



The Amazing Race For Success

**2007-2008
Campus Improvement Plan
for
Matzke Elementary**

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: MATZKE EL
CAMPUS NUMBER: 101907105

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	334	367	91%	100%	362	388	93%		-2		
X African Amer	35	42	83%	11%	38	44	86%		-3		
X Hispanic	104	123	85%	34%	94	109	86%		-1		
X White	174	180	97%	49%	204	208	98%		-1		
X Econ Disadv	90	111	81%	30%	102	116	88%		-7		
Writing (65%)											
X All Students	102	112	91%	100%	104	107	97%		-6		
African Amer	12	14	86%	13%	10	10	100%		-14		
X Hispanic	28	31	90%	28%	29	30	97%		-7		
X White	56	60	93%	54%	58	60	97%		-4		
X Econ Disadv	27	34	79%	30%	30	31	97%		-18		
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	350	371	94%	100%	375	394	95%		-1		
X African Amer	38	43	88%	12%	40	45	89%		-1		
X Hispanic	108	121	89%	33%	98	107	92%		-3		
X White	182	185	98%	50%	210	215	98%		0		
X Econ Disadv	99	111	89%	30%	107	119	90%		-1		
Science (40%)											
X All Students	106	115	92%	100%	129	150	86%		6		
African Amer	9	10	90%	9%	13	19	68%		22		
X Hispanic	29	35	83%	30%	29	39	74%		9		
X White	62	64	97%	56%	76	81	94%		3		
Econ Disadv	21	26	81%	23%	31	41	76%		5		

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?
X All Students	57	60	95%	100%	64	66	97%		-2		

EXCEPTIONS TABLE

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

DISTRICT NAME: CYPRESS-FAIRBANKS
 CAMPUS NAME: MATZKE EL Campus Rating: Recognized
 CAMPUS NUMBER: 101907105 Grade Span: EE - 05

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	MATZKE EL	3	All	141	134	95	100	97	55	39	131	124	95	67	52
Reading/ELA	MATZKE EL	3	AA	21	18	86	90	87	6	29	16	12	75	2	13
Reading/ELA	MATZKE EL	3	Hispanic	50	46	92	100	95	16	33	39	36	92	10	26
Reading/ELA	MATZKE EL	3	White	61	61	100	100	100	26	43	67	67	100	49	73
Reading/ELA	MATZKE EL	3	Eco.Dis.	50	47	94	100	96	14	29	42	37	88	6	15
Reading/ELA	MATZKE EL	3	Spec.Ed.	4	---	---	---	---	---	---	6	5	83	2	33
Reading/ELA	MATZKE EL	3	LEP	28	25	89	90	89	11	41	26	22	85	2	8
Reading/ELA	MATZKE EL	3	LEP M1	4	---	---	---	---	---	---	6	6	100	4	67
Reading/ELA	MATZKE EL	3	LEP M2								0	0	0	0	0
Reading/ELA	MATZKE EL	4	All	126	100	79	90	83	39	31	119	106	89	26	22
Reading/ELA	MATZKE EL	4	AA	17	12	71	90	77	6	35	13	10	77	3	23
Reading/ELA	MATZKE EL	4	Hispanic	36	23	64	90	75	5	14	35	28	80	5	14
Reading/ELA	MATZKE EL	4	White	63	57	90	100	93	26	41	64	62	97	15	23
Reading/ELA	MATZKE EL	4	Eco.Dis.	40	22	55	90	75	5	13	38	31	82	3	8
Reading/ELA	MATZKE EL	4	Spec.Ed.	3	---	---	---	---	---	---	11	8	73	2	18
Reading/ELA	MATZKE EL	4	LEP	12	2	17	90	75	0	0	10	8	80	0	0
Reading/ELA	MATZKE EL	4	LEP M1	9	8	89	90	89	0	0	7	5	71	1	14
Reading/ELA	MATZKE EL	4	LEP M2	5	---	---	---	---	---	---	3	3	100	2	67
Reading/ELA	MATZKE EL	5	All	120	114	95	100	97	36	30	158	147	93	50	32
Reading/ELA	MATZKE EL	5	AA	13	11	85	90	87	1	8	22	18	82	5	23
Reading/ELA	MATZKE EL	5	Hispanic	37	34	92	100	95	6	16	40	35	88	4	10
Reading/ELA	MATZKE EL	5	White	64	63	98	100	99	25	39	83	81	98	37	45
Reading/ELA	MATZKE EL	5	Eco.Dis.	26	23	88	90	89	3	12	47	41	87	6	13
Reading/ELA	MATZKE EL	5	Spec.Ed.	8	6	75	90	80	2	25	10	10	100	1	10
Reading/ELA	MATZKE EL	5	LEP	5	---	---	---	---	---	---	10	8	80	1	10
Reading/ELA	MATZKE EL	5	LEP M1	5	---	---	---	---	---	---	4	0	0	0	0
Reading/ELA	MATZKE EL	5	LEP M2	8	8	100	100	100	3	38	7	7	100	0	0

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	MATZKE EL	3	All	147	130	88	90	89	56	38	134	120	90	51	38
Math	MATZKE EL	3	AA	20	14	70	90	77	4	20	16	12	75	2	13
Math	MATZKE EL	3	Hispanic	53	46	87	90	88	13	25	40	32	80	5	13
Math	MATZKE EL	3	White	65	61	94	100	96	33	51	69	67	97	38	55
Math	MATZKE EL	3	Eco.Dis.	54	46	85	90	87	15	28	46	37	80	4	9
Math	MATZKE EL	3	Spec.Ed.	5	---	---	---	---	---	---	8	7	88	1	13
Math	MATZKE EL	3	LEP	31	28	90	100	93	9	29	26	22	85	4	15
Math	MATZKE EL	3	LEP M1	4	---	---	---	---	---	---	6	6	100	3	50
Math	MATZKE EL	3	LEP M2								0	0	0	0	0
Math	MATZKE EL	4	All	129	116	90	100	93	54	42	121	113	93	46	38
Math	MATZKE EL	4	AA	18	17	94	100	96	6	33	13	11	85	4	31
Math	MATZKE EL	4	Hispanic	36	28	78	90	82	6	17	34	31	91	4	12
Math	MATZKE EL	4	White	65	63	97	100	98	38	58	67	64	96	32	48
Math	MATZKE EL	4	Eco.Dis.	41	34	83	90	85	8	20	37	31	84	6	16
Math	MATZKE EL	4	Spec.Ed.	6	5	83	90	85	0	0	12	11	92	2	17
Math	MATZKE EL	4	LEP	12	9	75	90	80	0	0	9	8	89	2	22
Math	MATZKE EL	4	LEP M1	9	7	78	90	82	2	22	7	7	100	1	14
Math	MATZKE EL	4	LEP M2	5	---	---	---	---	---	---	3	3	100	2	67
Math	MATZKE EL	5	All	121	121	100	100	100	72	60	151	147	97	77	48
Math	MATZKE EL	5	AA	13	13	100	100	100	5	38	23	19	83	4	17
Math	MATZKE EL	5	Hispanic	36	36	100	100	100	17	47	38	38	100	15	38
Math	MATZKE EL	5	White	66	66	100	100	100	45	68	77	77	100	49	58
Math	MATZKE EL	5	Eco.Dis.	27	27	100	100	100	14	52	48	46	96	20	41
Math	MATZKE EL	5	Spec.Ed.	9	9	100	100	100	4	44	0	0	0	1	10
Math	MATZKE EL	5	LEP	4	---	---	---	---	---	---	10	10	100	4	40
Math	MATZKE EL	5	LEP M1	5	---	---	---	---	---	---	4	0	0	2	50
Math	MATZKE EL	5	LEP M2	8	8	100	100	100	5	63	7	7	100	2	29

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	MATZKE EL	3	All												
Science	MATZKE EL	3	AA												
Science	MATZKE EL	3	Hispanic												
Science	MATZKE EL	3	White												
Science	MATZKE EL	3	Eco.Dis.												
Science	MATZKE EL	3	Spec.Ed.												
Science	MATZKE EL	3	LEP												
Science	MATZKE EL	3	LEP M1												
Science	MATZKE EL	3	LEP M2												
Science	MATZKE EL	4	All												
Science	MATZKE EL	4	AA												
Science	MATZKE EL	4	Hispanic												
Science	MATZKE EL	4	White												
Science	MATZKE EL	4	Eco.Dis.												
Science	MATZKE EL	4	Spec.Ed.												
Science	MATZKE EL	4	LEP												
Science	MATZKE EL	4	LEP M1												
Science	MATZKE EL	4	LEP M2												
Science	MATZKE EL	5	All	119	109	92	100	95	58	49	162	137	85	51	31
Science	MATZKE EL	5	AA	12	10	83	90	85	5	42	23	15	65	1	4
Science	MATZKE EL	5	Hispanic	36	30	83	90	85	9	25	41	30	73	8	20
Science	MATZKE EL	5	White	65	63	97	100	98	39	60	85	79	93	36	42
Science	MATZKE EL	5	Eco.Dis.	26	21	81	90	84	8	31	48	35	73	8	17
Science	MATZKE EL	5	Spec.Ed.	8	7	88	90	89	4	50	13	8	62	1	8
Science	MATZKE EL	5	LEP	4	---	---	---	---	---	---	10	8	80	2	20
Science	MATZKE EL	5	LEP M1	5	---	---	---	---	---	---	4	2	50	1	25
Science	MATZKE EL	5	LEP M2	8	6	75	90	80	3	38	7	5	71	1	14

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Matzke Ele.	AA	95.3	97
Matzke Ele.	H	96.3	96.5
Matzke Ele.	W	96.9	96.1
Matzke Ele.	NATIVE	96.5	96.3
Matzke Ele.	ASIAN	97	97.8
Matzke Ele.	MALE	96.5	96.5
Matzke Ele.	FEMALE	96.5	96.4
Matzke Ele.	SPED	95.2	94.9
Matzke Ele.	ECD	95.9	96.3
Matzke Ele.	LEP	96.8	96.8
Matzke Ele.	AT RISK	96.3	96.4
Matzke Ele.	GT	97.7	97.4
Matzke 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	3 rd & 5 th Hispanic, White & ED – all above 90%	TAKS	
		Writing	4 th Hispanic and White – above 90%	TAKS	
		Math	5 th – 100% all groups 4 th – A.A & White – above 90% 3 rd – White – above 90%	TAKS	
		Science	5 th – Hispanic & AA – 83% White and all – above 90% 49% commended	TAKS	
		Social Studies			
		Other	Commended: 5 th Math – 60% 5 th Science – 49%	TAKS	
	Subgroups	All	3 rd & 5 th Reading – all above 90% 4 th & 5 th Math – all above 90% 4 th Writing – all above 90% 5 th Science – all above 90%	TAKS	
		AA	3 rd & 5 th Reading – above 85% 4 th Writing – 88% 4 th Math – 94% 5 th Math – 100%	TAKS	
		H	3 rd & 5 th Reading – 92% 4 th Writing – 90% 5 th Math – 100%	TAKS	
		W	3 rd , 4 th , 5 th Reading – above 90% 3 rd , 4 th , 5 th Math – above 90% 4 th Writing – 92% 5 th Science – 97%	TAKS	
		ED	3 rd Reading – 94% 5 th Reading – 88% 5 th Math – 100%	TAKS	
		LEP	3 rd & 5 th Math – above 90% 3 rd Reading – 89%	TAKS	
		SE	4 th Writing – 100% 5 th Math – 100%	TAKS	
	Social/ Emotional	Discipline	Preventive Program led by counselors		
		Extracurricular	Spanish After School; Flag Football; Jr. Counselors; PALS		
		Other	All Staff Mentor Program		

Areas to Celebrate, continued.....

Teacher	Professional Development	Becky Koesel – Reading; balanced Literacy	
		Quantum Learning; K – 1 Language Arts Retreats	
	Qualifications	100% Highly Qualified	
	New Staff	10 new staff members (15% of staff)	
	Retention	56 returning staff members (85%)	
Parent		PTO Involvement	
		Classroom Volunteers	

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, the discipline referrals for inappropriate physical contact will be reduced by 10% from the previous school year.
Formative Evaluation:	District-developed Reports

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Practice and master Matzke Procedures (began @ Ready, Set, Go).	VP	All Students	All Staff	Ongoing
	2	Contracts with specific skills, rewards and consequences will be used with students experiencing difficulty.	AR VP	Some Students	Teachers; Administration	Behavior Helping Teachers
	3	Participate in “No Place for Hate” activities to develop understanding for others.	VP	All Students	All Staff	A.D.L. Materials
	4	Apply the “Bully Triangle” bystander skills effectively.	VP	All Students	All Staff	Counselors
Teachers	1	Teach and reteach Matzke Procedures (began @ Ready, Set, Go).	VP	All Students	All Staff	Staff Handbook
	2	Review Code of Conduct with students.	VP	All Students	Teachers; Administration	Beginning of Year and Ongoing
	3	Develop and implement grade level discipline continuum providing motivation for good behavior and clear consequences.	VP	All Students	Teachers; Administration	Behavior Helping Teachers
Parents	1	Go over Code of Conduct with children and set expectations.	PI	All Students		Beginning of year and Ongoing
	2	Attend parent workshop and/or read parenting information provided by the counselors.	AR PI	All Students	Counselors	Ongoing
	3	Conferences with individual parents focusing on specific skills.	AR PI	All Students	Teachers; Administration	Ongoing

Areas to Improve

District Priority:

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

Area of Focus:

Attendance

Campus Objective:

For 2007 – 2008, the ADA student attendance will be at or above 97.5%.

Formative/Summative Evaluation:

District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Motivate students to attend school daily by providing an engaging and supportive learning environment.	AR	All	Teachers	BBR Counselors Balanced Literacy Hands-on Science & Math	Ongoing
	2	Award perfect attendance awards in grades Pre-K through 5 th .	AR	All	Teachers Registrar	Reports	Ongoing & end of six weeks; End of Year Awards
Teachers	1	Monitor attendance rolls and notify counselor and nurse if there is a concern.	AR	All	Teachers	Attendance records	Parent Nights; Weekly communication
	2	Communicate and problem solve with parents to find solutions to attend problems.	AR	All	Teachers; Counselors; Administration	Attendance records	Ongoing
Parents	1	Stress the importance of attendance with parents.	PI	All	Teachers; Administration	Grade-level Handbooks; Newsletters	Ongoing

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 students demonstrating proficiency on **TAKS Science** and commended performance in all student groups by the amounts indicated below.

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

	5th Grade	
Subpopulations	'07 Score	'08 Target
AA	83%	85%
H	83%	85%
W	97%	98%
ED	81%	84%
Commended	49%	50%

STP		Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Participate in hands-on labs and technology that address the science concepts in the Science curriculum.		All Students	Teachers; Administration	Lesson Plans; Observations	Ongoing
	2	Using the "Voc Suitcase" model of definition, example and illustration, the students will apply science vocabulary to increase comprehension and understanding of concepts.		All Students	Teachers; Administration	Lesson Plans; Observations	Ongoing
	3	Learn to read science content material effectively focusing on graphs, charts, headings, etc.		All Students	Teachers; Administration	Lesson Plans; Observations	Ongoing
	4	Use SQ RQ CQ in warm-ups, homework, and assessments.		All Students	Teachers; Administration	Lesson Plans; Observations	Ongoing

Teachers	1	Analyze student assessments to identify gaps to place students in groups.	AR	All Students	Teachers; Administration	Lesson Plans; Observations	Ongoing
	2	Implement lessons to adapt to a variety of learning styles.		All Students	Teachers; Administration	Lesson Plans; Observations	Ongoing
	3	Vertical sharing of "Signature Lessons" (grades 2, 3, 4, 5).		All Students	Teachers; Administration	Lesson Plans; Observations	Ongoing
	4	Focus warm-ups, homework and guides to review and move knowledge to long term.		All Students	Teachers; Administration	Lesson Plans; Observations	Ongoing
Parents	1	Study with children using study guides and homework.	PI	All Students	Teachers; Administration	Lesson Plans; Observations	Ongoing

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 percent of students demonstrating proficiency on **TAKS Math** and comprehension performance in all student groups by the amounts indicated below.

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

Subpopulations	3 rd Grade		4 th Grade		5 th Grade	
	'07 Score	'08 Target	'07 Score	'08 Target	'07 Score	'08 Target
AA	70%	77%	94%	96%	100%	100%
H	87%	88%	78%	82%	100%	100%
W	94%	96%	97%	98%	100%	100%
ED	85%	87%	83%	85%	100%	100%
Commended	38%	40%	42%	45%	60%	60%

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Use 4 step problem solving model strategies		All Students	Teachers		Ongoing
	2 Direct instruction will be focused to remediate gaps in skills and mathematics background knowledge.	AR	At-Risk Students	Teachers	Instructional Specialist	Ongoing
	3 Apply knowledge about mathematics vocabulary to solve problems.		All Students	Teachers		Ongoing
	4 Set goals after each benchmark/CBA.		All Students	Teachers	Grade Level Goal Setting Forms	Ongoing

Teachers	1	Analyze data after assessments to set up focused teaching in flexible groups with grade level.	AR	All Students	Teachers; Administration	Instructional Specialist	Ongoing
	2	Design and present lessons using research proven strategies such as those included in <u>Educating Everybody's Children</u> and "Bakers' Dozen"	SD	All Students	Teachers; Administration	Staff Dev. Liaisons; Publications Referenced	Ongoing
	3	Implement lessons to adapt to a variety of learning styles for all students.	SD	All Students	Teachers; Administration	Instructional Specialist; Staff Dev. Liaison	Ongoing
	4	Focus warm-ups and homework on previously taught skills to review and move to long-term memory.	AR	All Students	Teachers; Administration		Ongoing
Parents	1	Expect and check students' homework	PI	All Students	Parents; Teachers; Administration		Ongoing
	2	Support Saturday School by sending students and building motivation for students.	AR PI	Some Students	Parents; Teachers; Administration		October - May

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**

Campus Objective: By May 2008, we will increase the percentage of students demonstrating proficiency on **TAKS Reading** and commended performance in all student groups by the amounts indicated below.

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

Subpopulations	3 rd Grade		4 th Grade		5 th Grade	
	'07 Score	'08 Target	'07 Score	'08 Target	'07 Score	'08 Target
AA	86	87	71	83	85	87
H	92	95	64	75	92	95
W	100	100	90	93	98	99
ED	94	96	55	75	88	89
Commended	39	42	31	35	30	35

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Implement independent reading with accountable talk 15-30 minutes daily to increase fluency, critical thinking & comprehension strategies.		All students	All Reading Teachers	Independent Reading, classroom libraries	Ongoing
	2	Reading comprehension strategies will be reinforced through the support of classroom anchor charts.		All students	All Reading Teachers		Ongoing
	3	Specific skills will be reinforced and/or remediated through the use of flexible groups and focused instruction.	AR	All students	All Reading Teachers		Ongoing
	4	Increase reading level and comprehension to read on or above grade level.	AR CE	All students	All Reading Teachers		Ongoing

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Apply knowledge gained from training to determine specific needs of students through daily independent reading conferences (fluency, comprehension strategies, and critical thinking skills).	SD CE	All Reading Teachers	Staff Dev. Liaisons; Matzke Leadership Team	District Workshops; District Helping Teacher	Ongoing
	2	Model and use critical thinking skills during mini lessons, conferences and small groups (Guided Reading & Flexible Groups) to develop reading comprehension.	CE	Students		Lesson Plans; Observations	Ongoing
	3	Apply training on learning styles to implement lessons that are adaptable to the variety of learning styles within the classroom for all students.	SD	Students	Administration	Lesson Plans; Observations	Ongoing
	4	Analyze data after assessments and ongoing information gained through anecdotal records to set up focused teaching inflexible groups within grade level.	AR	Students	Administration	Monitoring	Ongoing
	5	Design and present lessons using research proven strategies such as those included in <u>Educating Everybody's Children</u> and "Bakers' Dozen"					Ongoing
Parents	1	Participate with take home reading program and reinforce appropriate reading strategies	PI	K – 5 students	Teacher	Take Home Books	Ongoing
	2	Support Saturday Schools and before/after school tutorials.	AR PI	3 - 5 students	Teacher		October - April

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 students demonstrating proficiency of **TAKS Writing** and commended performance in all student groups by the amount indicated below.

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

	4th Grade	
Subpopulations	'07 Score	'08 Target
AA	88%	89%
H	90%	93%
W	92%	95%
ED	81%	84%
Commended	29%	35%

STP		Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Improve holistic scores on district benchmarks and TAKS.	AR	K-5 Students	Teachers		Ongoing
	2	Increase composition skills through daily writing, analysis of writing samples, and conferences with peers, teacher, and Instructional Specialist.	AR	K – 5 Students	Teachers; Instructional Specialist	Lesson plans; Observations; Writing Samples	Ongoing
	3	Improve compositions through appropriate application of the 6 Traits of Writing.	AR	K – 5 Students	Teachers	Lesson plans; Observations; Writing Samples	Ongoing
	4	Apply revision and editing skills within compositions.	AR	K – 5 Students	Teachers	Lesson plans; Observations; Writing Samples	Ongoing

Teachers	1	Plan daily mini lessons based upon data obtained from writing conferences and student samples.	SD	K – 5 Students	Teachers	Lesson plans; Observations; Writing Samples	Ongoing
	2	Directly teach and model the 6 Traits of Writing.	SD	K – 5 Students	Teachers	Lesson plans; Observations; Writing Samples	Ongoing
	3	Teach revision and editing skills within compositions to ensure application by students.		K – 5 Students	Teachers	Lesson plans; Observations; Writing Samples	Ongoing
	4	Conduct Writing Camp to remediate and enrich students' writing skills.	AR	4 th			
	5	Apply skills learned at District Writing Workshops daily.	SD	K – 5 Students	Teachers	Lesson plans; Observations; Writing Samples	Ongoing
Parents	1	Encourage students to verbalize stories and help them to expand stories by asking for details and clarification.	PI	K – 5 Students	Parents; Teachers		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.

PART III: ASSURANCE ADDENDUM

CIP PART III: ASSURANCE ADDENDUM

**Matzke Elementary
Anne Odum
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- X (1) Matzke Elementary has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
- X (2) The Matzke Elementary 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).
- X (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
Anne Odum	Principal/Chairperson
Katie Russell	Kindergarten Representative
Julie Edwards	1 st Grade Representative
Liz Berrones	2 nd Grade Representative
LaRita Williams	3 rd Grade Representative
Robin Strong	4 th Grade Representative
Kedrick Lookadoo	5 th Grade Representative
Jeneen Joseph	Support Staff Representative
K. K. McNutt	Special Education Representative
Janet Allen	Paraprofessional Representative
Laura Mann	Large Group Representative
Kathy Robinson	PTO President for 2007-08
Lisa Fleischhauer	PTO Vice President for Fundraising
Jane Rothe	Community Resident
Barbara Terry	Community Resident
Bill Norman	Business Representative
Tony Barcelona	Business Representative
Pat Allen	Recorder

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 6, 2007	3:30 – 6:00 pm	Matzke Library
2	October 23, 2007	3:30 – 5:30 pm	Matzke Library
3	January 9, 2008	3:30 – 5:30 pm	Matzke Library
4	February 26, 2008	3:30 – 5:30 pm	Matzke Library
5	April 9, 2008	3:30 – 5:30 pm	Matzke 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 challenge and engage students in their 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.

Other Legal Requirements

(3)

Parent and Community Involvement Goal	
For 2007 – 2008, the percent of parents and community members attending PTO meetings will increase by 5%.	
Formative	At the end of the first semester, the percent of parents and community members attending PTO meetings will be reviewed to determine progress.
Summative	At the end of the school year, the percent of parents and community members attending PTO meetings will be reviewed to determine if the objective was met.
Strategy	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.

CIP PART III: ASSURANCE ADDENDUM

☒ (4)

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.

☒ (5)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at 100%.	
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.

☒ (6)

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

Section D

Matzke Elementary 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/Secondary	District Staff	
24-Aug	All Staff	Campus	
8-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
3-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
4-Jan	All Staff	Campus	
April 28 *	All Staff	Campus	
30-May	All Staff	Campus	