

**2007-2008  
Campus Improvement Plan  
for  
Aragon Middle School**

**Cypress-Fairbanks Independent School District**

# **PART I : DATA SUPPLEMENT**

DISTRICT NAME: CYPRESS-FAIRBANKS  
CAMPUS NAME: ARAGON MIDDLE SCHOOL  
CAMPUS NUMBER: 101907051

Campus Rating: Academically Acceptable  
Grade Span: 06 - 08

Analysis groups used to determine ratings are marked with an 'X'.  
Academically Acceptable standards are shown in parentheses.  
Grade 8 science results are not included because they are not used in the 2007 accountability system.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2007				2006			Required Improvement			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
<b>Reading/ELA (65%)</b>											
X All Students	1,410	1,475	96%	100%	1,171	1,213	97%		-1		
X African Amer	164	184	89%	12%	74	83	89%		0		
X Hispanic	305	332	92%	23%	164	178	92%		0		
X White	846	860	98%	58%	836	854	98%		0		
X Econ Disadv	238	261	91%	18%	103	115	90%		1		
<b>Writing (65%)</b>											
X All Students	387	396	98%	100%	369	379	97%		1		
X African Amer	33	34	97%	9%	25	27	93%		4		
X Hispanic	63	63	100%	16%	65	68	96%		4		
X White	266	274	97%	69%	249	254	98%		-1		
X Econ Disadv	36	36	100%	9%	34	36	94%		6		
<b>Social Studies (65%)</b>											
X All Students	401	410	98%	100%	427	434	98%		0		
X African Amer	38	40	95%	10%	25	25	100%		-5		
X Hispanic	68	73	93%	18%	56	59	95%		-2		
X White	263	265	99%	65%	306	309	99%		0		
X Econ Disadv	41	44	93%	11%	40	42	95%		-2		
<b>Mathematics (45%)</b>											
X All Students	1,276	1,479	86%	100%	1,112	1,216	91%		-5		
X African Amer	134	183	73%	12%	62	82	76%	Yes	-3	-1	No
X Hispanic	254	335	76%	23%	155	177	88%		-12		
X White	795	861	92%	58%	803	858	94%		-2		
X Econ Disadv	192	265	72%	18%	92	113	81%	Yes	-9	-3	No
<b>Science (40%)</b>											
All Students	0	0	-	0%	0	0	-		-		
African Amer	0	0	-	0%	0	0	-		-		
Hispanic	0	0	-	0%	0	0	-		-		
White	0	0	-	0%	0	0	-		-		
Econ Disadv	0	0	-	0%	0	0	-		-		

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

SDAA II Results (50%)	2007				2006			Required Improvement			
	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %	# Tests Met ARD	# Tests	Pct Met ARD	Met Min Size	Act Chg	RI	Met RI?
X All Students	71	97	73%	100%	59	76	78%		-5		

EXCEPTIONS TABLE

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

DISTRICT NAME: CYPRESS-FAIRBANKS  
 CAMPUS NAME: ARAGON MIDDLE SCHOOL Campus Rating: Academically Acceptable  
 CAMPUS NUMBER: 101907051 Grade Span: 06 - 08

Analysis groups used to determine ratings are marked with an 'X'.  
 Academically Acceptable standards are shown in parentheses.  
 Grade 8 science results are not included because they are not used in the 2007 accountability system.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%)

	Class of 2006					Class of 2005			Required Improvement			
	# Completers	# dropouts	# in Class	Comp Rate	Stu Grp %	# Completers	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	-	-	-	-	-	-	-	-	-	-	-	-
African Amer	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-
Econ Disadv	-	-	-	-	-	-	-	-	-	-	-	-

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.0%)

	2005-06			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %
All Students	0	958	0.0%	100%
African Amer	0	83	0.0%	9%
Hispanic	0	155	0.0%	16%
White	0	639	0.0%	67%
Econ Disadv	0	119	0.0%	12%

Due to definitional changes, Annual Dropout Rate Required Improvement is not calculated in 2007.

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

**CIP PART I: DATA SUPPLEMENT**

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Reading/ELA	ARAGON MIDDLE S	6	All	691	652	94	100	96	423	61	400	394	99	248	62
Reading/ELA	ARAGON MIDDLE S	6	AA	126	113	90	100	93	53	42	34	32	94	13	38
Reading/ELA	ARAGON MIDDLE S	6	Hispanic	202	183	91	100	94	85	42	54	53	98	24	44
Reading/ELA	ARAGON MIDDLE S	6	White	319	315	99	100	99	255	80	283	280	99	192	68
Reading/ELA	ARAGON MIDDLE S	6	Eco.Dis.	199	181	91	100	94	77	39	41	40	98	13	32
Reading/ELA	ARAGON MIDDLE S	6	Spec.Ed.	27	22	81	90	84	9	33	15	14	93	4	27
Reading/ELA	ARAGON MIDDLE S	6	LEP	27	18	67	90	75	3	11	0	0	0	0	0
Reading/ELA	ARAGON MIDDLE S	6	LEP M1	22	21	95	100	97	9	41	2	2	100	0	0
Reading/ELA	ARAGON MIDDLE S	6	LEP M2	17	16	94	100	96	8	47	2	2	100	0	0
Reading/ELA	ARAGON MIDDLE S	7	All	421	396	94	100	96	171	41	413	377	91	153	37
Reading/ELA	ARAGON MIDDLE S	7	AA	38	29	76	90	81	7	18	36	26	72	6	17
Reading/ELA	ARAGON MIDDLE S	7	Hispanic	68	62	91	100	94	14	21	75	62	83	16	21
Reading/ELA	ARAGON MIDDLE S	7	White	289	280	97	100	98	137	47	271	258	95	109	40
Reading/ELA	ARAGON MIDDLE S	7	Eco.Dis.	39	32	82	90	85	6	15	45	35	78	8	18
Reading/ELA	ARAGON MIDDLE S	7	Spec.Ed.	16	14	88	90	89	2	13	13	7	54	1	8
Reading/ELA	ARAGON MIDDLE S	7	LEP	5	---	---	---	---	---	---	7	3	43	0	0
Reading/ELA	ARAGON MIDDLE S	7	LEP M1	3	---	---	---	---	---	---	2	0	0	0	0
Reading/ELA	ARAGON MIDDLE S	7	LEP M2	2	---	---	---	---	---	---	7	6	86	1	14
Reading/ELA	ARAGON MIDDLE S	8	All	423	408	96	100	97	271	64	458	441	96	269	59
Reading/ELA	ARAGON MIDDLE S	8	AA	45	41	91	100	94	13	29	32	29	91	12	38
Reading/ELA	ARAGON MIDDLE S	8	Hispanic	80	71	89	90	89	40	50	65	57	88	22	34
Reading/ELA	ARAGON MIDDLE S	8	White	266	264	99	100	99	190	71	319	314	98	210	66
Reading/ELA	ARAGON MIDDLE S	8	Eco.Dis.	49	43	88	90	89	18	37	50	42	84	16	32
Reading/ELA	ARAGON MIDDLE S	8	Spec.Ed.	18	17	94	100	96	5	28	13	12	92	3	23
Reading/ELA	ARAGON MIDDLE S	8	LEP	10	6	60	90	75	1	10	9	3	33	0	0
Reading/ELA	ARAGON MIDDLE S	8	LEP M1	2	---	---	---	---	---	---	1	1	100	0	0
Reading/ELA	ARAGON MIDDLE S	8	LEP M2	2	---	---	---	---	---	---	4	3	75	1	25

### CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Math	ARAGON MIDDLE S	6	All	693	580	84	90	86	308	44	402	378	94	239	59
Math	ARAGON MIDDLE S	6	AA		87	69	90	76	28	22	34	29	85	12	35
Math	ARAGON MIDDLE S	6	Hispanic	206	151	73	90	79	52	25	54	53	98	25	46
Math	ARAGON MIDDLE S	6	White	317	302	95	100	97	199	63	284	268	94	179	63
Math	ARAGON MIDDLE S	6	Eco.Dis.	204	141	69	90	76	44	22	41	38	93	19	46
Math	ARAGON MIDDLE S	6	Spec.Ed.	29	18	62	90	75	5	17	17	12	71	1	6
Math	ARAGON MIDDLE S	6	LEP	30	17	57	90	75	1	3	1	0	0	0	0
Math	ARAGON MIDDLE S	6	LEP M1	22	19	86	90	87	5	23	2	2	100	0	0
Math	ARAGON MIDDLE S	6	LEP M2	17	12	71	90	77	6	35	2	2	100	1	50
Math	ARAGON MIDDLE S	7	All	424	380	90	100	93	156	37	415	361	87	123	30
Math	ARAGON MIDDLE S	7	AA	38	28	74	90	79	3	8	36	25	69	4	11
Math	ARAGON MIDDLE S	7	Hispanic	68	60	88	90	89	16	24	74	61	82	10	14
Math	ARAGON MIDDLE S	7	White	291	266	91	100	94	119	41	274	246	90	90	33
Math	ARAGON MIDDLE S	7	Eco.Dis.	39	31	79	90	83	8	21	45	35	78	4	9
Math	ARAGON MIDDLE S	7	Spec.Ed.	19	13	68	90	75	1	5	14	8	57	1	7
Math	ARAGON MIDDLE S	7	LEP	6	5	83	90	85	1	17	7	3	43	0	0
Math	ARAGON MIDDLE S	7	LEP M1	3	---	---	---	---	---	---	2	1	50	0	0
Math	ARAGON MIDDLE S	7	LEP M2	2	---	---	---	---	---	---	7	7	100	1	14
Math	ARAGON MIDDLE S	8	All	422	350	83	90	85	116	27	456	410	90	164	36
Math	ARAGON MIDDLE S	8	AA	45	27	60	90	75	3	7	31	21	68	5	16
Math	ARAGON MIDDLE S	8	Hispanic	79	55	70	90	77	11	14	64	49	77	9	14
Math	ARAGON MIDDLE S	8	White	266	238	89	90	89	88	33	319	302	95	130	41
Math	ARAGON MIDDLE S	8	Eco.Dis.	49	32	65	90	75	5	10	48	34	71	9	19
Math	ARAGON MIDDLE S	8	Spec.Ed.	18	12	67	90	75	2	11	10	6	60	1	10
Math	ARAGON MIDDLE S	8	LEP	10	3	30	90	75	0	0	9	2	22	0	0
Math	ARAGON MIDDLE S	8	LEP M1	2	---	---	---	---	---	---	1	1	100	1	100
Math	ARAGON MIDDLE S	8	LEP M2	2	---	---	---	---	---	---	4	4	100	2	50



### CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Social Studies	ARAGON MIDDLE S	6	All												
Social Studies	ARAGON MIDDLE S	6	AA												
Social Studies	ARAGON MIDDLE S	6	Hispanic												
Social Studies	ARAGON MIDDLE S	6	White												
Social Studies	ARAGON MIDDLE S	6	Eco.Dis.												
Social Studies	ARAGON MIDDLE S	6	Spec.Ed.												
Social Studies	ARAGON MIDDLE S	6	LEP												
Social Studies	ARAGON MIDDLE S	6	LEP M1												
Social Studies	ARAGON MIDDLE S	6	LEP M2												
Social Studies	ARAGON MIDDLE S	7	All												
Social Studies	ARAGON MIDDLE S	7	AA												
Social Studies	ARAGON MIDDLE S	7	Hispanic												
Social Studies	ARAGON MIDDLE S	7	White												
Social Studies	ARAGON MIDDLE S	7	Eco.Dis.												
Social Studies	ARAGON MIDDLE S	7	Spec.Ed.												
Social Studies	ARAGON MIDDLE S	7	LEP												
Social Studies	ARAGON MIDDLE S	7	LEP M1												
Social Studies	ARAGON MIDDLE S	7	LEP M2												
Social Studies	ARAGON MIDDLE S	8	All	420	407	97	100	98	271	65	451	439	97	264	59
Social Studies	ARAGON MIDDLE S	8	AA	44	40	91	100	94	14	32	31	29	94	12	39
Social Studies	ARAGON MIDDLE S	8	Hispanic	78	71	91	100	94	32	41	64	58	91	25	39
Social Studies	ARAGON MIDDLE S	8	White	266	264	99	100	99	197	74	314	311	99	202	64
Social Studies	ARAGON MIDDLE S	8	Eco.Dis.	49	44	90	100	93	18	37	50	45	90	15	30
Social Studies	ARAGON MIDDLE S	8	Spec.Ed.	15	15	100	100	100	6	40	13	11	85	2	15
Social Studies	ARAGON MIDDLE S	8	LEP	10	7	70	90	77	0	0	9	6	67	0	0
Social Studies	ARAGON MIDDLE S	8	LEP M1	2	2	100	100	100	1	50	1	1	100	0	0
Social Studies	ARAGON MIDDLE S	8	LEP M2	2	---	---	---	---	0	0	4	4	100	1	25

### CIP PART I: DATA SUPPLEMENT

				2007					2006		
Content	Campus	Grade	Group	Number of Students Tested	Percent Met TAKS Standard 1 SEM Below PR	Percent met TAKS Standard PR	Goal 2008	Needed Growth 07	Number of Students Tested	Percent Met TAKS Standard 1 SEM Below PR	Percent met TAKS Standard PR
Science	ARAGON MIDDLE S	6	All								
Science	ARAGON MIDDLE S	6	AA								
Science	ARAGON MIDDLE S	6	Hispanic								
Science	ARAGON MIDDLE S	6	White								
Science	ARAGON MIDDLE S	6	Eco.Dis.								
Science	ARAGON MIDDLE S	6	Spec.Ed.								
Science	ARAGON MIDDLE S	6	LEP								
Science	ARAGON MIDDLE S	6	LEP M1								
Science	ARAGON MIDDLE S	6	LEP M2								
Science	ARAGON MIDDLE S	7	All								
Science	ARAGON MIDDLE S	7	AA								
Science	ARAGON MIDDLE S	7	Hispanic								
Science	ARAGON MIDDLE S	7	White								
Science	ARAGON MIDDLE S	7	Eco.Dis.								
Science	ARAGON MIDDLE S	7	Spec.Ed.								
Science	ARAGON MIDDLE S	7	LEP								
Science	ARAGON MIDDLE S	7	LEP M1								
Science	ARAGON MIDDLE S	7	LEP M2								
Science	ARAGON MIDDLE S	8	All	413	87	83	75		458	88	82
Science	ARAGON MIDDLE S	8	AA	42	67	55	75	20	31	71	55
Science	ARAGON MIDDLE S	8	Hispanic	76	72	64	75	11	65	66	62
Science	ARAGON MIDDLE S	8	White	263	94	91			320	94	89
Science	ARAGON MIDDLE S	8	Eco.Dis.	46	63	54	75	21	50	60	54
Science	ARAGON MIDDLE S	8	Spec.Ed.	15	73	73	75	2	13	46	38
Science	ARAGON MIDDLE S	8	LEP	10	10	0	75	75	9	11	11
Science	ARAGON MIDDLE S	8	LEP M1	2	---	---	---	---	1	---	---
Science	ARAGON MIDDLE S	8	LEP M2	2	---	---	---	---	4	---	---

# CIP PART I: DATA SUPPLEMENT

<b>Cypress-Fairbanks ISD</b>			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Aragon MS	AA	97.6	96.7
Aragon MS	H	97.2	96.5
Aragon MS	W	97.2	97.2
Aragon MS	NATIVE	96.6	0
Aragon MS	ASIAN	98.2	98.3
Aragon MS	MALE	97.4	96.9
Aragon MS	FEMALE	97.3	97.2
Aragon MS	SPED	96.3	95.8
Aragon MS	ECD	97.2	96.5
Aragon MS	LEP	97.3	95.9
Aragon MS	AT RISK	96.7	96
Aragon MS	GT	98.3	98.1
Aragon MS	MIGRANT	0	0

Gold Performance Acknowledgment  
 Attendance rates  
 District >= 96.0%  
 Middle School >= 96.0%

# **PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES**

**Areas to Celebrate**

<b>STP</b>	<b>Area</b>	<b>Indicator</b>	<b>Description of Activity</b>	<b>Evidence of Success</b>
<b>Students</b>	<b>Subjects</b>	Reading/ELA	TAKS performance in exemplary range for all students (including target population), all grades. Range 81%-100%	Commended performance range 50%-88%
		Writing	TAKS performance in exemplary range for all students (including target population), seventh grade. Range 97%-100%	Commended performance range 48%-54%
		Math	TAKS performance in exemplary range for all students (including target population) in seventh grade. Range 83%-96%	Commended performance 67% (Asian)
		Science		
		Social Studies	TAKS performance in exemplary range for all students (including target population), eighth grade. Range 91%-100% *Aragon administered TAKS online (pilot project).	Commended performance range 65% (all)-88% (Asian)
		Other		
	<b>Subgroups</b>	All	TAKS performance in exemplary range in 6 <sup>th</sup> grade reading; 7 <sup>th</sup> grade math, reading, writing; 8 <sup>th</sup> grade math, reading, social studies.	
		AA	TAKS performance in exemplary range in 6 <sup>th</sup> grade reading; 7 <sup>th</sup> grade writing; 8 <sup>th</sup> grade reading & social studies.	
		H	TAKS performance in exemplary range in 6 <sup>th</sup> grade reading; 7 <sup>th</sup> grade math, reading, and writing; 8 <sup>th</sup> grade reading, social studies.	
		W	TAKS performance in exemplary range in 6 <sup>th</sup> grade reading; 7 <sup>th</sup> math; 8 <sup>th</sup> grade reading, social studies and science.	
		ED		
		LEP	TAKS performance in exemplary range in 7 <sup>th</sup> grade math & writing	
		SE	TAKS performance in exemplary range in 6 <sup>th</sup> reading; 7 <sup>th</sup> grade reading; 8 <sup>th</sup> grade reading and social studies	

### Areas to Improve

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

**Area of Focus:** **Mathematics**

**Campus Objective:** # **By May, 2008, we will increase the percentage (by amounts noted at right) of students demonstrating proficiency on TAKS mathematics.**

	Sixth Gr.			Seventh Gr.			Eighth Gr.		
	'07	Gain	Target Year 1	'07	Gain	Target Year 1	'07	Gain	Target Year 1
AA	69	+6	75	74	+5	79	60	+15	75
His	73	+2	75	90	---	89	70	+7	77
EcD	69	+7	76	79	+4	83	65	+10	75
SpE	62	+13	75	68	+7	75	67	+8	75
LEP	57	+22	75	83	+2	85	30	+45	75
LEPm1	86	---		100	---	100	50	+25	75
LEPm2	71	+4	75	100	---	100	50	+25	75

**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 The student will participate in lessons through flexible regrouping and additional time (XLR8-1 <sup>st</sup> semester) which focus on previous grade level objectives not mastered on mathematics TAKS test. Students will complete a pre/post test to show mastery.	AR CE	Identified students	Math teachers Academic Achievement Helping Tchr.	Explore Learning, United Streaming, Holt ancillary materials, released, TAKS test, Global secondary math, BeaMore Harris questioning strategies, Quantum Learning	1 <sup>st</sup> semester 3/days a week
	2 The student will participate in lessons through flexible regrouping and additional time (XLR8-2 <sup>nd</sup> semester) which focus on current grade level objectives not mastered, target identified at-risk students who failed the mathematics TAKS test. Students will complete a pre/post test to show mastery.	AR CE	Identified students	Math teachers Academic Achievement Helping Tchr.	Explore Learning, United Streaming, Holt ancillary materials, released, TAKS test, Global secondary math, BeaMore Harris questioning strategies, Quantum Learning	2 <sup>nd</sup> semester 3/days a week
	3 The student will complete a daily TAKS warm-up at application/concept level that will allow students to practice and review previous and current grade-level TEKS.		All students	Math teachers	Released TAKS test, TAKS master, ACCESS, Holt ancillary material, Measure Up!	Ongoing
	4 The student will have opportunities for extended learning	AR		Math	Holt ancillary	Ongoing

		time (for at-risk students) through tutorials before and/or after school. (MAD MATH)	T	Identified students	teachers Academic Achievement Helping Tchr.	material, Explore Learning, HOLT textbook, HOLT technology	
	5	The student will have opportunities for extended learning time (for SFA failures) through tutorials before and/or after school. (SFA-Math)	AR T	Identified students	Math teachers Academic Achievement Helping Tchr.	Holt ancillary material, Explore Learning, HOLT textbook, HOLT technology	Ongoing
Teachers	1	The teacher will design and present student centered lessons (XLR8-1 <sup>st</sup> semester) which focus on previous grade level objectives to target identified at-risk students who failed the mathematics TAKS.	AR	Identified students	Math teachers Academic Achievement Helping Tchr.	Explore Learning, United Streaming, Holt ancillary materials, released, TAKS test, Global secondary math, BeaMore Harris questioning strategies, Quantum Learning	1 <sup>st</sup> semester 3/days a week
	2	The teacher will design and present student centered lessons (XLR8-2 <sup>nd</sup> semester) which focus on current grade level objectives to target identified at-risk students who failed the mathematics TAKS.	AR	Identified students	Math teachers Academic Achievement Helping Tchr.	Explore Learning, United Streaming, Holt ancillary materials, released, TAKS test, Global secondary math, BeaMore Harris questioning strategies, Quantum Learning	2 <sup>nd</sup> semester 3/days a week
	3	The teacher will provide a daily TAKS warm-up at application/concept level that will allow students to practice and review previous and current grade-level TEKS	T	All students	Math teachers	Released TAKS test, TAKS master, ACCESS, Holt ancillary material, Measure Up!	Ongoing
	4	The teacher will examine SFA data and provide extended learning time and report attendance to the AA-HT (for at-risk students) through tutorials before and/or after school (MAD MATH)	AR T	Identified students	Math teachers Academic Achievement Helping Tchr.	Holt ancillary material, Explore Learning, HOLT textbook, HOLT technology	Ongoing
	5	The math teams will meet regularly to discuss effective teaching strategies and implementation of these strategies so that students are engaged in mathematics.	SD	All	Math teachers, Administrator	Baker's Dozen	Ongoing
Parents	1	The parent will monitor their student's homework to insure it is completed and returned to school		All students	Principal Dir. Of Instr.	CPOC, Key Communicator list	Ongoing
	2	The parent will review "Test Wise" after each test to review objective mastered in each		All students	Principal Dir. Of Instr.	CPOC, Key Communicator list	Ongoing

### Areas to Improve

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

**Area of Focus:** Science

<b>Campus Objective:</b> #	<b>The science department will increase the percentage</b>	Sixth Gr.			Seventh Gr.			Eighth Gr.		
	<ul style="list-style-type: none"> <li>of 8<sup>th</sup> grade students demonstrating proficiency (by amounts noted at right, or greater) by May, 2008 on TAKS science or</li> <li>of 6<sup>th</sup> / 7<sup>th</sup> grade students demonstrating 75% or higher each six weeks on SFA science tests</li> </ul>	'07	Gain	Target Year 1	'07	Gain	Target Year 1	'07	Gain	Target Year 1
		AA						55	+20	75
		His						64	+11	75
		EcD						54	+21	75
		SpE						73	+ 2	75
		LEP						0	+75	75
		LEPm1						---		
		LEPm2						---		

**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		All	Teachers	Marzano's research on effective teaching	Ongoing
	2		All	Teachers	Assignment Reflection sheet	Ongoing
	3	AST	AA, His, EcD, LEP	Teachers	Data Roster	3-6 six weeks
	4		All	Teachers	TAKS practice booklet, GIZMOS, TSDS	Ongoing
	5		All	Teachers, SRC Helping Teachers,	Lab supplies, SRC, Internet	Ongoing
Teachers	1		All	Teachers	Item Analysis	Ongoing

		teaching of critical concepts.					
	2	Teachers will incorporate effective science teaching strategies into their lessons: enhanced context strategies, collaborative learning strategies, and questioning strategies.		EcD, AA, His, LEP	Teacher	Curriculum helping teacher, curriculum guide	Ongoing
	3	Teachers will utilize a variety of activities that engage students and minimize worksheets as the primary instructional tool.		EcD, AA, His	Teacher	Curriculum helping teacher, curriculum guide	Ongoing
	4	Teachers will pair with grade level reading teacher to apply TAKS vocabulary to daily science & reading instruction.		All	Teacher	TAKS vocabulary	Ongoing
	5	Teachers will plan enrichment and hands-on activities		All	Helping Teacher		Ongoing
Parents	1	Teachers will inform parents about their student's progress and team plans utilizing phone calls, web-page and emails		All	Teacher	Technology	Ongoing

### Areas to Improve

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

**Area of Focus:** Reading/English Language Arts

<p><b>Campus Objective:</b> # By May, 2008, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS reading.</p>	Sixth Gr.			Seventh Gr.			Eighth Gr.			
		'07	Gain	Target Year 1	'07	Gain	Target Year 1	'07	Gain	Target Year 1
	AA	90	---	90	76	+ 4	80	91	---	91
	His	91	---	91	91	---	91	89	---	89
	EcD	91	---	91	97	---	97	99	---	99
	SpE	81	---	81	82	---	82	94	---	94
	LEP	67	+8	75	60	+15	75	60	+15	75
	LEPm1	95	---	95	67	+ 8	75	100	---	100
	LEPm2	94	---	94	100	---	100	50	+25	75

**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 Students will attend extended learning time opportunities before and after school.	AR	LEP, LEPm1, LEPm2	Teachers	SRI assigned books for student (6 <sup>th</sup> )	Ongoing
	2 Struggling learners will be a part of the READ 180 program		ED, ESL, SpE	READ 180 teacher	READ 180	Ongoing
Teachers	1 Teachers will monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district SFA.		LEP, LEPm1, LEPm2	Teachers	SFA data, TEKS exam	Every six weeks
	2 Teachers will align instruction with research proven strategies that enhance student understanding of the critical objectives tested on TAKS and SFA		LEP, EcD, SpE	Teachers	Curriculum guides	Ongoing
	3 Teachers will identify content focused vocabulary terms and phrases for all students to learn in addition to teacher selected vocabulary.		All	Teachers	Vocabulary project	Ongoing
	4 Teachers will create tests and activities that align with SFA assessment		All	Teachers	Curriculum guides,	Ongoing

	5	Teachers will design and present lessons that follow research proven teaching strategies such as 6 Traits, State Rubric (writing)		All	Teachers	Curriculum guides	Ongoing
Parents	1	Parents will receive current information regarding their student by using the PIV and Teacher Web		All	Teachers		Ongoing

### Areas to Improve

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

**Area of Focus:** **Writing**

<b>Campus Objective:</b> #	<b>By May, 2008, we will increase the percentage (by amounts noted at right, or greater) of seventh grade students demonstrating proficiency on TAKS writing.</b>	Sixth Gr.			Seventh Gr.			Eighth Gr.			
			'07	Gain	Target Year 1	'07	Gain	Target Year 1	'07	Gain	Target Year 1
		AA				97	---	98			
		His				100	---	100			
		EcD				100	---	100			
		SpE				69	+7	76			
		LEP				100	---	100			
		LEPm1				100	---	100			
		LEPm2				100	---	100			

**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 Students will distinguish between qualities of writing by using Marzano's strategies of comparing and contrasting	AR	All	Teachers	Student work, teachers samples	Ongoing
	2 Students will produce writing and participate in writing conferences with their teachers	AR	All	Teachers, students		Ongoing
	3 Students will participate in revising and editing using PURPLE strategies	AR	All	Teachers, Students		Ongoing
	4 Students create an ISN type notebook and complete grammar homework in it.	AR				
Teachers	1 Teachers will increase the number of 3's and 4's on the written composition by using sample papers with students to provide instruction in the qualities that distinguish a 4.	AR	All	Teachers	Student work	Ongoing
	2 Teachers will implement consistent writing conferences with all students.	SD	All	Teachers		Ongoing
	3 Teachers will attend a workshop on writing conferences for middle school language arts	SD	All	Teachers		Ongoing
	3 Teachers will create and consistently monitor grammar	AR	All	Teachers		Ongoing

		homework in student ISN.					
Parents	1	Parents will receive current information regarding their student by using the PIV and Teacher Web	AR	All	Parents	PIV numbers	Ongoing

## Areas to Improve

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

**Area of Focus:** **Social Studies**

**Campus Objective:** # **By May, 2008, we will increase the percentage (by amounts noted at right, or greater) of eighth grade students demonstrating proficiency on TAKS social studies.**

	Sixth Gr.			Seventh Gr.			Eighth Gr.		
	'07	Gain	Target Year 1	'07	Gain	Target Year 1	'07	Gain	Target Year 1
AA							91	+ 3	94
His							89	---	89
EcD							88	+ 1	89
SpE							94	+ 2	96
LEP							70	+ 7	77
LEPm1							100	---	100
LEPm2							50	+25	75

**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	The students will process and internalize information using strategies such as journal writing, acrostic poems, sensory figures, points of view, "What if?" statements and graphic organizers.	AR	Groups listed	Teachers	Curriculum Guide	Ongoing
	2	The students will utilize Marzano's strategies for summarization, note taking, and similarities and differences to increase achievement in the classroom.	AR SD	Groups listed	Teachers	<i>Classroom Instruction that Works</i>	Ongoing
	3	The students will be taught new lessons each six weeks that incorporate enduring understandings and essential questions from the Understanding by Design curriculum.	AR	Groups listed	Teachers	Curriculum Guide	Ongoing
	4	The students will use a variety of strategies such as non-linguistic representatives for vocabulary, cooperative learning, and group skill-building activities as seen in <i>History Alive!</i> Programs.	AR SD	Groups listed	Teachers	<i>History Alive!</i> and Curriculum Guide	Ongoing
	5	The students will be re-taught concepts that were not mastered on the Secondary Formative Assessments in a novel and timely manner	AR	Groups listed	Teachers	Curriculum Guide	Ongoing

	6	The students will have extended learning time during after-school TAKS tutorials to master specific TAKS objectives.	AR	Identified Students	Admin. and teachers	Tutorial packets	Twice a six weeks
Teachers	1	The teachers will meet with Donna Pahmiyer throughout the six weeks for technology training and integration ideas.	T	All Social Studies teachers	Instructional Specialist	Coordinator	Each six weeks
	2	The teachers will disaggregate data at team level and create a strategy plan to send to Coordinators.	SD	All Social Studies teachers	Coordinator and teachers	Gradebook; Benchmark data	Each six weeks
		The teachers will attend share sessions.	SD	All Social Studies teachers	Coordinator	Coordinator	Twice a semester
	3	The teachers will attend History Alive or Geography Alive! Training.	SD	Teachers that have not attended training	Principal; secretary	Compensatory funds	Summer
Parents	1	The parents will be kept up- to-date on their child's recent triumphs and struggles by making phone calls, sending e-mails, and progress reports.	PI	Parents of identified students	Teachers	Samples of student work	Weekly

\* Legend

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

# **PART III: ASSURANCE ADDENDUM**

**Aragon Middle School  
Vicki McComas  
2007 – 2008  
Campus Improvement Plan  
Cypress-Fairbanks Independent School District**

**Section A**

- (1) Aragon Middle School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
- (2) The Aragon Middle School CPOC has
  - (a) completed a needs assessment which serves as the basis for the CIP.
  - (b) reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
    - African American
    - Hispanic
    - White
    - Economically Disadvantaged
    - Special Education
    - Limited English Proficient
  - (c) identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
  - (d) included in the CIP these elements.
    - Resources allocated
    - Staff responsible for activities and strategies
    - Formative and summative evaluation criteria
  - (e) addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, dyslexia treatment programs, and pregnancy-related services.
  - (f) included strategies for dropout prevention and reduction. (middle school and high school)
  - (g) included strategies for improving student attendance.
  - (h) included strategies for improving the campus's completion rate. (high school)
  - (i) provided for a program to encourage parental and community involvement at the campus.
  - (j) included goals and methods for violence prevention and intervention on campus.
  - (k) reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).

- (3) Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district’s scope and sequence for the course and/or grade level.
- (4) Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach for Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)

## Section B

Membership Composition of the Campus Performance Objectives Council			
Name of CPOC Member		Position	
Susan Daniel		Teacher 1	
Susan Rosenauer		Teacher 2	
Tiffany Nargang		Teacher 3	
Amy McClurd		Teacher 4	
Lora Neumann		Teacher 5	
Kathy Chambers		Teacher 6	
Andrea Barnes		Teacher 7	
Cheryl McLaughlin		Teacher 8	
Linda vonWiesenthal		Non-teaching professional 1	
Linda Chambliss		Non-teaching professional 2	
Amparo Carrerr-Valdez		Parent 1	
Caroly Reimert		Parent 2	
Ellie Bates Chappell		Community resident 1	
Margi Schulz		Community resident 2	
Karen Wilborn		Business representative 1	
Shelly E. Greer		Business representative 2	
CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	May, 2007	4:00 PM	Aragon Library
2	September 7, 2007	3:30 PM	Aragon Library
3	October 3, 2007	6:30 PM	Aragon Library
4	November 2, 2007	6:30 PM	Aragon Library
5	May 2008	3:30 PM	Aragon 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.

(1)

<b>Texas Assessment of Knowledge and Skills Recognized or Exemplary Goal</b>	
For 2007-2008, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	
Formative	After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.

(2)

<b>Texas Assessment of Knowledge and Skills Commended Performance Goal</b>	
For 2007-2008, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	
Formative	After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.

(3)

<b>Attendance Goal</b>	
For 2007 – 2008, the ADA student attendance will be at or above <b>96.0%</b> .	
Formative	Monthly attendance rates by grade level and total school will be reviewed in addition to a list of students with more than three absences per month
Summative	The year end ADA will be reviewed to determine if the annual attendance objective was met.
Strategy	Send letters to parents of students with three or more unexcused absences. Initiate attendance referrals for students with more than five unexcused absences.

### Other Legal Requirements

(4)

Violence Prevention and Intervention Goal	
For 2007 – 2008, discipline referrals for drugs, alcohol, and tobacco will be reduced by <b>66%</b> from the previous year.	
Formative	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Summative	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.
Strategy	Implement and monitor the school wide safety and security plan.

(5)

Violence Prevention Goal	
For 2007 – 2008, the discipline referrals for offenses will be reduced by <b>50%</b> from the previous school year.	
Formative	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for <b>excessive talking out / disrespect</b> .
Strategy	Implement and monitor the school-wide safety and security plan.

(6)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above <b>75%</b> .	
Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the TAKS A and/or TAKS Alt tests will be reviewed to determine if the ARD objectives were met.
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.

(7)

Highly Qualified Teacher Goal	
For 2007 – 2008, the percent of highly qualified teachers in the core academic areas will be at <b>100%</b> .	
Formative	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.
Summative	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.
	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

(8)

Secondary Drop-out Prevention Goal	
For 2007 – 2008, the dropout rate will be <b>0%</b> or less with no student group exceeding <b>0%</b> .	
Formative	Each grading period, the documentation will be reviewed for students who have checked out of school.
Summative	The 2007 – 2008 drop-out data will be reviewed.
Strategy	Monitor school leavers bi-weekly, contact parents, and implement intervention plans.

## Section D

### 10 Components of a Title I Program

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

9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via info servweb 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.

**Aragon Middle School  
Cypress-Fairbanks Independent School District  
Staff Development Plans  
2007 – 2008**

<b>Date</b>	<b>Audience</b>	<b>Responsible for Planning</b>	<b>Purpose/Content</b>
2-Aug	Leadership Conference	District Administrative Staff	
3-Aug	GLT/AMS	Elementary – A.M.	
	GLT/AMS	Secondary - P.M.	
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
14-Aug	Department Chair and Team Leader	District Staff	
16-Aug-17	New Staff Orientation	District Staff	
20-Aug	All Staff	Campus	
21-Aug	All Staff	Campus	
22-Aug	All Staff	Campus	
23-Aug	Elementary/Secondary	District Staff	
24-Aug	All Staff	Campus	
8-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
3-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
4-Jan	All Staff	Campus	
April 28 *	All Staff	Campus	
30-May	All Staff	Campus	