

2007-2008
Campus Improvement Plan
for
Metcalf Elementary

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: METCALF EL
CAMPUS NUMBER: 101907127

Campus Rating: Academically Acceptable
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	419	507	83%	100%	393	477	82%		1		
X African Amer	83	93	89%	18%	76	89	85%		4		
X Hispanic	258	326	79%	64%	234	290	81%		-2		
X White	58	65	89%	13%	61	74	82%		7		
X Econ Disadv	274	341	80%	67%	253	315	80%		0		
Writing (65%)											
X All Students	143	171	84%	100%	127	152	84%		0		
African Amer	25	27	93%	16%	26	30	87%		6		
X Hispanic	93	115	81%	67%	75	91	82%		-1		
White	15	19	79%	11%	19	24	79%		0		
X Econ Disadv	101	120	84%	70%	86	101	85%		-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	457	513	89%	100%	421	486	87%		2		
X African Amer	78	95	82%	19%	78	90	87%		-5		
X Hispanic	296	329	90%	64%	252	298	85%		5		
X White	61	66	92%	13%	68	74	92%		0		
X Econ Disadv	307	347	88%	68%	270	319	85%		3		
Science (40%)											
X All Students	102	159	64%	100%	86	145	59%	Yes	5	**	No
X African Amer	28	37	76%	23%	19	32	59%		17		
X Hispanic	55	98	56%	62%	43	79	54%	Yes	2	**	No
White	14	19	74%	12%	20	28	71%		3		
X Econ Disadv	63	111	57%	70%	51	86	59%	Yes	-2	**	No

** Met the minimum size requirement, but did not meet the 70% floor for Recognized.

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	21	37	57%	100%	36	45	80%	Yes	-23	**	No

** Met the minimum size requirement, but did not meet the 65% floor for Recognized.

EXCEPTIONS TABLE

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

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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	METCALF EL	3	All	182	166	91	100	94	52	29	182	170	93	61	34
Reading/ELA	METCALF EL	3	AA	34	28	82	90	85	8	24	31	28	90	12	39
Reading/ELA	METCALF EL	3	Hispanic	114	106	93	100	95	31	27	116	108	93	37	32
Reading/ELA	METCALF EL	3	White	26	25	96	100	97	10	40	24	23	96	8	33
Reading/ELA	METCALF EL	3	Eco.Dis.	117	108	92	100	95	32	28	128	118	92	39	30
Reading/ELA	METCALF EL	3	Spec.Ed.	6	3	50	90	75	2	33	3	0	0	0	0
Reading/ELA	METCALF EL	3	LEP	78	73	94	100	96	20	26	82	75	91	15	18
Reading/ELA	METCALF EL	3	LEP M1	13	13	100	100	100	8	67	18	18	100	15	83
Reading/ELA	METCALF EL	3	LEP M2								0	0	0	0	0
Reading/ELA	METCALF EL	4	All	186	142	76	90	81	42	23	160	109	68	15	9
Reading/ELA	METCALF EL	4	AA	30	27	90	100	93	9	30	33	25	76	4	12
Reading/ELA	METCALF EL	4	Hispanic	124	88	71	90	77	23	19	93	63	68	6	6
Reading/ELA	METCALF EL	4	White	22	17	77	90	81	7	32	27	16	59	2	7
Reading/ELA	METCALF EL	4	Eco.Dis.	130	98	75	90	80	27	21	109	69	63	9	8
Reading/ELA	METCALF EL	4	Spec.Ed.	4	---	---	---	---	---	---	10	4	40	1	10
Reading/ELA	METCALF EL	4	LEP	26	10	38	90	75	1	4	35	17	49	1	3
Reading/ELA	METCALF EL	4	LEP M1	53	40	75	90	80	6	11	26	18	69	2	8
Reading/ELA	METCALF EL	4	LEP M2	19	19	100	100	100	10	53	10	10	100	3	30
Reading/ELA	METCALF EL	5	All	170	132	78	90	82	25	15	162	132	81	18	11
Reading/ELA	METCALF EL	5	AA	41	37	90	100	93	11	27	38	32	84	2	5
Reading/ELA	METCALF EL	5	Hispanic	102	73	72	90	78	10	10	87	66	76	9	10
Reading/ELA	METCALF EL	5	White	21	18	86	90	87	3	15	31	28	90	5	16
Reading/ELA	METCALF EL	5	Eco.Dis.	119	86	72	90	78	13	11	99	78	79	10	10
Reading/ELA	METCALF EL	5	Spec.Ed.	10	6	60	90	75	0	0	8	6	75	1	13
Reading/ELA	METCALF EL	5	LEP	33	12	36	90	75	1	3	17	7	41	0	0
Reading/ELA	METCALF EL	5	LEP M1	15	13	87	90	88	0	0	7	6	86	1	14
Reading/ELA	METCALF EL	5	LEP M2	21	18	86	90	87	5	24	24	21	88	2	9

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	METCALF EL	3	All	183	157	86	90	87	54	30	191	154	81	49	26
Math	METCALF EL	3	AA	36	25	69	90	76	4	11	30	24	80	6	20
Math	METCALF EL	3	Hispanic	114	102	89	90	89	35	31	125	96	77	34	27
Math	METCALF EL	3	White	25	23	92	100	95	10	40	25	23	92	6	24
Math	METCALF EL	3	Eco.Dis.	117	102	87	90	88	35	30	131	103	79	35	27
Math	METCALF EL	3	Spec.Ed.	6	4	67	90	75	3	50	5	2	40	1	20
Math	METCALF EL	3	LEP	79	71	90	100	93	21	27	89	66	74	17	19
Math	METCALF EL	3	LEP M1	13	13	100	100	100	9	69	18	18	100	11	61
Math	METCALF EL	3	LEP M2								0	0	0	0	0
Math	METCALF EL	4	All	189	164	87	90	88	52	28	163	139	85	36	22
Math	METCALF EL	4	AA	30	24	80	90	83	8	27	35	29	83	8	23
Math	METCALF EL	4	Hispanic	127	110	87	90	88	34	27	94	81	86	20	21
Math	METCALF EL	4	White	22	20	91	100	94	6	27	27	23	85	4	15
Math	METCALF EL	4	Eco.Dis.	133	112	84	90	86	34	26	111	92	83	20	18
Math	METCALF EL	4	Spec.Ed.	6	2	33	90	75	0	0	10	9	90	2	20
Math	METCALF EL	4	LEP	28	21	75	90	80	2	7	36	28	78	2	6
Math	METCALF EL	4	LEP M1	54	48	89	90	89	17	31	26	25	96	6	23
Math	METCALF EL	4	LEP M2	19	19	100	100	100	10	53	10	10	100	6	60
Math	METCALF EL	5	All	174	163	94	100	96	53	31	164	148	90	42	26
Math	METCALF EL	5	AA	43	41	95	100	97	16	37	38	33	87	8	21
Math	METCALF EL	5	Hispanic	103	96	93	100	95	29	28	89	80	90	23	26
Math	METCALF EL	5	White	22	20	91	100	94	5	24	31	29	94	7	23
Math	METCALF EL	5	Eco.Dis.	121	112	93	100	95	33	28	100	88	88	27	28
Math	METCALF EL	5	Spec.Ed.	12	10	83	90	85	1	8	9	8	89	3	33
Math	METCALF EL	5	LEP	35	30	86	90	87	5	14	20	15	75	1	5
Math	METCALF EL	5	LEP M1	14	14	100	100	100	4	29	7	7	100	4	67
Math	METCALF EL	5	LEP M2	21	21	100	100	100	10	48	23	20	87	4	17

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	METCALF EL	3	All												
Science	METCALF EL	3	AA												
Science	METCALF EL	3	Hispanic												
Science	METCALF EL	3	White												
Science	METCALF EL	3	Eco.Dis.												
Science	METCALF EL	3	Spec.Ed.												
Science	METCALF EL	3	LEP												
Science	METCALF EL	3	LEP M1												
Science	METCALF EL	3	LEP M2												
Science	METCALF EL	4	All												
Science	METCALF EL	4	AA												
Science	METCALF EL	4	Hispanic												
Science	METCALF EL	4	White												
Science	METCALF EL	4	Eco.Dis.												
Science	METCALF EL	4	Spec.Ed.												
Science	METCALF EL	4	LEP												
Science	METCALF EL	4	LEP M1												
Science	METCALF EL	4	LEP M2												
Science	METCALF EL	5	All	167	109	65	90	75	25	15	155	93	60	12	8
Science	METCALF EL	5	AA	41	31	76	90	81	7	17	38	24	63	3	8
Science	METCALF EL	5	Hispanic	101	58	57	90	75	11	11	82	45	55	5	6
Science	METCALF EL	5	White	19	14	74	90	79	5	26	29	20	69	3	10
Science	METCALF EL	5	Eco.Dis.	118	69	58	90	75	12	10	94	56	60	8	9
Science	METCALF EL	5	Spec.Ed.	6	5	83	90	85	0	0	5	2	40	0	0
Science	METCALF EL	5	LEP	33	14	42	90	75	2	6	16	3	19	0	0
Science	METCALF EL	5	LEP M1	14	10	71	90	77	1	7	6	5	83	0	0
Science	METCALF EL	5	LEP M2	21	15	71	90	77	1	5	23	14	61	1	4

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Metcalfe Ele.	AA	96.7	96.3
Metcalfe Ele.	H	96.7	96.4
Metcalfe Ele.	W	95.6	95.8
Metcalfe Ele.	NATIVE	97.8	97.4
Metcalfe Ele.	ASIAN	96.4	96.3
Metcalfe Ele.	MALE	96.5	96.1
Metcalfe Ele.	FEMALE	96.6	96.5
Metcalfe Ele.	SPED	95.9	95
Metcalfe Ele.	ECD	96.7	96.4
Metcalfe Ele.	LEP	96.7	96.3
Metcalfe Ele.	AT RISK	96.6	96.3
Metcalfe Ele.	GT	98.5	97.5
Metcalfe Ele.	MIGRANT	100	0

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

PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES

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:

#1 For 2007 – 2008, the ADA student attendance will be at or above **97%**.

Formative/Summative Evaluation:

District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Acknowledge perfect attendance over the PA system to recognize classrooms who had 100% attendance the previous day.	AR	All Students	Principal Registrar	Attendance Roster	Daily
	2	Roving trophy for the class with the highest percentage of daily attendance for the month.	AR	All Students	Principal Asst. Principals Registrar	Trophy	Monthly
	3	Acknowledge classrooms with perfect attendance in the school newsletter.	AR	All Students	Registrar Admin. Secretary	Newsletter	Weekly
	4	Award Perfect Attendance certificates each semester.	AR	All Students	Teachers Asst. Principals	Report Cards	Twice a year
Teachers	1	Develop positive relationships with the students.	AR	All Students	Teachers	BBR activities Class Meetings	Daily
	2	Contact parents when students are absent.	AR	All Students	Teachers	Phone Log	On going
Parents	1	Send Parent/Student/Teacher Compact home.	AR	All Students	Teachers	Title I Packet	Fall Semester

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**

For 2007-2008, the success rates on the 5th grade TAKS test will increase by the percentages listed below.

Campus Objective: #2

<i>Ethnicity</i>	<i>2007</i>	<i>Goal 2008</i>	<i>Increased Percentage</i>
<i>AA</i>	<i>76</i>	<i>81</i>	<i>+5</i>
<i>H</i>	<i>57</i>	<i>75</i>	<i>+18</i>
<i>W</i>	<i>74</i>	<i>79</i>	<i>+5</i>
<i>ED</i>	<i>58</i>	<i>75</i>	<i>+17</i>

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	Monitor each student's progress in learning the critical TEKS by examining results of checkpoint tests and district benchmarks		AR	All students	Teachers, Instructional Specialist	Grade book, benchmark data	Every 3 rd and 6 th week
	2	Checkpoint assessments		AR	All students	Teachers	District Science Study Guide, Science text, District curriculum guide	Every 2 weeks
	3	Hands-on Experiments		AR	All students	Teachers	District Science Curriculum	As noted in curriculum guide
	4	Provide extended learning time for students during Supplemental Instruction time		AR	All students	Teachers	District Science Curriculum	Daily

	5	Small group pull-outs with Science Helping Teacher and district tutors	AR CE	Identified students	Science Helping Teacher	Data, District Science Curriculum, Tutoring packets	Weekly
Teachers	1	Ensure that all students have a minimum of one hour uninterrupted instruction in Science	AR	All students	Principal, Assistant Principal	schedules	Prior to first day of school
	2	Monitor implementation of the science curriculum	CE	All students	Assistant Principal, Instructional Specialist, Science Helping Teacher	District Science Curriculum, Benchmark data	Ongoing
	3	Monitor subgroups in 5 th grade Science	AR	Identified students	Assistant Principal, Instructional Specialist	Data from District tests	Ongoing
	4	Provide building inservices for teachers to prepare materials for upcoming science topics	SD CE T1	3-4-5 science teachers	Teachers, Science Helping Teacher, Instructional Specialist	District Science Curriculum, materials for lessons	Every 12 weeks
	5	Analyze data and monitor student progress through Achievement Meetings	AR	All students	Teachers, Instructional Specialists, Assistant Principals	Benchmarks Quizzes, Data from District tests Grades	Every 6 weeks
Parents	1	Keep parents up-to-date on their child's progress in science	PI	Parents of identified students	Teachers	Samples of student work	Weekly
	2	Make parents aware of science vocabulary and send lists home to be studied	PI		Teachers Parents	District Study guide	Weekly

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**

By May 2008, students in grades 2-5 will increase achievement to 90% on the district science benchmarks.

Campus Objective: #3

2			3			4			5		
Ethnicity	2007	Increased Percentage	Ethnicity	2007	Increased Percentage	Ethnicity	2007	Increased Percentage	Ethnicity	2007	Increased Percentage
AA	83	+7	AA	63	+27	AA	69	+21	AA	62	+28
H	73	+17	H	83	+7	H	67	+23	H	56	+34
W	100	-----	W	88	+2	W	77	+13	W	59	+31
ED	76	+24	ED	80	+10	ED	63	+27	ED	53	+37

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	Monitor that students are using SQ-RQ-CQ strategies when doing warm-ups, unit tests, and benchmarks	AR	All Students	Teachers	Class and student observation	Daily
	2	Increase rigor of lessons through higher level questioning strategies	AR SD	All Students	Teachers	Bloom's Taxonomy chart and cards provided at district staff development	Daily
	3	Model think aloud strategies for answering TAKS format questions	AR	All students	Teachers	District warm-ups and released TAKS test	Ongoing
	4	Develop comprehension and conceptual understanding of science vocabulary	AR	All Students	Teachers	District vocabulary Power points and vocabulary list	Ongoing
	5	Use science journaling to increase student understanding	AR	All	Teachers	Observation	Ongoing

		of science concepts		students		guide	
Teachers	1	Monitor that all teachers are using district study guides and warm ups	AR	All Students	Assistant Principal, Instructional Specialist	Lesson plans	Weekly
	2	Monitor that teachers are implementing SQ-RQ-CQ strategies when doing warm-ups, unit tests, and benchmarks	AR	All students	Teachers, Principal, Assistant principal, Instructional Specialist	Classroom observation, warm up booklets, student work	Weekly
	3	Monitor subgroups in grades 2-5 Science	AR	Identified students	Assistant Principal, Instructional Specialist	Data from District tests	Ongoing
	4	Analyze data and monitor student progress through Achievement Meetings	AR	All students	Teachers, Instructional Specialists, Assistant Principals	Benchmarks Quizzes, Data from District tests Grades	Every 6 weeks
Parents	1	Make parents aware of study guides and send them home	PI	All students	Teachers, Parents of identified students	District study guides	Ongoing
	2	Science Night	PI T1	All parents and students	Principal, Assistant Principal, Instructional Specialist, Teachers,	District Science curriculum	Prior to 5 th grade Science TAKS testing

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:

Math

By May 2008, the performance of AA students on Math TAKS in grades 3-5 will increase by the percentages listed below.

Campus Objective: #4

3				4				5			
<i>Ethnicity</i>	<i>2007</i>	<i>Goal 2008</i>	<i>Increased Percentage</i>	<i>Ethnicity</i>	<i>2007</i>	<i>Goal 2008</i>	<i>Increased Percentage</i>	<i>Ethnicity</i>	<i>2007</i>	<i>Goal 2008</i>	<i>Increased Percentage</i>
AA	69	76	+7	AA	80	83	+3	AA	95	97	+2
H	89	89	+0	H	87	88	+1	H	93	95	+2
W	92	95	+3	W	91	94	+3	W	91	94	+3
ED	87	88	+1	ED	84	86	+2	ED	93	95	+2

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	Use Educaide to select high level content	AR	All students	Teachers	Educaide catalog	Ongoing
	2	Create lessons that are targeted to different learning styles	AR	Identified Students	Teachers	District Teacher notes, District bank of ideas	Daily
	3	Model use of and monitor that students are using Four-Step process	AR	All Students	Teachers	Class and student observation District Teacher Notes	Daily

	4	Design lessons so that they move from concrete to pictorial to abstract	AR	All Students	Teachers	District Teacher Notes	Ongoing
	5	Offer After School Tutoring to provide students extended instructional time	AR	All Students	Teachers Instructional Specialist Assistant Principals	Title I Funds	Fall and Spring Semester
	6	Math Helping Teachers provide small group instruction and extended instructional time to accelerate instruction	AR CE	3-5 Students	Teachers Math Helping Teachers Assistant Principals	Benchmarks TAKS	On-going
	7	Small group instruction for re-teach and meet the individual needs of the students to improve student achievement	AR	All Students	Teachers Instructional Specialist Assistant Principals	Benchmarks TAKS Quizzes Grades	On-going
Teachers	1	Ensure that all teachers are trained in using the Educaide program	SD	3-5 Math teachers	Instructional Specialist, Math liaison	Acces 4	September 19, 2007
	2	Enroll teachers in Quantum Learning training	SD	3-5 Math teachers	Principal, secretary	Title 1 funds	As scheduled by math department
	3	Schedule math coaches to work with the 3 rd , 4 th and 5 th grade team	SD	3-5 Math teachers	Principal, Assistant principal, Instructional Specialist	Coordinator	Bi-weekly
	4	Analyze data and monitor student progress through Achievement Meetings	AR	All students	Teachers, Instructional Specialists, Assistant Principals	Benchmarks Quizzes, Data from District tests Grades	Every 6 weeks
Parents	1	Educate parents on the benefits of and correct use of the Four-Step Process	PI	3-5 Math Parents	Teachers	District website	Ongoing
	2	Make parents aware of Daily Math and expectations of completion	PI	3-5 Parents of students in grades	Teachers	District Daily Math	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:

Reading/English Language Arts

By May 2008, K-2 students will improve listening skills and ability to respond to explicit and implicit questions to 90% on TPRI/Tejas LEE/Benchmarks.

Campus Objective: #5

K			1			2		
<i>Ethnicity</i>	<i>2007</i>	<i>Increased Percentage</i>	<i>Ethnicity</i>	<i>2007</i>	<i>Increased Percentage</i>	<i>Ethnicity</i>	<i>2007</i>	<i>Increased Percentage</i>
AA	70	+20	AA	73	+17	AA	63	+27
H	69	+21	H	93	-----	H	85	+5
W	73	+17	W	59	+31	W	75	+15
ED	71	+19	ED	82	+8	ED	71	+19

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	Monitor each student's progress by examining results of teacher-made tests and district benchmarks.	AR CE	K-2	Instructional Specialist; Teacher	Gradebook; benchmark data	Every 3 or 6 weeks
	2	Participate in Metcalf Reading Round-Up.	AR	K-2	Administration Teachers	Quality books	Daily
	3	Provide opportunities to orally respond to stories read aloud.	AR	K-2	Teachers	Quality books	Daily
	4	Provide opportunities to respond to stories read aloud by writing a response.	AR	K-2	Teachers	Writing response notebook	Weekly
Teachers	1	Provide a balanced literacy model in classrooms.	SD	K-2	Administration Teachers	Balanced Literacy Schedule	Daily
	2	Provide a newsletter to parents to encourage/explain reading strategies.	T	K-2	Teachers	Computers	Monthly
	3	Read stories daily to students.	AR	K-2	Teachers	Quality books	Daily
	4	Analyze data and monitor student progress through Achievement	AR	K-2	Teachers, Instructional	Benchmarks	Every 6 weeks

		Meetings.			Specialists, Assistant Principals	Quizzes, Data from District tests Grades	
	5	Provide opportunities for training in balanced literacy.	AR CE SD	K-2	Instructional Specialist LA Helping teachers Teachers Assistant Principals	Title I Funds	As scheduled by District and campus personnel
Parents	1	Help children complete reading logs.	PI	K-2	Parents Students	Quality books	Daily
	2	Attend Reading Nights with students.	PI	K-2	Parents Students	Time and Date Information	Once a semester

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**

By May 2008, kindergarten students will increase phonological awareness skills to 90% on the benchmark.

Campus Objective: #6

K		
Ethnicity	2007	Increased Percentage
AA	70	+20
H	69	+21
W	73	+17
ED	71	+19

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 Work with Nehuaus arcs and letters to complete activities to strengthen phonemic awareness.	AR	Kinder	Teachers Paraprofessionals	Nehuaus Arcs and letters; Nehuaus manual	Daily
	2 Work in small groups to provide instruction.	AR	Kinder	Teachers	Nehuaus Arcs and letters; Nehuaus manual	Daily
	3 Daily writing activities to increase letter/sound relationships.	AR	Kinder	Teachers	Journals Spalding sound cards	Daily
	4 Daily review of spalding sounds.	AR	Kinder	Teachers	Spalding sound cards	Daily
Teachers	1 Provide a balanced literacy model in classrooms.	SD	Kinder	Administration Teachers	Balanced Literacy Schedule	Daily
	2 Monitor each student's progress by examining results of teacher-made tests and district benchmarks.	AR	Kinder	Instructional Specialist; Teacher	Benchmark data, monitoring notebook	Every 3 or 6 weeks

	3	Analyze data and monitor student progress through Achievement Meetings	AR	All students	Teachers, Instructional Specialists, Assistant Principals	Benchmarks Quizzes, Data from District tests Grades	Every 6 weeks
	4	Analyze data and monitor student progress through Achievement Meetings	AR	All students	Teachers, Instructional Specialists, Assistant Principals	Benchmarks Quizzes, Data from District tests Grades	Every 6 weeks
	5	Provide opportunities for training in balanced literacy.	AR CE SD	K-2	Instructional Specialist LA Helping teachers Teachers Assistant Principals	Title I Funds	As scheduled by District and campus personnel
Parents	1	Attend reading strategy night.	PI	Kinder	Parents, students	Time and date information	One time in the fall semester
	2	Review letters with children at home.	PI	Kinder	Parent, students	Copy of letters	Nightly

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**

By May 2008, increase K-5 students reading accuracy, fluency, and comprehension to 90% on the benchmark.

Campus Objective: #7

K			1			2			3			4		
Ethn.	2007	Increased Percent.	Ethn.	2007	Increased Percent.	Ethn.	2007	Increased Percent.	Ethn.	2007	Increased Percent.	Ethn.	2007	Increased Percent.
AA	70	+20	AA	73	+17	AA	63	+27	AA	59	+31	AA	70	+20
H	69	+21	H	93	-----	H	85	+5	H	94	-----	H	-----	-----
W	73	+17	W	59	+31	W	65	+25	W	63	+27	W	59	+31
ED	71	+19	ED	82	+8	ED	71	+19	ED	75	+15	ED	60	+30

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	Participation in Kid Biz 3000.	T T1 SD	3 rd -5 th Grade	Teachers	Computers Kid Biz Program	Daily
	2	Increase time for daily sustained reading by participation in Metcalf Reading Round-Up.	AR	All	Administration; Teachers	Quality Books; Mini-Lessons	Daily
	3	Strengthen independent reading level through guided reading instruction.	AR SD CE	All	Teachers; Instructional Specialist; Reading Specialist	Literacy library books; Spalding sound cards	Daily
	4	Build accuracy and fluency with the use of Wiggle Works.	T SD	2 nd Grade	Teachers	Computer Program	Daily
	5	Target specific fifth grade student to enroll in the READ 180 program where reading accuracy and fluency will be addressed.	AR SD	5 th Grade	Teachers	Read 180 materials	Daily
Teachers	1	Provide a balanced literacy model in classrooms.	SD	All	Administration/ Teachers	Balanced Literacy Schedule	Daily
	2	Monitor state and district tests so that small reading groups can be current and successful.	AR	All	Teachers; Instructional Specialist	Benchmark data; monitoring notebooks	Every 3 or 6 weeks
	3	Maintain a current selection of books that is appropriate for each reading group from the literacy library.	AR	All	Teachers	Literacy library	Weekly; as needed
	4	Analyze data and monitor student progress through Achievement Meetings	AR	All students	Teachers, Instructional Specialists, Assistant Principals	Benchmarks Quizzes, Data from District tests Grades	Every 6 weeks

	5	Provide opportunities for training in balanced literacy.	AR CE SD	K-2	Instructional Specialist LA Helping teachers Teachers Assistant Principals	Title I Funds	As scheduled by District and campus personnel
Parents	1	Attend Reading nights with students.	PI	All	Parents; students	Date and time information	Once per semester
	2	Use reading connection pages to get ideas on ways to help children at home strengthen reading skills.	PI	All	Parent	Metcalf Messages	Weekly

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**

By May 2008, increase the number of 3^d and 5th graders passing the TAKS reading by the percentage list below, on the first administration.

Campus Objective: #8

3				4				5			
<i>Ethnicity</i>	<i>2007</i>	<i>Goal 2008</i>	<i>Increased Percentage</i>	<i>Ethnicity</i>	<i>2007</i>	<i>Goal 2008</i>	<i>Increased Percentage</i>	<i>Ethnicity</i>	<i>2007</i>	<i>Goal 2008</i>	<i>Increased Percentage</i>
AA	69	76	+7	AA	80	83	+3	AA	95	97	+2
H	89	89	+0	H	87	88	+1	H	93	95	+2
W	92	95	+3	W	91	94	+3	W	91	94	+3
ED	87	88	+1	ED	84	86	+2	ED	93	95	+2

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 Implement strategies research-based proven to be successful to the target group.	AR SD	All	Administration; Instructional Specialist; Teachers	CFISD curriculum; Mini-Lessons	Daily
	2 Strengthen independent reading level through guided reading instruction.	AR SD CE	All	Teachers; Instructional Specialist; Reading Specialist	Literacy library books; Spalding sound cards	Daily
	3 Monitor each student's progress by examining results of teacher-made tests and district benchmarks.	AR	All	Instructional Specialist; Teacher	Benchmark data, monitoring notebook	Every 3 or 6 weeks
	4 Meeting with and building small reading groups that focus on objectives or enrichment.	AR SD	All	Teachers	Benchmark data, monitoring notebook	Daily
Teachers	1 Work with reading enrichment teachers and instructional specialist to target and identify struggling learners.	AR	1 st -5 th Grade	Teachers; Instructional Specialist; Reading Specialist	Benchmark data, monitoring notebook	Every 3 or 6 weeks; as needed

	2	Work with reading enrichment teachers and instructional specialist to modify lessons for struggling learners to ensure success.	AR	1 st –5 th Grade	Teachers; Instructional Specialist; Reading Specialist	Benchmark data, monitoring notebook	Evert 3 or 6 weeks; as needed
	3	Analyze data and monitor student progress through Achievement Meetings	AR	All students	Teachers, Instructional Specialists, Assistant Principals	Benchmarks Quizzes, Data from District tests Grades	Every 6 weeks
	4	Provide opportunities for training in balanced literacy.	AR CE SD	K-2	Instructional Specialist LA Helping teachers Teachers Assistant Principals	Title I Funds	As scheduled by District and campus personnel
Parents	1	Help ensure that children are present at school so that learning can occur.	PI	All	Parents	District calendar	Daily
	2	Work with student on homework and other school related projects.	PI	All	Parents and Students	Homework	Daily

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

By May 2008, improve 4th graders overall passing rate on TAKS reading by the percentage listed below.

Campus Objective: #9

4			
Ethnicity	2007	Goal 2008	Increased Percentage
AA	80	83	+3
H	87	88	+1
W	91	94	+3
ED	84	86	+2

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	1	Strengthen independent reading level through guided reading instruction.	AR SD CE	All	Teachers; Instructional Specialist; Reading Specialist	Literacy library books; Spalding sound cards	Daily
	2	Monitor each student's progress by examining results of teacher-made tests and district benchmarks.	AR	All	Instructional Specialist; Teacher	Benchmark data, monitoring notebook	Every 3 or 6 weeks
	3	Meeting with and building small reading groups that focus on objectives or enrichment.	AR SD	All	Teachers	Benchmark data, monitoring notebook	Daily
	4	Increase vocabulary through small group and guided reading instruction.	AR SD	All	Teachers; Instructional Specialist; Reading Specialist	Literacy library books, quality books	Daily
Teachers	1	Provide a balanced literacy model in classrooms.	SD	All	Administration/ Teachers	Balanced Literacy Schedule	Daily
	2	Work with reading enrichment teachers and instructional specialist to target and identify struggling learners.	AR	1 st -5 th Grade	Teachers; Instructional Specialist; Reading Specialist	Benchmark data, monitoring notebook	Every 3 or 6 weeks; as needed
	3	Work with reading enrichment teachers and instructional specialist to modify lessons for struggling learners to ensure success.	AR	1 st -5 th Grade	Teachers; Instructional Specialist; Reading Specialist	Benchmark data, monitoring notebook	Every 3 or 6 weeks; as needed
	4	Analyze data and monitor student progress through Achievement Meetings	AR	All students	Teachers, Instructional	Benchmarks Quizzes, Data	Every 6 weeks

					Specialists, Assistant Principals	from District tests Grades	
	5	Provide opportunities for training in balanced literacy.	AR CE SD	K-2	Instructional Specialist LA Helping teachers Teachers Assistant Principals	Title I Funds	As scheduled by District and campus personnel
Parents	1	Help ensure that children are present at school so that learning can occur.	PI	All	Parents	District calendar	Daily

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**

By May 2008, improve 3rd, 4th, and 5th graders' critical reading skills so that the percentage passing rate listed below can be obtained.

Campus Objective: #10

3				4				5			
<i>Ethnicity</i>	<i>2007</i>	<i>Goal 2008</i>	<i>Increased Percentage</i>	<i>Ethnicity</i>	<i>2007</i>	<i>Goal 2008</i>	<i>Increased Percentage</i>	<i>Ethnicity</i>	<i>2007</i>	<i>Goal 2008</i>	<i>Increased Percentage</i>
<i>AA</i>	69	76	+7	<i>AA</i>	80	83	+3	<i>AA</i>	95	97	+2
<i>H</i>	89	89	+0	<i>H</i>	87	88	+1	<i>H</i>	93	95	+2
<i>W</i>	92	95	+3	<i>W</i>	91	94	+3	<i>W</i>	91	94	+3
<i>ED</i>	87	88	+1	<i>ED</i>	84	86	+2	<i>ED</i>	93	95	+2

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	Implement strategies research-based proven to be successful for the targeted group.	AR SD	All	Administration; Instructional Specialist; Teachers	CFISD curriculum; Mini-Lessons	Daily
	2	Strengthen critical reading skills through guided reading instruction.	AR SD CE	All	Teachers; Instructional Specialist; Reading Specialist	Literacy library books; Spalding sound cards	Daily
	3	Monitor each student's progress by examining results of teacher-made tests and district benchmarks.	AR	All	Instructional Specialist; Teacher	Benchmark data, monitoring notebook	Every 3 or 6 weeks
	4	Meeting with and building small reading groups that focus on objectives or enrichment.	AR SD	All	Teachers	Benchmark data, monitoring notebook	Daily
Teachers	1	Provide a balanced literacy model in classrooms.	SD	All	Administration/	Balanced	Daily

					Teachers	Literacy Schedule	
	2	Work with reading enrichment teachers and instructional specialist to target and identify struggling learners.	AR	1 st -5 th Grade	Teachers; Instructional Specialist; Reading Specialist	Benchmark data, monitoring notebook	Evert 3 or 6 weeks; as needed
	3	Work with reading enrichment teachers and instructional specialist to modify lessons for struggling learners to ensure success.	AR	1 st -5 th Grade	Teachers; Instructional Specialist; Reading Specialist	Benchmark data, monitoring notebook	Evert 3 or 6 weeks; as needed
	4	Analyze data and monitor student progress through Achievement Meetings	AR	All students	Teachers, Instructional Specialists, Assistant Principals	Benchmarks Quizzes, Data from District tests Grades	Every 6 weeks
	5	Provide opportunities for training in balanced literacy.	AR CE SD	K-2	Instructional Specialist LA Helping teachers Teachers Assistant Principals	Title I Funds	As scheduled by District and campus personnel
Parents	1	Help ensure that children are present at school so that learning can occur.	PI	All	Parents	District calendar	Daily

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**

By May 2008, implement and monitor the READ 180 program in 5th grade SEI/ESL so that the percentage passing rate listed below can be obtained.

Campus Objective: #11

5			
Ethnicity	2007	Goal 2008	Increased Percentage
AA	95	97	+2
H	93	95	+2
W	91	94	+3
ED	93	95	+2

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	Monitor the READ 180 Program.	AR	5 th Grade	Instructional Specialist; Principal, Assistant Principal	Benchmark data; teacher test	Daily
	2	Provide targeted students with additional reading support that will enable them to achieve district and state standards.	AR	5 th Grade	Administration; Teachers; Instructional Specialist	Class rosters; Benchmark/TA KS data from 2006-2007	Prior to the first day of school
	3	Meet with and build small reading groups that focus on objectives or enrichment.	AR SD	All	Teachers	Benchmark data, monitoring notebook	Daily
Teachers	1	Confer with students during independent reading workshop to build reading skills.	AR	All	Teachers	Running records; Monitoring notebook	Weekly
	2	Provide student with opportunities to hear read alouds and shared readings to build vocabulary.	AR	All	Teachers	Quality books	Daily
	3	Increase reading skills through strategy groups.	AR	All	Teachers	Benchmark data, monitoring	Daily

						notebook	
	4	Analyze data and monitor student progress through Achievement Meetings	AR	All students	Teachers, Instructional Specialists, Assistant Principals	Benchmarks Quizzes, Data from District tests Grades	Every 6 weeks
	5	Provide opportunities for training in balanced literacy.	AR CE SD	K-2	Instructional Specialist LA Helping teachers Teachers Assistant Principals	Title I Funds	As scheduled by District and campus personnel
Parents	1	Help ensure that children are present at school so that learning can occur.	PI	All	Parents	District calendar	Daily

Area 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

By May 2008, research students LEP scores on the 2007 TELPAS so that teachers can implement interventions so that 90% of the students increase one level of proficiency.

Campus Objective: #12

<i>Increased One Level of Proficiency</i>		
<i>Grade</i>	<i>2007</i>	<i>Increased Percentage</i>
<i>1</i>	<i>85</i>	<i>+5</i>
<i>2</i>	<i>55</i>	<i>+35</i>
<i>3</i>	<i>80</i>	<i>+10</i>
<i>4</i>	<i>48</i>	<i>+42</i>

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	Provide activities that build oral English language.	AR	All	Teacher	Benchmark data; teacher test Avenues Material	Daily
	2	Focus on ESL Vocabulary: ESL strategies.	AR	All	Teachers	Benchmark data; teacher test Avenues Material	Daily
	3	Participate in small group reading pull out for additional support.	AR SD	All	Instructional Specialist, Reading Enrichment Teachers	CFISD curriculum; Benchmark data; teacher test	Daily
	4	Journal writing	AR SD CE	All	Teachers; Instructional Specialist; Reading Specialist	Literacy library books; Spalding sound cards	Daily
Teachers	1	Provide a balanced literacy model in classrooms.	SD	All	Administration/ Teachers	Balanced Literacy Schedule	Daily
	2	Conferring with students on their independent writing/reading during writers' and readers' workshop so that personal and district goals are being reached.	SD	All	Teachers	Writing Mini-Lessons; journals; Writers workshop	Weekly
	3	Analyze data and monitor student progress through Achievement Meetings	AR	All students	Teachers, Instructional	Benchmarks Quizzes, Data from	Every 6 weeks

					Specialists, Assistant Principals	District tests Grades	
	4	Provide opportunities for training in balanced literacy.	AR CE SD	K-2	Instructional Specialist LA Helping teachers Teachers Assistant Principals	Title I Funds	As scheduled by District and campus personnel
Parents	1	Help ensure that children are present at school so that learning can occur.	PI	All	Parents	District calendar	Daily

Area 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**

By May 2008, implement and monitor the One Way Dual Language program in Pre-K/K to increase Bilingual students' success in English benchmarks to 90%.

Campus Objective: #13

K			1			2			3			4		
Ethn.	2007	Increased Percent.	Ethn.	2007	Increased Percent.	Ethn.	2007	Increased Percent.	Ethn.	2007	Increased Percent.	Ethn.	2007	Increased Percent.
AA	70	+20	AA	73	+17	AA	63	+27	AA	59	+31	AA	70	+20
H	69	+21	H	93	-----	H	85	+5	H	94	-----	H	-----	-----
W	73	+17	W	59	+31	W	65	+25	W	63	+27	W	59	+31
ED	71	+19	ED	82	+8	ED	71	+19	ED	75	+15	ED	60	+30

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	Monitor student achievement in both English/Spanish classes.	AR	Pre-K K	Teachers Administration Instructional Specialist	District benchmarks; Student work samples	Every 3 to 6 weeks
	2	Attend staff development designed to help insure success of the OWDL program.	SD	Pre-K K Admi. IS	Teachers	Staff Development web sites and flyers	As offered
	3	Build both languages simultaneously by scaffolding learning.	SD	Pre-K K	Teachers	CFISD curriculum	Daily
	4	Follow specified curriculum to achieve target learning.	SD	Pre-K K	Teachers	Staff Development and CFISD curriculum	Daily
Teachers	1	Maintain an open communication with partner teachers.	AR	Pre-K K	Teachers		Daily
	2	Build vocabulary for content areas to support partner teachers.	AR	Pre-K K	Teachers	CFISD curriculum	Daily
	3	Analyze data and monitor student progress through Achievement Meetings	AR	All students	Teachers, Instructional Specialists, Assistant Principals	Benchmarks Quizzes, Data from District tests Grades	Every 6 weeks

	4	Provide opportunities for training in balanced literacy.	AR CE SD	K-2	Instructional Specialist LA Helping teachers Teachers Assistant Principals	Title I Funds	As scheduled by District and campus personnel
Parents	1	Attend curriculum night to receive information regarding the OWDL program	PI	Pre-K K	Parents	Date and Time Information	September 10, 2007

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**

By May 2008, improve all students' composition skills with a focus on usage, mechanics, spelling, revision, and editing to increase writing TAKS scores by the percentages listed below.

Campus Objective: #14

4			
Ethnicity	2007	Goal 2008	Increased Percentage
AA	93	95	+2
H	82	85	+3
W	80	83	+3
ED	85	87	+2

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	Monitor each student's progress by examining results of teacher-made tests and district benchmarks.	AR	All	Instructional Specialist; Teacher	Benchmark data, monitoring notebook	Every 3 or 6 weeks
	2	Training in Words their Way that will be implemented school wide.	SD	1 st -5 th Grade	Teacher	Words Their Way Book	Daily
	3	Consistent reading of books that represent the 6 Traits of writing.	SD	All	Teachers	Quality books	Daily
	4	Consistent use of graphic organizers when writing.	T	1 st -5 th Grade	Teacher	Ven diagrams; etc.	At the beginning of the writing process
	5	Participation in Kid Biz 3000	T T1 SD	3 rd -5 th Grade	Teachers	Computers Kid Biz Program AR	Daily
Teachers	1	Provide a balanced literacy model in classrooms.	SD	All	Administration/ Teachers	Balanced Literacy Schedule	Daily
	2	Conferring with students on their independent writing during writers' workshop so that personal and district goals are being reached.	SD	All	Teachers	Writing Mini-Lessons; journals; Writers workshop	Weekly

	3	Collect 18 writing samples that are reflective of the work being done in the classroom for administration to view.		All	Administration; Teachers; Instructional Specialist	Student work samples	Once per six weeks
	4	Analyze data and monitor student progress through Achievement Meetings	AR	All students	Teachers, Instructional Specialists, Assistant Principals	Benchmarks Quizzes, Data from District tests Grades	Every 6 weeks
	5	Provide opportunities for training in balanced literacy.	AR CE SD	K-2	Instructional Specialist LA Helping teachers Teachers Assistant Principals	Title I Funds	As scheduled by District and campus personnel
Parents	1	Help ensure that children are present at school so that learning can occur.	PI	All	Parents	District calendar	Daily
	2	Work with student on homework and other school related projects.	PI	All	Parents and Students	Homework	Daily

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**

By May 2008, increase the number of 4th graders earning a 3 or higher rating to 80% on the TAKS written composition .

Campus Objective: #15

4					
Rating	0	1	2	3	4
Number	1	20	139	21	0
Percent (2007)	1	11	77	12	0

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
	1	Training in Words their way that will be implemented school wide.	SD	1 st -5 th Grade	Teacher	Words Their Way Book	Daily
	2	Consistent reading of books that represent the 6 Traits of writing.	SD	All	Teachers	Quality books	Daily
	3	Consistent use of graphic organizers when writing.	T	1 st -5 th Grade	Teacher	Venn diagrams; etc.	At the beginning of the writing process
	4	Implement strategies research-proven to be successful for H and ED students.	AR SD	All	Administration; Instructional Specialist; Teachers	CFISD curriculum; Mini-Lessons	Daily
Teachers	1	Provide a balanced literacy model in classrooms.	SD	All	Administration/ Teachers	Balanced Literacy Schedule	Daily
	2	Conferring with students on their independent writing during writers' workshop so that personal and district goals are being reached.	SD	All	Teachers	Writing Mini-Lessons; journals; Writers workshop	Weekly
	3	Collect 18 writing samples that are reflective of the work being done in the classroom for administration to view.	AR	All	Administration; Teachers; Instructional Specialist	Student work samples	Once per six weeks
	4	Analyze data and monitor student progress through Achievement Meetings	AR	All students	Teachers, Instructional Specialists,	Benchmarks Quizzes, Data from District	Every 6 weeks

					Assistant Principals	tests Grades	
	5	Provide opportunities for training in balanced literacy.	AR CE SD	K-2	Instructional Specialist LA Helping teachers Teachers Assistant Principals	Title I Funds	As scheduled by District and campus personnel
Parents	1	Help ensure that children are present at school so that learning can occur.	PI	All	Parents	District calendar	Daily
	2	Work with student on homework and other school related projects.	PI	All	Parents and Students	Homework	Daily

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**

By May 2008, improve TOP writing scores so that 90% of the students achieve the "advanced high" rating necessary to exit.

Campus Objective: #16

Grade	Advanced High	Increased Percentage
2	20	+70
3	40	+50
4	25	+65

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 Monitor each student's progress by examining results of teacher-made tests and district benchmarks.	AR	All	Instructional Specialist; Teacher	Benchmark data, monitoring notebook	Every 3 or 6 weeks
	2 Use writing across all content areas to build necessary skills.	AR	All	Teachers	Quality books; District vocabulary word list	Daily
	3 Consistent reading of books that represent the 6 Traits of writing.	SD	All	Teachers	Quality books	Daily
	4 Consistent use of graphic organizers when writing.	T	1 st -5 th Grade	Teacher	Ven diagrams; etc.	At the beginning of the writing process
	5 Implement strategies research-proven to be successful for H and ED students.	AR SD	All	Administration; Instructional Specialist; Teachers	CFISD curriculum; Mini-Lessons	Daily
Teachers	1 Provide a balanced literacy model in classrooms.	SD	All	Administration/ Teachers	Balanced Literacy Schedule	Daily
	2 Conferring with students on their independent writing during writers' workshop so that personal and district goals are being reached.	SD	All	Teachers	Writing Mini- Lessons; journals; Writers workshop	Weekly
	3 Collect 18 writing samples that are reflective of the work being done in the classroom for administration to view.	AR	All	Administration; Teachers; Instructional Specialist	Student work samples	Once per six weeks
	4 Analyze data and monitor student progress through Achievement Meetings	AR	All students	Teachers, Instructional Specialists, Assistant Principals	Benchmarks Quizzes, Data from District tests	Every 6 weeks

						Grades	
	5	Provide opportunities for training in balanced literacy.	AR CE SD	K-2	Instructional Specialist LA Helping teachers Teachers Assistant Principals	Title I Funds	As scheduled by District and campus personnel
Parents	1	Help ensure that children are present at school so that learning can occur.	PI	All	Parents	District calendar	Daily
	2	Work with student on homework and other school related projects.	PI	All	Parents and Students	Homework	Daily

* **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

**Metcalf Elementary
John Steward
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- (1) Metcalf 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])
- (2) The Metcalf 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).
- (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
Madeline Deitel	Pre-Kindergarten Teacher
Maria Sanders	Kindergarten Teacher
Tana Johnson	1 st Grade Teacher
Jonathan Cervantes	2 nd Grade Teacher
Debbie Chumley	3 rd Grade Teacher
Xiomara Smith	4 th Grade Teacher
Robin Clark	5 th Grade Teacher
Gail Vickers	5 th Grade Teacher
Brenda Garcia	Reading Enrichment/SGRI Teacher
John Steward	Principal
Edna Salinas	Assistant Principal
Judith Poindexter-Wilson	Assistant Principal
Vickie Wyrick	Paraprofessional
Tammy Hammond	Paraprofessional
Jennabeth Bogard	Central Office Representative
Nora Ponder	Parent 1
Beth Dockery	Parent 2
Roger Forehand	Community resident 1
Nartarsha Davis	Community resident 2
Russel Roegels	Business representative 1
Misty Roegels	Business representative 1

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 18, 2007	3:30 p.m.	Metcalf Elementary Library
2	October 25, 2007	3:30 p.m.	Metcalf Elementary Library
3	January 17, 2008	3:30 p.m.	Metcalf Elementary Library
4	April 24, 2008	3:30 p.m.	Metcalf Elementary Library
5	May 08, 2008	3:30 p.m.	Metcalf Elementary Library

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 25% .	
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 25% 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, excessive talking out, and disruption of the learning environment.
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 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.

(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

10 Components of a Title I Program

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

CIP PART III: ASSURANCE ADDENDUM

Metcalf 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.	
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
15-Aug	TE Day	Campus	Boys in Crisis
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	Curriculum & Instruction
24-Aug	All Staff	Campus	
8-Oct	Elementary Staff	Campus Staff	Parent Conferences
3-Jan	Elementary Staff	District Staff	Curriculum & Instruction
	Secondary Staff	Campus	
4-Jan	All Staff	Campus	Balanced Literacy Program; Academic Vocabulary
18-Feb	All Staff	Campus	
30-May	All Staff	Campus	