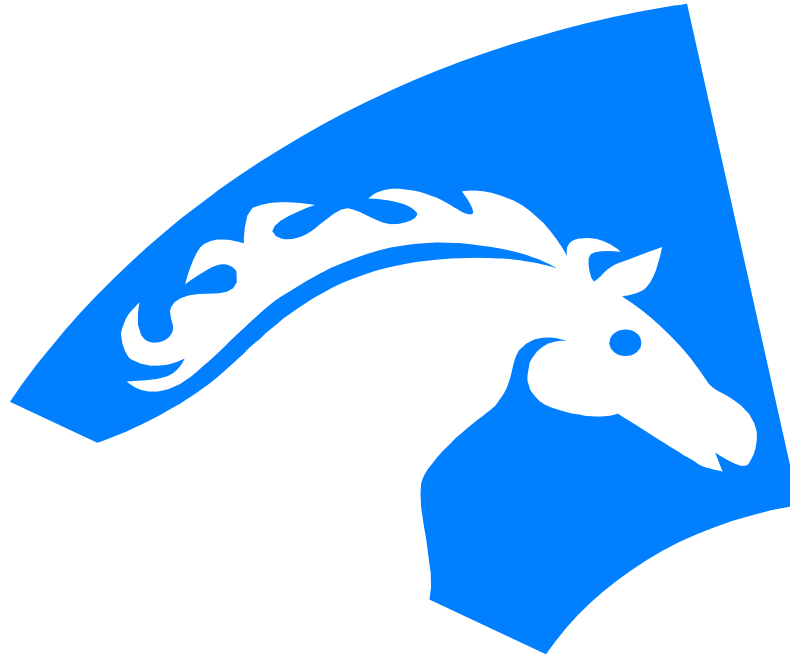


212° - It's What Mustangs Do!



2008-2009 Campus Improvement Plan for Millsap 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.

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	Implementation of balanced literacy schedule—K/1 st grade	Teacher plans
		Writing	All student groups in exemplary range on TAKS writing	TAKS Writing Test
	Subgroups	All	Exemplary range in 3 rd /5 th grade math, 5 th science, 3 rd , 4 th , 5 th grade reading	TAKS Tests
		AA	Exemplary range on TAKS writing	TAKS Writing Test
		H	Exemplary range in 4 th /5 th grade math and 5 th grade reading	TAKS Math/Reading Test
		W	Exemplary range in 4 th /5 th grade math and 3,4,5 reading	TAKS Math/Reading Test
		ED	Exemplary range in 4 th grade math and 5 th grade reading	TAKS Math/Reading Test
		LEP	Exemplary range in 4 th /5 th grade math and 5 th grade reading	TAKS Math/Reading Test
		SE	93% of special educations students met ARD expectations	SDAA II
Teacher	Professional Development		Kindergarten mini camp-Balanced Literacy	Grade-level schedule
			First grade mini camp-Balanced Literacy	Grade-level schedule
			Becky Koesel	Teacher Plans

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: Student Safety

District Priority:

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

Campus Objective:

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

Formative Evaluation:

District-developed Reports

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Increase awareness and understanding of the Student Code of Conduct with students. Assistant Principals will hold Code of Conduct meetings with students (2-5) in the fall to clarify expectations.	VP	All	Teachers/ Asst. Principals	COC	1 six weeks
	2	Teach the students the school wide expectations via the Matrix that was developed by the staff in August.	VP	All	Staff/ Administration	Matrix	Ongoing
	3	Students will be encouraged to emulate the school's Core Values in all settings of the building.	VP	All	Staff/ Administration	Charts	Ongoing
Teachers	1	Discipline committee will meet monthly to review the school's discipline reports and to discuss any concerns regarding school discipline and behavior.	VP	All	Discipline Committee/ Administration	District Discipline Reports	Ongoing
	2	Encourage students to apply the "extra degree of effort" in the area of behavior, which is our school-wide theme - 212°.	VP	All	Staff/ Administration	212° video, posters, announcements	Ongoing
	3	Develop a Matrix that will clarify behavioral expectations in all areas of the building; reflecting the Core Values defined by the staff.	VP	All	Staff/ Administration	Matrix	August
	4	Explicitly teach/model the Matrix to the students and review periodically, as needed.	VP	All	Teachers	Matrix	Ongoing
	5	Implement student acknowledgement systems within the classrooms and grade levels.	VP	All	Administration Teachers	Matrix	Ongoing
	6	Implement strategies for building relationships with at-risk students as outlined in <u>Rage to Hope</u> , and the staff development provided by Crystal Kuykendahl.	VP	At-risk Students	Teachers Administration	<u>Rage to Hope</u>	Ongoing
	7	Increase staff training in BBR.	VP	All	Administration	CFLMS	Ongoing
			Codes				

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.

STP	Strategies		*	Target Group	Person(s) Responsible	Resources	Timeline
Parents	1	Increase awareness and understanding of the Student Code of Conduct with parents.	VP	All	Administration	COC	Ongoing
	2	Provide parents a copy of the school expectation Matrix during open house and in the student handbook.	VP	All	Teachers	Matrix	Fall Semester
	3	Provide "Common Sense Parenting" class for any interested parent.	VP	All	Counselor	Counselor	Fall/Spring Semesters

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:

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	Motivate students to attend school daily by creating an engaging and supportive learning environment.	AR	All	Teachers	BBR, Habits of the Heart, Quantum Learning	Ongoing
	2	Reward perfect attendance with a sticker for the students' individual "Certificate of Achievement."	AR	All	Teachers	Reports	Ongoing-each six weeks
Teachers	1	Call parents when students are absent 3 or more days to inquire about their absence and answer questions about completing classroom assignments.	AR PI	All	Teachers	Attendance Reports	Ongoing
	2	Ensure that students receive and complete missed classroom assignments.	AR	All	Teachers	Attendance/ Grade Reports	Ongoing
Parents	1	Include notes about the importance of attendance in the "Mustang Express."	AR	All	Principal	Newsletter	Ongoing
	2	Attendance will be reviewed each six weeks by the administrative team. Students with excessive absences and tardies will receive a phone call from an administrator.	AR	All	Administration	Attendance Reports	Ongoing-each six 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.

Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	57	75	80	90	83
All	90	93	93	100	95
Eco.Dis.	74	79	83	90	85
Hispanic	84	86	96	100	97
LEP	70	77	--	--	--
LEP M1	--	--	--	--	--
LEP M2	100	100	100	100	100
Spec.Ed.	71	77	78	90	82
White	98	99	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:

#1 By May 2009, we will increase the percentage of students demonstrating proficiency or higher in Science as demonstrated on benchmarks/TAKS Science in grades K-5.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Provide extended learning time for students during recess, art/music, Saturday Camp and before-school science tutoring.	AR, CE	AA,H,ED	Admin. and teachers	Teacher Plans District Curriculum	Daily and semi-monthly
	2 Plan hands-on investigations and activities to develop conceptual understanding of science concepts.	AR	All	Teachers	District Curriculum Guides	Ongoing
	3 Design and present lessons that include working in groups that meet a variety of learning styles.	AR	AA,H,ED	Teachers	"From Rage to Hope", "Quantum Teaching"	Ongoing
	3 Utilize individual benchmark data to set personal goals.	AR, CE	AA,H,ED	Teachers	Goal-Setting Forms	Following District Benchmarks (including CBA)
	4 Implement vocabulary instruction following Marzano's research-based generalizations.	AR, CE	AA,H,ED	Teachers	CFISD Sc. Vocab. list	Ongoing

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	Analyzing the data (data dig) from benchmark tests and TAKS to make decisions about student instruction, reteaching and small group interventions.	AR	All	Teachers/ Administration/ Instructional Specialist	Benchmark and TAKS results	Following District Benchmarks (including CBA)
	2	Analyze benchmark and TAKS data of like schools and research strategies that have been proven effective for those schools. (Design a plan for implementation that fits the needs of Millsap students.)	AR	3 rd – 5 th	Teachers/ Administration (Instructional Specialist)	Scatter plots showing performance of like campuses	Following District Benchmarks (including CBA)
	3	Implement strategies for building relationships with at-risk students as outlined in <u>Rage to Hope</u> , and the staff development provided by Crystal Kuykendahl.	VP	At-risk Students	Teachers/ Administration	<u>Rage to Hope</u>	Ongoing
	4	Assess students with periodic checkpoints to assess student knowledge.	AR	3 rd – 5 th	Teachers	Science Study Guides	Ongoing
	5	Model think-aloud strategies for answering TAKS format questions using SQ-RQ-CQ strategies.	AR	1 st -5 th	Teachers	SQ-RQ-CQ	Ongoing
Parents	1	Instruct parents on how to use the Science Study Guides.	PI	Parents	Teachers/ Administration	Study Guides	Fall Semester
	2	Inform parents of performance on benchmarks/CBAs.	PI	Parents	Teachers	Reporting form	Following District Benchmarks (including CBA)
	3	Train parents to work with students in small group settings.	PI/SD	AR	Instructional Specialist	District Training and Instructional Specialist	Ongoing
	4	Invite parents to participate in “Curriculum Night(s).”	PI	Parents	Teachers	Stations	Fall/Spring Semesters

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: Mathematics

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	63	75	50	90	75	86	87	83	90	85	67	75	93	100	95
All	82	85	86	90	90	95	97	91	100	94	95	97	95	100	97
Eco.Dis.	72	78	78	90	82	97	98	91	100	94	87	88	96	100	97
Hispanic	74	79	92	100	95	97	98	92	100	95	94	96	96	100	97
LEP	65	75	88	90	89	100	100	92	100	95	100	100	--	--	--
LEP M1	--	--	--	--	--	100	100	89	90	89	--	--	--	--	--
LEP M2	--	--	--	--	--	100	100	--	--	--	90	75	100	100	100
Spec.Ed.	90	93	46	90	75	83	85	60	90	75	90	93	60	90	75
White	89	89	89	90	89	95	97	91	100	94	99	99	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:

#2 By May 2009, 90% of Millsap Elementary students will demonstrate proficiency or higher in Math as demonstrated on benchmarks/TAKS Math in grades K-5.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Provide extended learning time for students during early morning math tutoring, recess, large group, and Saturday Camp(s).	AR	AA, H, ED	Teachers / Administration/ Instructional Specialist	Teacher Plans	Ongoing
	2	Continue to implement research-based strategies for vocabulary instruction.	SD, AR	All	Teachers	CFISD Math Vocab	Ongoing
	3	Engage students in learning math through the integration of technology tools into the TEKS curriculum.	T	All	Teachers	Math Curriculum	Ongoing
	4	Analyze and use data to aid students in setting short-term goals to address specific areas of weaknesses.	AR	AA, H, ED	Teachers	Goal-Setting Forms	Ongoing
	5	Students will use the four step process for problem solving.	AR	All	Teachers	Curriculum Guide	Ongoing

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	Provide teachers with additional training on the Smart Board and incorporate eTools.	T, SD	All	District and Campus Technology Support	Math Curriculum	Fall Semester
	2	Implement a building wide plan to address students' mastery of basic facts.	AR	1 st – 5 th	Math Committee / Teachers		Ongoing
	3	Implement strategies for building relationships with at-risk students as outlined in <u>Rage to Hope</u> , and the staff development provided by Crystal Kuykendahl.	VP	AR	Teachers/ Administration	<u>Rage to Hope</u>	Ongoing
	4	Utilize paraprofessional support to cover lunch duties to allow teachers to pull students for small group interventions.	T	AR	Teachers/ Administration	Educaide	Ongoing
	5	Implement the instruction of the four step problem solving process.	AR	All	Teachers/ Administration/ Instructional Specialist	Educaide and District Curriculum Guide	Ongoing
	6	Analyzing the data (data dig) from benchmark tests and TAKS to make decisions about student instruction, re-teaching and small group interventions.	AR	All	Teachers/ Administration/ Instructional Specialist	Benchmark and TAKS results	Following District Benchmarks (including CBA)
Parents	1	Invite parents to participate in "Curriculum Night(s)."	PI	Parents	Teachers	Stations	Fall/Spring Semesters
	2	Involve parents in the school wide plan to address students' mastery of basic facts.	PI	All	Teachers		Fall Semester
	3	Train parents to work with students in small group settings.	PI/SD	AR	Instructional Specialist	District Training and Instructional Specialist	Ongoing
	4	Invite parents to attend group tutoring sessions to better learn how to help their children at home.	AR	5 th Grade	Teachers	Curriculum/ Benchmark Results	Spring 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: 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	86	87	92	100	95	79	83	83	90	85	79	83	100	100	100
All	91	94	94	100	96	90	93	91	100	94	97	98	96	100	97
Eco.Dis.	86	87	89	90	89	81	84	91	100	94	91	94	87	90	88
Hispanic	81	84	92	100	95	81	84	92	100	95	97	98	89	90	89
LEP	77	81	92	100	95	50	75	92	100	95	100	100	--	--	--
LEP M1	--	--	--	--	--	100	100	88	90	89	--	--	--	--	--
LEP M2	--	--	--	--	--	100	100	--	--	--	10	75	100	100	100
Spec.Ed.	100	100	69	90	76	83	85	60	90	75	71	77	75	90	80
White	96	97	95	100	97	95	97	91	100	94	100	100	98	100	99

District Priority:

1A

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

Campus Objective:

By May 2009, 90% of Millsap Elementary Students will demonstrate proficiency or higher in Reading as demonstrated on benchmarks/TAKS Reading in grades K-5.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Continue to implement research-based strategies for vocabulary instruction in all subject areas.	AR	AA, H, Ed	Teachers	CFISD Rdg. Vocab.	Ongoing
	2	Implement the "Read 180" intervention program in 4 th and 5 th grade SEI classes.	AR, T	AA, H, Ed	Teachers	Program	Ongoing
	3	Provide extended learning time for students during, Saturday Camp and before school tutoring. This includes dyslexia services, SGRI and services provided by the at-risk specialist.	AR	AA, H, Ed	Admin., Teachers	Teacher Plans	Daily, Spring Semester
	4	Analyze and use data to aid in setting short-term goals to address specific areas of weaknesses.	AR	AA, H, Ed	Teachers	Goal-Setting Forms	Ongoing
	5	Provide 20+ minutes for daily independent reading with books at their appropriate reading level as monitored by the classroom teachers.		All	K- 5 th Teachers	Lesson Plans	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	Target student needs by developing mini-lessons based on the TEKS, curriculum and assessment data.	AR	All	Teachers	Lesson Plans	Daily
Teachers	1	Focus on the implementation of balanced literacy through the use of a recommended schedule in grades 2 nd – 5 th .	SD	All	Teachers	Lesson Plans	Ongoing
	2	Raise the quality of literacy practices by scheduling visits with district identified model teachers.	SD	All	IS, Admin	Helping Teachers	Fall Semester
	3	Analyzing the data (data dig) from benchmark tests and TAKS to make decisions about student instruction, re-teaching and small group interventions.	AR	All	Teachers/ Administration	Benchmark and TAKS results	Following District Benchmarks (including CBA)
	4	Encourage teachers to plan lessons that integrate strategies from “Units of Study for the Reading Workshop” that are available on the intranet.	SD	All	Teachers	Intranet	Ongoing
	5	Implement Read Alouds on a daily basis.	AR	All	Teachers	Books	Ongoing
	6	Use the fluency rubric on a consistent basis.	AR	All	K – 2 nd Teachers	District Rubric	Ongoing
	7	Implement differentiation in small group instruction based on student needs.	AR	All	Teachers	Intranet	Ongoing
	8	Facilitate staff development on Reading Workshop, conferring with students, read aloud with accountable talk, and guided reading	SD	All	Instructional Specialist	Intranet	Fall Semester
	9	Teachers will observe District Model Teachers based on need as determined by student performance and administrative observation.	SD	All	Targeted teachers, Instructional Specialists	District Model Teachers	As needed
	10	Teachers will confer with students, using a monitoring notebook, to monitor comprehension and to determine areas of strengths and weaknesses.	AR SD	All	Teachers	Curriculum	Ongoing
Parents	1	Communicate with parents on students results following reading benchmarks and/or CBA’s.	PI	All	Teachers	Forms	Following District Benchmarks (including CBA)
	2	Train parents to work with students in small group settings.	PI SD	AR	Instructional Specialist	District Training and Instructional Specialist	Ongoing
	3	Invite parents to participate in “Curriculum Night” and “Open House.”	PI	All	Teachers	Teacher Plans	Fall/Spring 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: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	92	95	83	90	85
All	94	96	86	90	87
Eco.Dis.	90	93	88	90	89
Hispanic	90	93	92	100	95
LEP	86	87	91	100	94
LEP M1	100	100	89	90	89
LEP M2	100	100	--	--	--
Spec.Ed.	--	--	40	90	75
White	95	97	83	90	85

A variety of strategies outlined in the campus improvement plan specifically address the student group(s) highlighted in the data table(s) as a result of the TAKS performance of this group which resulted in the campus using the exceptions provision.

District Priority:

1A

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

Campus Objective:

By May 2009, 90% of Millsap Elementary students will demonstrate proficiency or higher as demonstrated on benchmarks/TAKS Writing in grades K-5.

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	Target student needs by developing mini lessons based on the TEKS, curriculum and assessment data.	AR	AA, H, ED	Teachers	"Launching Writers' Workshop"	Ongoing
	2	Students will understand and use Six Traits + 1 writing model to improve their quality of writing.	AR	All	Teachers, Instructional Specialists	District Curriculum	Ongoing
	3	Students will produce two "published" writing pieces each six weeks.	AR	All	Teachers	Lesson Plans, Student Writing Portfolios	May, 2008
	4	Attend tutoring groups either before/after school, during	AR	All	Teachers	Benchmark	Ongoing

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		recess, or during art and music.				/CBA data and writing samples	
Teachers	1	Teachers will implement lessons that integrate strategies from “Units of Study Writing Workshop” that are available on the intranet.	SD	All	Teachers	Intranet	Ongoing
	2	Show students models of high quality compositions.	AR	All	Teachers	Writing Samples	Ongoing
	3	Implement strategies discussed in vertical team share sessions where teachers will bring their students’ writing samples.	AR	All	Teachers	Writing Samples	Per Six Weeks
	4	Provide time for long range planning with 4 th grade teachers to develop a writing plan.	AR	All	4 th Grade Teachers/ Administration	District Curriculum	Fall Semester
	5	Following 4 th Grade Writing CBA, 4 th grade teachers will participate in a group scoring writing analysis session.	AR	All	4 th Grade Teachers / Administration	Writing Rubric	Following CBA
	6	Utilize Karen Lowery to work with 4 th grade teachers on modifying lessons to target identified struggling learners.	AR	AR	Teachers/ Administration	Karen Lowery	Fall/Spring Semester
	7	Analyzing the data (data dig) from benchmark tests and TAKS to make decisions about student instruction, reteaching and small group interventions.	AR	All	Teachers/ Administration	Benchmark and TAKS results	Following District Benchmarks (including CBA)
Parents	1	Communicate with parents on students results following benchmarks and/or CBA’s.	PI	All	Teachers	Forms	Following District Benchmarks (including CBA)
	2	Invite parents to participate in “Curriculum Night” and “Open House.”	PI	All	Teachers	Teacher Plans	Fall/Spring 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: Social Studies

District Priority:

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

Campus Objective:

By May 2009, 90% of Millsap Elementary students will demonstrate proficiency or higher as demonstrated on benchmarks in grades 1-5.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Continue to implement research based strategies for vocabulary instruction.	SD, AR	AA, H, ED	Teachers	CFISD Vocab. List	Ongoing
	2	Engage students in lessons that meet the needs of a variety of learning styles: (From Rage to Hope: Strategies for Reclaiming Black and Hispanic Students)	SD, AR	AA, H, ED	Teachers	"From Rage to Hope"	Ongoing
	3	Design questions and plan student activities that are at levels 3, 4, 5, 6 of Bloom's Taxonomy.		All	Teachers	Question Stems	Ongoing
Teachers	1	Design lessons which have students engaged in their learning through use of primary sources, Interactive Student Notebook (SN), and/or technology.	AR	All	Teachers	District Curriculum	Ongoing
	2	Provide teachers with additional training on the Smart Board.	SD	All	District and Campus Liaison	Notes	Fall Semester
	3	Create lessons which have students applying critical thinking through the use of technology.	AR	All	Teachers	District Curriculum	Ongoing
	4	Measure student learning through the use of tests, observations and performance.	AR	AA, H, ED	Teachers	Assess. Results	Ongoing
	5	Integrate social studies concepts in the balanced literacy schedule in 3 rd , 4 th and 5 th grade.	AR SD	All	Teachers	Scope and Sequence	Ongoing
Parents	1	Communicate with parents on students results following benchmarks.	PI	All	Teachers	Forms	Following District Benchmarks
	2	Invite parents to attend "Open House" and share strategies for using the Study Guides to help prepare their children for benchmarks and quizzes.	PI	All	Teachers		Fall/Spring 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.

*** 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.

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

Millsap Elementary
Jodi Matteson
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	Millsap Elementary has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
	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).
X	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district's scope and sequence for the course and/or grade level.
X	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.

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	
Jodi Matteson		Principal	
Nicole Barnes, Kristi Divin		Assistant Principals	
Christine Hopkins		Instructional Specialist	
Amy Collins		Kindergarten	
Carmela Simmons, Idalia Laber		First Grade	
JoAnna Vickery		Second Grade	
Tricia LaMarca, Carla Parodi		Third Grade	
Tricia Munoz		Fourth Grade	
Regina Roy		Fifth Grade	
Tanya Skarpa		PE	
Darlene Wallner		Special Education	
MaryAnn Hughes		Principal's Secretary	
Lynne Boehm		Workroom	
Ginger Hanson		Parent	
Jennifer Miller		Parent	
Rick Boehm		Community resident	
David Perham		Community resident	
Carey Badram		Business representative	
Linda Stokes		Business representative	
CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	October 1, 2008	7:45-8:00	Library
2	November 14, 2008	9:30	Cafeteria
3	January 15, 2009	7:45-8:00	Library
4	March 26, 2009	7:45-8:00	Library
5	May 27, 2009	7:45-8:00	Library

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CIP PART II: ASSURANCE ADDENDUM

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

Section C

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

	Goal	Description	Formative	Summative	Strategy
X	1) TAKS Recognized or Exemplary	For 2008-2009, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
X	2) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
X	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by 10% .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
X	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at %.	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.

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CIP PART II: ASSURANCE ADDENDUM

X	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by 10% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for XXX .	Implement and monitor the school-wide safety and security plan.
X	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above 97% .	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% .	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

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CIP PART II: ASSURANCE ADDENDUM

					testing, classes, and programs.
	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

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

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Millsap 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	
5-Aug (P.M.)	GLT/AMS	Elementary	
4-Aug (P.M.)	GLT/AMS	Secondary	
5-Aug (A.M.)	Safety Conference	District Administrative Staff	
12-Aug	Department Chair and Team Leader		
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Campus	
19-Aug	All Staff	Campus	
20-Aug	All Staff	Campus	
21-Aug	Elementary/Secondary	District Staff	
22-Aug	All Staff	Campus	
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
16-Feb	All Staff	Campus	
13-April *	All Staff	Campus	
4-June	All Staff	Campus	

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