

2007-2008
Campus Improvement Plan
for
DEAN MIDDLE SCHOOL

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: DEAN MIDDLE SCHOOL
CAMPUS NUMBER: 101907042

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?
Reading/ELA (65%)											
X All Students	957	1,119	86%	100%	904	1,124	80%		6		
X African Amer	124	144	86%	13%	105	134	78%		8		
X Hispanic	550	674	82%	60%	506	661	77%		5		
X White	191	208	92%	19%	206	232	89%		3		
X Econ Disadv	512	623	82%	56%	461	618	75%		7		
Writing (65%)											
X All Students	326	353	92%	100%	347	376	92%		0		
X African Amer	45	50	90%	14%	41	43	95%		-5		
X Hispanic	197	216	91%	61%	201	219	92%		-1		
X White	59	62	95%	18%	64	71	90%		5		
X Econ Disadv	174	194	90%	55%	204	219	93%		-3		
Social Studies (65%)											
X All Students	343	381	90%	100%	318	362	88%		2		
X African Amer	38	40	95%	10%	33	40	83%		12		
X Hispanic	196	228	86%	60%	172	205	84%		2		
X White	70	74	95%	19%	84	88	95%		0		
X Econ Disadv	180	207	87%	54%	147	180	82%		5		
Mathematics (45%)											
X All Students	833	1,124	74%	100%	812	1,131	72%	Yes	2	2	Yes
X African Amer	90	144	63%	13%	91	133	68%	Yes	-5	**	No
X Hispanic	481	680	71%	60%	441	669	66%	Yes	5	5	Yes
X White	174	206	84%	18%	190	232	82%		2		
X Econ Disadv	438	629	70%	56%	412	624	66%	Yes	4	5	No
Science (40%)											
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	-		-		

** Met the minimum size requirement, but did not meet the 70% floor for Recognized.

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	153	188	81%	100%	158	176	90%		-9		

EXCEPTIONS TABLE

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

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

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

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

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

	2005-06			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %
All Students	3	1,034	0.3%	100%
African Amer	0	160	0.0%	15%
Hispanic	2	591	0.3%	57%
White	1	203	0.5%	20%
Econ Disadv	2	576	0.3%	56%

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	DEAN MIDDLE SCH	6	All	395	344	87	90	88	164	42	395	338	86	120	30
Reading/ELA	DEAN MIDDLE SCH	6	AA	55	49	89	90	89	24	44	57	48	84	15	26
Reading/ELA	DEAN MIDDLE SCH	6	Hispanic	233	196	84	90	86	80	34	240	198	83	60	25
Reading/ELA	DEAN MIDDLE SCH	6	White	77	70	91	100	94	43	56	72	66	92	38	53
Reading/ELA	DEAN MIDDLE SCH	6	Eco.Dis.	224	190	85	90	87	73	33	225	184	82	55	24
Reading/ELA	DEAN MIDDLE SCH	6	Spec.Ed.	7	4	57	90	75	2	29	23	14	61	2	9
Reading/ELA	DEAN MIDDLE SCH	6	LEP	41	21	51	90	75	2	5	40	18	45	2	5
Reading/ELA	DEAN MIDDLE SCH	6	LEP M1	24	21	88	90	89	3	13	40	30	75	3	8
Reading/ELA	DEAN MIDDLE SCH	6	LEP M2	24	23	96	100	97	8	33	15	15	100	6	40
Reading/ELA	DEAN MIDDLE SCH	7	All	390	304	78	90	82	77	20	412	305	74	70	17
Reading/ELA	DEAN MIDDLE SCH	7	AA	60	47	78	90	82	6	10	55	37	67	7	13
Reading/ELA	DEAN MIDDLE SCH	7	Hispanic	235	171	73	90	79	30	13	233	164	70	26	11
Reading/ELA	DEAN MIDDLE SCH	7	White	69	60	87	90	88	33	48	79	67	85	22	28
Reading/ELA	DEAN MIDDLE SCH	7	Eco.Dis.	216	159	74	90	79	29	13	236	160	68	23	10
Reading/ELA	DEAN MIDDLE SCH	7	Spec.Ed.	20	11	55	90	75	3	15	10	4	40	0	0
Reading/ELA	DEAN MIDDLE SCH	7	LEP	25	7	28	90	75	0	0	34	5	15	0	0
Reading/ELA	DEAN MIDDLE SCH	7	LEP M1	15	9	60	90	75	0	0	19	10	53	1	5
Reading/ELA	DEAN MIDDLE SCH	7	LEP M2	34	20	59	90	75	1	3	22	14	64	1	5
Reading/ELA	DEAN MIDDLE SCH	8	All	413	364	88	90	89	156	38	399	317	79	113	28
Reading/ELA	DEAN MIDDLE SCH	8	AA	48	42	88	90	89	21	44	51	38	75	12	24
Reading/ELA	DEAN MIDDLE SCH	8	Hispanic	249	211	85	90	87	69	28	222	165	74	42	19
Reading/ELA	DEAN MIDDLE SCH	8	White	76	71	93	100	95	43	57	95	85	89	43	45
Reading/ELA	DEAN MIDDLE SCH	8	Eco.Dis.	225	193	86	90	87	71	32	195	142	73	39	20
Reading/ELA	DEAN MIDDLE SCH	8	Spec.Ed.	9	8	89	90	89	0	0	18	8	44	2	11
Reading/ELA	DEAN MIDDLE SCH	8	LEP	57	37	65	90	75	2	4	41	13	32	0	0
Reading/ELA	DEAN MIDDLE SCH	8	LEP M1	1	---	---	---	---	---	---	4	2	50	0	0
Reading/ELA	DEAN MIDDLE SCH	8	LEP M2	19	16	84	90	86	2	11	14	11	79	1	7

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	DEAN MIDDLE SCH	6	All	401	289	72	90	78	117	29	402	268	67	79	20
Math	DEAN MIDDLE SCH	6	AA	55	36	65	90	75	5	9	58	39	67	6	10
Math	DEAN MIDDLE SCH	6	Hispanic	238	160	67	90	75	60	25	247	147	60	35	14
Math	DEAN MIDDLE SCH	6	White	77	65	84	90	86	32	42	71	56	79	27	38
Math	DEAN MIDDLE SCH	6	Eco.Dis.	230	154	67	90	75	51	22	229	141	62	31	14
Math	DEAN MIDDLE SCH	6	Spec.Ed.	13	7	54	90	75	1	8	30	10	33	2	7
Math	DEAN MIDDLE SCH	6	LEP	45	15	33	90	75	5	11	45	9	20	2	4
Math	DEAN MIDDLE SCH	6	LEP M1	24	16	67	90	75	5	21	40	20	50	2	5
Math	DEAN MIDDLE SCH	6	LEP M2	25	20	80	90	83	7	28	15	12	80	4	27
Math	DEAN MIDDLE SCH	7	All	391	278	71	90	77	51	13	415	297	72	44	11
Math	DEAN MIDDLE SCH	7	AA	60	34	57	90	75	3	5	55	31	56	3	5
Math	DEAN MIDDLE SCH	7	Hispanic	238	165	69	90	76	23	10	235	162	69	11	5
Math	DEAN MIDDLE SCH	7	White	67	54	81	90	84	12	18	80	63	79	14	18
Math	DEAN MIDDLE SCH	7	Eco.Dis.	218	151	69	90	76	24	11	239	158	66	14	6
Math	DEAN MIDDLE SCH	7	Spec.Ed.	21	12	57	90	75	1	5	11	4	36	0	0
Math	DEAN MIDDLE SCH	7	LEP	28	7	25	90	75	0	0	37	9	24	0	0
Math	DEAN MIDDLE SCH	7	LEP M1	15	9	60	90	75	1	7	19	15	79	1	5
Math	DEAN MIDDLE SCH	7	LEP M2	34	22	65	90	75	1	3	20	15	75	1	5
Math	DEAN MIDDLE SCH	8	All	410	303	74	90	79	62	15	396	290	73	55	14
Math	DEAN MIDDLE SCH	8	AA	48	28	58	90	75	3	6	49	35	71	1	2
Math	DEAN MIDDLE SCH	8	Hispanic	246	170	69	90	76	28	11	221	150	68	18	8
Math	DEAN MIDDLE SCH	8	White	76	67	88	90	89	16	21	95	78	82	21	22
Math	DEAN MIDDLE SCH	8	Eco.Dis.	223	154	69	90	76	24	11	194	132	68	15	8
Math	DEAN MIDDLE SCH	8	Spec.Ed.	8	1	13	90	75	0	0	16	8	50	1	6
Math	DEAN MIDDLE SCH	8	LEP	56	18	32	90	75	0	0	43	14	33	0	0
Math	DEAN MIDDLE SCH	8	LEP M1	1	---	---	---	---	---	---	4	1	25	0	0
Math	DEAN MIDDLE SCH	8	LEP M2	19	13	68	90	75	2	11	14	9	64	1	7

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	DEAN MIDDLE SCH	6	All												
Social Studies	DEAN MIDDLE SCH	6	AA												
Social Studies	DEAN MIDDLE SCH	6	Hispanic												
Social Studies	DEAN MIDDLE SCH	6	White												
Social Studies	DEAN MIDDLE SCH	6	Eco.Dis.												
Social Studies	DEAN MIDDLE SCH	6	Spec.Ed.												
Social Studies	DEAN MIDDLE SCH	6	LEP												
Social Studies	DEAN MIDDLE SCH	6	LEP M1												
Social Studies	DEAN MIDDLE SCH	6	LEP M2												
Social Studies	DEAN MIDDLE SCH	7	All												
Social Studies	DEAN MIDDLE SCH	7	AA												
Social Studies	DEAN MIDDLE SCH	7	Hispanic												
Social Studies	DEAN MIDDLE SCH	7	White												
Social Studies	DEAN MIDDLE SCH	7	Eco.Dis.												
Social Studies	DEAN MIDDLE SCH	7	Spec.Ed.												
Social Studies	DEAN MIDDLE SCH	7	LEP												
Social Studies	DEAN MIDDLE SCH	7	LEP M1												
Social Studies	DEAN MIDDLE SCH	7	LEP M2												
Social Studies	DEAN MIDDLE SCH	8	All	404	361	89	90	89	172	43	385	336	87	126	33
Social Studies	DEAN MIDDLE SCH	8	AA	48	44	92	100	95	14	29	50	42	84	11	22
Social Studies	DEAN MIDDLE SCH	8	Hispanic	239	204	85	90	87	79	33	212	176	83	50	24
Social Studies	DEAN MIDDLE SCH	8	White	77	73	95	100	97	50	65	93	88	95	46	49
Social Studies	DEAN MIDDLE SCH	8	Eco.Dis.	217	187	86	90	87	75	35	190	155	82	45	24
Social Studies	DEAN MIDDLE SCH	8	Spec.Ed.	9	9	100	100	100	3	33	16	10	63	1	6
Social Studies	DEAN MIDDLE SCH	8	LEP	53	34	64	90	75	3	6	39	19	49	1	3
Social Studies	DEAN MIDDLE SCH	8	LEP M1	1	---	---	---	---	---	---	4	3	75	0	0
Social Studies	DEAN MIDDLE SCH	8	LEP M2	18	16	89	90	89	3	17	13	11	85	2	15

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	DEAN MIDDLE SCH	6	All								
Science	DEAN MIDDLE SCH	6	AA								
Science	DEAN MIDDLE SCH	6	Hispanic								
Science	DEAN MIDDLE SCH	6	White								
Science	DEAN MIDDLE SCH	6	Eco.Dis.								
Science	DEAN MIDDLE SCH	6	Spec.Ed.								
Science	DEAN MIDDLE SCH	6	LEP								
Science	DEAN MIDDLE SCH	6	LEP M1								
Science	DEAN MIDDLE SCH	6	LEP M2								
Science	DEAN MIDDLE SCH	7	All								
Science	DEAN MIDDLE SCH	7	AA								
Science	DEAN MIDDLE SCH	7	Hispanic								
Science	DEAN MIDDLE SCH	7	White								
Science	DEAN MIDDLE SCH	7	Eco.Dis.								
Science	DEAN MIDDLE SCH	7	Spec.Ed.								
Science	DEAN MIDDLE SCH	7	LEP								
Science	DEAN MIDDLE SCH	7	LEP M1								
Science	DEAN MIDDLE SCH	7	LEP M2								
Science	DEAN MIDDLE SCH	8	All	412	63	54	75	21	396	63	53
Science	DEAN MIDDLE SCH	8	AA	48	54	46	75	29	51	55	35
Science	DEAN MIDDLE SCH	8	Hispanic	247	55	44	75	31	220	54	43
Science	DEAN MIDDLE SCH	8	White	77	83	78			94	79	73
Science	DEAN MIDDLE SCH	8	Eco.Dis.	223	55	45	75	30	196	51	39
Science	DEAN MIDDLE SCH	8	Spec.Ed.	11	45	18	75	57	19	42	26
Science	DEAN MIDDLE SCH	8	LEP	56	18	14	75	61	40	13	8
Science	DEAN MIDDLE SCH	8	LEP M1	1	---	---	---	---	4	---	---
Science	DEAN MIDDLE SCH	8	LEP M2	19	26	21	75	54	14	43	36

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Dean MS	AA	93.9	94.1
Dean MS	H	94.8	95.1
Dean MS	W	95	95.6
Dean MS	NATIVE	95.2	95
Dean MS	ASIAN	98.5	98.5
Dean MS	MALE	94.7	95.1
Dean MS	FEMALE	95.3	95.5
Dean MS	SPED	93.3	93.2
Dean MS	ECD	94.8	95.3
Dean MS	LEP	94.5	94.9
Dean MS	AT RISK	93.9	94.1
Dean MS	GT	96.9	98
Dean 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 Improve

District Priority:

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

Area of Focus:

Student Safety

Campus Objective: # 1

For 2007 – 2008, the discipline referrals for drugs, alcohol, and tobacco will be reduced by 10% from the previous year.

For 2007 – 2008, the discipline referrals for tardiness will be reduced by 15% from the previous school year.

Formative Evaluation:

District-developed reports

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Monitor students' tardiness and provide support for students having difficulties.	VP	All students	AP's	Tardy report	Ongoing
	2	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use and possession.	VP	All students	AP's	PEIMS data	Every six weeks
	3	Make data-driven decisions on improving tardiness school wide.	VP	All students	AP's	Tardy report	Every six weeks
	4	Meet with all students to discuss expectations for behavior.	VP	All students	AP's	<i>Student Code of Conduct</i>	Twice a year
	5	Create incentive rewards for students who meet behavior expectations.	VP	All students	AP's; incentive committee	PEIMS data	Every six weeks
Teachers	1	Keep teachers informed through faculty meetings of the important issues.	VP	All teachers	Principal; AP's; prevention advocate	PEIMS data	Every six weeks
	2	Provide advisory lessons on alcohol, drug and tobacco prevention.	VP	All students	Prevention advocate	Prevention advocate	Each six weeks
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by phone calls, conferences and/or e-mails.	PI	Parents of identified students	Principal; AP's teachers	Discipline referrals	Weekly

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**

Campus Objective: # 2 By May 2008, Dean will increase the percentage of students demonstrating proficiency on the Science TAKS test to 75 in all focus groups.

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 teacher-made tests and district SFA's.	AR CE	Groups listed	Principal; DI; teachers; AAS	Gradebook; SFA data	Every 3 or 6 weeks
	2	Make data-driven decisions: Diagnose mastery of the TEKS and provide individual students with timely acceleration or remediation.	AR	Groups listed	Principal; DI; teachers; AAS	Gradebook; SFA data	Ongoing
	3	Provide timely feedback to students upon completion of assignments/assessments.	AR	Groups listed	Teachers	Student work	Daily
	4	Intergrate technology to engage students and increase the depth of students' understanding of content (both students and teachers should use technology).	AR T	Groups listed	Principal; DI; DC; TL; teachers	DI; helping teacher; technology helping teacher	Ongoing
	5	Incorporate effective questioning strategies into lesson (high-cognitive level questions, increasing wait time, extending student responses). Discussion of science content should occur: student ↔ teacher and student ↔ student.	AR	Groups listed	Principal; DI; DC; TL; teachers	DI; helping teachers;	Daily
	6	Extend lessons so that students frequently operate at high levels on Bloom's Taxonomy (application, synthesis, analysis, evaluation) and at the complex levels of Erickson's Structure of Knowledge (concepts and principles/generalizations).	AR	Groups listed	Principal; DI; DC; TL; teachers	DI; helping teacher;	Daily

Students	7	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen</i> , <i>The Magnificent Seven</i> and Marzano's <i>Classroom Instruction That Works</i> .	AR CE	Groups listed	Principal; DI; DC; TL; teachers	<i>The Baker's Dozen</i> booklet; <i>Magnificent Seven</i> materials; Marzano's; instructional strategies	Ongoing
	8	Assist struggling students and help them reach grade-level standards by providing special programs, such as the following: <ul style="list-style-type: none"> • One-on-one mentoring • TAKS preparation activities • After school tutoring programs • PE pull outs 	AR CE	Identified students	Admin; district helping teachers; teachers	Tutorial packets	Weekly
	9	Identify gaps in students' background knowledge in science, and use direct vocabulary instruction to accelerate growth.	AR, CE	Identified students	Teachers	CFISD academic vocabulary lists	Ongoing
Teachers	1	Conduct frequent walk-throughs with teacher feedback of science classrooms to check for the following: <ul style="list-style-type: none"> • Students working collaboratively using discussion strategies while defending their answers. • Challenge students with inquiry and problem-based learning activities that reinforce critical TEKS. • Teachers modeling think alouds. 	AR CE	All Teachers	Principal; DI; DC; TL; science coaches	Classroom observations	Ongoing
	2	Schedule district science coaches to work with grade level teams on planning and modifying lessons to target identified struggling learners.	SD	Grade level science team	Principal; DI; TL	District coordinator; support staff	Weekly
	3	Schedule campus science coaches to work with new teachers on improving instruction and student engagement for all learners.	SD	New science teachers	Principal; DI; DC; TL	Campus science coach	Weekly
	4	Provide additional planning time for teachers to analyze student data, create relevant and aligned lessons, and investigate best practices.	SD CE	Grade level science team	Principal; DI; TL	Science coaches; TAKS data; SFA data; teacher tests; district curriculum; state TEKS	Daily

	5	Strongly encourage all science teachers to participate in the following staff development sessions: Creative Teaching Strategies, Building Better Relationships, Capturing Kids Hearts, PLC, and Quantum Learning.	SD	All Teachers	Principal; DI; teachers	Staff development liaison; CFLMS	Ongoing
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by phone calls, conferences and/or e-mails.	PI	Parents of identified students	Teachers	Samples of student work	Weekly

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: # 3 By May 2008, Dean will increase the percentage of students demonstrating proficiency on the mathematics TAKS test to the following levels:

	6th grade	7th grade	8th grade
All	78	77	80
AA	75	76	76
Hispanic	75	76	76
ED	75	76	76

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 district-made tests, teacher made quizzes, and district SFA's.	AR CE	Groups listed	Principal; DI; teachers; AAS	Gradebook; SFA data	Every 3 or 6 weeks
	2 Make data-driven decisions: Diagnose mastery of the TEKS and provide individual students with timely acceleration or remediation.	AR	Groups listed	Principal; DI; teachers	Gradebook; SFA data	Ongoing
	3 Intergrate technology to engage students and increase the depth of students' understanding of content (both students and teachers should use technology).	AR T	Groups listed	Principal; DI; DC; TL; teachers	DI; helping teachers; technology helping teachers	Ongoing
	4 Incorporate effective questioning strategies into lesson (high-cognitive level questions, increasing wait time, extending student responses). Discussion of math content should occur: student ↔ teacher and student ↔ student.	AR	Groups listed	Principal; DI; DC; TL; teachers	DI; helping teacher;	Daily
	5 Provide timely feedback to students upon completion of assignments/assessments.	AR	Groups listed	Teachers	Student work	Ongoing
	6 Provide opportunities for students to work collaboratively on problems that require the use of problem-solving strategies (thought provoking/real world problems).	AR	Groups listed	Teachers	DI; helping teachers	Daily
	7 Extend lessons so that students frequently operate at high levels on Bloom's Taxonomy (application, synthesis, analysis, evaluation) and at the complex levels of Erickson's Structure of Knowledge (concepts and principles/generalizations).	AR	Groups listed	Principal; DI; DC; TL; teachers	DI; helping teacher	Daily

Students	8	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen</i> , <i>The Magnificent Seven</i> and Marzano's <i>Classroom Instruction That Works</i> .	AR CE	Groups listed	TL; teachers	<i>The Baker's Dozen</i> booklet; <i>Magnificent Seven</i> materials; Marzano's instructional strategies	Ongoing
	9	Assist struggling students and help them reach grade-level standards by providing special programs such as the following: <ul style="list-style-type: none"> • One-on-one mentoring • TAKS preparation activities • Math ACE, grades 7 and 8 • Extended math class • After school tutoring programs 	AR CE	Identified students	Admin; teachers; district helping teachers	Tutorial packets	Daily
	10	Identify gaps in students' background knowledge in math, and use direct vocabulary instruction to accelerate growth.	AR CE	Identified students	Teachers	CFISD academic vocabulary lists	Ongoing
	11	Provide an additional teacher's to reduce class size.	TI AR	Identified Students	Principal; TI Coordinator	Title I grant	Ongoing
Teachers	1	Conduct frequent walk-throughs with teacher feedback of math classrooms to check for the following: <ul style="list-style-type: none"> • Students working collaboratively using discussion strategies while defending their answers. • Challenge students with inquiry and problem-based learning activities that reinforce critical TEKS. • Teachers modeling think alouds. 	AR CE	All Teachers	Principal; DI; DC; TL; math coaches	Classroom observations	Ongoing
	2	Schedule district math coaches to work with grade level teams on planning and modifying lessons to target identified struggling learners.	SD	Grade level math team	Principal; DI; DC; TL	Coordinator	Weekly
	3	Schedule campus math coaches to work with new teachers on improving instruction and student engagement for all learners.	SD	New math teachers	Principal; DI; TL	Campus math coach	Weekly

	4	Strongly encourage all math teachers to participate in the following staff development sessions: Creative Teaching Strategies, Building Better Relationships, Capturing Kids Hearts, PLC, and Quantum Learning.	SD	All teachers	Principal; DI; teachers	Staff Development Liaison; CFLMS	Ongoing
	5	Provide additional planning time for teachers to analyze student data, create relevant and aligned lessons, and investigate best practices.	T1 SD CE	Grade level math team	Principal; DI; TL	Math coaches; TAKS data; SFA data; teacher tests; district curriculum; state TEKS	Daily
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by phone calls, conferences and/or e-mails.	PI	Parents of identified students	Teachers	Samples of student work	Ongoing
	2	Conduct academic achievement meetings with parents of students that did not demonstrate proficiency on the math TAKS test.	PI	Parents of identified students	Principal; DI; AAS	TAKS data	Yearly

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**

Campus Objective: # 4 By May 2008, Dean will increase the percentage of students demonstrating proficiency on the Reading/English Language Arts TAKS to the following levels

	6th grade	7th grade	8th grade
All	88	82	89
AA	89	82	89
Hispanic	87	79	87
ED	87	79	87

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 teacher-made tests, district SFA's, and Read 180 skills test.	AR CE	Groups listed	Principal; DI; teacher; AAS	Gradebook; SFA data	Every 3 or 6 weeks
	2 Make data-driven decisions: Diagnose mastery of the TEKS and provide individual students with timely acceleration or remediation.	AR	Groups listed	Principal; DI; teachers; AAS teachers	Gradebook; SFA data	Ongoing
	3 Schedule a data analysis meeting with the language arts curriculum coordinator who will provide campus-specific strategies based on grade-level data. Follow this meeting with an extended time for teachers to plan how to build the suggestions into their curriculum and lesson plans prior to TAKS.	AR	Groups listed	Principal; DI	District coordinator	Before November
	4 Add additional reading teacher to implement Read 180.	T AR TI	Groups listed	Principal; Title I coordinator; technology helping teacher	Title I grant	Ongoing
	5 Scaffold summarizing instruction to include showing students models of effective summaries, writing teacher-led group summaries with think alouds and provide, multiple opportunities to write summaries of both narrative and expository texts.	AR	Groups listed	Principal; DI; DC; TL; teachers	DI; helping teachers	Ongoing

Students	6	Focus “reading-of-literature” instruction on the critical TEKS, concepts, and process skills taught through reading selections.	AR	Groups listed	Principal; DI; TL; teachers	DI; helping teachers	Ongoing
	7	Employ the use of before -, during -, and after – reading strategies that are highly engaging for students in language arts classrooms. Improve questioning strategies; increase collaboration and opportunities for students to talk about texts. Require students to support their answers, verbal or written, with evidence from the text.	AR	Groups listed	Principal; DI; TL; teachers	DI; helping teachers	Ongoing
	8	Provide timely feedback to students upon completion of assignments/assessments.	AR	Groups listed	Teachers	Student work	Daily
	9	Extend lessons so that students frequently operate at high levels on Bloom’s Taxonomy (application, synthesis, analysis, evaluation) and at the complex levels of Erickson’s Structure of Knowledge (concepts and principles/generalizations).	AR	Groups listed	Principal; DI; DC; TL; teachers	DI; helping teachers	Daily
	10	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker’s Dozen</i> , <i>The Magnificent Seven</i> and Marzano’s <i>Classroom Instruction That Works</i> .	AR CE	Groups listed	TL; teachers	<i>The Baker’s Dozen</i> booklet; <i>Magnificent Seven</i> materials; Marzano’s instructional strategies	Ongoing
	11	Assist struggling students and help them reach grade-level standards by providing special programs such as the following: <ul style="list-style-type: none"> • One-on-one mentoring • TAKS preparation activities • After- school tutoring programs • Read 180 • ARIP • ELL • Dyslexia program 	AR CE T	Identified students	Admin; district helping teachers; teachers; technology helping teachers	Tutorial packets	Weekly

Teachers	1	Conduct frequent walk-throughs with teacher feedback of reading classrooms to check for the following: <ul style="list-style-type: none"> • Students working collaboratively using discussion strategies while defending their answers. • Challenge students with inquiry and problem-based learning activities that reinforce critical TEKS. • Teachers modeling think alouds. 	AR CE	All Teachers	Principal; DI; reading coaches	Classroom observations	Ongoing
	2	Schedule campus reading coach to work with new teachers on improving instruction and student engagement for all learners.	SD	New reading teachers	Principal; DI; TL	Campus reading coach	Weekly
	3	Strongly encourage all reading and language arts teachers to participate in the following staff development sessions: Creative Teaching Strategies, Building Better Relationships, Capturing Kids Hearts, PLC, Critical Reading Process Skills in the Language Arts Classroom, Providing Textual Evidence in the Middle School Language Arts Classroom, <i>The Kite Runner</i> for Middle School Language Arts Teachers, <i>The Glass Castle</i> for Middle School Language Arts Teachers, 8 th Grade Short Answer and Rubric Training, Read 180 Share Sessions and SRI training.	SD	All Teachers	Principal; DI; teachers	Staff Development Liaison; CFLMS	Ongoing
	4	Provide additional planning time for teachers to analyze student data, create relevant and aligned lessons, and investigate best practices.	T1 SD CE	Grade level reading team	Principal; DI; TL	Reading coaches; TAKS data; SFA data; teacher tests; district curriculum; state TEKS	Daily
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by phone calls, conference and/or e-mails.	PI	Parents of identified students	Teachers	Samples of student work	Weekly
	2	Conduct academic achievement meetings with parents of students that did not demonstrate proficiency on the Reading TAKS test.	PI	Parents of identified students	Principal; DI; teachers; academic achievement specialists	TAKS data	Yearly

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
Campus Objective:	# 5	By May 2008, Dean will increase the percentage of students demonstrating proficiency on the writing TAKS test to 95 in all focus groups.
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 teacher-made tests and district SFAs.	AR, CE	Groups listed	Principal; DI; teachers; AAS	Gradebook; SFA data	Every 3 or 6 weeks
	2	Make data-driven decisions: Diagnose mastery of the TEKS and provide individual students with timely acceleration or remediation.	AR	Groups listed	Principal; DI; teachers; AAS	Gradebook; SFA data	Ongoing
	3	Provide timely feedback to students upon completion of assignments/assessments.	AR	Groups listed	Teachers	Student work	Daily
	4	Extend lessons so that students frequently operate at high levels on Bloom's Taxonomy (application, synthesis, analysis, evaluation) and at the complex levels of Erickson's Structure of Knowledge (concepts and principles/generalizations).	AR	Groups listed	Principal; DI; DC; TL; teachers	DI; helping teachers;	Daily
	5	Improve students' writing skills by conducting the following practices: <ul style="list-style-type: none"> • Teach the "Six Traits of Writing" to students (ideas, organization, sentence fluency, voice, word choice, and conventions). • Show students models of high-quality compositions. • Provide students with numerous opportunities each week to practice composing. • Make the "Six Traits" the basis for giving students timely, specific feedback during revisions and on final drafts. 	AR T	Groups listed	Principal; DI; DC; TL; teachers	DI; helping teachers; technology helping teachers	Ongoing

		<ul style="list-style-type: none"> Emphasize connections between reading and writing. Employ technology tools to facilitate the writing process (e.g., Inspiration for mind-mapping during pre-writing, Word for revising, editing, and publishing). 					
Students	6	<p>Help students to become effective writers, capable of publishing final-draft compositions that feature thoughtful and interesting ideas as well as correct grammar, spelling, mechanics, and usage, using appropriate technology and keyboarding when appropriate.</p> <ul style="list-style-type: none"> Students at all grade-levels will be expected to engage in all stages of the writing process and to produce at least <u>18</u>* writing samples/compositions per year (most of which should be developed through the complete writing process). * <i>minimum</i> requirement Type of writing (narrative, how-to, etc.) and length of composition will be based on the TEKS for the given grade-level to ensure grade-appropriate assignments. Include more open-ended response assignments in language arts classes. 	AR T	Groups listed	Principal; DI; DC; TL; teachers	DI; helping teachers; technology helping teachers	Ongoing
	7	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen</i> , <i>The Magnificent Seven</i> and Marzano's <i>Classroom Instruction That Works</i> .	AR, CE	Groups listed	TL; teachers	<i>The Baker's Dozen</i> booklet; <i>Magnificent Seven</i> ; Marzano's instructional strategies materials	Ongoing
	8	<p>Assist struggling students and help them reach grade-level standards by providing special programs such as the following:</p> <ul style="list-style-type: none"> One-on-one mentoring TAKS preparation activities After school tutoring programs Provide 7th grade advanced ELL enrichment for on-level language arts class. 	AR, CE	Identified students	Admin; DC; teachers	Tutorial packets	Weekly

Teachers	1	<p>Conduct frequent walk-throughs with teacher feedback of language arts classrooms to check for the following:</p> <ul style="list-style-type: none"> • Students working collaboratively using discussion strategies while defending their answers. • Challenge students with inquiry and problem-based learning activities that reinforce critical TEKS. • Teachers modeling think alouds. 	AR CE	All Teachers	Principal; DI; language arts coaches	Classroom observations	Ongoing
	2	Schedule campus language arts coach to work with new teachers on improving instruction and student engagement for all learners.	SD	New teachers	Principal; DI; TL	Campus language arts coach	Weekly
	3	Strongly encourage all Language Arts teachers to participate in the following staff development sessions: Creative Teaching Strategies, Building Better Relationships, Capturing Kids Hearts, PLC, Writing Institute and Six Traits of Writing.	SD	All Teachers	Principal; DI; teachers	Staff Development Liaison; CFLMS	Ongoing
	4	Provide additional planning time for teachers to analyze student data, create relevant and aligned lessons, and investigate best practices	SD CE	Grade level team	Principal; DI; TL	Language arts coach; department chair	Daily
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by phone calls, conferences or e-mails.	PI	Parents of identified students	Teachers	Samples of student work	Weekly

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: # 6 By May 2008, Dean will increase the percentage of students demonstrating proficiency on the US History TAKS test to 90 in all focus groups.

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 teacher-made tests and district SFA's.	AR CE	Groups listed	Principal; DI; teacher; AAS	Gradebook; SFA data	Every 3 or 6 weeks
	2 Make data-driven decisions: Diagnose mastery of the TEKS and provide individual students with timely acceleration or remediation.	AR	Groups listed	Principal,; DI; teachers	Gradebook; SFA data	Ongoing
	3 Integrate technology to engage students and increase the depth of student's understanding of content (both students and teachers should use technology).	AR T	Groups listed	Principal; DI; DC; TL; teachers	DI; helping teachers; technology helping teachers	Ongoing
	4 Extend lessons so that students frequently operate at high levels on Bloom's Taxonomy (application, synthesis, analysis, evaluation) and at the complex levels of Erickson's Structure of Knowledge (concepts and principles/generalizations).	AR	Groups listed	Principal; DI; DC; TL; teachers	DI; helping teachers;	Daily
	5 Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen</i> , <i>The Magnificent Seven</i> and Marzano's <i>Classroom Instruction That Works</i> .	AR CE	Groups listed	TL; teachers	<i>The Baker's Dozen</i> booklet; <i>Magnificent Seven</i> materials; Marzano's instructional strategies	Ongoing

	6	<p>Assist struggling students and help them reach grade-level standards by providing special programs such as the following.</p> <ul style="list-style-type: none"> • One-on-one mentoring • TAKS preparation activities • After-school tutoring programs 	AR CE	Identified students	Admin.; DC; teachers	Tutorial packets	Weekly
Teachers	1	<p>Conduct frequent walk-throughs with teacher feedback of social studies classrooms to check for the following:</p> <ul style="list-style-type: none"> • Students working collaboratively using discussion strategies while defending their answers. • Challenge students with inquiry and problem-based learning activities that reinforce critical TEKS. • Teachers modeling think alouds. 	AR CE	All Teachers	Principal; DI; social studies coaches	Classroom observations	Ongoing
	2	Schedule campus social studies coach to work with new teachers on improving instruction and student engagement for all learners.	SD	New social studies teachers	Principal; DI; TL	Campus social studies coach	Weekly
	3	Strongly encourage all social studies teachers to participate in the following staff development sessions: Creative Teaching Strategies, Building Better Relationships, Capturing Kids Hearts, PLC, History Alive!, Geography Alive!, reading strategies workshops, and TAKS strategy workshops presented by the coordinators.	SD	All Teachers	Principal; DI; teachers	Staff Development Liaison; CFLMS	Ongoing
	4	Provide additional planning time for teachers to analyze student data, create relevant and aligned lessons, and investigate best practices	SD CE	Grade level team	Principal; DI; TL	Social studies coach; department chair	Daily
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by phone calls, conference and/or e-mails.	PI	Parents of identified students	Teachers	Samples of student work	Weekly

*** Legend**

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

PART III: ASSURANCE ADDENDUM

CIP PART III: ASSURANCE ADDENDUM

**Dean Middle School
Michael Smith
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- (1) Dean 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 Dean 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)

CIP PART III: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Gregory Arlint	Teacher 1
Laurel Brown	Teacher 2
Robin Casteel	Teacher 3
Robin Greene	Teacher 4
Joseph Janca	Teacher 5
Hemant Patel	Teacher 6
Vicky Vest	Teacher 7
Michelle Vu	Teacher 8
James Fisher	Non-teaching professional 1
Sandra Pallante	Non-teaching professional 2
Chris Ann Stroech	Non-teaching professional 3
Tammica Traylor-Craft	Non-teaching professional 4
Carolyn Ebe	Parent 1
Michelle Smith	Parent 2
Shirley Kirk	Community resident 1
Herman Westbrook	Community resident 2
Beth Giblin	Business representative 1
Mary Stueve	Business representative 2
Irene Meadows	Business representative 3
Harold Rowe	District representative
Michael Smith	Principal
Elizabeth Gray	Director of instruction

CIP PART III: ASSURANCE ADDENDUM

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 17, 2007	3:15	Dean Middle School Library 14104 Reo Houston, TX 77040
2	November 26, 2007 *	3:15	Dean Middle School Library 14104 Reo Houston, TX 77040
3	January 14, 2008	3:15	Dean Middle School Library 14104 Reo Houston, TX 77040
4	April 14, 2008	3:15	Dean Middle School Library 14104 Reo Houston, TX 77040
5	June 9, 2008	3:15	Dean Middle School Library 14104 Reo Houston, TX 77040

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

CIP PART III: ASSURANCE ADDENDUM

(4)

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

(5)

Secondary Drop – out Prevention Goal	
For 2007 – 2008, the dropout rate will be 0% or less with no student group exceeding 0% .	
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.

(6)

For 2007 - 2008, the ADA student attendance will be at or above 96 %.	
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.

CIP PART III: ASSURANCE ADDENDUM

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 infoservweb and are accessible to teachers and administrators.
- 10. **Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

CIP PART III: ASSURANCE ADDENDUM

Dean Middle School Cypress-Fairbanks Independent School District Staff Development Plans 2007 – 2008			
Date	Audience	Responsible for Planning	Purpose/Content
2-Aug	Leadership Conference	District Administrative Staff	
3-Aug	GLT/AMS	Elementary – A.M.	
	GLT/AMS	Secondary - P.M.	
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
14-Aug	Department Chair and Team Leader	District Staff	
16-Aug-17	New Staff Orientation	District Staff	
20-Aug	All Staff	Campus	
21-Aug	All Staff	Campus	
22-Aug	All Staff	Campus	
23-Aug	Elementary/Secondary	District Staff	
24-Aug	All Staff	Campus	
8-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
3-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
4-Jan	All Staff	Campus	
April 28 *	All Staff	Campus	
30-May	All Staff	Campus	