

2008-2009
Campus Improvement Plan
for
Metcalf Elementary

Cypress-Fairbanks Independent School District

Note: 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.

Metcalf Elementary
2008-09 Comprehensive Needs Assessment Summary

The staff at Metcalf Elementary includes 77 teachers, 26 paraprofessionals, and 3 administrators. The student population is 11% White, 19% African American, 62% Hispanic, 7% Asian, and .9% Native American. Seventy-two percent of students who attend Metcalf Elementary qualify for free or reduced lunch. The mobility rate for students at Metcalf Elementary is 18.2%.

In accordance with Texas state legislative requirements, the staff at Metcalf Elementary conducted a comprehensive needs assessment for the 2008-09 school year. The needs assessment was conducted to identify gaps in student achievement and other areas for improvement. The information used to conduct the needs assessment included the data from the 2008 Texas Assessment of Knowledge and Skills (TAKS), mobility, discipline, attendance, and teacher retention data.

A student group with fewer than seventy-five percent students passing in a given TAKS-tested content area is identified as a priority. Based on the review of the data, a priority area was identified that will be addressed in the 2008-09 school year including: Hispanic students in 4th grade reading (73%). Best practices will be used to address the area of need in the content area and student group identified. Strategies to address the need in this area are delineated in Part I of the campus improvement plan.

Metcalf Elementary staff will implement behavioral strategies to reduce the number of discipline incidents related to inappropriate physical contact in the 2008-09 school year. Additionally, efforts will be made to improve the rate of attendance for all student groups including, African American (96.3%), Hispanic (96.4%), White (95.8%), and students who are economically disadvantaged (96.4%). Efforts will also be made to increase teacher retention at Metcalf Elementary.

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Area of Focus: Campus Culture

District Priority:

The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.

Campus Objective:

#1

For 2008 – 2009, a positive and supportive campus climate will be established where 98% of staff and students feel valued and appreciated.

Formative Evaluation:

Surveys, Teacher Retention Data...

STP	Strategies		Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Establish a Student Activities Committee to plans and coordinate activities for students	All Students	Committee Members, Administration	Local Funds Fund Raisers	Once every 6 weeks
	2	Spirit Day Contests	All Students	Teachers, Administrators, Counselors	Teacher Observations	Weekly
	3	Student Council Activities	All Students	Student Council Sponsor	Title I Funds PTO	Once every 6 weeks
Teachers	1	Booster Club- after school get together, fun activities at school, special treats, staff appreciation week	All Staff	Committee Members, Administration	Local Funds PTO	Monthly
	2	Hospitality Committee-appreciation luncheons, cards and flowers to staff members and families	HC Members	Principal's Secretary	Hospitality Committee Dues	Monthly or as needed basis
	3	Provide staff development to engage and reach all students	All Staff	Administration	Title I Funds	Twice a year
Parents	1	Family Dinner T1-6	All	Principal, Principal's Secretary	Tickets sold to parents and staff	Annually
	2	End of Year Carnival	All	Volunteer Staff	Tickets from carnival	Annually

Note: 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.

Area of Focus: Attendance

District Priority:

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

Campus Objective:

#2 For 2008 – 2009, 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 that had 100% attendance the previous day.	AR	All Students	Principal Registrar	Attendance Roster	Daily
	2	Acknowledge classrooms with perfect attendance in the school newsletter.	AR	All Students	Registrar Admin. Secretary	Newsletter	Weekly
	3	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. T1-6	AR	All Students	Teachers	Title I Packet	Fall Semester

Note: 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.

Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	76	81	81	90	84
All	65	75	89	90	89
Eco.Dis.	58	75	87	90	88
Hispanic	57	75	89	90	89
LEP	42	75	56	90	75
LEP M1	71	77	100	100	100
LEP M2	71	77	94	100	96
Spec.Ed.	83	85	--	--	--
White	74	79	94	100	96

District Priority:

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

Campus Objective:

#3 For 2008-2009, the success rates on the 5th grade TAKS test will increase by the percentages listed above.

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 unit tests and district benchmarks	AR	All Students; 3 rd and 4 th Grade AA and SLL Students	Teachers, Instructional Specialist	Grade book, benchmark data	Every 3 rd and 6 th week
	2 Monitor each student's progress in learning the critical TEKS by examining results of unit tests and district benchmarks Checkpoint assessments T1-8	AR	All students	Teachers	District Science Study Guide, Science text, District curriculum guide	Every 2 weeks

Note: 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.

	3	Use hands on experiments to assist students in learning critical TEKS in science	AR	All students; 3 rd and 4 th Grade AA and SLL Students	Teachers	District Science Curriculum	As noted in curriculum guide
	4	Provide extended learning time for students during Supplemental Instruction time T1-9	AR	All students; 3 rd and 4 th Grade AA and SLL Students	Teachers	District Science Curriculum	Daily
	5	Small group pull-outs with Science Helping Teacher and district tutors	AR CE	Identified Students; 3 rd and 4 th Grade AA and SLL 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; 3 rd and 4 th Grade AA and SLL Students	Principal, Assistant Principal	schedules	Prior to first day of school
	2	Monitor implementation of the science curriculum	CE	All students; 3 rd and 4 th Grade AA and SLL Students	Assistant Principal, Instructional Specialist, Science Helping Teacher	District Science Curriculum, Benchmark data	Ongoing
	3	Monitor subgroups in 1 st through 5 th grades in Science	AR	Identified Students; 3 rd and 4 th Grade AA and SLL Students	Assistant Principal, Instructional Specialist	Data from District tests	Ongoing
	4	Provide building inservices for teachers to prepare materials for upcoming science topics T1-4	SD CE T1	3-4-5 science teachers	Teachers, Science Helping Teacher, Instructional Specialist	District Science Curriculum, materials for lessons	Every 12 weeks

Note: 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.

	5	Analyze data and monitor student progress through Achievement Meetings T1-8	AR	All students; 3 rd and 4 th Grade AA and SLL 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 T1-6	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

Note: 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.

Area of Focus: Science

District Priority:

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

Campus Objective:

#4 *By May 2009, students in grades 2-5 will increase achievement to 95% on the district science benchmarks.*

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 T1-2	AR	All Students; 3 rd and 4 th Grade AA and SLL Students	Teachers	Class and student observation	Daily
	2	Increase rigor of lessons through higher level questioning strategies	AR SD	All Students; 3 rd and 4 th Grade AA and SLL Students	Teachers	Bloom's Taxonomy chart and cards	Daily
	3	Model think aloud strategies for answering TAKS format questions	AR	All students; 3 rd and 4 th Grade AA and SLL Students	Teachers	District warm-ups and released TAKS test	On-going
	4	Develop comprehension and conceptual understanding of science vocabulary	AR	All Students; 3 rd and 4 th Grade AA and SLL Students	Teachers	District vocabulary Power points and vocabulary list	On-going

Note: 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.

	5	Use science journaling to increase student understanding of science concepts	AR	All students; 3 rd and 4 th Grade AA and SLL Students	Teachers	Observation guide	On-going
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 1-5 in Science	AR	Identified students	Assistant Principal, Instructional Specialist	Data from District tests	On-going
	4	Analyze data and monitor student progress through Achievement Meetings T1-8	AR	All students	Teachers, Instructional Specialists, Assistant Principals	Benchmarks Quizzes, Data from District tests Grades	Every 6 weeks
	5	Create hall bulletin boards Science based to reinforce Science concepts	AR	All students	Teachers, Instructional Specialists	Bulletin boards, Benchmarks, Quizzes, Data from District, tests Grades	Monthly
	6	Announce Science Word of the day and teachers display word on the Teacher Tool	AR	All students	Teachers, Instructional Specialists, Principal	Schedule of words, Benchmarks Quizzes, Data from District ,tests Grades	Daily

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	7	Provide to students a set of Science vocabulary flashcards to use during transition time and as sponge activity	AR	All students	Teachers, Instructional Specialist	Benchmarks Quizzes, Data from District, tests Grades	Daily
Parents	1	Make parents aware of study guides and send them home T1-6	PI	All students	Teachers, Parents of identified students	District study guides	Ongoing
	2	Implement a Science Night where students and teachers will actively involve parents in viewing TEKS learned.	PI T1	All parents and students	Principal, Assistant Principal, Instructional Specialist, Teachers,	District Science curriculum	Prior to 5 th grade Science TAKS testing

Note: 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.

Area of Focus: Math

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	69	76	77	90	81	80	83	77	90	81	95	97	96	100	97
All	86	87	91	100	94	87	88	85	90	87	94	96	94	100	96
Eco.Dis.	87	88	91	100	94	84	86	83	90	85	93	95	95	100	97
Hispanic	89	89	94	100	96	87	88	85	90	87	93	95	92	100	95
LEP	90	93	94	100	96	75	80	81	90	84	86	87	94	100	96
LEP M1	100	100	--	--	--	89	89	85	90	87	100	100	100	100	100
LEP M2	--	--	--	--	--	100	100	100	100	100	100	100	96	100	97
Spec.Ed.	67	75	71	90	77	33	75	--	--	--	83	85	--	--	--
White	92	95	92	100	95	91	94	86	90	87	91	94	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:

#5 *By May 2009, the performance of AA students on Math TAKS in grades 3-5 will increase by the percentages listed above.*

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
1	Use Educaide to select high level content T1-2	AR	All Students; 3 rd and 4 th Grade AA and SLL Students	Teachers	Educaide catalog	On-going
2	Create lessons that are targeted to different learning styles	AR	Identified Students; 3 rd and 4 th Grade AA and SLL Students	Teachers	District Teacher notes, District bank of ideas	On-going

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	3	Model use of and monitor that students are using Four-Step process and model drawing	AR	All Students; 3 rd and 4 th Grade AA and SLL Students	Teachers	Class and student observation District Teacher Notes	On-going
	4	Design lessons so that they move from concrete to pictorial to abstract	AR	All Students; 3 rd and 4 th Grade AA and SLL Students	Teachers	District Teacher Notes	On-going
	5	Offer After School Tutoring to provide students extended instructional time T1-9	AR	All Students; 3 rd and 4 th Grade AA and SLL 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; 3 rd and 4 th Grade AA and SLL Students	Teachers Math Helping Teachers Assistant Principals	Benchmarks TAKS	On-going
	7	Small group instruction, in the classroom, for re-teach and meet the individual needs of the students to improve student achievement	AR	All Students; 3 rd and 4 th Grade AA and SLL Students	Teachers Instructional Specialist Assistant Principals	Benchmarks TAKS Quizzes Grades	On-going
Teachers	1	Ensure that all teachers are trained in using Educaide, e-tool and model drawings T1-2	SD	1-5 Math Teachers; 3 rd and 4 th Grade AA and SLL Students	Instructional Specialist, Math liaison	Acces 4	September 19, 2007

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	2	Enroll teachers in Quantum Learning training T1-4	SD	1-5 Math teachers; 3 rd and 4 th Grade AA and SLL Students	Principal, secretary	Title 1 funds	As scheduled by math department
	3	Schedule math coaches to work with 1 st , 2 nd , 3 rd , 4 th and 5 th grade teams	SD	1-5 Math teachers; 3 rd and 4 th Grade AA and SLL Students	Principal, Assistant principal, Instructional Specialist	Coordinator	Bi-weekly
	4	Analyze data and monitor student progress through Achievement Meetings T1-8	AR	1-5 Math teachers; 3 rd and 4 th Grade AA and SLL Students	Teachers, Instructional Specialists, Assistant Principals	Quizzes, Data from District tests Grades, Benchmarks	Every 6 weeks
	5	Incorporate the district vocabulary into daily lessons	AR	1-5 Math teachers; 3 rd and 4 th Grade AA and SLL Students	Teachers, Instructional Specialists, Assistant Principals	Quizzes, Data from District tests Grades, Benchmarks	On-going
	6	Increase students' exposures to math TEKS by engaging students with computer programs	AR T1	2-5 Grades Teachers; 3 rd and 4 th Grade AA and SLL Students	3 rd -5 th Grade Teachers; Computer Teacher	JJI	Weekly
Parents	1	Educate parents on the benefits of and correct use of the Four-Step Process T1-6	PI	1-5 Parents	Teachers	District website	On-going
	2	Make parents aware of Daily Math and expectations of completion	PI	1-5 Parents	Teachers	District Daily Math	On-going

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	3	Schedule Math Nights to provide parents strategies and materials to help students at home	AR PI T1	1-5 Parents	Teachers, Instructional Specialists, Assistant Principals	Quizzes, Data from District tests Grades, Benchmarks	
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Note: 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.

Area of Focus: Reading/English Language Arts

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	#6	<i>By May 2009, K-2 students will improve listening skills and ability to respond to explicit and implicit questions to 95% on TPRI/Tejas LEE/Benchmarks/ISIP</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 by examining results of teacher-made tests and district benchmarks. T1-8	AR CE	K-5	Instructional Specialist; Teacher	Gradebook; benchmark data	Every 3 or 6 weeks
	2	Participate in Metcalf Reading Round-Up.	AR	K-5	Administration Teachers	Quality books	Daily
	3	Provide opportunities to orally respond to stories read aloud.	AR	K-5	Teachers	Quality books	Daily
	4	Provide opportunities to respond to stories read aloud by writing a response.	AR	K-5	Teachers	Writing response notebook	Weekly
Teachers	1	Provide a newsletter to parents to encourage/explain reading strategies	TI	K-5	Teachers	Computers	Monthly
	2	Read stories to students.	AR	K-5	Teachers	Quality books	Daily
	3	Analyze data and monitor student progress through Achievement Meetings.	AR	K-5	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-5	Instructional Specialist LA Helping teachers Teachers Assistant Principals	Title I Funds	As scheduled by District and campus personnel
	5	Attend professional development trainings that focus on how to effectively make cultural connection between teachers and AA and H students to improve educational service delivery and academic outcomes.	AR T1 SD	PK-5	Principal; Assistant Principals	Title 1 Funds Contracts with consultants; Dr. Norvella Carter	Twice a year
	6	Maintain a current selection of books that is appropriate for each reading group from the literacy library and school library	AR T1	PK-5	Teachers; Instructional Specialists; Librarian	Title 1 Funds; Invoices for books purchased	As needed
	7	Provide recorded books to students in order to improve reading fluency	AR	K-5	Teachers; Instructional	Title 1 Funds; Recorded books	As Needed

Note: 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.

					Specialists		
	8	Coordination between the classroom teacher and computer class to expose students to I-Station	AR T1 T	K-5	K-5 th Teachers; Computer Teacher	Title 1 Funds; I-SIP assessment program	BOY MOY EOY
Parents	1	Help children complete reading logs. T1-6	PI	K-5	Parents Students	Quality books	Daily
	2	Schedule Reading Nights to provide parents strategies and materials to help students at home	PI	K-5	Parents Students	Time and Date Information	Once a semester
	3	Participate in recorded books assignments to improve students' reading fluency	PI	K-5	Parents Students	Recorded books	As Needed

Note: 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.

Area of Focus: Reading/English Language Arts

District Priority:

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

Campus Objective:

#7 *By May 2009, kindergarten students will increase phonological awareness skills to 95% on the benchmark/I-SIP*

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 T1-8	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	Benchmarks Quizzes, Data from District tests	Every 6 weeks

Note: 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.

					Principals	Grades	
	5	Attend professional development trainings that focus on how to effectively make cultural connection between teachers and AA and H students to improve educational service delivery and academic outcomes. T1-4	AR T1 SD	PK-5	Principal; Assistant Principals	Title 1 Funds Contracts with consultants; Dr. Norvella Carter	Twice a year
	6	Provide recorded books to students in order to improve reading fluency	AR T1	K-5	Teachers; Instructional Specialists	Title 1 Funds; Recorded books	As Needed
	7	Maintain a current selection of books that is appropriate for each reading group from the literacy library and school library	AR T1	PK-5	Teachers; Instructional Specialists; Librarian	Title 1 Funds; Invoices for books purchased	As needed
	8	Coordination between the classroom teacher and computer class to expose students to I-Station	AR T1 T	K-5	K-5 th Teachers; Computer Teacher	Title 1 Funds; I-SIP assessment program	BOY MOY EOY
	9	Provide opportunities for training in balanced literacy.	AR CE SD	K-2	Instructional Specialist LA Helping teachers Teachers Assistant Principals	Title 1 Funds	As scheduled by District and campus personnel
Parents	1	Schedule Reading Nights to provide parents strategies and materials to help students at home T1-6	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
	3	Participate in recorded books assignments in order to improve students' reading fluency.	PI	Kinder	Parent, students	Recorded books	As needed

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Area of Focus: Reading/English Language Arts

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	#8	<i>By May 2009, increase K-5 students reading accuracy, fluency, and comprehension to 95% on the benchmark.</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	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 Specialists	Literacy library books; Spalding sound cards	Daily
	4	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
	5	Increase the amount of time that students engage in sustained reading of independent-level text during the reading workshop time. K-15 minutes, 1 st and 2 nd 30 minutes, 3 rd , 4 th , 5 th -40 minutes.	AR	K-5 th Grades	Teachers	Library books, class library books	Daily
	6	Provide modeling of comprehension strategies and thinking process of good readers during whole group mini-lesson; differentiated, small-group reading instruction using instructional level texts from the literacy library; and conferring and monitoring progress of students during independent reading. T1-2	AR T1	K-5 th Grades	Teachers; Instructional Specialist	Literacy books	On-Going
	7	Expand classroom libraries to support independent reading.	AR T1	K-5 th Grades	Teachers; Instructional Specialists	Literacy Library	On-Going
	8	Utilize conferring notebooks and running records in addition to common assessments and standardized test to ensure that assessment of student performance is based on reliable data.	AR	K-5 th Grades	Teachers; Instructional Specialists; Reading Specialists	Notebooks, data sheets	On-Going

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	9	Provide extended day instruction and summer school scholarships to improve student reading skills. T1-9	AR T1	K-5 th Grades	Teachers; instructional Specialists; Assistant Principals	Extended day schedule; Teacher and student sign in sheets; Nomination list for summer school; Summer school registration form	Spring Semester; Summer Session
	10	Provide Saturday reading camps for at –risk students in grades 3 rd , 4 th and 5 th	AR T1	3 rd -5 th Grades	Teachers; Instructional Specialists	Lesson plans, Attendance	Spring Semester
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 and school library	AR	All	Teachers	Title 1 Funds; Invoices for books purchased; Literacy Library; School 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	Title I Funds	As scheduled by District and campus personnel
	6	Support teachers' understanding of effective reading workshop strategies thorough book studies	AR CE T1 SD	All Students	Instructional Specialist; Teachers; Reading Specialists	Title 1 Funds Books	One per semester
	7	Attend professional development trainings that focus on how to effectively make cultural connection between teachers and AA and H students to improve educational service delivery and academic outcomes.	AR T1 SD	PK-5	Principal; Assistant Principals	Title 1 Funds Contracts with consultants; Dr. Norvella Carter	Twice a year

Note: 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.

	8	Provide recorded books to students in order to improve reading fluency.	AR T1	K-5	Teachers; Instructional Specialists	Title 1 Funds; Recorded books	As Needed
	9	Coordination between the classroom teacher and computer class to expose students to I-Station.	AR T1 T	K-5	K-5 th Teachers; Computer Teacher	Title 1 Funds; I-SIP assessment program	BOY MOY EOY
	10	Coordination between the classroom teacher and computer class to expose students to Kidbiz reading program.	AR T1 T	3-5	Teachers; Computer Teacher	Title 1 Funds; Kidbiz reading program	Weekly
	11	Provide opportunities for new teachers to observe well-managed reading workshop classrooms using the district model literacy teacher initiative	AR	All Students	Instructional Specialists; Administrators	Reflection Sheet	As needed
Parents	1	Schedule Reading Nights to provide parents strategies and materials to help students at home T1-6	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
	3	Participate in recorded books assignments in order to improve students' reading fluency.	PI	Kinder	Parent, students	Recorded books	As needed

Note: 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.

Area of Focus: Reading/English Language Arts

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	82	85	84	90	86	90	93	76	90	81	90	93	100	100	100
All	91	94	86	90	87	76	81	76	90	81	78	82	92	100	95
Eco.Dis.	92	95	83	90	85	75	80	76	90	81	72	78	92	100	95
Hispanic	93	95	86	90	87	71	77	73	90	79	72	78	91	100	94
LEP	94	96	84	90	86	38	75	57	90	75	36	75	56	90	75
LEP M1	100	100	--	--	--	75	80	91	100	94	87	88	100	100	100
LEP M2	--	--	--	--	--	100	100	100	100	100	86	87	96	100	97
Spec.Ed.	50	75	57	90	75	--	--	--	--	--	60	75	--	--	--
White	96	97	100	100	100	77	81	85	90	87	86	87	83	90	85

District Priority:

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

Campus Objective:

#9 *By May 2009, increase the number of 3rd and 5th graders passing the TAKS reading by the percentage listed above.*

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 research-based strategies proven to be successful to the target group.	AR SD	All	Administration; Instructional Specialists; Teachers	CFISD curriculum; Mini-Lessons	Daily
	2	Strengthen independent reading level through guided reading instruction.	AR SD CE	All	Teachers; Instructional Specialists; Reading Specialists	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 Specialists; Teacher	Benchmark data, monitoring notebook	Every 3 or 6 weeks

Note: 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.

Students	4	Provide extended day instruction and summer school scholarships to improve student reading skills.	AR T1	K-5 th Grades	Teachers; instructional Specialists; Assistant Principals	Extended day schedule; Teacher and student sign in sheets; Nomination list for summer school; Summer school registration form	Spring Semester; Summer Session
	5	Create and meet with reading groups that focus on objectives and enrichment.	AR SD	All	Teachers	Benchmark data, monitoring notebook	Daily
	6	Increase the amount of time that students engage in sustained reading of independent-level text during the reading workshop time. K-15 minutes, 1 st and 2 nd 30 minutes, 3 rd , 4 th , 5 th -40 minutes.	AR	K-5 th Grades	Teachers	Library books, class library books	Daily
	7	Expand classroom libraries and school library to support independent reading.	AR T1	K-5 th Grades	Title 1 Funds; Teachers; Instructional Specialists; Librarian	Literacy Library; Library;	On-Going
	8	Utilize conferring notebooks and running records in addition to common assessments and standardized test to ensure that assessment of student performance is based on reliable data.	AR	K-5 th Grades	Teachers; Instructional Specialists; Reading Specialists	Notebooks, data sheets	On-Going
	9	Provide Saturday reading camps for at –risk students in grades 3 rd , 4 th and 5 th	AR T1	3 rd -5 th Grades	Teachers; Instructional Specialists	Lesson plans, Attendance	Spring Semester
Teachers	1	Work with reading enrichment teachers and instructional specialist to target and identify struggling learners.	AR	K -5 Grades	Teachers; Instructional Specialists; Reading Specialists	Benchmark data, monitoring notebook	Evert 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	K-5 Grades	Teachers; Instructional Specialists; Reading Specialists	Benchmark data, monitoring notebook	Evert 3 or 6 weeks; as needed

Note: 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.

	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	All students	Instructional Specialists, LA Helping teachers, Teachers, Assistant Principals	Title I Funds	As scheduled by District and campus personnel
	5	Support teachers' understanding of effective reading workshop strategies thorough book studies	AR CE T1 SD	All Students	Instructional Specialist; Teachers; Reading Specialists	Title 1 Funds Books	One per semester
	6	Provide professional development trainings that focus on how to effectively make cultural connection between teachers and AA and H students to improve educational service delivery and academic outcomes.	AR T1 SD	PK-5	Principal; Assistant Principals	Title 1 Funds Contracts with consultants; Dr. Norvella Carter	Twice a year
	7	Provide recorded books to students in order to improve reading fluency.	AR T1	K-5	Teachers; Instructional Specialists	Title 1 Funds; Recorded books	As Needed
	8	Coordination between the classroom teacher and computer class to expose students to I-Station.	AR T1 T	K-5	K-5 th Teachers; Computer Teacher	Title 1 Funds; I-SIP assessment program	BOY MOY EOY
	9	Coordination between the classroom teacher and computer class to expose students to Kidbiz reading program.	AR T1 T	3-5	Teachers; Computer Teacher	Title 1 Funds; Kidbiz reading program	Weekly
	10	Provide opportunities for new teachers to observe well-managed reading workshop classrooms using the district model literacy teacher initiative	AR	All Students	Instructional Specialists; Administrators	Reflection Sheet	As needed
Parents	1	Help ensure that children are present at school so that learning can occur. T1-6	PI	All	Parents	District calendar	Daily
	2	Work with student on homework and other school related projects.	PI	All	Parents and Students	Homework	Daily

Note: 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.

Area of Focus: Reading/English Language Arts

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	82	85	84	90	86	90	93	76	90	81	90	93	100	100	100
All	91	94	86	90	87	76	81	76	90	81	78	82	92	100	95
Eco.Dis.	92	95	83	90	85	75	80	76	90	81	72	78	92	100	95
Hispanic	93	95	86	90	87	71	77	73	90	79	72	78	91	100	94
LEP	94	96	84	90	86	38	75	57	90	75	36	75	56	90	75
LEP M1	100	100	--	--	--	75	80	91	100	94	87	88	100	100	100
LEP M2	--	--	--	--	--	100	100	100	100	100	86	87	96	100	97
Spec.Ed.	50	75	57	90	75	--	--	--	--	--	60	75	--	--	--
White	96	97	100	100	100	77	81	85	90	87	86	87	83	90	85

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	#10	By May 2009, improve 4 th graders overall passing rate on TAKS reading by the percentage listed above.
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	Strengthen independent reading level through guided reading instruction.	AR SD CE	All	Teachers; Instructional Specialists; Reading Specialists	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 Specialists; Teacher	Benchmark data, monitoring notebook	Every 3 or 6 weeks
	3	Create and meet with small reading groups that focus on objectives and 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 Specialists; Reading Specialists	Literacy library books, quality books	Daily
	5	Increase the amount of time that students engage in sustained reading of independent-level text during the reading workshop time. K-15 minutes, 1 st and 2 nd 30 minutes, 3 rd , 4 th , 5 th -40 minutes.	AR	K-5 th Grades	Teachers	Library books, class library books	Daily

Note: 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.

Students	6	Provide extended day instruction and summer school scholarships to improve student reading skills.	AR T1	K-5 th Grades	Teachers; instructional Specialists; Assistant Principals	Extended day schedule; Teacher and student sign in sheets; Nomination list for summer school; Summer school registration form	Spring Semester; Summer Session
	7	Expand classroom libraries to support independent reading.	AR T1	K-5 th Grades	Teachers; Instructional Specialists	Literacy Library	On-Going
	8	Utilize conferring notebooks and running records in addition to common assessments and standardized test to ensure that assessment of student performance is based on reliable data.	AR	K-5 th Grades	Teachers; Instructional Specialists; Reading Specialists	Notebooks, data sheets	On-Going
	9	Provide Saturday reading camps for at –risk students in grades 3 rd , 4 th and 5 th T1-9	AR T1	3 rd -5 th Grades	Teachers; Instructional Specialists	Lesson plans, Attendance	Spring Semester
	10	Provide Saturday reading camps for at –risk students in grades 3 rd , 4 th and 5 th	AR T1	3 rd -5 th Grades	Teachers; Instructional Specialists	Lesson plans, Attendance	Spring Semester
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 Specialists; Reading Specialists	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	All students	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 T1-8	AR	All students	Teachers, Instructional Specialists, Assistant Principals	Benchmarks Quizzes, Data from District tests Grades	Every 6 weeks

Note: 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.

	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
	6	Support teachers' understanding of effective reading workshop strategies through book studies.	AR CE T1 SD	All Students	Instructional Specialist; Teachers; Reading Specialists	Title 1 Funds Books	One per semester
	7	Provide professional development trainings that focus on how to effectively make cultural connection between teachers and AA and H students to improve educational service delivery and academic outcomes.	AR T1 SD	PK-5	Principal; Assistant Principals	Title 1 Funds Contracts with consultants; Dr. Norvella Carter	Twice a year
	8	Provide recorded books to students in order to improve reading fluency.	AR T1	K-5	Teachers; Instructional Specialists	Title 1 Funds; Recorded books	As Needed
	9	Coordination between the classroom teacher and computer class to expose students to I-Station.	AR T1 T	K-5	K-5 th Teachers; Computer Teacher	Title 1 Funds; I-SIP assessment program	BOY MOY EOY
	10	Coordination between the classroom teacher and computer class to expose students to Kidbiz reading program.	AR T1 T	3-5	Teachers; Computer Teacher	Title 1 Funds; Kidbiz reading program	Weekly
	11	Provide small instruction to students by adding an additional teacher to assist in meeting the reading and writing needs of the students	AR T1	4	New staff; Instructional Specialists; Principal	Small group schedule; Title 1 funds	Daily
	12	Provide opportunities for new teachers to observe well-managed reading workshop classrooms using the district model literacy teacher initiative	AR	All Students	Instructional Specialists; Administrators	Reflection Sheet	As needed
Parents	1	Help ensure that children are present at school so that learning can occur. T1-6	PI	All	Parents	District calendar	Daily
	2	Participate in recorded books assignments to improve students' reading fluency	PI	All	Parents Students	Recorded books	As needed

Note: 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.

Area of Focus: Reading/English Language Arts

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	#11	<i>By May 2009, improve 3rd, 4th, and 5th graders' critical reading skills so that the percentage passing rate listed below can be obtained.</i>
Formative/Summative Evaluation:		District-developed Tests and Texas Assessment of Knowledge and Skills

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	82	85	84	90	86	90	93	76	90	81	90	93	100	100	100
All	91	94	86	90	87	76	81	76	90	81	78	82	92	100	95
Eco.Dis.	92	95	83	90	85	75	80	76	90	81	72	78	92	100	95
Hispanic	93	95	86	90	87	71	77	73	90	79	72	78	91	100	94
LEP	94	96	84	90	86	38	75	57	90	75	36	75	56	90	75
LEP M1	100	100	--	--	--	75	80	91	100	94	87	88	100	100	100
LEP M2	--	--	--	--	--	100	100	100	100	100	86	87	96	100	97
Spec.Ed.	50	75	57	90	75	--	--	--	--	--	60	75	--	--	--
White	96	97	100	100	100	77	81	85	90	87	86	87	83	90	85

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Implement research-based strategies proven to be successful for the targeted group.	AR SD	All	Administration; Instructional Specialists; Teachers	CFISD curriculum; Mini-Lessons	Daily
	2	Strengthen critical reading skills through guided reading instruction.	AR SD CE	All	Teachers; Instructional Specialists; 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 Specialists; Teacher	Benchmark data, monitoring notebook	Every 3 or 6 weeks

Note: 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.

	4	Create and meet with small reading groups that focus on objectives and enrichment.	AR SD	All	Teachers	Benchmark data, monitoring notebook	Daily
Students	5	Increase the amount of time that students engage in sustained reading of independent-level text during the reading workshop time. K-15 minutes, 1 st and 2 nd 30 minutes, 3 rd , 4 th , 5 th -40 minutes.	AR	K-5 th Grades	Teachers	Library books, class library books	Daily
	6	Provide modeling of comprehension strategies and thinking process of good readers during whole group mini-lesson; differentiated, small-group reading instruction using instructional level texts from the literacy library; and conferring and monitoring progress of students during independent reading. T1-2	AR T1	K-5 th Grades	Teachers; Instructional Specialist	Literacy books	On-Going
	7	Expand classroom libraries to support independent reading.	AR T1	K-5 th Grades	Teachers; Instructional Specialists	Literacy Library	On-Going
	8	Utilize conferring notebooks and running records in addition to common assessments and standardized test to ensure that assessment of student performance is based on reliable data.	AR	K-5 th Grades	Teachers; Instructional Specialists; Reading Specialists	Notebooks, data sheets	On-Going
	9	Provide extended day instruction and summer school scholarships to improve student reading skills. T1-9	AR T1	K-5 th Grades	Teachers; instructional Specialists; Assistant Principals	Extended day schedule; Teacher and student sign in sheets; Nomination list for summer school; Summer school registration form	Spring Semester; Summer Session
	10	Provide Saturday reading camps for at –risk students in grades 3 rd , 4 th and 5 th	AR T1	3 rd -5 th Grades	Teachers; Instructional Specialists	Lesson plans, Attendance	Spring Semester
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	K-5 Grades	Teachers; Instructional Specialists; Reading Specialists	Benchmark data, monitoring notebook	Ever 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	K-5 Grades	Teachers; Instructional Specialists; Reading Specialists	Benchmark data, monitoring notebook	Ever 3 or 6 weeks; as needed

Note: 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.

	4	Support teachers' understanding of effective reading workshop strategies thorough book studies	AR CE T1 SD	All Students	Instructional Specialist; Teachers; Reading Specialists	Title 1 Funds Books	One per semester
	5	Provide opportunities for new teachers to observe well-managed reading workshop classrooms using the district model literacy teacher initiative	AR	All Students	Instructional Specialists; Administrators	Reflection Sheet	As needed
	6	Provide professional development trainings that focus on how to effectively make cultural connection between teachers and AA and H students to improve educational service delivery and academic outcomes.	AR T1 SD	PK-5	Principal; Assistant Principals	Title 1 Funds Contracts with consultants; Dr. Norvella Carter	Twice a year
	7	Provide recorded books to students in order to improve reading fluency.	AR T1	K-5	Teachers; Instructional Specialists	Title 1 Funds; Recorded books	As Needed
	8	Coordination between the classroom teacher and computer class to expose students to I-Station.	AR T1 T	K-5	K-5 th Teachers; Computer Teacher	Title 1 Funds; I-SIP assessment program	BOY MOY EOY
	9	Coordination between the classroom teacher and computer class to expose students to Kidbiz reading program.	AR T1 T	3-5	Teachers; Computer Teacher	Title 1 Funds; Kidbiz reading program	Weekly
	10	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
	11	Provide opportunities for training in balanced literacy.	AR CE SD	All students	Instructional Specialists, LA Helping teachers, Teachers, Assistant Principals	Title 1 Funds	As scheduled by District and campus personnel
Parents	1	Help ensure that children are present at school so that learning can occur. T1-6	PI	All students	Parents	District calendar	Daily
	2	Participate in recorded books assignments to improve students' reading fluency	PI	All students	Parents; Students	Recorded books	As needed

Note: 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.

Area of Focus: Reading/English Language Arts

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	#12	<i>By May 2009, implement and monitor the READ 180 program in 5th grade SEI/ESL so that the percentage passing rate listed below can be obtained.</i>
Formative/Summative Evaluation:		District-developed Tests and Texas Assessment of Knowledge and Skills

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	82	85	84	90	86	90	93	76	90	81	90	93	100	100	100
All	91	94	86	90	87	76	81	76	90	81	78	82	92	100	95
Eco.Dis.	92	95	83	90	85	75	80	76	90	81	72	78	92	100	95
Hispanic	93	95	86	90	87	71	77	73	90	79	72	78	91	100	94
LEP	94	96	84	90	86	38	75	57	90	75	36	75	56	90	75
LEP M1	100	100	--	--	--	75	80	91	100	94	87	88	100	100	100
LEP M2	--	--	--	--	--	100	100	100	100	100	86	87	96	100	97
Spec.Ed.	50	75	57	90	75	--	--	--	--	--	60	75	--	--	--
White	96	97	100	100	100	77	81	85	90	87	86	87	83	90	85

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline		
Students	1	Monitor the READ 180 Program.		AR	5 th Grade	Instructional Specialists; 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 Specialists	Class rosters; Benchmark/TAKS data from 2006-2007	Prior to the first day of school
	3	Create and meet with small reading groups that focus on objectives and enrichment.		AR SD	All students	Teachers	Benchmark data, monitoring notebook	Daily

Note: 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.

Teachers	1	Confer with students during independent reading workshop to build reading skills.	AR	All students	Teachers	Running records; Monitoring notebook	Weekly
	2	Provide student with opportunities to hear read alouds and shared readings to build vocabulary.	AR	All students	Teachers	Quality books	Daily
	3	Increase reading skills through strategy groups.	AR	All students	Teachers	Benchmark data, monitoring notebook	Daily
	4	Analyze data and monitor student progress through Achievement Meetings T1-8	AR	All students	Teachers, Instructional Specialists, Assistant Principals	Benchmarks Quizzes, Data from District tests Grades	Every 6 weeks
	5	Provide professional development trainings that focus on how to effectively make cultural connection between teachers and AA and H students to improve educational service delivery and academic outcomes. T1-4	AR T1 SD	PK-5	Principal; Assistant Principals	Title 1 Funds Contracts with consultants; Dr. Norvella Carter	Twice a year
	6	Provide opportunities for training in balanced literacy.	AR CE SD	All students	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. T1-6	PI	All students	Parents	District calendar	Daily

Note: 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.

Area of Focus: Reading/English Language Arts

District Priority:

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

Campus Objective:

#13 *By May 2009, research students LEP scores on the 2007 TELPAS so that teachers can implement interventions so that 95% of the students increase one level of proficiency.*

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	LEP students	Teachers	Benchmark data; teacher test Avenues Material	Daily
	2	Focus on ESL Vocabulary: ESL strategies.	AR	LEP students	Teachers	Benchmark data; teacher test Avenues Material	Daily
	3	Participate in small group reading pull out for additional support.	AR SD	LEP students	Instructional Specialists, Reading Enrichment Teachers	CFISD curriculum; Benchmark data; teacher test	Daily
	4	Journal writing	AR SD CE	LEP students	Teachers; Instructional Specialists; Reading Specialists	Literacy library books; Spalding sound cards	Daily
Teachers	1	Provide a balanced literacy model in classrooms.	SD	LEP students	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	LEP students	Teachers	Writing Mini-Lessons; journals; Writers workshop	Weekly
	3	Analyze data and monitor student progress through Achievement Meetings	AR	LEP students	Teachers, Instructional Specialists, Assistant Principals	Benchmarks Quizzes, Data from District tests Grades	Every 6 weeks
	4	Provide professional development trainings that focus on how to effectively make cultural connection between teachers and AA and H students to improve educational service delivery and academic outcomes.	AR T1 SD	PK-5	Principal; Assistant Principals	Title 1 Funds Contracts with consultants; Dr. Norvella Carter	Twice a year
	5	Provide opportunities for training in balanced literacy.	AR CE SD	LEP students	Instructional Specialist LA Helping teachers Teachers Assistant	Title 1 Funds	As scheduled by District and campus personnel

Note: 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.

					Principals		
Parents	1	Help ensure that children are present at school so that learning can occur. T1-6	PI	LEP students	Parents	District calendar	Daily

Note: 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.

Area of Focus: Reading/English Language Arts

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	#14	<i>By May 2009, implement and monitor the One Way Dual Language program in Pre-K/K, 1st to increase Bilingual students' success in English benchmarks to 95%.</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 student achievement in both English/Spanish classes.	AR	Pre-K K, 1	Teachers Administration Instructional Specialists	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 teachers, Admi., IS	Teachers	Staff Development web sites and flyers	As offered
	3	Build both languages simultaneously by scaffolding learning.	SD	Pre-K K, 1	Teachers	CFISD curriculum	Daily
	4	Follow specified curriculum to achieve target learning.	SD	Pre-K K, 1	Teachers	Staff Development and CFISD curriculum	Daily
Teachers	1	Maintain an open communication with partner teachers.	AR	Pre-K K, 1	Teachers		Daily
	2	Build vocabulary for content areas to support partner teachers.	AR	Pre-K K, 1	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 professional development trainings that focus on how to effectively make cultural connection between teachers and AA and H students to improve educational service delivery and academic outcomes.	AR T1 SD	PK-5	Principal; Assistant Principals	Title 1 Funds Contracts with consultants; Dr. Norvella Carter	Twice a year

Note: 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.

	5	Provide opportunities for training in balanced literacy.	AR CE SD	K-2	Instructional Specialists 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 T1-6	PI	Pre-K K, 1	Parents	Date and Time Information	September 10, 2007

Note: 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.

Area of Focus: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	93	95	92	100	95
All	85	87	88	90	89
Eco.Dis.	85	87	87	90	88
Hispanic	82	85	84	90	86
LEP	58	75	69	90	76
LEP M1	91	94	97	100	98
LEP M2	84	86	100	100	100
Spec.Ed.	--	--	--	--	--
White	80	83	95	100	97

District Priority:

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

Campus Objective:

#15 *By May 2009*, improve all students' composition skills with a focus on usage, mechanics, spelling, revision, and editing to increase writing TAKS scores by the percentages listed above.

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 students	Instructional Specialists; 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 Grades	Teachers	Words Their Way Book	Daily
	3 Consistent reading of books that represent the 6 Traits of writing.	SD	All students	Teachers	Quality books	Daily
	4 Consistent use of graphic organizers when writing.	T	1 st -5 th Grades	Teachers	Venn diagrams; etc.	At the beginning of the writing process
	5 Participation in Kid Biz 3000	T T1 SD	3 rd -5 th Grades	Teachers	Computers Kid Biz Program AR	Daily
	6 Implement writing workshop using the district, genre-based writing units of study to allow students to produce polished written compositions. Use the Lucy Calkins' Intermediate Units of Study in 3 rd grade and Ralph Fletcher's Teaching the Qualities of Writing Kit in 4 th grade to design mini-lessons based on students' needs and the district curriculum T1-2	AR	3 rd and 4 th Grades	Teachers; Instructional Specialists	Lucy Calkins and Ralph Fletcher Kits	Daily

Note: 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.

	7	Use genre-specific literature as mentor texts and model how to apply specific author's craft strategies in students' writing	AR	All Students	Teachers; Instructional Specialists Teachers; Instructional Specialists	Literacy books; Library books; Classroom Library books	On-Going
	8	Use the Revising and Editing Practice (REP) cards to reinforce language conventions.	AR T1	All students	Teachers; Instructional Specialists	REP cards	On-Going
	9	Examine ways to use student goal-setting to improve written communication	AR	All Students	Teachers; Instructional Specialists	Goal-setting Form	On-Going
Teachers	1	Provide a balanced literacy model in classrooms.	SD	All students	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 students	Teachers	Writing Mini-Lessons; journals; Writers workshop	Weekly
	3	Collect 9 writing samples that are reflective of the work being done in the classroom for administration to view.		All students	Administration; Teachers; Instructional Specialists	Student work samples	Annually
	4	Analyze data and monitor student progress through Achievement Meetings. T1-8	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 Specialists, LA Helping teachers, Teachers, Assistant Principals	Title I Funds	As scheduled by District and campus personnel
	6	Provide regular time for teachers to analyze student writing (vertical and grade-level) and develop an instructional and/or intervention plan to address whole-group and individual needs.	AR	K-2	Teachers; Instructional Specialists	Student written work; Intervention Plan Form	On-Going
	7	Participate in DATE Grant trainings and discuss how to implement ideas across the grade level. T1-5	AR SD	All Students	Instructional Specialists, Teachers, Assistant Principals	Staff Development Calendar; Sign in sheets	As scheduled by DATE Grant
	8	Provide published materials to promote writing strategies for LEP students.	AR T1	LEP Students	Instructional Specialists, Teachers, Assistant Principals	Published materials; Publishers Catalogs	On-Going

Note: 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.

Parents	1	Help ensure that children are present at school so that learning can occur. T1-6	PI	All students	Parents	District calendar	Daily
	2	Work with student on homework and other school related projects.	PI	All students	Parents and Students	Homework	Daily

Note: 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.

Area of Focus: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	93	95	92	100	95
All	85	87	88	90	89
Eco.Dis.	85	87	87	90	88
Hispanic	82	85	84	90	86
LEP	58	75	69	90	76
LEP M1	91	94	97	100	98
LEP M2	84	86	100	100	100
Spec.Ed.	--	--	--	--	--
White	80	83	95	100	97

District Priority:

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

Campus Objective:

#16 *By May 2009, increase the number of 4th graders earning a 3 or higher rating to 95% on the TAKS written composition.*

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	Training in Words their Way and Spaulding 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 students	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 students	Administration; Instructional Specialist; Teachers	CFISD curriculum; Mini-Lessons	Daily
	5	Implement writing workshop using the district, genre-based writing units of study to allow students to produce polished written compositions. Use the Lucy Calkins' Intermediate Units of Study in 3 rd grade and Ralph Fletcher's Teaching the Qualities of Writing Kit in 4 th grade to design mini-lessons based on students' needs and the district curriculum	AR	3 rd and 4 th Grades	Teachers; Instructional Specialists	Lucy Calkins and Ralph Fletcher Kits	Daily

Note: 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.

	6	Use genre-specific literature as mentor texts and model how to apply specific author's craft strategies in students' writing	AR	All Students	Teachers; Instructional Specialists Teachers; Instructional Specialists	Literacy books; Library books; Classroom Library books	On-Going
	7	Use the Revising and Editing Practice (REP) cards to reinforce language conventions.	AR T1	All students	Teachers; Instructional Specialists	REP cards	On-Going
	8	Examine ways to use student goal-setting to improve written communication	AR	All Students	Teachers; Instructional Specialists	Goal-setting Form	On-Going
Teachers	1	Provide a balanced literacy model in classrooms.	SD	All students	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 students	Teachers	Writing Mini-Lessons; journals; Writers workshop	Weekly
	3	Collect 9 writing samples that are reflective of the work being done in the classroom for administration to view.	AR	All students	Administration; Teachers; Instructional Specialist	Student work samples	Annually
	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	All students	Instructional Specialist LA Helping teachers Teachers Assistant Principals	Title I Funds	As scheduled by District and campus personnel
	6	Provide regular time for teachers to analyze student writing (vertical and grade-level) and develop an instructional and/or intervention plan to address whole-group and individual needs.	AR	K-2	Teachers; Instructional Specialists	Student written work; Intervention Plan Form	On-Going
	7	Provide small instruction to students by adding an additional teacher to assist in meeting the reading and writing needs of the students	AR T1	4	New staff; Instructional Specialists; Principal	Small group schedule; Title 1 funds	Daily
	8	Participate in DATE Grant trainings and discuss how to implement ideas across the grade level. T1-5	AR SD	All Students	Instructional Specialists, Teachers, Assistant Principals	Staff Development Calendar; Sign in sheets	As scheduled by DATE Grant

Note: 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.

	9	Provide published materials to promote writing strategies for LEP students.	AR T1	LEP Students	Instructional Specialists, Teachers, Assistant Principals	Published materials; Publishers Catalogs	On-Going
Parents	1	Help ensure that children are present at school so that learning can occur. T1-6	PI	All students	Parents	District calendar	Daily
	2	Work with student on homework and other school related projects.	PI	All students	Parents and Students	Homework	Daily

Note: 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.

Area of Focus: Writing

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	#17	<i>By May 2009, improve TOP writing scores so that 95% of the students achieve the "advanced high" rating necessary to exit.</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 by examining results of teacher-made tests and district benchmarks. T1-6	AR	All students	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 students	Teachers	Quality books; District vocabulary word list	Daily
	3	Consistent reading of books that represent the 6 Traits of writing.	SD	All students	Teachers	Quality books	Daily
	4	Consistent use of graphic organizers when writing.	T	1 st -5 th Grade	Teacher	Venn 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 students	Administration; Instructional Specialist; Teachers	CFISD curriculum; Mini-Lessons	Daily
	6	Implement writing workshop using the district, genre-based writing units of study to allow students to produce polished written compositions. Use the Lucy Calkins' Intermediate Units of Study in 3 rd grade and Ralph Fletcher's Teaching the Qualities of Writing Kit in 4 th grade to design mini-lessons based on students' needs and the district curriculum	AR	3 rd and 4 th Grades	Teachers; Instructional Specialists	Lucy Calkins and Ralph Fletcher Kits	Daily
	7	Use genre-specific literature as mentor texts and model how to apply specific author's craft strategies in students' writing	AR	All Students	Teachers; Instructional Specialists Teachers; Instructional Specialists	Literacy books; Library books; Classroom Library books	On-Going
	8	Use the Revising and Editing Practice (REP) cards to reinforce language conventions.	AR T1	All students	Teachers; Instructional Specialists	REP cards	On-Going
	9	Examine ways to use student goal-setting to improve written communication	AR	All Students	Teachers; Instructional Specialists	Goal-setting Form	On-Going
Teachers	1	Provide a balanced literacy model in classrooms.	SD	All students	Administration/ Teachers	Balanced Literacy Schedule	Daily

Note: 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.

Teachers	2	Conferring with students on their independent writing during writers' workshop so that personal and district goals are being reached.	SD	All students	Teachers	Writing Mini-Lessons; journals; Writers workshop	Weekly
	3	Collect 9 writing samples that are reflective of the work being done in the classroom for administration to view.	AR	All student	Administration; Teachers; Instructional Specialist	Student work samples	Annually
	4	Analyze data and monitor student progress through Achievement Meetings T1-8	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 Specialists, LA Helping teachers, Teachers Assistant Principals	Title I Funds	As scheduled by District and campus personnel
	6	Provide regular time for teachers to analyze student writing (vertical and grade-level) and develop an instructional and/or intervention plan to address whole-group and individual needs.	AR	K-2	Teachers; Instructional Specialists	Student written work; Intervention Plan Form	On-Going
	7	Participate in DATE Grant trainings and discuss how to implement ideas across the grade level. T1-5	AR SD	All Students	Instructional Specialists, Teachers, Assistant Principals	Staff Development Calendar; Sign in sheets	As scheduled by DATE Grant
	8	Provide published materials to promote writing strategies for LEP students.	AR T1 CE T	LEP Students	Instructional Specialists, Teachers, Assistant Principals	Published materials; Publishers Catalogs	On-Going
	Parents	1	Help ensure that children are present at school so that learning can occur. T1-6	PI	All students	Parents	District calendar
2		Work with student on homework and other school related projects.	PI	All students	Parents and Students	Homework	Daily

Note: 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.

*** 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.

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CIP PART II: ASSURANCE ADDENDUM

Metcalf Elementary

John Steward

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	Metcalf 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.
	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.
	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
	Included strategies for implementing a Coordinated School Health Program, grades 6-8. (middle school)
X	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
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). T1-10
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.
	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
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.

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CIP PART II: ASSURANCE ADDENDUM

X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten. T1-7
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Note: 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.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
John Steward	Principal:
Madeline Deitel	Teacher 1: Pre-Kindergarten Teacher
Laura Martinez	Teacher 2: K Grade Teacher
Jada Saveat	Teacher 3: 1 st Grade Teacher
Elda Hernandez	Teacher 4: 2 nd Grade Teacher
Liz Pinal	Teacher 5: 3 rd Grade Teacher
Patricia Williams	Teacher 6: 4 th Grade Teacher
Kerry Wagenhoffer	Teacher 7: 5 th Grade Teacher
Marcus Johnson	Teacher 8: Large Group Teacher
Brenda Garcia	Teacher 9: Reading Enrichment /SGRI Teacher
Jisha Iyer	Teacher 10: Special Education Teacher
Regina McDougal	Non-teaching professional 1: Para-professional
Elizabeth Vargas	Parent 1: PTO President
Linda Lee	Parent 2: Parent
Gracie Suarez	Community resident 1:Fuddruckers
Cynthia Northrup	Business representative 1: Walmart

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	September 18, 2008	3:30 p.m.	Metcalf Elementary Library
2	October 16, 2008	3:30 p.m.	Metcalf Elementary Library
3	January 15, 2009	3:30 p.m.	Metcalf Elementary Library
4	April 09, 2009	3:30 p.m.	Metcalf Elementary Library
5	May 07, 2009	3:30 p.m.	Metcalf 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.

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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 25% .	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.
	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at XX% .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
	5) Violence Prevention	For 2008-2009, the discipline referrals for	Each grading period the discipline referrals will be	At the end of the school year, the discipline	Implement and monitor the school-wide safety

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CIP PART II: ASSURANCE ADDENDUM

X		offenses will be reduced by 25% from the previous school year.	reviewed to determine the percent of referrals.	referrals will be reviewed to determine the percent of referrals for 2008-09 .	and security plan.
X	6) 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	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at 100% . T1-3	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.
	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be XX% or less with no student group exceeding XX% .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least XX% .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above XX% .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

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CIP PART II: ASSURANCE ADDENDUM

	11) High School AEIS – Advanced Courses and Dual Credit	For 2008-2009, the percent of students who have completed at least one advanced course will be at or above XX% .	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above XX% .	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above XX% .	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	14) High School CTE	For 2008-2009, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) XX% .	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

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CIP PART II: ASSURANCE ADDENDUM

Section D

10 Components of a Title I Program

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|---|--|
| X | 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. |
| X | 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. |
| X | 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. |
| X | 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. |
| X | 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. |
| X | 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. |
| X | 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) |
| X | 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. |
| X | 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. |
| X | 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. |

Note: 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.

CIP PART II: ASSURANCE ADDENDUM

Metcalf Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009			
Date	Audience	Responsible for Planning	Purpose/Content
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	
4-Aug	Campus Staff	Campus Administration	Campus TE: Engaging and Reaching all Students
5-Aug (P.M.)	GLT/AMS	Elementary	Elementary Round Table
5-Aug (A.M.)	Safety Conference	District Administrative Staff	Safety Issues
14-Aug-15	New Staff Orientation	District Staff	New Staff Oriented to District and Campus
18-Aug	All Staff	Campus	Campus Staff Development
19-Aug	All Staff	Campus	Campus Staff Development
20-Aug	All Staff	Campus	Campus Staff Development
21-Aug	Elementary/Secondary	District Staff	District Staff Development
22-Aug	All Staff	Campus	Campus Staff Development
13-Oct	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	Content Areas Staff Development
16-Feb	All Staff	Campus	Campus Staff Development
13-April *	All Staff	Campus	Campus Staff Development
4-June	All Staff	Campus	Campus Staff Development

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