each campus will address professional development strategies in the CIP.</p>
[X]	<p>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.</p>

[X]	<p>6. Strategies to increase parental involvement – Schools engage in numerous activities to increase parent involvement in the campus's programs. An Annual Title I Parent meeting is held at each Title I campus to inform parents about the Title I Program and their rights to be involved. Each campus will develop and/or refine the Written Parental Involvement Policy and Home-School Agreement with parent input annually. Title I campuses will ensure information is in a format and language that parents can understand including communication translated in Spanish and opportunities for face to face communication with parents. Annually staff development sessions will be held at each Title I campus to educate all school personnel regarding the value of parental involvement, increasing home school communication and the importance of the contribution of parents. Campuses will provide reasonable support requested by parents, provide parents timely information about Title I programs, descriptions of curriculum, academic assessment and proficiency levels students are expected to achieve, state academic achievement standards, ways to monitor a child's progress and ways to work with the school to improve children's achievement. Curriculum Nights, 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 STAAR/TAKS information programs. Parents will be given the opportunity to provide feedback through the Title I Parent Survey and participation in the district Title I Parent Advisory Council. Each campus will address parental involvement strategies in the CIP.</p>
[X]	<p>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. For example, campuses may provide transition support through "Kindergarten/PreK Roundup" meetings and/or provide students and parents information, activities, and instructional materials to assist preschool children in their transitions from early childhood program to the public school during registration for school and at the Meet-The-Teacher event. (Not applicable to secondary schools)</p>
[X]	<p>8. Measures to include teachers in the decisions regarding the uses of academic assessments – Teachers will be involved in assessment decisions to improve academic achievement of individual students and the overall instructional program. 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. Each campus will address teacher inclusion in academic assessment decisions strategies in the CIP.</p>
[X]	<p>9. Effective, timely additional assistance – Campuses will provide effective, timely additional assistance, to insure student's difficulties are identified on a timely basis, and to provide sufficient information upon which to base effective assistance to students who experience difficulties in mastering standards. 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. Each campus will address effective, timely additional assistance strategies in the CIP.</p>
[X]	<p>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..</p>

CIP PART II: ASSURANCE ADDENDUM

**Birkes Elementary School
Cypress-Fairbanks Independent School District
Staff Development Plans
2011-12**

Date	Audience	Responsible for Planning	Purpose/Content
August 1-2, 2011	Leadership Conference	District Administrative Staff	Legal requirements Leadership
August 9, 2011	Teacher Leadership Conference	Secondary Curriculum Staff	
August 11-12, 2011	New Staff Orientation	District & Campus Administrative Staff	Curriculum and Assessment Campus culture
August 15, 2011	**Elementary and Secondary Campus	Campus Administrative Staff	Leadership Organizational Health Technology Quantum Learning Team planning Team Building
August 16, 2011	Elementary District (Cluster Groups 1-4)	Elementary Curriculum Staff	Leadership Organizational Health Technology Quantum Learning Team planning Team Building
August 16, 2011	Secondary District	Secondary Curriculum Staff	
August 17, 2011	Elementary District (Cluster Groups 5-8)	Elementary Curriculum Staff	Curriculum, Instruction, Assessment
August 17, 2011	**Secondary Campus	Campus Administrative Staff	
August 18, 2011	**Elementary and Secondary Campus	Campus Administrative Staff	
August 19, 2011	**Elementary and Secondary Campus	Campus Administrative Staff	Meet the Teacher sessions Organizational Health Technology Quantum Learning Team planning Team Building

Date	Audience	Responsible for Planning	Purpose/Content
October 10, 2011	Elementary Parent Conferences	Campus Administrative Staff	Student Achievement Parent/Community Involvement
October 10, 2011	Secondary District	Secondary Curriculum Staff	
January 2, 2012	Elementary District	Elementary Curriculum Staff	Curriculum, Instruction, Assessment
January 2, 2012	**Secondary Campus	Campus Administrative Staff	
January 3, 2012	**Elementary and Secondary Campus	Campus Administrative Staff	Time Equivalency Day from August 12, 2010 Technology, Reading Workshop, Writing strategies, Quantum Learning, and Science ISNs.
*February 20, 2012	Elementary and Secondary Campus	Campus Administrative Staff	Data Day - Disaggregate achievement data in each grade level, content area, by subgroups. Set goals for each subgroup for achievement.
*May 31, 2012	Elementary and Secondary Campus	Campus Administrative Staff	Prepare all documents for the 11-12 school year.
August 5, 2011	Time Equivalency Day for Birkes	Campus Administrative Staff, Physician of Phun, Liaisons	Technology, Reading Workshop, Writing strategies, Quantum Learning, and Differentiation strategies for boys and girls.
Every Friday 2011-2012	Technology updates for specified grade levels at 8:00 a.m.	Techn liaisons	Project Share, iXplore, eSchoolPlus, etc.

* The following dates have been identified as inclement weather days: November 21 and 22, 2011, December 21, 2011, February 20, 2012, and May 31, 2012. These dates MAY NOT BE USED AS CAMPUS TIME EQUIVALENCY.

** 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.