

2007-2008
Campus Improvement Plan
for
Hopper Middle School

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

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:	#1	By May 2008, at least 75% of all 8 th grade students will demonstrate proficiency on the TAKS Science Test.
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 benchmarks.	AR, CE	All students	AAHT; Teachers	Gradebook; benchmark data	Every 3 or 6 weeks
	2	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen</i> and <i>The Magnificent Seven</i> .	AR, CE	All students	Teachers	<i>The Baker's Dozen</i> booklet; <i>Magnificent Seven</i> materials	Ongoing
	3	Provide extended learning time for students in after-school tutorials based on students who are being unsuccessful in class and/or on SFAs.	AR, CE	Identified students	Administration; Teachers	Tutorial packets	All Tuesdays, Wednesdays and Thursdays
	4	Hold extended time labs to address specific TEKS.	AR, CE	Identified students	Teachers	Lab materials and plans	Every 6 weeks
	5	Organize and implement intramural sports activities, whereby eligibility to play depends on if students are passing their classes, free of discipline referrals, seldom tardy, have no unexcused absences, and attend scheduled tutorials.	AR, CE, VP	All students	AAHT; Teachers, Sports facilitators	Sports equipment; Attendance, discipline, and grade data	Ongoing, monitored each week
	6	Administration and teachers plan a high-profile, TEKS aligned, culminating, interactive activity to be implemented after TAKS.	AR, CE	All students	Administrators; Teachers	Science Curriculum and Instructional Materials	May 2008
	7	Science teachers will read and analyze SFA data each six weeks and re-teach objectives to groups of students as needed.	AR, CE	Identified students	Teachers	SFA data, supplemental Science review material	Each 6 weeks
Teachers	1	Science helping teachers work with teams to design and modify lessons for struggling learners.	SD	Science Teachers	Science helping teachers	Coordinator	Bi-weekly

	2	Enroll new teachers in Quantum Learning.	SD	New Teachers	DI; Secretary	Compensatory Funds	Various sessions
	3	Science teacher plan together for shared vision and clear focus.	SD	Science Teachers	Team leaders	Science Lesson Plans	Bi-weekly
	4	Teachers will work in teams to analyze SFA data and plan for remediation of objectives not mastered by students.	SD	Science Teachers	Science Teachers	SFA data and Remedial resources	Each 6 weeks
Parents	1	Science TIPS are posted on campus website.	PI	Parents	Department Chair	TEKS and Lesson Plans	Every 6 weeks
	2	Students maintain agenda books for parent review and steady communication with teachers.	PI	Parents	Students	Agenda	Daily
	3	Parents may access Parent Internet Viewer.	PI	Parents	AAHT	Internet	Ongoing
	4	Parents of students who fail Science for a six-week grading period, or who score below 75% on SFAs will be contacted by the teacher to plan for their child's after-school tutorials.	PI	Parents and students	Teachers and parents	Student 6-week Science scores and SFA scores	Each 6 weeks

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**

By May, 2008, the percentage of students demonstrating proficiency on the TAKS Math will increase (by amounts noted at the right or greater).

Campus Objective: #2

	7 th	8 th
All	+11	+20
AA	+23	+31
H	+11	+19
W	----	+9
ED	+16	+6
Sp Ed	----	+67

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 benchmarks.	AR, CE	All students	AAHT; Teachers	Grade book; benchmark data	Every 3 or 6 weeks
	2 Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen</i> and <i>The Magnificent Seven</i> .	AR, CE	All students	Teachers	<i>The Baker's Dozen</i> booklet; <i>Magnificent Seven</i> materials	Ongoing
	3 Provide extended learning time for students in after-school tutorials, based on students who are unsuccessful in class and/or on SFAs.	AR, CE	Identified students	Administration; Teachers	Tutorial packets	Tuesdays, Wednesdays and Thursdays
	4 Power Math Classes will be required for students who have been unsuccessful in passing the TAKS Math test the previous year. These classes are in addition to the regular math classes and they have fewer students and focus on remediation of critical TEKS which have not been mastered.	AR, CE	Identified students	AAHT; Teachers	Remedial materials	Ongoing
	5 Math Advisory classes will be required of students who have been unsuccessful in passing the TAKS Math test the previous year and who are not in a Power Math class.	AR, CE	Identified students	AAHT; Teachers	TAKS study materials	Ongoing

	6	Organize and implement intramural sports activities, whereby eligibility to play depends on if students are passing their classes, free of discipline referrals, seldom tardy, have no unexcused absences, and attend scheduled tutorials.	AR, CE, VP	All students	AAHT; Teachers, Sports facilitators	Sports equipment; Attendance, discipline, and grade data	Ongoing, monitored each week
	7	Math teachers will read and analyze SFA data each six-weeks and re-teach objectives to groups of students as needed.	AR, CE	Identified students	Teachers	SFA data, supplemental Math review materials.	Each 6 weeks
	8	Identify students who are weak in arithmetic operations and require them to attend Arithmetic Blitz Saturday. On this day students will engage in a fast-paced, need based remediation of basic arithmetic.	AR, CE	Identified students	Teachers AAHT DI	Diagnostic test of arithmetic and remedial materials	November and December
	9	Identify students who are unsuccessful on specific objectives on SFAs (less than 75% of questions correct on specific objective) and require them to attend TAKS Blitz Saturday.	AR, CE	Identified students	Teachers AAHT DI	SFAs, and remedial materials	January
	10	Students will have TAKS individual interviews with teachers to discuss mastery of specific objectives on last year's TAKS or TAKS Diagnostic Tests. Students will determine what strategies he/sje will employ to become more successful on TAKS. The document will be revisited each 6 weeks.	AR, CE	All students	Teachers, AAHT, DI	Interview sheets, TAKS data, conversion charts	November and then each 6 weeks
Teachers	1	Math helping teachers work with teams to design lesson plans and develop classroom strategies.	SD	Math Teachers	Math helping teachers	Coordinator	Bi-weekly
	2	Enroll new teachers in Quantum Learning	SD	New Teachers	DI; Secretary	Compensatory Funds	Various sessions
	3	Math teachers plan together for shared vision and clear focus	SD	Math Teachers	Math Department Chair	TEKS and Lesson Plans	Bi-weekly
	4	Teachers will analyze SFA data and plan for remediation of objectives not mastered by students.	SD	Math Teachers	Math Teachers	SFA data and Remedial resources	Each 6 weeks
	5	Principal, DI, Assistant Principals, and math helping teachers will do random Walk-through visits to math classes to monitor the employment of research-driven strategies.	SD	Math Teachers	Principal, DI, Assistant Principals, and math helping teacher	<i>Baker's Dozen, Magnificent Seven</i>	Ongoing
Parents	1	Math TIPS are posted on campus website.	PI	Parents	Math Department Chair	TIPS	Every 6 weeks
	2	Students maintain agenda books for parent review and steady communication with teachers.	PI	Parents	Students	Agenda	Daily

	3	Parents may access Parent Internet viewer.	PI	Parents	AAHT	Internet	Ongoing
	4	Parents of at-risk students are invited to attend Parent Intervention Night, when they meet with a teacher and their child and review their grades, TAKS scores, SFA scores and their interview plan devised by the student. This parent dialogue is devised to help monitor student strategies and progress.	PI	Parents and students	Teachers, AAHT, DI	TAKS scores, SFA scores, Student Interview Sheet	November
	5	Parents of students who fail Math for a six-week grading period, or who score below 75% on SFAs will be contacted by the teacher to plan for their child's after-school tutorials	PI	Parents and students	Teachers and parents	6 weeks Math scores, SFA scores	Each 6 weeks

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: #3

By May, 2008, the percentage of students demonstrating proficiency on the TAKS Reading will increase (by amounts noted at the right or greater).

	6 th	7 th	8 th
ED	+11	----	----
Sp. Ed.	+28	+16	+50

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 benchmarks.	AR, CE	All students	AAHT; Teachers	Grade book; benchmark data	Every 3 or 6 weeks
	2	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen</i> and <i>The Magnificent Seven</i> .	AR, CE	All students	Teachers	<i>The Baker's Dozen</i> booklet; <i>Magnificent Seven</i> materials	Ongoing
	3	Provide extended learning time for students in after-school tutorials based on students who are unsuccessful in class and/or on SFAs.	AR, CE	Identified students	Administration; Teachers	Tutorial packets	All Tuesdays, Wednesdays and Thursdays
	4	Provide ARIP Reading Program for students who have not mastered TAKS Reading.	AR, CE	Identified students	Administration; Teachers	ARIP materials	Tuesdays, Wednesdays, and Thursdays
	5	Students receive R-LA instruction through leveled, double-blocked classes.	AR, CE	6 th grade students	6 th grade LA Reading Teachers	District and campus provided resources	Ongoing
	6	Read 180 offered to ESL and Special Ed students.	AR, CE	ESL and Spec Ed students	Teachers	Read 180 materials	Ongoing
	7	Organize and implement intramural sports activities, whereby eligibility to play depends on if students are passing their classes, free of discipline referrals, seldom tardy, have no unexcused absences, and attend scheduled tutorials.	AR, CE, VP	All students	AAHT; Teachers, Sports facilitators	Sports equipment; Attendance, discipline, and grade data	Ongoing, monitored each week
	8	Reading and LA teachers will read and analyze SFA data each six weeks and re-teach objectives to groups of	AR, CE	Identified students	Teachers	SFA data, supplemental	Each 6 weeks

		students as needed.				review material	
Teachers	1	New teachers take the Quantum Learning Workshop.	SD	R- LA Teachers	Teachers	Coordinator	Various sessions
	2	Language Arts teachers plan together for shared vision and clear focus.	SD	R- LA Teachers	Team leaders	R-LA Lesson Plans	Bi-weekly
	3	Teachers will analyze SFA data and plan for remediation of objectives not mastered.	SD	R-LA Teachers	Teachers	SRA data, and remedial resources	Each 6 weeks
	4	Teachers will refresh their knowledge and understanding of Reading TAKS by reviewing TAKS booklet together and revisiting TAKS Reading questions.	SD	R-LA Teachers	Teachers	TAKS booklet, and TAKS diagnostic test	Ongoing
Parents	1	R-LA TIPS are posted on campus website.	PI	Parents	Department Chair	TEKS and Lesson Plans	Every 6 weeks
	2	Students maintain agenda books for parent review and steady communication with teachers.	PI	Parents	Students	Agenda	Daily
	3	Parents may access Parent Internet Viewer	PI	Parents	AAHT	Internet	Ongoing
	4	Parents of students who fail Reading/Language Arts for a six-week grading period, or who score below 75% on SFAs will be contacted by the teacher to plan for their child's after-school tutorials	PI	Parents and students	Teachers and parents	6 weeks R-LA scores, SFA scores	Each 6 weeks

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: #4 By May, 2008, 75% of 7th grade students will demonstrate proficiency on the TAKS Writing Test.

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 benchmarks.	AR, CE	All students	AAHT; Teachers	Grade book; benchmark data	Every 3 or 6 weeks
	2	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen</i> and <i>The Magnificent Seven</i> .	AR, CE	All students	Teachers	<i>The Baker's Dozen</i> booklet; <i>Magnificent Seven</i> materials	Ongoing
	3	Provide extended learning time in after-school tutorials in the form of writing workshops.	AR, CE	Identified students	Teachers	Tutorial packets	Ongoing
	4	Organize and implement intramural sports activities, whereby eligibility to play depends on if students are passing their classes, free of discipline referrals, seldom tardy, have no unexcused absences, and attend scheduled tutorials.	AR, CE, VP	All students	AAHT; Teachers, Sports facilitators	Sports equipment; Attendance, discipline, and grade data	Ongoing, monitored each week
	5	Language Arts teachers will provide a Saturday writing workshop for ESL students. Other students demonstrating need in writing skills required for TAKS will be invited according to those scoring "1" or "2" on SFA writing 2 nd 6 weeks.	AR, CE	Identified students	Teachers, AAHT, DI	Writing activities	January and February
Teachers	1	New teachers take the 6 Traits of Writing Workshop	SD	R- LA Teachers	Teachers	Coordinator	Various sessions
	2	Language Arts teachers plan together for shared vision and clear focus.	SD	R - LA Teachers	Team leaders	R-LA Lesson Plans	Bi-weekly
Parents	1	R-LA TIPS are posted on campus website.	PI	Parents	Department Chair	TEKS and Lesson Plans	Every 6 weeks

	2	Students maintain agenda books for parent review.	PI	Parents	Students	Agenda	Daily
	3	Parents may access Parent Internet Viewer	PI	Parents	AAHT	Internet	Ongoing

Areas to Improve

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

Area of Focus: **Social Studies**

Campus Objective: #5 By May, 2008, 75% of 8th grade students will demonstrate proficiency on the TAKS Social Studies Test.

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 benchmarks.	AR, CE	All students	AAHT; Teachers	Grade book; benchmark data	Every 3 or 6 weeks
	2 Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen</i> and <i>The Magnificent Seven</i> .	AR, CE	All students	Teachers	<i>The Baker's Dozen</i> booklet; <i>Magnificent Seven</i> materials	Ongoing
	3 Provide extended time instruction in after-school tutorials based on students who are being unsuccessful in class and/or on SFAs.	AR, CE	ESL and Spec Ed students	Teachers	Read 180 materials	Ongoing
	4 Students use ISN as a means of compiling and organizing the SS materials, so that they are accessible and easier to study.	AR, CE	All students	Students	ISN	Ongoing
	5 Organize and implement intramural sports activities, whereby eligibility to play depends on if students are passing their classes, free of discipline referrals, seldom tardy, have no unexcused absences, and attend scheduled tutorials.	AR, CE, VP	All students	AAHT; Teachers, Sports facilitators	Sports equipment; Attendance, discipline, and grade data	Ongoing, monitored each week
	6 Social Studies teachers will read and analyze SFA data each six weeks and re-teach objectives to groups of students as needed.	AR, CE	Identified students	Teachers	SFA data, supplemental review material	Each 6 weeks
Teachers	1 New teachers will enroll in Quantum Learning.	SD	SS Teachers	Teachers	Coordinator	Various sessions
	2 Social Studies teachers plan together for shared vision and clear focus.	SD	SS Teachers	Team leaders	SS Lesson Plans	Bi-weekly
	3 Teachers will analyze SFA data and plan for remediation	SD	SS Teachers	Teachers	SRA data, and	Each 6 weeks

		of objectives not mastered.				remedial resources	
Parents	1	SS TIPS are posted on campus website.	PI	Parents	Department Chair	TEKS and Lesson Plans	Every 6 weeks
	2	Students maintain agenda books for parent review.	PI	Parents	Students	Agenda	Daily
	3	Parents may access Parent Internet Viewer	PI	Parents	AAHT	Internet	Ongoing
	4	SS teachers publish Parent Newsletters	PI	Parents	SS Teachers	Teachers	Every 6 weeks
	5	Parents of students who fail Social Studies for a six-week grading period, or who score below 75% on SFAs will be contacted by the teacher to plan for their child's after-school tutorials	PI	Parents and students	Teachers and parents	6 weeks SS scores, SFA scores	Each 6 weeks

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

Hopper Middle School
Robert Borneman, PhD.
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District

Section A

- (1) Hopper 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 Hopper 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.
 - (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
Section B

Membership Composition of the Campus Performance Objectives Council		
Name of CPOC Member	Position	
Michelle Willey	Teacher 1	Choir
Sonia Tallon	Teacher 2	Special Education/ In-class Support/ Resource
Leslie Panuska	Teacher 3	Reading/ Department Chair
Sarah Mouring	Teacher 4	Girls PE/ Department Chair
Courtney Foerster	Teacher 5	Math
Keisha Wolf	Teacher 6	Special Education/ In-class Support/ Resource
Beverly Hurst	Teacher 7	Math
Melissa McCarter	Teacher 8	Science
Patti Domingue	Non-teaching professional 1	Director of Instruction
Roy Kemble	Non-teaching professional 2	Academic Achievement Helping Teacher
Bridget Demby	Parent 1	
Kristi Lofton	Parent 2	
Owen Brown	Community resident 1	
Aaron Cliett	Community resident 2	
	Business representative 1	
	Business representative 2	

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	9/18/07	6:30 PM	Hopper Middle School Library
2	10/23/07	6:30 PM	Hopper Middle School Library
3	1/15/08	6:30 PM	Hopper Middle School Library
4	3/4/08	6:30 PM	Hopper Middle School Library
5	5/20/18	6:30 PM	Hopper 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

Section C

(1)

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

(2)

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

Other Legal Requirements

(3)

Parent and Community Involvement Goal	
For the 2007 – 2008 school year, the percent of parents and community members participating in school functions will be 25% of the student population.	
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

(4)

Violence Prevention and Intervention Goal	
For the 2007 – 2008 school year, discipline referrals for drugs, alcohol, and tobacco will not exceed 15 incidents.	
Formative	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Strategy	Implement and monitor the school wide safety and security plan.

(5)

Violence Prevention Goal	
For 2007 – 2008, the discipline referrals for offenses will not exceed 25 incidents.	
Formative	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for Hopper Middle School .
Strategy	Implement and monitor the school-wide safety and security plan.

(6)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above 75% .	
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

(7)

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.

(8)

Secondary Drop – out Prevention Goal	
For 2007 – 2008, the dropout rate will be 0% 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.

(9)

Average Daily Attendance Goal	
The average daily attendance for the 2007-2008 school year will be at or above 96%.	
Formative	After each grading period, attendance will be monitored. Students demonstrating poor attendance will be placed on an improvement plan.
Summative	At the end of the school year (August), attendance will be reviewed to assess if the attendance goal was met.
Strategy	Provide students with positive reinforcements for good attendance, and improved attendance.

CIP PART III

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

Hopper 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	Leadership training
3-Aug	GLT/AMS	Elementary – A.M.	
	GLT/AMS	Secondary - P.M.	Goal-setting, using data
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
14-Aug	Department Chair and Team Leader	District Staff	Leadership training
16-Aug-17	New Staff Orientation	District Staff	New staff training
20-Aug	All Staff	Campus	School year orientation
21-Aug	All Staff	Campus	Policy and procedures
22-Aug	All Staff	Campus	Goal setting
23-Aug	Elementary/Secondary	District Staff	Team training
24-Aug	All Staff	Campus	Team planning
8-Oct	Secondary Staff	District Staff	Content-specific training
3-Jan	Secondary Staff	Campus	To be determined by the SD committee after a needs assessment
4-Jan	All Staff	Campus	To be determined by the SD committee after a needs assessment
April 28 *	All Staff	Campus	To be determined by the SD committee after a needs assessment
30-May	All Staff	Campus	To be determined by the SD committee after a needs assessment