

2007-2008
Campus Improvement Plan
for
Gleason Elementary School

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: GLEASON ELEMENTARY
CAMPUS NUMBER: 101907136

Campus Rating: Recognized
Grade Span: EE - 05

Analysis groups used to determine ratings are marked with an 'X'.
Academically Acceptable standards are shown in parentheses.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2007				2006			Required Improvement			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
Reading/ELA (65%)											
X All Students	314	337	93%	100%	338	360	94%		-1		
African Amer	14	16	88%	5%	22	22	100%		-12		
X Hispanic	81	99	82%	29%	74	87	85%		-3		
X White	149	152	98%	45%	173	181	96%		2		
X Econ Disadv	66	81	81%	24%	62	72	86%		-5		
Writing (65%)											
X All Students	107	113	95%	100%	103	116	89%		6		
African Amer	3	3	100%	3%	5	5	100%		0		
Hispanic	22	26	85%	23%	31	39	79%		6		
X White	51	53	96%	47%	51	55	93%		3		
Econ Disadv	18	22	82%	19%	24	29	83%		-1		
Social Studies (65%)											
All Students	0	0	-	0%	0	0	-		-		
African Amer	0	0	-	0%	0	0	-		-		
Hispanic	0	0	-	0%	0	0	-		-		
White	0	0	-	0%	0	0	-		-		
Econ Disadv	0	0	-	0%	0	0	-		-		
Mathematics (45%)											
X All Students	327	341	96%	100%	348	362	96%		0		
African Amer	14	16	88%	5%	22	22	100%		-12		
X Hispanic	92	101	91%	30%	79	89	89%		2		
X White	152	153	99%	45%	180	181	99%		0		
X Econ Disadv	73	81	90%	24%	68	74	92%		-2		
Science (40%)											
X All Students	106	109	97%	100%	119	129	92%		5		
African Amer	4	4	100%	4%	12	15	80%		20		
X Hispanic	31	34	91%	31%	23	28	82%		9		
X White	51	51	100%	47%	65	67	97%		3		
Econ Disadv	24	26	92%	24%	20	25	80%		12		

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

SDAA II Results (50%)	2007				2006			Required Improvement			
	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %	# Tests Met ARD	# Tests	Pct Met ARD	Met Min Size	Act Chg	RI	Met RI?
All Students	10	11	91%	100%	19	19	100%		-9		

SDAA data not evaluated for your accountability rating due to grade span, small numbers, or no data.

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) used in 2006?	Exceptions Applied
13	N/A	N/A	N/A	N/A	N/A

DISTRICT NAME: CYPRESS-FAIRBANKS
 CAMPUS NAME: GLEASON ELEMENTARY Campus Rating: Recognized
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Analysis groups used to determine ratings are marked with an 'X'.
 Academically Acceptable standards are shown in parentheses.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%)

	Class of 2006					Class of 2005			Required Improvement			
	# Com- pleters	# dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	-	-	-	-	-	-	-	-	-	-	-	-
African Amer	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-
Econ Disadv	-	-	-	-	-	-	-	-	-	-	-	-

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.0%)

	2005-06			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %
All Students	-	-	-	-
African Amer	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Econ Disadv	-	-	-	-

Due to definitional changes, Annual Dropout Rate Required Improvement is not calculated in 2007.

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Reading/ELA	GLEASON ELEMENT	3	All	117	107	91	100	94	42	36	115	112	97	73	64
Reading/ELA	GLEASON ELEMENT	3	AA	10	10	100	100	100	2	20	2	0	0	0	0
Reading/ELA	GLEASON ELEMENT	3	Hispanic	39	31	79	90	83	5	13	21	19	90	6	29
Reading/ELA	GLEASON ELEMENT	3	White	48	46	96	100	97	27	56	60	59	98	43	73
Reading/ELA	GLEASON ELEMENT	3	Eco.Dis.	33	26	79	90	83	2	6	18	16	89	3	17
Reading/ELA	GLEASON ELEMENT	3	Spec.Ed.	9	9	100	100	100	3	33	6	6	100	4	67
Reading/ELA	GLEASON ELEMENT	3	LEP	38	31	82	90	85	6	16	23	21	91	8	35
Reading/ELA	GLEASON ELEMENT	3	LEP M1	9	9	100	100	100	5	56	14	14	100	11	79
Reading/ELA	GLEASON ELEMENT	3	LEP M2								0	0	0	0	0
Reading/ELA	GLEASON ELEMENT	4	All	116	103	89	90	89	51	44	121	106	88	33	27
Reading/ELA	GLEASON ELEMENT	4	AA	3	---	---	---	---	---	---	5	5	100	2	40
Reading/ELA	GLEASON ELEMENT	4	Hispanic	26	17	65	90	75	5	19	41	31	76	5	12
Reading/ELA	GLEASON ELEMENT	4	White	54	52	96	100	97	28	52	56	52	93	21	38
Reading/ELA	GLEASON ELEMENT	4	Eco.Dis.	22	14	64	90	75	5	23	31	23	74	2	6
Reading/ELA	GLEASON ELEMENT	4	Spec.Ed.	6	6	100	100	100	3	50	10	6	60	2	20
Reading/ELA	GLEASON ELEMENT	4	LEP	4	---	---	---	---	---	---	15	8	53	0	0
Reading/ELA	GLEASON ELEMENT	4	LEP M1	21	15	71	90	77	6	29	10	8	80	1	10
Reading/ELA	GLEASON ELEMENT	4	LEP M2	13	13	100	100	100	8	62	13	12	92	5	38
Reading/ELA	GLEASON ELEMENT	5	All	109	104	95	100	97	47	43	136	128	94	56	41
Reading/ELA	GLEASON ELEMENT	5	AA	5	---	---	---	---	---	---	16	15	94	7	44
Reading/ELA	GLEASON ELEMENT	5	Hispanic	34	30	88	90	89	10	29	30	27	90	7	23
Reading/ELA	GLEASON ELEMENT	5	White	50	49	98	100	99	27	54	71	67	94	33	46
Reading/ELA	GLEASON ELEMENT	5	Eco.Dis.	26	24	92	100	95	4	15	29	25	86	4	14
Reading/ELA	GLEASON ELEMENT	5	Spec.Ed.	7	7	100	100	100	1	14	12	9	75	3	25
Reading/ELA	GLEASON ELEMENT	5	LEP	10	6	60	90	75	0	0	6	4	67	0	0
Reading/ELA	GLEASON ELEMENT	5	LEP M1	2	---	---	---	---	---	---	1	0	0	0	0
Reading/ELA	GLEASON ELEMENT	5	LEP M2	9	9	100	100	100	3	33	12	12	100	1	8

CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Math	GLEASON ELEMENT	3	All	120	111	93	100	95	54	45	115	107	93	67	58
Math	GLEASON ELEMENT	3	AA	10	8	80	90	83	5	50	2	2	100	1	50
Math	GLEASON ELEMENT	3	Hispanic	40	37	93	100	95	11	28	22	17	77	5	23
Math	GLEASON ELEMENT	3	White	49	47	96	100	97	27	55	59	58	98	42	71
Math	GLEASON ELEMENT	3	Eco.Dis.	34	31	91	100	94	11	32	18	14	78	2	11
Math	GLEASON ELEMENT	3	Spec.Ed.	10	9	90	100	93	2	20	7	7	100	5	71
Math	GLEASON ELEMENT	3	LEP	38	35	92	100	95	13	34	23	18	78	6	26
Math	GLEASON ELEMENT	3	LEP M1	9	9	100	100	100	6	67	14	14	100	8	57
Math	GLEASON ELEMENT	3	LEP M2								0	0	0	0	0
Math	GLEASON ELEMENT	4	All	118	112	95	100	97	72	61	121	114	94	50	41
Math	GLEASON ELEMENT	4	AA	3	---	---	---	---	---	---	5	5	100	2	40
Math	GLEASON ELEMENT	4	Hispanic	27	21	78	90	82	7	26	42	36	86	9	21
Math	GLEASON ELEMENT	4	White	55	55	100	100	100	45	82	55	55	100	31	56
Math	GLEASON ELEMENT	4	Eco.Dis.	22	17	77	90	81	6	27	32	29	91	7	22
Math	GLEASON ELEMENT	4	Spec.Ed.	7	7	100	100	100	6	86	10	10	100	3	30
Math	GLEASON ELEMENT	4	LEP	4	---	---	---	---	---	---	15	12	80	0	0
Math	GLEASON ELEMENT	4	LEP M1	21	17	81	90	84	7	33	10	9	90	3	30
Math	GLEASON ELEMENT	4	LEP M2	13	13	100	100	100	8	62	13	13	100	5	38
Math	GLEASON ELEMENT	5	All	110	109	99	100	99	72	65	134	133	99	92	69
Math	GLEASON ELEMENT	5	AA	5	---	---	---	---	---	---	15	15	100	9	60
Math	GLEASON ELEMENT	5	Hispanic	35	35	100	100	100	14	40	29	28	97	16	55
Math	GLEASON ELEMENT	5	White	50	50	100	100	100	39	78	71	71	100	53	75
Math	GLEASON ELEMENT	5	Eco.Dis.	27	26	96	100	97	13	48	28	27	96	11	39
Math	GLEASON ELEMENT	5	Spec.Ed.	6	6	100	100	100	3	50	13	13	100	6	46
Math	GLEASON ELEMENT	5	LEP	11	11	100	100	100	3	27	7	6	86	0	0
Math	GLEASON ELEMENT	5	LEP M1	2	---	---	---	---	---	---	1	0	0	1	100
Math	GLEASON ELEMENT	5	LEP M2	10	10	100	100	100	5	50	11	11	100	5	45

CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Science	GLEASON ELEMENT	3	All												
Science	GLEASON ELEMENT	3	AA												
Science	GLEASON ELEMENT	3	Hispanic												
Science	GLEASON ELEMENT	3	White												
Science	GLEASON ELEMENT	3	Eco.Dis.												
Science	GLEASON ELEMENT	3	Spec.Ed.												
Science	GLEASON ELEMENT	3	LEP												
Science	GLEASON ELEMENT	3	LEP M1												
Science	GLEASON ELEMENT	3	LEP M2												
Science	GLEASON ELEMENT	4	All												
Science	GLEASON ELEMENT	4	AA												
Science	GLEASON ELEMENT	4	Hispanic												
Science	GLEASON ELEMENT	4	White												
Science	GLEASON ELEMENT	4	Eco.Dis.												
Science	GLEASON ELEMENT	4	Spec.Ed.												
Science	GLEASON ELEMENT	4	LEP												
Science	GLEASON ELEMENT	4	LEP M1												
Science	GLEASON ELEMENT	4	LEP M2												
Science	GLEASON ELEMENT	5	All	110	106	96	100	97	60	55	131	120	92	46	35
Science	GLEASON ELEMENT	5	AA	5	---	---	---	---	---	---	15	12	80	5	33
Science	GLEASON ELEMENT	5	Hispanic	34	31	91	100	94	10	29	28	23	82	7	25
Science	GLEASON ELEMENT	5	White	51	51	100	100	100	34	67	69	66	96	26	38
Science	GLEASON ELEMENT	5	Eco.Dis.	27	24	89	90	89	8	30	26	21	81	6	23
Science	GLEASON ELEMENT	5	Spec.Ed.	7	7	100	100	100	2	29	12	11	92	1	8
Science	GLEASON ELEMENT	5	LEP	10	8	80	90	83	2	20	6	3	50	0	0
Science	GLEASON ELEMENT	5	LEP M1	2	---	---	---	---	---	---	1	1	100	1	100
Science	GLEASON ELEMENT	5	LEP M2	9	9	100	100	100	3	33	11	10	91	3	27

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Gleason Ele.	AA	97.5	97.2
Gleason Ele.	H	96.5	96.4
Gleason Ele.	W	97.3	96.9
Gleason Ele.	NATIVE	0	0
Gleason Ele.	ASIAN	98.1	97.8
Gleason Ele.	MALE	97.2	96.9
Gleason Ele.	FEMALE	97.3	97.1
Gleason Ele.	SPED	96.6	95
Gleason Ele.	ECD	96.7	96.3
Gleason Ele.	LEP	96.9	96.6
Gleason Ele.	AT RISK	97.1	96.8
Gleason Ele.	GT	98.3	98.2
Gleason Ele.	MIGRANT	0	0

Gold Performance Acknowledgment
 Attendance rates
 District >= 96.0%
 Elementary >= 97.0%

PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success	
Students	Subjects	Reading/ELA	Above 90% on TAKS in all students grades 3-5	3rd-5 th all students – 93%	
		Writing	Improvement in Writing TAKS scores by 6%; Improvement in commended performance by 7%	2006– 89%; 2007—95%	
		Math	Above 90% on TAKS in all students grades 3-5; 100% met standard after 3 rd administration for 5 th grade	3 rd —93%, 4 th —95%, 5 th —100%	
		Science	Improvement in Science TAKS scores by 4%; Improvement in commended performance by 20%	Commended: 2006—35%; 2007—55%	
		Social Studies			
		Other			
	Subgroups	All			
		AA			
		H	Improvement in science TAKS by 9% Improvement in science commended performance by 4%	2006—82%; 2007—91% Commended: 2006—25%; 2007—29%	
		W			
		ED	Improvement in science TAKS by 8% Improvement in science commended performance by 7%	2006—81%; 2007-89% Commended: 2006—23%; 2007--30%	
		LEP	Improvement in science TAKS by 30%	2006—50%; 2007—80%	
		SE			
	Social/ Emotional	Discipline			
		Extracurricular			
		Other			
	Teacher	Professional Development		5 th Grade teachers participated in the George to George program	Higher benchmark scores; increased higher level thinking
				Teachers participated in Quantum Learning, Creative Teaching Strategies, Foundations in Autism, Autism Spectrum Disorders, and etc.	Morning transitions running smoothly
			Becky Koesel Balanced Literacy Training	Classroom libraries; children sorting books regularly	
Qualifications					
New Staff Retention		Learning Communities	Participated in O.H.I. Program	Fewer transfers	
Parent			Participated in Family Curriculum Nights, TAKS Nights, and Bilingual Parent Nights	Over half of the parents in attendance	

Areas to Improve

District Priority:

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

Area of Focus:

Student Safety

Campus Objective:

#

For 2007 – 2008, a greater awareness among faculty and students safety procedures by increasing crisis drills monthly including intruder and inclement weather drills by 50%.

Formative Evaluation:

District-developed Reports

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Maintain a safe environment by employing crisis drills. ie. intruder		All students	Faculty Members & Administrative team	Classroom discussions	3 per year
	2	Conduct inclement weather drills. ie. tornado		All students	Faculty Members & Administrative team	Lesson Plans	3 per year
	3	Initiate fire drills throughout the year.		All students	Faculty Members & Administrative team	Evacuation maps	1 per month
	4	Participate in bus safety drills.	T	All students	Faculty Members & Administrative team	School bus, videos	1 per semester
Teachers	1	Increase awareness of safety through staff development.	SD	Staff	Principal & APs	Crisis plan	1 per six weeks
	2	Develop and implement crisis plans.	SD	Staff	A-Team & staff		
	3	Ensure that all teachers and staff have crisis bags.		Teachers	A-Team		
Parents	1	Parents will be provided informational letters describing drills.	PI	Parents	Principal & APs	Newsletter	Notification prior to crisis drills

Areas to Improve

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

Area of Focus: **Science**

Campus Objective: #	By May, 2008, we will increase the percentage of passing by amounts noted at right, or greater of students demonstrating proficiency as measured by state and district goals.		2006	2007	2008
		AA	80%	80%	83%
		H	82%	91%	94%
		ED	81%	89%	89%
		LEP	50%	80%	83%

Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Extend instructional time for struggling students with Saturday school and science camp.	AR	5 th gr. H, ED, AA, LEP	5 th grade teachers	District curriculum, Planetarium lab, Laptop computers, Interactive globe, Science games S.R.C. Curriculum Staff	1 per semester
	2	Provide "hands on" learning opportunities through nature trails and participation in the Planetarium.	AR, PI	3 rd /4 th /5 th H, ED, AA, LEP	Teachers		February 25 & 26, 2008
	3	Deepen students' understanding of science content using study guides, warm-ups, and interactive power points.	AR	2 nd -5 th H, ED, AA, LEP	Teachers		On-going
	4	Provide activities that require students to think at the synthesis and evaluation levels.	AR		Teachers		Before benchmarks
	5	Present science vocabulary on the library lap-tops for student use daily.	AR, T		Librarian , District Science Coordinator		Daily
	6	Students will set learning goals and chart their own progress.	AR	All	Teachers		Before and after benchmarks
Teachers	1	Collaborate and plan with helping teachers to implement research proven strategies.	SD	Teachers	A-Team & teachers	District	As needed
	2	Teachers, instructional specialist, and administrators will participate in weekly team planning.	SD	Teachers	Principal, APs, IS, at-risk specialist	Curriculum	Weekly
	3	Disaggregate & use data – charts & graphs to monitor progress.	T	Teachers	Teachers	Comparative analysis reports benchmarks	After benchmarks
	4	Provide modifications for students with special needs.		Students	Teachers, A-Team, Special Ed.	IEP's	Daily

					Staff		
	5	Participate in staff development directly related to science curriculum.	SD	Teachers	A-Team, IS, At-Risk Specialist	ISC, SRC	On-going
	6	Design lesson plans that require students to use technology (LoTi) for creating projects and integrating higher level thinking skills.					
Parents	1	Nature Trails	PI	Students	A-team, teacher, SRC	SRC	Before field trips
	2	Field Trips	PI	Students	A-team, teacher, SRC	SRC	Before field trips

Areas to Improve

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

Area of Focus: **Mathematics**

Campus Objective: #	By May, 2008, we will increase the percentage of passing by amounts noted at right, or greater of students demonstrating proficiency as measured by state and district goals.		2006 3 rd /4 th /5 th	2007 3 rd /4 th /5 th	2008 3 rd /4 th /5 th
		AA	100/100/100	80/100/80	83/100/83
		H	77/86/97	93/78/100	95/82/100
		ED	78/91/96	91/77/96	94/81/97
		LEP	78/80/86	92/75/100	95/80/100

Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	AR	H, ED, AA, LEP	Teachers	Manipulatives, District TAKS money, Technology, Revised schedule, Marzano books	August – May	
	2	AR		Teachers			
	3	AR		AMIP tutor			
	4	AR		Teachers & Students			
	5	AR		District & A-team			
	6	AR		Teachers & A-Team			
	7	AR		Teachers			
Teachers	1	SD		ISC, math coordinator	ISC	August -- April	
	2			Teacher, A-Team, IS, Math At-Risk Specialist	A-Team		
	3			Teachers & A-Team	A-Team, District curriculum		
	4		all	Teachers & A-team			
	5			Teachers, A-Team, Special Ed. Staff	IEP's		
	6		all	Teachers & A-team	District		After each test
	7						

		students' progress.					
Parents	1	Parent Conferences	PI		Teachers	Gleason Website P.I.V. Newsletters Six Weeks Objectives	October 8, 2007
	2	Provide parents with curriculum information each 6-weeks through newsletters, and provide opportunities to visit classrooms.	PI		Teachers & A-Team		Regularly throughout the year
	3	Encourage parents to attend family curriculum & TAKS nights.	PI		Principal, APs, Teachers		

Areas to Improve

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

Area of Focus: **Reading/English Language Arts**

Campus Objective: #	By May, 2008, we will increase the percentage of passing by amounts noted at right, or greater of students demonstrating proficiency as measured by state and district goals.		2006 3 rd /4 th /5 th	2007 3 rd /4 th /5 th	2008 3 rd /4 th /5 th
		AA	100/100/94	100/33/100	100/75/100
		H	90/76/90	79/65/88	83/75/89
		ED	89/74/86	79/64/92	83/75/95
		LEP	91/53/67	82/25/60	85/75/75

Formative/Summative Evaluation: District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Extend instructional time with Saturday School, tutorials, ARIP, and restructure of schedules.	AR	H, ED, AA, LEP	Principal, APs, IS, at-risk teacher, teachers	Revised Schedule	Daily
	2	Expand the successful acquisition of proficiency in English for LEP students through the OWDL program.	AR		Teachers		
	3	Student & teacher will conference regularly to promote fluency in reading.	AR		Teachers & Students		
	4	Continue emphasis of use of balanced literacy approach with literacy schedules and the use of instructional and independent level materials.	AR		Principal, APs, IS, & Teachers		
	5	Continue the use of research-proven strategies such as Marzano's <u>Classroom Instruction that Works</u> .	AR		Teachers	Marzano's books	
	6	Students will participate in the Read 180 Program to enhance their learning environment for struggling students.	AR, T		ISC – Bilingual	District materials	
	7	Provide opportunities for campus model teacher to demonstrate best practices.	AR		Teachers	Becky Koesel	
	8	Increased focus on vocabulary including District vocabulary.	AR		Teachers & A-Team/ISC	Vocabulary Lists	
	9	Initiate OWDL program in Pre-kindergarten and Kindergarten.	AR		ISC & Teachers & A-Team	Bilingual Dept.	
	10	Expand SGRI by using strategies proven successful in reading recovery program.	AR		Teachers		

Teachers	1	Increase teachers knowledge of balanced literacy through staff development.	SD		Principal, APs, & IS	Marzano's books Avatar, <u>Growing Readers</u> , <u>The Art of Teaching Reading</u>	Continuously
	2	Teacher will focus instruction on deficit skills for struggling students as identified by data analysis.	T		Principal & APs	Benchmark Data	
	3	Improve special education students' programs by implementing district guidelines and monitor timelines for reevaluation.			Teachers, A-team, Special ed. staff	IEP's	
	4	Celebrate Success			Staff		
	5	Facilitate higher level thinking using Bloom's Taxonomy			Teachers		
	6	Ensure that instruction occurs 90-95% of the time.			Principal & APs		
	7	Implement rigorous application of the curriculum.			Principal & APs	District Curriculum	
	8	Implement daily independent reading in lessons.			Teachers		
	9	Use 2-hour planning block per six-weeks to plan and collaborate with team on curriculum and to analyze data and study results.			Teachers, Principal, APs, IS		
	10	Provide teachers the opportunity to observe model teachers at other campuses.			Principal, APs	Model Teachers	
	11	Accelerate instruction to provide in depth studies and discussions.			Teachers		
Parents	1	Encourage parents to read with children daily and work with vocabulary and sight words.	PI		Parents	Reading log	Daily
	2	Provide non-English speaking parents with translated information.	PI		Principal, APs, Teachers		Regularly

Areas to Improve

District Priority: 1A

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

Area of Focus:

Writing

Campus Objective: #

By May, 2008, we will increase the percentage of passing by amounts noted at right, or greater of students demonstrating proficiency as measured by state and district goals.

	2006	2007	2008
AA	100	100	100
H	78	85	87
ED	81	82	85
LEP	64	75	80

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	#	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will establish goals and chart their progress.	AR	All	Teachers & Students	Goal setting forms	Weekly
	2	Reading addressing prompt – self-editing	AR	ED, H, LEP, AA	Helping teachers		Daily
	3	Use the Six Traits Writing Process to help students take their writing pieces to publication.	AR	All	Teachers		
	4	Use technology as a tool for the writing process to generate ideas.	AR	All	Teachers	Microsoft word, Inspiration	
	5	Allow students to gather ideas and use them to produce quality writing pieces.	AR	All	Teachers	Mini lessons	Daily
	6	Provide students with opportunities to see student models of high quality compositions.		All	Teachers		
Teachers	1	Plan and implement writing camp to extend instructional time for struggling students.	AR	AR	Teachers & A-Team, IS, At-Risk Specialist	Teacher made activities	February 2008
	2	Conduct building staff development using <u>Writing to the Prompt</u> , <u>Mechanically Inclined</u> , and <u>Framework for Writing</u> .	SD		ISC	District trainings <u>Study Driven – Writing Workshop</u>	Continuous
	3	Skill specific small group instruction	AR	AR	Teachers	District curriculum	
	4	Conferring with struggling writers	AR	AR	Teachers	Writing samples	
	5	Data Analysis-Charts/Graphs to monitor progress	T		Teachers & Principal, APs	Assessments, writing samples	
	6	Design lessons that require and use a variety of methods for gathering ideas to use for daily writing activities.	AR		Teachers		
	7	Emphasize reading and writing connections.	AR		Teachers & A-Team		

	8	Writing portfolios	AR		Teachers, A-Team, IS	Writing samples	
	9	Ensure that students at all grade-levels produce at least 18 writing samples/compositions to be reviewed by teachers and A-Team.		All	Teachers, A-Team	Writing samples	Continuous
Parents	1	Communication/interaction with child on writing assignments	PI		Parents	Writing sample	

* **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.

PART III: ASSURANCE ADDENDUM

CIP PART III: ASSURANCE ADDENDUM

**Gleason Elementary School
Sandra McNeely
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- (1) Gleason 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])
- (2) The Gleason Elementary School CPOC has
 - (a) completed a needs assessment which serves as the basis for the CIP.
 - (b) reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, 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.
 - African American
 - Hispanic
 - White
 - Economically Disadvantaged
 - Special Education
 - Limited English Proficient
 - (c) identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
 - (d) included in the CIP these elements.
 - Resources allocated
 - Staff responsible for activities and strategies
 - Formative and summative evaluation criteria
 - (e) addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, dyslexia treatment programs, and pregnancy-related services.
 - (f) included strategies for dropout prevention and reduction. (middle school and high school)
 - (g) included strategies for improving student attendance.
 - (h) included strategies for improving the campus's completion rate. (high school)
 - (i) provided for a program to encourage parental and community involvement at the campus.
 - (j) included goals and methods for violence prevention and intervention on campus.
 - (k) 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).
- (3) 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.

CIP PART III: ASSURANCE ADDENDUM
Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Soraya Dettmers	Pre-Kindergarten
Crystal Kelly	PPCD
Uti Pieters-Gray	Kindergarten
Rosie Threeton	1 st Grade
Maggie Scott	2 nd Grade
Allison Etchison	3 rd Grade
Jennifer Herbrick	4 th Grade
Dana Newman	5 th Grade
Susan Moody	Art
Kim Kalina	Special Education
Irma Garza	Paraprofessional
Ana Lopez	Paraprofessional
Nancy Skinner	School Secretary
Sandra McNeely	Principal
Jessica Hernandez	Assistant Principal
Melissa Wall	Assistant Principal
Alison Schmidt	Instructional Specialist
Judy Brenner	Librarian
Debbie Homan	Counselor
Dawn Triska	Director of Personnel – District Representative
Mr. Afif Joubran	Parent
Mrs. Glenda Stachowiak	Parent
Debbie Mitschke	Community resident

CIP PART III: ASSURANCE ADDENDUM

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 10, 2007	5:00 p.m.	Gleason Library
2	October 29, 2007	6:00 p.m.	Gleason Cafeteria – Public Hearing
3	January 28, 2007	5:00 p.m.	Gleason Library
4	April 7, 2007	5:00 p.m.	Gleason Library
5	May 12, 2007	5:00 p.m.	Gleason Library

* 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 III: ASSURANCE ADDENDUM

Section C

(1)

Texas Assessment of Knowledge and Skills Recognized or Exemplary Goal	
For 2007-2008, 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.)	
Formative	After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use strategies that engage and challenge student learning, and they will build in periodic review of the content and concepts.

(2)

Texas Assessment of Knowledge and Skills Commended Performance Goal	
For 2007-2008, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	
Formative	After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.

CIP PART III: ASSURANCE ADDENDUM

(3)

Violence Prevention Goal	
For 2007 – 2008, the discipline referrals for offenses will be reduced by 10% from the previous school year.	
Formative	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for inappropriate physical contact .
Strategy	Implement and monitor the school-wide safety and security plan.

(4)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above 90% .	
Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the TAKS A and/or TAKS Alt tests will be reviewed to determine if the ARD objectives were met.
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.

(5)

Highly Qualified Teacher Goal	
For 2007 – 2008, the percent of highly qualified teachers in the core academic areas will be at 100% .	
Formative	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.
Summative	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.
Strategy	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

CIP PART III: ASSURANCE ADDENDUM

Gleason Elementary School Cypress-Fairbanks Independent School District Staff Development Plans 2007 – 2008			
Date	Audience	Responsible for Planning	Purpose/Content
2-Aug	Leadership Conference	District Administrative Staff	
3-Aug	GLT/AMS	Elementary – A.M.	
	GLT/AMS	Secondary - P.M.	
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
14-Aug	Department Chair and Team Leader	District Staff	
16-Aug-17	New Staff Orientation	District Staff	
20-Aug	All Staff	Campus	
21-Aug	All Staff	Campus	
22-Aug	All Staff	Campus	
23-Aug	Elementary	District Staff	
24-Aug	All Staff	Campus	
8-Oct	Elementary Staff	Campus Staff	Parent Conferences
3-Jan	Elementary Staff	District Staff	
4-Jan	All Staff	Campus	
April 28 *	All Staff	Campus	
30-May	All Staff	Campus	