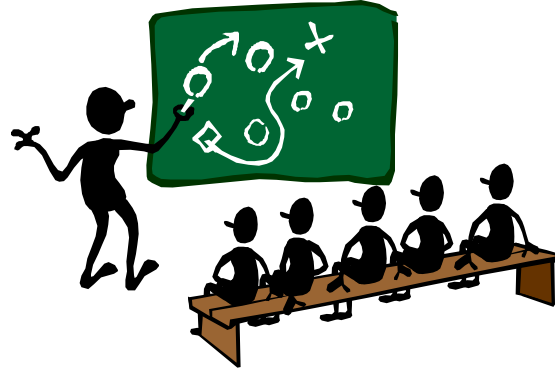


Together Everyone Achieves at Millsap (T.E.A.M.)



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

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: MILLSAP EL
CAMPUS NUMBER: 101907110

Campus Rating: Recognized
Grade Span: PK - 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	366	392	93%	100%	383	426	90%		3		
African Amer	25	31	81%	8%	34	39	87%		-6		
X Hispanic	80	93	86%	24%	87	105	83%		3		
X White	233	239	97%	61%	239	257	93%		4		
X Econ Disadv	80	92	87%	23%	85	107	79%		8		
Writing (65%)											
X All Students	118	124	95%	100%	112	131	85%		10		
African Amer	12	13	92%	10%	7	11	64%		28		
Hispanic	25	26	96%	21%	28	30	93%		3		
X White	75	79	95%	64%	67	78	86%		9		
Econ Disadv	25	26	96%	21%	29	36	81%		15		
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	364	394	92%	100%	375	427	88%		4		
African Amer	26	32	81%	8%	28	39	72%		9		
X Hispanic	81	93	87%	24%	87	106	82%		5		
X White	229	240	95%	61%	235	257	91%		4		
X Econ Disadv	80	93	86%	24%	89	108	82%		4		
Science (40%)											
X All Students	123	136	90%	100%	122	145	84%		6		
African Amer	7	11	64%	8%	15	16	94%		-30		
Hispanic	22	27	81%	20%	21	31	68%		13		
X White	80	82	98%	60%	80	91	88%		10		
X Econ Disadv	22	30	73%	22%	22	35	63%	Yes	10	6	Yes

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	40	43	93%	100%	17	24	71%		22		

EXCEPTIONS TABLE

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

DISTRICT NAME: CYPRESS-FAIRBANKS
 CAMPUS NAME: MILLSAP EL Campus Rating: Recognized
 CAMPUS NUMBER: 101907110 Grade Span: PK - 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	MILLSAP EL	3	All	135	123	91	100	94	48	36	150	138	92	62	41
Reading/ELA	MILLSAP EL	3	AA	7	6	86	90	87	2	29	12	12	100	3	25
Reading/ELA	MILLSAP EL	3	Hispanic	42	34	81	90	84	11	26	45	36	80	9	20
Reading/ELA	MILLSAP EL	3	White	79	76	96	100	97	32	41	86	83	97	45	52
Reading/ELA	MILLSAP EL	3	Eco.Dis.	36	31	86	90	87	9	25	41	32	78	11	27
Reading/ELA	MILLSAP EL	3	Spec.Ed.	10	10	100	100	100	4	40	10	9	90	6	60
Reading/ELA	MILLSAP EL	3	LEP	26	20	77	90	81	3	12	35	26	74	7	20
Reading/ELA	MILLSAP EL	3	LEP M1	2	---	---	---	---	---	---	8	8	100	4	50
Reading/ELA	MILLSAP EL	3	LEP M2								0	0	0	0	0
Reading/ELA	MILLSAP EL	4	All	134	121	90	100	93	43	32	142	116	82	28	20
Reading/ELA	MILLSAP EL	4	AA	14	11	79	90	83	1	7	13	7	54	0	0
Reading/ELA	MILLSAP EL	4	Hispanic	31	25	81	90	84	4	13	29	23	79	4	14
Reading/ELA	MILLSAP EL	4	White	83	79	95	100	97	34	41	84	74	88	20	24
Reading/ELA	MILLSAP EL	4	Eco.Dis.	31	25	81	90	84	4	13	40	27	68	6	15
Reading/ELA	MILLSAP EL	4	Spec.Ed.	6	5	83	90	85	2	33	13	6	46	0	0
Reading/ELA	MILLSAP EL	4	LEP	8	4	50	90	75	0	0	13	7	54	0	0
Reading/ELA	MILLSAP EL	4	LEP M1	9	9	100	100	100	2	22	9	8	89	1	11
Reading/ELA	MILLSAP EL	4	LEP M2	9	9	100	100	100	4	44	4	4	100	1	25
Reading/ELA	MILLSAP EL	5	All	144	139	97	100	98	37	26	155	144	93	46	30
Reading/ELA	MILLSAP EL	5	AA	14	11	79	90	83	1	7	18	17	94	6	33
Reading/ELA	MILLSAP EL	5	Hispanic	29	28	97	100	98	4	14	33	29	88	6	18
Reading/ELA	MILLSAP EL	5	White	85	85	100	100	100	27	32	95	89	94	30	32
Reading/ELA	MILLSAP EL	5	Eco.Dis.	35	32	91	100	94	7	20	39	33	85	7	18
Reading/ELA	MILLSAP EL	5	Spec.Ed.	7	5	71	90	77	0	0	7	2	29	0	0
Reading/ELA	MILLSAP EL	5	LEP	8	8	100	100	100	2	25	9	8	89	1	11
Reading/ELA	MILLSAP EL	5	LEP M1	3	---	---	---	---	---	---	2	0	0	0	0
Reading/ELA	MILLSAP EL	5	LEP M2	10	10	10	90	75	3	30	2	0	0	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	MILLSAP EL	3	All	137	113	82	90	85	43	31	152	126	83	51	34
Math	MILLSAP EL	3	AA	8	5	63	90	75	1	13	13	10	77	2	15
Math	MILLSAP EL	3	Hispanic	42	31	74	90	79	10	24	46	34	74	5	11
Math	MILLSAP EL	3	White	80	71	89	90	89	29	36	86	76	88	40	47
Math	MILLSAP EL	3	Eco.Dis.	36	26	72	90	78	9	25	42	32	76	4	10
Math	MILLSAP EL	3	Spec.Ed.	10	9	90	100	93	3	30	11	9	82	6	55
Math	MILLSAP EL	3	LEP	26	17	65	90	75	3	12	36	23	64	3	8
Math	MILLSAP EL	3	LEP M1	2	---	---	---	---	---	---	8	8	100	5	63
Math	MILLSAP EL	3	LEP M2								0	0	0	0	0
Math	MILLSAP EL	4	All	134	127	95	100	97	64	48	145	119	82	47	32
Math	MILLSAP EL	4	AA	14	12	86	90	87	3	21	13	5	38	1	8
Math	MILLSAP EL	4	Hispanic	31	30	97	100	98	11	35	32	26	81	6	19
Math	MILLSAP EL	4	White	83	79	95	100	97	45	54	84	74	88	34	40
Math	MILLSAP EL	4	Eco.Dis.	31	30	97	100	98	13	42	42	31	74	8	19
Math	MILLSAP EL	4	Spec.Ed.	6	5	83	90	85	3	50	13	10	77	2	15
Math	MILLSAP EL	4	LEP	8	8	100	100	100	2	25	16	12	75	5	31
Math	MILLSAP EL	4	LEP M1	9	9	100	100	100	3	33	9	7	78	1	11
Math	MILLSAP EL	4	LEP M2	9	9	100	100	100	8	89	4	4	100	2	50
Math	MILLSAP EL	5	All	151	143	95	100	97	75	50	155	147	95	90	58
Math	MILLSAP EL	5	AA	15	10	67	90	75	3	20	17	16	94	8	47
Math	MILLSAP EL	5	Hispanic	32	30	94	100	96	12	38	33	29	88	14	42
Math	MILLSAP EL	5	White	88	87	99	100	99	49	56	95	92	97	59	63
Math	MILLSAP EL	5	Eco.Dis.	38	33	87	90	88	17	45	39	34	87	15	39
Math	MILLSAP EL	5	Spec.Ed.	10	9	90	100	93	2	20	6	4	67	2	33
Math	MILLSAP EL	5	LEP	11	11	100	100	100	6	55	9	9	100	5	56
Math	MILLSAP EL	5	LEP M1	3	---	---	---	---	---	---	2	0	0	0	0
Math	MILLSAP EL	5	LEP M2	10	9	90	90	75	5	50	2	0	0	2	100

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	MILLSAP EL	3	All												
Science	MILLSAP EL	3	AA												
Science	MILLSAP EL	3	Hispanic												
Science	MILLSAP EL	3	White												
Science	MILLSAP EL	3	Eco.Dis.												
Science	MILLSAP EL	3	Spec.Ed.												
Science	MILLSAP EL	3	LEP												
Science	MILLSAP EL	3	LEP M1												
Science	MILLSAP EL	3	LEP M2												
Science	MILLSAP EL	4	All												
Science	MILLSAP EL	4	AA												
Science	MILLSAP EL	4	Hispanic												
Science	MILLSAP EL	4	White												
Science	MILLSAP EL	4	Eco.Dis.												
Science	MILLSAP EL	4	Spec.Ed.												
Science	MILLSAP EL	4	LEP												
Science	MILLSAP EL	4	LEP M1												
Science	MILLSAP EL	4	LEP M2												
Science	MILLSAP EL	5	All	148	133	90	100	93	68	46	154	129	84	57	37
Science	MILLSAP EL	5	AA	14	8	57	90	75	2	14	17	16	94	4	24
Science	MILLSAP EL	5	Hispanic	31	26	84	90	86	4	13	33	23	70	8	24
Science	MILLSAP EL	5	White	87	85	98	100	99	52	60	94	81	86	40	43
Science	MILLSAP EL	5	Eco.Dis.	35	26	74	90	79	10	29	39	26	67	10	26
Science	MILLSAP EL	5	Spec.Ed.	7	5	71	90	77	2	29	4	2	50	0	0
Science	MILLSAP EL	5	LEP	10	7	70	90	77	1	10	9	6	67	3	33
Science	MILLSAP EL	5	LEP M1	3	---	---	---	---	---	---	2	0	0	0	0
Science	MILLSAP EL	5	LEP M2	10	10	100	100	100	2	20	2	2	100	0	0

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Millsap Ele.	AA	96.9	96.3
Millsap Ele.	H	96.5	96.2
Millsap Ele.	W	96.9	97
Millsap Ele.	NATIVE	98.3	97.6
Millsap Ele.	ASIAN	98	97.9
Millsap Ele.	MALE	96.9	96.9
Millsap Ele.	FEMALE	96.7	96.6
Millsap Ele.	SPED	96.6	96.8
Millsap Ele.	ECD	96.6	96.2
Millsap Ele.	LEP	96.6	96.4
Millsap Ele.	AT RISK	96.7	96.5
Millsap Ele.	GT	98	98.6
Millsap 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	Implementation of balanced literacy schedule—K/1 st grade	Teacher plans
		Writing	All student groups in exemplary range on TAKS writing	TAKS Writing Test
	Subgroups	All	Exemplary range in 3 rd /5 th grade math, 5 th science, 3 rd , 4 th , 5 th grade reading	TAKS Tests
		AA	Exemplary range on TAKS writing	TAKS Writing Test
		H	Exemplary range in 4 th /5 th grade math and 5 th grade reading	TAKS Math/Reading Test
		W	Exemplary range in 4 th /5 th grade math and 3,4,5 reading	TAKS Math/Reading Test
		ED	Exemplary range in 4 th grade math and 5 th grade reading	TAKS Math/Reading Test
		LEP	Exemplary range in 4 th /5 th grade math and 5 th grade reading	TAKS Math/Reading Test
		SE	93% of special educations students met ARD expectations	SDAA II
Teacher	Professional Development		Kindergarten mini camp-Balanced Literacy	Grade-level schedule
			First grade mini camp-Balanced Literacy	Grade-level schedule
			Becky Koesel	Teacher Plans

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, 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	Increase awareness and understanding of the Student Code of Conduct with students.	VP	All	Teachers	COC	Aug.27-31
	2	Practice "Habits of the Heart:" and review in class meetings as needed.	VP	All	Teachers	Charts	Ongoing
	3	Earn team points by following the TEAM Game Plan.	VP	All	Teachers	Game Plan	Ongoing
	4	Implement character education activities through the use of Project Wisdom.	VP	All	Principal	Project Wisdom	Ongoing
Teachers	1	Review discipline referrals with identified grade levels on an as needed basis to determine student needs and areas of improvement.	VP	All	Administration	Office Referrals	September
	2	Increase staff training in BBR.	VP	All	Administration	CFLMS	Ongoing
	3	Revise "Staff and Student Expectations" charts.	VP	All	Administration Teachers	Charts	December
Parents	1	Increase awareness and understanding of the Student Code of Conduct with parents.	VP	All	Administration	COC	Ongoing
	2	Provide "Common Sense Parenting" class for any interested parent.	VP	All	Counselor	Counselor	October

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%**.

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 creating an engaging and supportive learning environment.	AR	All	Teachers	BBR, Habits of the Heart, Quantum Learning	Ongoing
	2	Reward perfect attendance with a sticker for the students' individual "Certificate of Achievement."	AR	All	Teachers	Reports	Ongoing-each six weeks
	3	Utilize "Academic Virtues" during announcements and class meetings.	AR	All	Principal	List	Ongoing
Parents	1	Include notes about the importance of attendance in "Monday Memos."	AR	All	Principal	Newsletter	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**

By May 2008, we will increase the percentage of students demonstrating proficiency on TAKS science by the following percentages:

	5 th Grade	'07 Score	'08 Expectation
Campus Objective: #1	AA	57%	+ 18
	H	84%	+ 2
	W	98%	+ 1
	ED	74%	+ 5
	Commended	46%	+ 4

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 extended learning time for students during SIT, Saturday Camp and before-school tutoring sessions.	AR, CE	AA,H,ED	Admin. and teachers	Teacher Plans	Daily and semi-monthly
	2	Design and present lessons that include working in groups and that meet a variety of learning styles.	AR, CE	AA,H,ED	Teachers	"From Rage to Hope", "The Baker's Dozen", "Quantum Teaching"	Ongoing
	3	Utilize individual benchmark data to set personal goals.	AR	AA,H,ED	Teachers	Goal-Setting Forms	Sept., Dec., Feb.
	4	Implement vocabulary instruction following Marzano's research-based generalizations.	AR	AA,H,ED	Teachers	CFISD Sc. Vocab. list	Ongoing
	5	Design individual student success plans at CARE.	AR	AA,H,ED	Teachers	CARE Sheet	Oct.-April
Teachers	1	Utilize benchmark data to set class goals.	SD	3 rd , 4 th & 5 th grade	Teachers	Goal-Setting Forms	Sept., Dec., Feb.
	2	Schedule AMS meetings following each benchmark/CBA.	SD	K-5	A.P's/Principal	Profile sheet	Aug.-April
	3	Add an added emphasis on modeling how to ask and write higher-order questions.	SD	1 st -5th	Teachers	Bloom's Chart	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Parents	1	Inform parents of performance on benchmarks/CBA's.	PI	Parents	Teachers	Reporting form	Sept-May
	2	Invite parents to participate in "Curriculum Night."	PI	Parents	Teachers	Stations	Nov. 12

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

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

Campus Objective: #2

	3 rd Grade		4 th Grade		5 th Grade	
	'07 Score	'08 Expectation	'07 Score	'08 Expectation	'07 Score	'08 Expectation
AA	63%	+ 12	86%	+ 1	67%	+ 8
H	74%	+ 5	97%	+ 1	94%	+ 2
W	89%	Maintain	96%	+ 1	99%	Maintain
ED	72%	+ 6	97%	+ 1	87%	+ 1
Commended	31%	+ 3	48%	+ 2	50%	+ 8

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 extended learning time for students during SIT, Saturday Camp and before school tutoring.	AR	AA, H, ED	Admin. Teachers	Teacher Plans	Daily Spring Semester
	2	Continue to implement research-based strategies for vocabulary instruction.	SD, AR	All	Teachers	CFISD Math Vocab	Ongoing
	3	Engage students in learning math through the integration of technology tools into the TEKS curriculum.	T	All	Teachers		Ongoing
	4	Analyze and use data to aid students in setting short-term goals to address specific areas of weaknesses.	AR	AA, H, ED	Teachers	Goal-Setting Forms	Ongoing
	5	Address the needs of students who have fallen behind their peers by implementing strategies from "Targeting Student Assistance."	AR	AA, H, Ed	Teachers	TSA	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Conduct walkthroughs using the "Math Classroom Checklist."		All	Admin	Checklist	Ongoing
	2	Use targets (visuals) to indicate class, grade level and campus success.	AR	AA, H, Ed	Admin Teachers	Graphs	Ongoing
	3	Monitor each student's progress by examining the results of district assessments, checkpoints, and CBA's.	AR	AA, H, Ed	Admin Teachers	Assess. Results	Ongoing
	4	Design and present lessons that follow the "Overview of Elementary Mathematics Instruction."		All	Teachers	Checklist	Ongoing
	5	Design lessons that integrate suggestions and ideas from the 2 nd , 3 rd and 5 th grade math coaches.	AR, CE, SD	AA, H, ED	Teachers	Notes	Semi-Monthly
	6	Provide teachers with additional training on the Smart Board.	T, SD	All	Technology Liaison		Fall Semester
	7	Continue to implement the "Baker's Dozen" strategies.	AR, SD	All	Teachers	Books	Ongoing
	8	Address the instructional needs of AA, H, and ED students by using strategies advocated by Ruby Payne.	SD, AR	AA, H, Ed	Teachers		Notes Handout
Parents	1	Conduct a "TAKS Parent Night" for 3 rd , 4 th and 5 th Grade Bilingual parents.	AR, PI	H, Ed	IS, Admin., Teachers	Outline	October
	2	Invite parents to participate in "Curriculum Night."	PI	All	Teachers	Teacher Plans	October-Jan.

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, we will increase the percentage of students demonstrating proficiency on TAKS reading and commended performance in all student groups by the amounts indicated below.

Campus Objective:

	3 rd Grade		4 th Grade		5 th Grade	
	'07 Score	'08 Expectation	'07 Score	'08 Expectation	'07 Score	'08 Expectation
AA	86%	+ 1	79%	+ 4	79%	+ 4
H	81%	+ 3	81%	+ 3	97%	+ 1
W	96%	+ 1	96%	+ 1	100%	Maintain
ED	86%	+ 1	81%	+ 3	91%	+ 3
Commended	36%	+ 5	32%	+ 3	26%	+ 4

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	Develop an individual plan for students not passing each benchmark and/or CBA.	AR	AA, H, Ed	Admin. Teachers	CARE Forms	Ongoing
	2	Continue to implement research-based strategies for vocabulary instruction.	AR	AA, H, Ed	Teachers	CFISD Rdg. Vocab.	Ongoing
	3	Implement the "Read 180" intervention program in 4 th and 5 th grade SEI classes.	AR, T	H, Ed	Teachers	Program	Ongoing
	4	Provide extended learning time for students during SIT, Saturday Camp and before school tutoring. This includes dyslexia services, SGRI and services provided by the at-risk specialist.	AR	AA, H, Ed	Admin., Teachers	Teacher Plans	Daily, Spring Semester
	5	Analyze and use data to aid in setting short-term goals to address specific areas of weaknesses.	AR	AA, H, Ed	Teachers	Goal-Setting Forms	Ongoing
	6	Provide 15+ minutes for daily independent reading in 1 st grade.		All	Teachers	Lesson Plans	Daily

	7	Target student needs by developing mini-lessons based on the TEKS, curriculum and assessment data.	AR	All	Teachers	Lesson Plans	Daily
STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Focus on the implementation of balanced literacy through the use of a recommended schedule in grades 2 nd – 5 th .	SD	All	Teachers	Lesson Plans	Ongoing
	2	Raise the quality of literacy practices by scheduling visits with district identified model teachers.	SD	All	IS, Admin	Helping Teachers	Fall
	3	Encourage teachers to plan lessons that integrate strategies from “Launching the Reading Workshop” that are available on the intranet.	SD	All	Teachers	Intranet	Ongoing
	4	Facilitate a literacy share session.	SD	All	Liaison	Teachers	Fall/Spring
	5	Use targets (visual) to indicate class, grade level and campus success.	AR	AA, H, Ed	Admin, Teachers	Graphs	Ongoing
	6	Continue to implement comprehension strategies identified in staff development with Becky Koesel.	SD	All	Teachers	Notes from Becky Koesel	Ongoing
Parents	1	Inform parents of students who do not pass reading benchmarks and/or CBA’s and provide them with a plan that will ensure success on the next benchmark and/or CBA.	PI	AA, H, Ed	Teachers	Forms	Ongoing
	2	Invite parents to participate in “Curriculum Night.”	PI	All	Teachers	Teacher Plans	Oct.-Jan.

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, we will increase the percentage of students demonstrating proficiency on TAKS Writing and commended performance in all student groups by the amounts indicated below.

Campus Objective:

4 th Grade	'07 Score	'08 Expectation
AA	92%	+ 3
H	90%	+ 3
W	95%	+ 2
ED	90%	+ 3
Commended	33%	+ 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	Employ technology tools to facilitate the writing process.	AR, T	All	Teachers	Computers	Ongoing
	2	Show students models of high quality compositions.		All	Teachers	Writing Samples	Ongoing
	3	Target student needs by developing mini lessons based on the TEKS, curriculum and assessment data.	AR	AA, H, ED	Teachers	"Launching Wr. Workshop	Ongoing
	4	Provide extended learning time for students during SIT and Saturday Camp.	AR	AA, H, ED	Teachers	Teacher Plans	Spring Semester
	5	Schedule Camp-Write Along to coincide with Karen Lowery visit.		All	Admin.	Schedule	February
	6	Engage students in all stages of the writing process by producing at least 18 writing samples/compositions per year.		All	Teachers	Lesson Plans, Student Writing Portfolios	May, 2008

Teachers	1	Encourage teachers to plan lessons that integrate strategies from “Launching the Writing Workshop” that are available on the intranet.	SD	AA, H, ED	Teachers	Intranet	Ongoing
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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: **Social Studies**

By May 2008, we will increase the percentage of students meeting the passing standard on the social studies benchmark by the percentages indicated below.

Campus Objective:

	1 st	ED	2 nd	ED	3 rd	ED	4 th	ED	5 th	ED
'07 Score	93%	87%	94%	93%	92%	90%	96%	97%	87%	82%
'08 Expectation	+ 2	+ 3	+ 1	+ 2	+ 3	+ 5	Maintain	Maintain	+ 3	+ 8

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	Continue to implement research based strategies for vocabulary instruction.	SD, AR	AA, H, ED	Teachers	CFISD Vocab. List	Ongoing
	2	Engage students in lessons that meet the needs of a variety of learning styles: VAK (From Rage to Hope: Strategies for Reclaiming Black and Hispanic Students)	SD, AR	AA, H, ED	Teachers	"From Rage to Hope"	Ongoing
	3	Design questions and plan student activities that are at levels 3, 4, 5, 6 of Bloom's Taxonomy.		All	Teachers	Question Stems	Ongoing
Teachers	1	Use targets (visuals) to indicate class, grade level and campus success.	AR	AA, H, ED	Admin., Teachers	Graphs	Ongoing
	2	Design lessons that integrate suggestions from the social studies helping teacher on the 5 th grade Civil War Unit.	SD	All	Teachers	Helping Teachers	April
	3	Design lessons that integrate instructional strategies that develop long term memory. (Crane and Crane)	AR	All	Teachers	Notes	Ongoing
	4	Provide teachers with additional training on the Smart Board.	SD	All	Liaison	Notes	Fall Semester
	5	Measure student learning through the use of tests, observations and performance.		AA, H, ED	Teachers	Assess. Results	Ongoing
	6	Integrate social studies concepts in the balanced literacy schedule in 3 rd , 4 th and 5 th grade.		All	Teachers	Scope and Sequence	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

**Millsap Elementary
Rhonda Frewin
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- (1) Millsap 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 Millsap 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.

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Michelle Parker	Pre-Kindergarten/Kindergarten Representative
Carmela Simmons	First Grade Representative
Stacey Pelton	Second Grade Representative
Elizabeth Raines	Third Grade Representative
Kim Nelson	Fourth Grade Representative
Tom Tanner	Fifth Grade Representative
Lynn Brandon	Support Staff Representative
Tanya Skarpa	PEAM Representative
Jamie Grein	Special Education Representative
Elizabeth Barnes/Nicole Barnes	Assistant Principals
Denise Penland	Counselor
Samantha Collins	Parent
Ginger Hansen	Parent
Cindy Risner	Community resident
Jennifer Martin	Community resident
Mollie Laird	Business representative
Les Lee	Business representative

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 6, 2007	7:45 a.m.	Millsap Library
2	November 13, 2007	2:00 p.m.	Millsap Cafeteria
3	November 29, 2007	7:45 a.m.	Millsap Library
4	January 31, 2008	7:45 a.m.	Millsap Library
5	May 8, 2008	7:45 a.m.	Millsap 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.

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 XX %.	
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.

(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 or above 97% .	
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.

Section D

Millsap 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	