

2007-2008
Campus Improvement Plan
for
Goodson Middle School

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
 CAMPUS NAME: GOODSON MIDDLE SCHOOL Campus Rating: Recognized
 CAMPUS NUMBER: 101907052 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	1,350	1,407	96%	100%	1,123	1,203	93%		3		
X African Amer	108	116	93%	8%	83	92	90%		3		
X Hispanic	227	248	92%	18%	171	193	89%		3		
X White	932	959	97%	68%	810	857	95%		2		
X Econ Disadv	126	141	89%	10%	83	98	85%		4		
Writing (65%)											
X All Students	413	426	97%	100%	391	407	96%		1		
X African Amer	28	31	90%	7%	29	29	100%		-10		
X Hispanic	69	73	95%	17%	66	72	92%		3		
X White	283	289	98%	68%	277	287	97%		1		
X Econ Disadv	37	43	86%	10%	28	33	85%		1		
Social Studies (65%)											
X All Students	442	455	97%	100%	350	367	95%		2		
X African Amer	40	44	91%	10%	28	31	90%		1		
X Hispanic	74	81	91%	18%	42	47	89%		2		
X White	306	308	99%	68%	266	274	97%		2		
X Econ Disadv	35	38	92%	8%	20	23	87%		5		
Mathematics (45%)											
X All Students	1,258	1,410	89%	100%	1,090	1,209	90%		-1		
X African Amer	89	114	78%	8%	71	93	76%		2		
X Hispanic	208	250	83%	18%	159	193	82%		1		
X White	881	962	92%	68%	801	863	93%		-1		
X Econ Disadv	103	138	75%	10%	77	99	78%		-3		
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	-		-		

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	50	58	86%	100%	48	59	81%		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

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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					Class of 2005			Required Improvement			
	# Com- pleters	# dropouts	# in Class	Comp Rate	Stu Grp %	# 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	0	930	0.0%	100%
African Amer	0	95	0.0%	10%
Hispanic	0	161	0.0%	17%
White	0	638	0.0%	69%
Econ Disadv	0	105	0.0%	11%

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	GOODSON MIDDLE	6	All	511	499	98	100	99	351	69	435	410	94	237	54
Reading/ELA	GOODSON MIDDLE	6	AA	34	33	97	100	98	15	44	33	31	94	11	33
Reading/ELA	GOODSON MIDDLE	6	Hispanic	90	87	97	100	98	57	63	70	62	89	27	39
Reading/ELA	GOODSON MIDDLE	6	White	356	348	98	100	99	253	71	304	290	95	183	60
Reading/ELA	GOODSON MIDDLE	6	Eco.Dis.	56	54	96	100	97	23	41	40	36	90	10	25
Reading/ELA	GOODSON MIDDLE	6	Spec.Ed.	19	16	84	90	86	4	21	26	17	65	3	12
Reading/ELA	GOODSON MIDDLE	6	LEP	2	---	---	---	---	---	---	4	3	75	0	0
Reading/ELA	GOODSON MIDDLE	6	LEP M1	6	5	83	90	85	3	50	10	9	90	0	0
Reading/ELA	GOODSON MIDDLE	6	LEP M2	5	---	---	---	---	---	---	7	7	100	4	57
Reading/ELA	GOODSON MIDDLE	7	All	466	434	93	100	95	189	41	444	406	91	172	39
Reading/ELA	GOODSON MIDDLE	7	AA	39	36	92	100	95	10	26	39	34	87	12	31
Reading/ELA	GOODSON MIDDLE	7	Hispanic	81	69	85	90	87	22	27	79	68	86	23	29
Reading/ELA	GOODSON MIDDLE	7	White	310	295	95	100	97	140	45	306	284	93	126	41
Reading/ELA	GOODSON MIDDLE	7	Eco.Dis.	49	39	80	90	83	9	18	39	33	85	10	26
Reading/ELA	GOODSON MIDDLE	7	Spec.Ed.	26	19	73	90	79	0	0	24	14	58	2	8
Reading/ELA	GOODSON MIDDLE	7	LEP	3	---	---	---	---	---	---	7	4	57	0	0
Reading/ELA	GOODSON MIDDLE	7	LEP M1	4	---	---	---	---	---	---	3	2	67	1	33
Reading/ELA	GOODSON MIDDLE	7	LEP M2	10	8	80	90	83	1	10	0	0	0	0	0
Reading/ELA	GOODSON MIDDLE	8	All	497	476	96	100	97	297	60	410	377	92	198	48
Reading/ELA	GOODSON MIDDLE	8	AA	54	49	91	100	94	24	44	40	34	85	9	23
Reading/ELA	GOODSON MIDDLE	8	Hispanic	93	84	90	100	93	46	49	64	55	86	21	33
Reading/ELA	GOODSON MIDDLE	8	White	327	320	98	100	99	208	64	290	274	94	162	56
Reading/ELA	GOODSON MIDDLE	8	Eco.Dis.	49	43	88	90	89	16	33	36	27	75	7	19
Reading/ELA	GOODSON MIDDLE	8	Spec.Ed.	23	20	87	90	88	3	13	17	12	71	1	6
Reading/ELA	GOODSON MIDDLE	8	LEP	8	5	63	90	75	0	0	4	0	0	0	0
Reading/ELA	GOODSON MIDDLE	8	LEP M1	2	---	---	---	---	---	---	2	2	100	1	50
Reading/ELA	GOODSON MIDDLE	8	LEP M2	2	---	---	---	---	---	---	1	1	100	0	0

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	GOODSON MIDDLE	6	All	517	485	94	100	96	315	61	437	396	91	217	50
Math	GOODSON MIDDLE	6	AA	35	29	83	90	85	9	26	34	26	76	7	21
Math	GOODSON MIDDLE	6	Hispanic	94	85	90	100	93	40	43	70	61	87	26	37
Math	GOODSON MIDDLE	6	White	357	341	96	100	97	241	68	305	281	92	166	54
Math	GOODSON MIDDLE	6	Eco.Dis.	57	50	88	90	89	17	30	40	33	83	9	23
Math	GOODSON MIDDLE	6	Spec.Ed.	24	15	63	90	75	3	13	27	17	63	2	7
Math	GOODSON MIDDLE	6	LEP	5	---	---	---	---	---	---	4	3	75	2	50
Math	GOODSON MIDDLE	6	LEP M1	6	5	83	90	85	4	67	10	10	100	1	10
Math	GOODSON MIDDLE	6	LEP M2	5	---	---	---	---	---	---	7	7	100	2	29
Math	GOODSON MIDDLE	7	All	467	404	87	90	88	137	29	443	404	91	127	29
Math	GOODSON MIDDLE	7	AA	39	30	77	90	81	6	15	39	32	82	6	15
Math	GOODSON MIDDLE	7	Hispanic	81	63	78	90	82	15	19	77	61	79	21	27
Math	GOODSON MIDDLE	7	White	311	277	89	90	89	94	30	307	291	95	88	29
Math	GOODSON MIDDLE	7	Eco.Dis.	49	33	67	90	75	5	10	38	31	82	5	13
Math	GOODSON MIDDLE	7	Spec.Ed.	26	16	62	90	75	2	8	21	13	62	1	5
Math	GOODSON MIDDLE	7	LEP	3	---	---	---	---	---	---	7	3	43	0	0
Math	GOODSON MIDDLE	7	LEP M1	4	---	---	---	---	---	---	3	2	67	2	67
Math	GOODSON MIDDLE	7	LEP M2	10	7	70	90	77	1	10	0	0	0	0	0
Math	GOODSON MIDDLE	8	All	495	424	86	90	87	158	32	412	351	85	110	27
Math	GOODSON MIDDLE	8	AA	52	39	75	90	80	6	12	40	27	68	4	10
Math	GOODSON MIDDLE	8	Hispanic	91	70	77	90	81	24	26	64	48	75	10	16
Math	GOODSON MIDDLE	8	White	329	293	89	90	89	113	34	293	262	89	91	31
Math	GOODSON MIDDLE	8	Eco.Dis.	46	28	61	90	75	4	9	37	23	62	2	5
Math	GOODSON MIDDLE	8	Spec.Ed.	19	12	63	90	75	2	11	18	7	39	1	6
Math	GOODSON MIDDLE	8	LEP	6	3	50	90	75	0	0	4	2	50	0	0
Math	GOODSON MIDDLE	8	LEP M1	2	---	---	---	---	---	---	2	2	100	0	0
Math	GOODSON MIDDLE	8	LEP M2	2	---	---	---	---	---	---	1	0	0	0	0

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	GOODSON MIDDLE	6	All												
Social Studies	GOODSON MIDDLE	6	AA												
Social Studies	GOODSON MIDDLE	6	Hispanic												
Social Studies	GOODSON MIDDLE	6	White												
Social Studies	GOODSON MIDDLE	6	Eco.Dis.												
Social Studies	GOODSON MIDDLE	6	Spec.Ed.												
Social Studies	GOODSON MIDDLE	6	LEP												
Social Studies	GOODSON MIDDLE	6	LEP M1												
Social Studies	GOODSON MIDDLE	6	LEP M2												
Social Studies	GOODSON MIDDLE	7	All												
Social Studies	GOODSON MIDDLE	7	AA												
Social Studies	GOODSON MIDDLE	7	Hispanic												
Social Studies	GOODSON MIDDLE	7	White												
Social Studies	GOODSON MIDDLE	7	Eco.Dis.												
Social Studies	GOODSON MIDDLE	7	Spec.Ed.												
Social Studies	GOODSON MIDDLE	7	LEP												
Social Studies	GOODSON MIDDLE	7	LEP M1												
Social Studies	GOODSON MIDDLE	7	LEP M2												
Social Studies	GOODSON MIDDLE	8	All	484	466	96	100	97	313	65	390	368	94	205	53
Social Studies	GOODSON MIDDLE	8	AA	49	43	88	90	89	25	51	36	32	89	12	33
Social Studies	GOODSON MIDDLE	8	Hispanic	89	80	90	100	93	45	51	55	47	85	18	33
Social Studies	GOODSON MIDDLE	8	White	323	320	99	100	99	225	70	284	275	97	165	58
Social Studies	GOODSON MIDDLE	8	Eco.Dis.	43	38	88	90	89	14	33	30	25	83	12	40
Social Studies	GOODSON MIDDLE	8	Spec.Ed.	17	16	94	100	96	4	24	12	11	92	2	17
Social Studies	GOODSON MIDDLE	8	LEP	6	4	67	90	75	0	0	3	0	0	0	0
Social Studies	GOODSON MIDDLE	8	LEP M1	2	---	---	---	---	---	---	1	1	100	0	0
Social Studies	GOODSON MIDDLE	8	LEP M2	2	---	---	---	---	---	---	0	0	0	0	0

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	GOODSON MIDDLE	6	All								
Science	GOODSON MIDDLE	6	AA								
Science	GOODSON MIDDLE	6	Hispanic								
Science	GOODSON MIDDLE	6	White								
Science	GOODSON MIDDLE	6	Eco.Dis.								
Science	GOODSON MIDDLE	6	Spec.Ed.								
Science	GOODSON MIDDLE	6	LEP								
Science	GOODSON MIDDLE	6	LEP M1								
Science	GOODSON MIDDLE	6	LEP M2								
Science	GOODSON MIDDLE	7	All								
Science	GOODSON MIDDLE	7	AA								
Science	GOODSON MIDDLE	7	Hispanic								
Science	GOODSON MIDDLE	7	White								
Science	GOODSON MIDDLE	7	Eco.Dis.								
Science	GOODSON MIDDLE	7	Spec.Ed.								
Science	GOODSON MIDDLE	7	LEP								
Science	GOODSON MIDDLE	7	LEP M1								
Science	GOODSON MIDDLE	7	LEP M2								
Science	GOODSON MIDDLE	8	All	489	91	84	75		398	84	79
Science	GOODSON MIDDLE	8	AA	49	80	65	75	10	38	58	55
Science	GOODSON MIDDLE	8	Hispanic	91	76	64	75	11	64	66	58
Science	GOODSON MIDDLE	8	White	326	96	92			281	91	87
Science	GOODSON MIDDLE	8	Eco.Dis.	44	70	48	75	27	35	63	57
Science	GOODSON MIDDLE	8	Spec.Ed.	17	76	65	75	10	12	58	50
Science	GOODSON MIDDLE	8	LEP	6	33	17	75	58	4	---	---
Science	GOODSON MIDDLE	8	LEP M1	2	---	---	---	---	2	---	---
Science	GOODSON MIDDLE	8	LEP M2	2	---	---	---	---	1	---	---

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Goodson MS	AA	96.8	96.7
Goodson MS	H	96.9	96.1
Goodson MS	W	96.9	96.8
Goodson MS	NATIVE	97.5	97.9
Goodson MS	ASIAN	98.5	98.5
Goodson MS	MALE	96.9	96.9
Goodson MS	FEMALE	97	96.7
Goodson MS	SPED	95.3	95
Goodson MS	ECD	95.9	95.7
Goodson MS	LEP	96.3	96.8
Goodson MS	AT RISK	96.2	96
Goodson MS	GT	97.9	97.8
Goodson 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: 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: #	By May 2008, we will increase (by amounts noted at right or greater) the percentage of students demonstrating mastery of the TEKS.	8 th gr.	
		AA	+10
		H	+11
		ED	+27
		SE	+10

Formative/Summative Evaluation: District-developed Tests (SFA's) and Texas Assessment of Knowledge and Skills (TAKS)

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Incorporate activities in which students manipulate physical objects (laboratory activities)	AR	AA, H, ED, SE	Science teachers	Curriculum Guide, Global drive, Share Sessions & Signature lessons	Weekly
	2	Design content lessons to encourage a student-centered classroom that focus on collaborative learning	AR	AA, H, ED, SE	Science teachers	Team planning, District & Science Liaisons, Curriculum Guide	Twice each semester
	3	Utilize data from teacher-made tests and district SFAs to guide the instructional path (re-teaching when data indicates)	AR	AA, H, ED, SE	Science teachers & Science helping teacher	Grade Distribution	Twice monthly
	4	Utilize note taking and summarization strategies as a means of improving comprehension of the critical TEKS	AR	AA, H, ED, SE	Science teachers	CRISS & Marzano strategies	Twice monthly
	5	Integrate technology to engage students and increase the depth of students' understanding of content (both students and teachers should utilize technology)	T, AR	AA, H, ED, SE	Science teachers, ESL helping teacher & Science technology helping teacher	LoTi lesson plans, curriculum guides, Explore Learning training	Weekly
	6	Utilize vocabulary strategies that improve comprehension of content vocabulary and target ESL students	AR	AA, H, ED, SE	Teachers, ESL helping teacher	CRISS & Marzano strategies	Weekly
Teachers	1	Participate in <i>Quantum Learning</i> training	SD	All teachers	Science teachers	Coordinator	When offered
	2	Participate in <i>Shift Happens</i> training	SD	All teachers	Science teachers	Coordinator	September 2007
	3	Participate in <i>Explore Learning</i> training	SD	All teachers	Science teachers	Coordinator	August 2007
Parents	1	Keep parents up-to-date with regard to classroom activities, assignments and assessments by sending e-mails.	PI	All parents	Teachers	Lesson plans, 6-week plans	Weekly
	2	Bring parent volunteers into the classroom to assist struggling learners	PI	Selected parents	Teachers	Student performance	As needed

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 (by amounts noted at right or greater) the percentage of students demonstrating mastery of the TEKS.

	6th	7th	8th
AA	+3	+4	+5
H	+3	+5	+4
ED	+2	+8	+14
SE	+12	+13	+12

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	AR	AA, H, ED, SE	Math teachers	Curriculum guide, lesson plans	Weekly
	2	T, AR	AA, H, ED, SE	Math teachers; math technology helping teacher	Lesson plans, computer labs	Weekly
	3	AR	AA, H, ED, SE	Math teachers	Grade data	Daily
	5	AR	AA, H, ED, SE	Math teachers	Assessment data	Weekly
	6	AR	AA, H, ED, SE	Math teachers	Team materials	Weekly
Teachers	1	SD	AA, H, ED, SE	District personnel	District workshop	As available
	2	SD	Identified students	AAS	Assessment data	1 st semester
	3	SD	Identified students	Principal, Counselors	GPC, Class rosters, AMS data	Weekly
	4	SD	AA, H, ED, SE	District math support team	District workshop	As available
	5	SD	AA, H, ED, SE	District personnel	District workshop	As available
Parents	1	PI	All parents	Teachers	Lesson plans, 6-week plans	Weekly
	2	PI	VIPS tutors	Math teachers, AAS, principal's secretary	Lesson plans	Weekly
	3	PI	Parents of Identified students	Math teachers, AAS	Released TAKS tests, TAKS data	3 – 4 times during semester

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: #	<i>By May 2008, we will increase (by amounts noted at right or greater) the percentage of students demonstrating mastery of the TEKS.</i>		6th	7th	8th
		AA	+1	+3	+3
		H	+1	+3	+3
		ED	+1	+3	+1
		SE	+2	+6	+1

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	Analyze reading assessment data from TAKS, SFAs, SRIs and teacher-created quizzes and tests. Create a plan for improvement based on the data.	AR	AA, H, ED, SE	Reading teachers	TAKS, SFAs, SRIs and teacher-created quizzes & tests	SFA – each 6 weeks SRA – each quarter Other – as administered
	2	Provide direct instruction of summarizing and main idea. Scaffold instruction to include showing students models of effective summaries, writing teacher-led group summaries with think alouds, multiple exposure to summaries of both narrative and expository texts and analysis of answers for summary questions on TAKS.	AR	AA, H, ED, SE	Reading & language arts teachers	Effective Reading Processes workshop, TAKS practices	Direct instruction – 1 st 6 weeks Review – every 6 weeks following
	3	Employ the use of before-, during- and after-reading strategies that are highly engaging for students. 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	ED	Reading & language arts teachers	Bloom's Taxonomy	Daily
	4	Correlate student SRI scores to independent reading novels to be at the instructional level.	AR	ED	Reading teachers	Lexile.com	Twice monthly on library days
	5	Enrich vocabulary through windowpanes, world walls; categorizing terms by academic vocabulary and vocabulary from literature	AR	AA, H, ED, SE	Language arts teachers	Curriculum guide	Daily
	6	ARIP identified students receive extra reading instruction	AR	AA, H, ED, SE	ARIP teachers	GPC, AMS data	On-going
	7	Organize and implement flexible regrouping according to skill and need for reteaching purposes.	AR	ED	Reading and language arts teachers	SFAs, teacher-made assessments	Twice a six weeks with focus skills and/or as needed
	8	Use Quantum Learning strategies to make classes an effective learning environment.	AR	AA, H, ED, SE	Reading teachers	Quantum Learning handbook	Weekly
Teachers	1	Meet with cluster schools to learn of programs/strategies that help Hispanic and economically disadvantaged populations.	SD	6 th grade reading teachers	Principal, DI, AAS,	TAKS data	By end of 1 st semester

	2	Participate at grade-level district share sessions.	SD	Reading teachers	Coordinator	Teacher-created materials	As scheduled
	3	Utilize content-team planning day.	SD	Reading Teachers	Reading teachers	Available assessment data	As determined by team
	4	Attend the course "Critical Reading Process Skills in the Language Arts Classroom"	SD	Language Arts teachers	Coordinator	District professional development	1 st semester
	5	Attend the course "8 th grade Short Answer and Rubric Training"	SD	8 th grade language arts teachers	Coordinator	District professional development	1 st semester
	6	Attend the course " <i>The Glass Castle</i> for Middle School Language Arts Teachers"	SD	8 th grade language arts teachers	Coordinator	District professional development	October 25, 2007
	7	Become versed in Quantum Learning strategies.	SD	Reading Teachers	Quantum Learning Trainer	QL Training & handbook	Weekly
Parents	1	Keep parents up-to-date with regard to classroom activities, assignments, and assessments by sending e-mails.	PI	Parents	Reading and language arts teachers	Lesson plans, 6-week plans	Weekly
	2	Encourage reading at home (i.e. home reading log)	PI	Parents of 7 th graders	7 th grade reading teachers	Reading log	Daily
	3	Encourage attendance at Open House.	PI	Parents	Reading teachers	E-mail	September 2007
	4	Inform parents of progress in Lexile #'s.	PI	Parents	Reading teachers	SRI data	Each quarter after administration

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: # *By May 2008, we will increase (by amounts noted at right or greater) the percentage of students demonstrating mastery of the TEKS.*

7 th gr.	
AA	+1
H	+2
ED	+1
SE	+6

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	Integrate technology into curriculum so that students develop fluency using the technology and are able to extend thinking with the use of technology.	AR	AA, H, ED, SE	7 th and 8 th grade teachers, LA Technology Helping Teacher	LoTi lesson design, curriculum guide	Weekly
	2	Design lessons that offer multiple opportunities for students to practice incorporating sensory details and depth into their writing.	AR	AA, H, ED, SE	Language arts teachers	6 Traits of Writing	On-going
	3	Design lessons that help students become more proficient in their understanding and use of grammar.	AR	AA, H, ED, SE	Language arts teachers	<u>Mechanically Inclined</u> by Jeff Anderson	On-going
	4	Implement "Tuesday Tackle" as a way to cluster skills by objectives	AR	AA, H, ED, SE	Language arts teachers	Released TAKS tests	Every Tuesday
	5	SFA data analysis and plan instructional strategies based on data	AR	AA, H, ED, SE	Language Arts Teachers	SFAs	Every 6 weeks
Teachers	1	Attend North Harris County Council of Teachers Of English Fall Breakfast: topics ELA TAKS Update & "An Hour with Superman"	SD	6 th & 7 th grade LA teachers	Department Chair	Victoria Young & Joyce Armstrong Carroll	September 29, 2007
	2	Attend Open Share Sessions	SD	LA teachers	Language Arts Teachers	Coordinator	Throughout school year
	2	Attend <i>6 Traits of Writing</i> training.	SD	New teachers	Department Chair, DI	Coordinator	Fall 2007
	3	Attend TAKS Writing and Rubric training.	SD	New teachers	Department Chair, DI	Coordinator	Fall 2007
Parents	1	Keep parents up-to-date with regard to classroom activities, assignments, assessments by sending e-mails.	PI	All parents	Teachers	Lesson plans, 6-week plans	Weekly
	2	Use parent volunteer (VIPS) as tutors within classrooms for small-group assistance	PI	VIPS parents	Language Arts teachers, AAS, principal's secretary	Student work	As needed

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 (by amounts noted at right or greater) the percentage of students demonstrating mastery of the TEKS.*

	8 th gr.
AA	+1
H	+3
ED	+1
SE	+2

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

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Implement direct vocabulary instruction such as the Frayer's Model	AR	AA, H, ED, SE	Social Studies teachers	Curriculum Guide	Every three weeks
	2	Teach the district vocabulary words in such a way that mastery is achieved	AR	AA, H, ED, SE	Social Studies teachers	Curriculum Guide, Coordinator	Every three weeks
	3	Implement a variety of strategies such as non-linguistic representations for vocabulary, cooperative learning and group skill-building activities as seen in <i>History Alive! Programs</i>	AR	AA, H, ED, SE	Social Studies teachers	<i>History Alive!</i> & Curriculum Guide	On-going
	4	Reteach concepts that were not mastered on the SFAs in a novel and timely manner	AR	AA, H, ED, SE	Social Studies teachers, AAS	SFA data	Once a six weeks
	5	Design TAKS-formatted questions	AR	AA, H, ED, SE	Social Studies teachers	Released TAKS tests	
	6	Practice having students verbalize the cognitive steps taken to arrive at a test answer	AR	AA, H, ED, SE	Social Studies teachers	Think Aloud strategies	On-going
Teachers	1	Meet with Technology Helping Teacher throughout the six weeks for technology training and integrations ideas	SD	SS teachers	Social Studies teachers	Donna Pahmiyer	Once a six weeks
	2	Attend <i>History Alive!</i> or <i>Geography Alive!</i> training	SD	New Teachers	Social Studies teachers	Coordinator	When offered
	3	Attend share sessions	SD	SS Teachers	Social Studies teachers	Coordinator	When offered
	4	Participate in TAKS-strategy workshops presented by the social studies coordinator	SD	SS Teachers	Social Studies teachers	Coordinator	When offered
	5	Attend (if have not already) reading strategies workshop	SD	SS Teachers	Social Studies teachers	Coordinator	When offered
Parents	1	Keep parents up-to-date with regard to classroom activities, assignments, assessments by sending e-mails.	PI	All parents	Teachers	Lesson plans, 6-week plans	Weekly
	2	Give students discussion topics related to content for student-parent talking points	PI	All parents	Social Studies teachers	Curriculum Guide	On-going

*** 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

**Goodson Middle School
Phyllis Hamilton
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- ✓ (1) Goodson 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 Goodson 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
Regina Hill	Language Arts Teacher
Jeff Surovik	Industrial Tech Teacher
Joni Seifert	Special Education Teacher
Melissa Mendieta	Math Teacher
Kelly Ford	Science Teacher
Ranesia Edwards	Reading Teacher
Margaret Henry	Social Studies Teacher
Marcus Jones	Special Education Teacher
Phyllis Hamilton / Nadine Fidler	Principal / District Administrator
Lisa Millenbah / Missy Raisbeck	Director of Instruction / Counselor
Kelly Kley / Punya Jupudy	Parents
Tracy Stewart / Derinda Keiser	Parents
Steve Breckon / Desiree LeBlanc	Community residents
Erin Young / Kamita Gundavalli	Community residents
Kathy Grimberg / Kathy Bowen	Business representatives
Steve Breckon	Business representative

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 4, 2007	6:00 p.m.	Goodson Middle School Library
2	October 23, 2007	6:00 p.m.	Goodson Middle School Library
3	November 20, 2007	6:00 p.m.	Goodson Middle School Library
4	January 22, 2007	6:00 p.m.	Goodson Middle School Library
5	February 11, 2007	6:00 p.m.	Goodson Middle School Library

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

CIP PART III: ASSURANCE ADDENDUM

Section C

Texas Assessment of Knowledge and Skills Recognized or Exemplary Goal						
<p>✓ () 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.)</p>						
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Formative</td> <td>After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.</td> </tr> <tr> <td>Summative</td> <td>TAKS results will be reviewed to determine if targets were met.</td> </tr> <tr> <td>Strategy</td> <td>Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.</td> </tr> </table>	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.
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.					

Texas Assessment of Knowledge and Skills Commended Performance Goal						
<p>✓ () For 2007-2008, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.</p>						
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Formative</td> <td>After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.</td> </tr> <tr> <td>Summative</td> <td>TAKS results will be reviewed to determine if targets were met.</td> </tr> <tr> <td>Strategy</td> <td>Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.</td> </tr> </table>	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.
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.					

Other Legal Requirements

Parent and Community Involvement Goal						
<p>✓ () For 2007 – 2008, the percent of parents and community members attending school functions will increase by 10%.</p>						
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Formative</td> <td>At the end of the first semester, the percent of parents and community members attending school functions will be reviewed to determine progress.</td> </tr> <tr> <td>Summative</td> <td>At the end of the school year, the percent of parents and community members attending school functions will be reviewed to determine if the objective was met.</td> </tr> <tr> <td>Strategy</td> <td>Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.</td> </tr> </table>	Formative	At the end of the first semester, the percent of parents and community members attending school functions will be reviewed to determine progress.	Summative	At the end of the school year, the percent of parents and community members attending school functions will be reviewed to determine if the objective was met.	Strategy	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
Formative	At the end of the first semester, the percent of parents and community members attending school functions will be reviewed to determine progress.					
Summative	At the end of the school year, the percent of parents and community members attending school functions will be reviewed to determine if the objective was met.					
Strategy	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.					

CIP PART III: ASSURANCE ADDENDUM

✓

Violence Prevention and Intervention Goal	
For 2007 – 2008, discipline referrals for drugs, alcohol, and tobacco will be reduced by 25% 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.

✓

Violence Prevention Goal	
For 2007 – 2008, the discipline referrals for offenses will be reduced by 10% 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.
Strategy	Implement and monitor the school-wide safety and security plan.

✓

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above 83% .	
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.

CIP PART III: ASSURANCE ADDENDUM

✓

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.

✓

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.

✓

Attendance Goal	
For 2007 - 2008, the ADA student attendance will be at or above 97% .	
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 infosrvweb 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

Goodson 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	