



Team Matzke

“One Team, One Goal, No Limits”

2008 - 2009

Campus Improvement Plan for Matzke Elementary

Cypress-Fairbanks Independent School District

The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments.
The 2007 data reflect scores of students who were administered the TAKS assessment only.

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	3 rd & 5 th Hispanic, White & ED – all above 90%	TAKS
		Writing	4 th Hispanic and White – above 90%	TAKS
		Math	5 th – 100% all groups 4 th – A.A & White – above 90% 3 rd – White – above 90%	TAKS
		Science	5 th – Hispanic & AA – 83% White and all – above 90% 49% commended	TAKS
		Social Studies		
		Other	Commended: 5 th Math – 60% 5 th Science – 49%	TAKS
	Subgroups	All	3 rd & 5 th Reading – all above 90% 4 th & 5 th Math – all above 90% 4 th Writing – all above 90% 5 th Science – all above 90%	TAKS
		AA	3 rd & 5 th Reading – above 85% 4 th Writing – 88% 4 th Math – 94% 5 th Math – 100%	TAKS
		H	3 rd & 5 th Reading – 92% 4 th Writing – 90% 5 th Math – 100%	TAKS
		W	3 rd , 4 th , 5 th Reading – above 90% 3 rd , 4 th , 5 th Math – above 90% 4 th Writing – 92% 5 th Science – 97%	TAKS
		ED	3 rd Reading – 94% 5 th Reading – 88% 5 th Math – 100%	TAKS
		LEP	3 rd & 5 th Math – above 90% 3 rd Reading – 89%	TAKS
		SE	4 th Writing – 100% 5 th Math – 100%	TAKS

Areas to Celebrate - Continued

Students <i>(Continued)</i>	Social/ Emotional	Discipline	“Second Step” Preventative Program	
		Extracurricular	Spanish After School; Flag Football; Jr. Counselors; PALS, Art After School, Glass Slipper Club, Destination Imagination	
		Other	All Staff Mentoring Program	
Teachers	Professional Development		Balanced Literacy – Reading & Writing	
			Technology	
			“Second Step” - Prevention Discipline Program	
			Academic Vocabulary Instructional Strategies	
			Quantum Learning	
	Qualifications		100% Highly Qualified	
	New Staff		10 new staff members (15% of staff)	
Retention		56 returning staff members (85%)		
Parents			PTO Involvement	
			Classroom Volunteers	
			Hispanic Parent Classes	

Area of Focus: Student Safety

District Priority:

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

Campus Objective:

For 2008 – 2009, the discipline referrals for inappropriate physical contact will be reduced by 10% from the previous school year.

Formative Evaluation:

District-developed Reports

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Practice and master Matzke Procedures (begun @ Ready, Set, Go).	VP	All Students	All Staff	Matzke Procedures Handbook	Ongoing
	2	Practice skills learned in the “Second Step” Curriculum	VP	Students Grades K – 5th	Teachers; Administration	Behavior Helping Teachers	Ongoing
	3	Participate in “No Place for Hate” activities to develop teamwork among peers.	VP	All Students	All Staff	A.D.L. Materials	Ongoing
	4	Apply the “Bully Triangle” bystander skills effectively.	VP	All Students	All Staff	Counselors	Ongoing
Teachers	1	Teach and reteach Matzke Procedures (begun @ Ready, Set, Go).	VP	All Students	All Staff	Staff Handbook	Beginning of Year and Ongoing
	2	Implement “Second Step” Program	VP	Students Grades K – 5th	All Staff	Behavior Helping Teachers	Ongoing
	3	Review Code of Conduct with students.	VP	All Students	Teachers; Administration	Code Of Conduct	Beginning of Year and Ongoing
	4	Develop and implement grade level discipline continuum providing motivation for good behavior	VP	All Students	Teachers; Administration	Behavior Helping	Beginning of Year

		and clear consequences.				Teachers	
Parents	1	Go over Code of Conduct with children and set expectations.	PI	All Students		Code Of Conduct	Beginning of year and Ongoing
	2	Attend parent workshop and/or read parenting information provided by the counselors.	AR PI	All Students	Counselors		Ongoing
	3	Conferences with teachers and administration focusing on specific skills.	AR PI	All Students	Teachers; Administration		Ongoing

Area of Focus: Attendance

District Priority:	Ensure that students understand the importance of attending school regularly and completing high school.
Campus Objective:	For 2008 – 2009, the ADA student attendance will be at or above 97.5%.
Formative/Summative Evaluation:	District-developed Reports and AEIS

STP	Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Motivate students to attend school daily by providing an engaging and supportive learning environment.	AR	All	Teachers	BBR Counselors Balanced Literacy Hands-on Science & Math	Ongoing
	2 Award perfect attendance awards in grades Pre-K through 5 th .	AR	All	Teachers Registrar	Reports	Ongoing & end of six weeks; End of Year Awards

Teachers	1	Monitor attendance rolls and notify counselor and nurse if there is a concern.	AR	All	Teachers	Attendance records	Parent Nights; Weekly communication
	2	Communicate and problem solve with parents to find solutions to attend problems.	AR	All	Teachers; Counselors; Administration	Attendance records	Ongoing
Parents	1	Stress the importance of attendance with parents.	PI	All	Teachers; Administration	Grade-level Handbooks ; Newsletters	Ongoing

Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	83	85	82	90	85
All	92	95	89	90	89
Eco.Dis.	81	84	78	90	82
Hispanic	83	85	83	90	85
LEP	--	--	43	90	75
LEP M1	--	--	--	--	--
LEP M2	75	80	100	100	100
Spec.Ed.	88	89	89	90	89
White	97	98	93	100	95

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

Campus Objective: By May 2009, we will increase the percentage of students demonstrating proficiency on **TAKS Science** and commended performance in all student groups by the amounts indicated below.

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

STP	Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Participate in hands-on labs and technology that address the science concepts in the Science curriculum.		All Students	Teachers; Administration	Lesson Plans; Observations	Ongoing
	2 Using a variety of strategies (examples: Modified Frayer Model, Vocabulary Suitcase, Vocabulary Flash Cards) the students will apply science vocabulary to increase comprehension and understanding of concepts.		Grades 1 st – 5 th	Teachers; Administration	Lesson Plans; Observations	Ongoing
	3 Learn to read science content material effectively focusing on graphs, charts, headings, etc.		All Students	Teachers; Administration	Lesson Plans; Observations	Ongoing
	4 Use SQ RQ CQ in warm-ups, homework, and assessments.		All Students	Teachers; Administration	Lesson Plans; Observations	Ongoing

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

Area of Focus: Mathematics

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	70	77	61	90	75	94	96	86	90	87	100	100	100	100	100
All	88	89	88	90	89	90	93	92	100	95	100	100	96	100	97
Eco.Dis.	85	87	81	90	84	83	85	83	90	85	100	100	95	100	97
Hispanic	87	88	89	90	89	78	82	86	90	87	100	100	89	90	89
LEP	90	93	86	90	87	75	80	76	90	81	--	--	88	90	89
LEP M1	--	--	100	100	100	78	82	92	100	95	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	--	--	--	100	100	100	100	100
Spec.Ed.	--	--	70	90	77	83	85	--	--	--	100	100	88	90	89
White	94	96	95	100	97	97	98	98	100	99	100	100	98	100	99

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

Campus Objective: By May 2009, we will increase the percent of students demonstrating proficiency on TAKS Math and comprehension performance in all student groups by the amounts indicated below.

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

STP	Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Use 4 step problem solving model strategies		All Students	Teachers		Ongoing
	2 Direct instruction will be focused to remediate gaps in skills and mathematics background knowledge.	AR	At-Risk Students	Teachers	Instructional Specialist	Ongoing
	3 Apply knowledge about mathematics vocabulary to solve problems.		All Students	Teachers		Ongoing
	4 Set goals after each benchmark/CBA.		All Students	Teachers	Goal Setting Forms	Ongoing
	5 Using a modified Frayer model, the students will apply mathematic vocabulary to increase comprehension of concepts and success in problem solving.		Grades 1 st – 5 th	Teachers	Student Vocabulary Workbooks	Ongoing

Area of Focus: Mathematics - Continued

STP	Strategies		Codes	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Analyze data after assessments to set up focused teaching in flexible groups with grade level.	AR	All Students	Teachers; Administration	Instructional Specialist	Ongoing
	2	Design and present lessons using research proven strategies.	SD	All Students	Teachers; Administration	Staff Dev. Liaisons; Publications Referenced	Ongoing
	3	Implement lessons to adapt to a variety of learning styles for all students.	SD	All Students	Teachers; Administration	Instructional Specialist; Staff Dev. Liaison	Ongoing
	4	Focus warm-ups and homework on previously taught skills to review and move to long-term memory.	AR	All Students	Teachers; Administration		Ongoing
Parents	1	Expect and check students' homework	PI	All Students	Parents; Teachers; Administration		Ongoing
	2	Support Saturday School by sending students and building motivation for students.	AR PI	Some Students	Parents; Teachers; Administration		October - May

Area of Focus: Reading

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	86	87	88	90	89	71	77	79	90	83	85	87	87	90	88
All	95	97	98	100	99	79	83	92	100	95	95	97	94	100	96
Eco.Dis.	94	96	98	100	99	55	75	87	90	88	88	89	88	90	89
Hispanic	92	95	98	100	99	64	75	88	90	89	92	95	92	100	95
LEP	89	89	100	100	100	17	75	75	90	80	--	--	75	90	80
LEP M1	--	--	100	100	100	89	89	100	100	100	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	--	--	--	100	100	100	100	100
Spec.Ed.	--	--	90	100	93	--	--	--	--	--	75	80	78	90	82
White	100	100	100	100	100	90	93	97	100	98	98	99	97	100	98

District Priority:

1A

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

Campus Objective:

By May 2009, we will increase the percentage of students demonstrating proficiency on **TAKS Reading** and commended performance in all student groups by the amounts indicated below.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Implement independent reading with accountable talk 10-30 minutes daily to increase fluency, critical thinking & comprehension strategies.		All students	All Reading Teachers	Independent Reading, Classroom Libraries	Ongoing
	2	Reading comprehension strategies will be reinforced through the support of classroom anchor charts.		All students	All Reading Teachers		Ongoing
	3	Specific skills will be reinforced and/or remediated through the use of flexible groups and focused instruction.	AR	All students	All Reading Teachers		Ongoing
	4	Increase reading level and comprehension to read on or above grade level.	AR CE	All students	All Reading Teachers		Ongoing

Area of Focus: Reading - Continued

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

Area of Focus: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	88	89	100	100	100
All	91	94	98	100	99
Eco.Dis.	81	84	98	100	99
Hispanic	90	93	96	100	97
LEP	67	75	94	100	96
LEP M1	89	89	100	100	100
LEP M2	100	100	--	--	--
Spec.Ed.	--	--	--	--	--
White	92	95	100	100	100

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:		By May 2009, we will increase the percentage of students demonstrating proficiency of TAKS Writing and commended performance in all student groups by the amount indicated below.
Formative/Summative Evaluation:		District-developed Tests and Texas Assessment of Knowledge and Skills

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

Area of Focus: Writing - Continued

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

Legend

Code	Plan	Indicates that the strategy addresses...
AR	At-risk	The needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	Initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	Students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	Training needs of teachers and other staff.
T	Technology	Tools used to enhance instruction or to facilitate managerial tasks.
T1	Title I	Federal mandates for school-wide Title I programs.
VP	Violence Prevention	Prevention and intervention plans for improving student behavior.

CIP PART II: ASSURANCE ADDENDUM

Matzke Elementary
Ms. Anne Odum
 2008 – 2009
Campus Improvement Plan
Cypress-Fairbanks Independent School District
Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

X	Matzke Elementary has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
X	Included strategies for improving student attendance.
X	Provided for a program to encourage parental and community involvement at the campus.
X	Included goals and methods for violence prevention and intervention on campus.
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
X	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.
X	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Odum, Barbara	Principal:
Lyons, Diane	Teacher 1: PPCD
Murphy, Laci	Teacher 2: Kindergarten
Johnson, Andrea	Teacher 3: 1 st Grade
Berrones, Liz	Teacher 4: 2 nd Grade
Love, Lisa	Teacher 5: 3 rd Grade
Love, Kylie	Teacher 6: 4 th Grade
Verrett, Jana	Teacher 7: 5 th Grade
McNutt, K.K.	Teacher 8: Special Ed. / Support
Holmes, Teresa	Non-teaching professional 1: Secretary
Verduzco, Ruth	Non-teaching professional 2: Paraprofessional
Ackard, Paige	Parent 1:
Robinson, Kathy	Parent 2:
Gent, Joyce	Community resident 1:
Segert, Kerri	Community resident 2:
Norman, Bill	Business representative 1: Metropolitan Baptist Church
Balderias, Mike	Business representative 2: Restaurant Owner
Merrell, Linda	District Representative

CPOC Meetings* for '08 - '09			
#	Date	Time	Location
1	October 16, 2008	4:00 p.m.	Matzke Elementary - Library
2	November 11, 2008	4:00 p.m.	Matzke Elementary - Library
3	January 14, 2009	4:00 p.m.	Matzke Elementary - Library
4	March 25, 2009	4:00 p.m.	Matzke Elementary - Library
5	May 13, 2009	4:00 p.m.	Matzke Elementary - Library

* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

CIP PART II: ASSURANCE ADDENDUM

Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an "X" in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
X	1) TAKS Recognized or Exemplary	For 2008-2009, 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.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
X	2) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
X	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by 10%.	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.

CIP PART II: ASSURANCE ADDENDUM

X	4) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by 10% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for Level II and Level III offences.	Implement and monitor the school-wide safety and security plan.
X	5) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above 90%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
X	6) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

CIP PART II: ASSURANCE ADDENDUM

Section D

- 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 underserved 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 II: ASSURANCE ADDENDUM

<p align="center">Matzke Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2008 - 2009</p>			
Date	Audience	Responsible for Planning	Purpose/Content
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	
5-Aug (P.M.)	GLT/AMS	Elementary	
4-Aug (P.M.)	GLT/AMS	Secondary	
5-Aug (A.M.)	Safety Conference	District Administrative Staff	
12-Aug	Department Chair and Team Leader		
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Campus	
19-Aug	All Staff	Campus	
20-Aug	All Staff	Campus	
21-Aug	Elementary/Secondary	District Staff	
22-Aug	All Staff	Campus	
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	District TE Day
	Secondary Staff	Campus	
16-Feb	All Staff	Campus	Achievement Meetings

CIP PART II: ASSURANCE ADDENDUM

13-April *	All Staff	Campus	Campus TE Day
4-June	All Staff	Campus	