2007-2008
Campus Improvement Plan
for
LABAY MIDDLE SCHOOL

Cypress-Fairbanks Independent School District

"I Choose Success!"

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: LABAY MIDDLE SCHOOL
CAMPUS NUMBER: 101907046
Campus Rating: Recognized
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 Number Met Std	2007 Number Taking	2007 Pct Met Std	2007 Stu Grp %	2006 Number Met Std	2006 Number Taking	2006 Pct Met Std	Met Min Size	Required Improvement Act Chg	RI	Met RI?
Reading/ELA (65%)											
X All Students	1,133	1,221	93%	100%	1,107	1,224	90%		3		
X African Amer	126	141	89%	12%	129	146	88%		1		
X Hispanic	391	436	90%	36%	343	415	83%		7		
X White	479	504	95%	41%	504	527	96%		-1		
X Econ Disadv	296	354	84%	29%	277	345	80%		4		
Writing (65%)											
X All Students	377	388	97%	100%	393	410	96%		1		
X African Amer	38	43	88%	11%	48	49	98%		-10		
X Hispanic	135	139	97%	36%	143	153	93%		4		
X White	153	155	99%	40%	164	170	96%		3		
X Econ Disadv	108	114	95%	29%	105	117	90%		5		
Social Studies (65%)											
X All Students	404	419	96%	100%	397	426	93%		3		
X African Amer	49	50	98%	12%	52	57	91%		7		
X Hispanic	146	159	92%	38%	112	130	86%		6		
X White	166	167	99%	40%	185	189	98%		1		
X Econ Disadv	107	120	89%	29%	106	121	88%		1		
Mathematics (45%)											
X All Students	1,046	1,224	85%	100%	1,054	1,215	87%		-2		
X African Amer	108	141	77%	12%	116	144	81%		-4		
X Hispanic	342	441	78%	36%	330	413	80%		-2		
X White	460	502	92%	41%	477	522	91%		1		
X Econ Disadv	266	355	75%	29%	265	345	77%		-2		
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 # Tests Met ARD	2007 # Tests	2007 Pct Met ARD	2007 Stu Grp %	2006 # Tests Met ARD	2006 # Tests	2006 Pct Met ARD	Met Min Size	Required Improvement Act Chg	RI	Met RI?
X All Students	108	122	89%	100%	84	128	66%		23		

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

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: LABAY MIDDLE SCHOOL Campus Rating: Recognized
CAMPUS NUMBER: 101907046 Grade Span: 06 - 08

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

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

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

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

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

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

	2005-06			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %
All Students	4	1,066	0.4%	100%
African Amer	0	171	0.0%	16%
Hispanic	4	362	1.1%	34%
White	0	426	0.0%	40%
Econ Disadv	2	337	0.6%	32%

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	LABAY MIDDLE SC	6	All	415	385	93	100	95	231	56	387	364	94	165	43
Reading/ELA	LABAY MIDDLE SC	6	AA	51	42	82	90	85	25	49	45	39	87	21	47
Reading/ELA	LABAY MIDDLE SC	6	Hispanic	143	130	91	100	94	50	35	133	120	90	42	32
Reading/ELA	LABAY MIDDLE SC	6	White	175	167	95	100	97	117	67	163	161	99	82	50
Reading/ELA	LABAY MIDDLE SC	6	Eco.Dis.	124	107	86	90	87	43	35	108	94	87	32	30
Reading/ELA	LABAY MIDDLE SC	6	Spec.Ed.	15	12	80	90	83	5	33	12	11	92	1	8
Reading/ELA	LABAY MIDDLE SC	6	LEP	16	10	63	90	75	2	13	24	15	63	0	0
Reading/ELA	LABAY MIDDLE SC	6	LEP M1	16	16	100	100	100	3	19	14	13	93	1	7
Reading/ELA	LABAY MIDDLE SC	6	LEP M2	10	10	100	100	100	4	40	7	5	71	2	29
Reading/ELA	LABAY MIDDLE SC	7	All	410	369	90	100	93	115	28	438	381	87	129	29
Reading/ELA	LABAY MIDDLE SC	7	AA	49	44	90	100	93	10	20	55	49	89	11	20
Reading/ELA	LABAY MIDDLE SC	7	Hispanic	145	124	86	90	87	18	12	159	123	77	28	18
Reading/ELA	LABAY MIDDLE SC	7	White	166	154	93	100	95	64	39	179	166	93	74	41
Reading/ELA	LABAY MIDDLE SC	7	Eco.Dis.	121	97	80	90	83	13	11	128	96	75	20	16
Reading/ELA	LABAY MIDDLE SC	7	Spec.Ed.	15	12	80	90	83	2	13	16	11	69	2	13
Reading/ELA	LABAY MIDDLE SC	7	LEP	14	7	50	90	75	1	7	26	9	35	2	8
Reading/ELA	LABAY MIDDLE SC	7	LEP M1	17	12	71	90	77	0	0	16	9	56	0	0
Reading/ELA	LABAY MIDDLE SC	7	LEP M2	16	10	63	90	75	0	0	5	4	80	0	0
Reading/ELA	LABAY MIDDLE SC	8	All	446	420	94	100	96	224	50	457	406	89	184	40
Reading/ELA	LABAY MIDDLE SC	8	AA	58	54	93	100	95	24	41	68	57	84	15	22
Reading/ELA	LABAY MIDDLE SC	8	Hispanic	168	153	91	100	94	64	38	143	115	80	34	24
Reading/ELA	LABAY MIDDLE SC	8	White	175	168	96	100	97	106	61	198	187	94	109	55
Reading/ELA	LABAY MIDDLE SC	8	Eco.Dis.	130	111	85	90	87	43	33	132	102	77	23	17
Reading/ELA	LABAY MIDDLE SC	8	Spec.Ed.	18	12	67	90	75	1	6	30	16	53	4	13
Reading/ELA	LABAY MIDDLE SC	8	LEP	26	15	58	90	75	1	4	19	8	42	0	0
Reading/ELA	LABAY MIDDLE SC	8	LEP M1	9	9	100	100	100	1	11	7	6	86	1	14
Reading/ELA	LABAY MIDDLE SC	8	LEP M2	16	15	94	100	96	0	0	8	6	75	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	LABAY MIDDLE SC	6	All	420	350	83	90	85	174	41	383	348	91	180	47
Math	LABAY MIDDLE SC	6	AA	53	37	70	90	77	10	19	45	38	84	16	36
Math	LABAY MIDDLE SC	6	Hispanic	146	108	74	90	79	43	29	131	115	88	39	30
Math	LABAY MIDDLE SC	6	White	175	159	91	100	94	84	48	161	151	94	97	60
Math	LABAY MIDDLE SC	6	Eco.Dis.	127	96	76	90	81	35	28	107	94	88	30	28
Math	LABAY MIDDLE SC	6	Spec.Ed.	19	14	74	90	79	5	26	11	8	73	4	36
Math	LABAY MIDDLE SC	6	LEP	19	12	63	90	75	4	21	24	13	54	2	8
Math	LABAY MIDDLE SC	6	LEP M1	16	12	75	90	80	4	25	13	12	92	2	15
Math	LABAY MIDDLE SC	6	LEP M2	10	7	70	90	77	3	30	7	6	86	1	14
Math	LABAY MIDDLE SC	7	All	412	348	84	90	86	114	28	440	381	87	108	25
Math	LABAY MIDDLE SC	7	AA	49	36	73	90	79	8	16	55	48	87	4	7
Math	LABAY MIDDLE SC	7	Hispanic	148	115	78	90	82	23	16	162	124	77	30	19
Math	LABAY MIDDLE SC	7	White	165	150	91	100	94	58	35	178	166	93	56	31
Math	LABAY MIDDLE SC	7	Eco.Dis.	123	91	74	90	79	15	12	129	96	74	23	18
Math	LABAY MIDDLE SC	7	Spec.Ed.	17	7	41	90	75	1	6	16	8	50	1	6
Math	LABAY MIDDLE SC	7	LEP	16	8	50	90	75	1	6	26	11	42	2	8
Math	LABAY MIDDLE SC	7	LEP M1	17	15	88	90	89	2	12	17	10	59	0	0
Math	LABAY MIDDLE SC	7	LEP M2	16	9	56	90	75	2	13	5	4	80	2	40
Math	LABAY MIDDLE SC	8	All	442	374	85	90	87	129	29	450	362	80	120	27
Math	LABAY MIDDLE SC	8	AA	57	42	74	90	79	11	19	66	42	64	2	3
Math	LABAY MIDDLE SC	8	Hispanic	167	128	77	90	81	35	21	141	107	76	21	15
Math	LABAY MIDDLE SC	8	White	173	160	92	100	95	63	36	195	167	86	76	39
Math	LABAY MIDDLE SC	8	Eco.Dis.	126	88	70	90	77	27	21	132	88	67	16	12
Math	LABAY MIDDLE SC	8	Spec.Ed.	12	6	50	90	75	0	0	21	9	43	3	14
Math	LABAY MIDDLE SC	8	LEP	26	12	46	90	75	0	0	19	7	37	2	11
Math	LABAY MIDDLE SC	8	LEP M1	9	8	89	90	89	1	11	7	6	86	1	14
Math	LABAY MIDDLE SC	8	LEP M2	16	11	69	90	76	0	0	8	4	50	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 %
Writing	LABAY MIDDLE SC	6	All												
Writing	LABAY MIDDLE SC	6	AA												
Writing	LABAY MIDDLE SC	6	Hispanic												
Writing	LABAY MIDDLE SC	6	White												
Writing	LABAY MIDDLE SC	6	Eco.Dis.												
Writing	LABAY MIDDLE SC	6	Spec.Ed.												
Writing	LABAY MIDDLE SC	6	LEP												
Writing	LABAY MIDDLE SC	6	LEP M1												
Writing	LABAY MIDDLE SC	6	LEP M2												
Writing	LABAY MIDDLE SC	7	All	401	390	97	100	98	131	33	427	407	95	205	48
Writing	LABAY MIDDLE SC	7	AA	48	43	90	100	93	14	29	54	52	96	19	35
Writing	LABAY MIDDLE SC	7	Hispanic	142	138	97	100	98	27	19	158	147	93	59	37
Writing	LABAY MIDDLE SC	7	White	160	158	99	100	99	63	39	174	167	96	99	57
Writing	LABAY MIDDLE SC	7	Eco.Dis.	120	114	95	100	97	25	21	125	112	90	43	34
Writing	LABAY MIDDLE SC	7	Spec.Ed.	13	12	92	100	95	1	8	15	10	67	3	20
Writing	LABAY MIDDLE SC	7	LEP	15	12	80	90	83	1	7	23	18	78	1	4
Writing	LABAY MIDDLE SC	7	LEP M1	17	17	100	100	100	1	6	17	14	82	1	6
Writing	LABAY MIDDLE SC	7	LEP M2	16	16	100	100	100	4	25	5	5	100	3	60
Writing	LABAY MIDDLE SC	8	All												
Writing	LABAY MIDDLE SC	8	AA												
Writing	LABAY MIDDLE SC	8	Hispanic												
Writing	LABAY MIDDLE SC	8	White												
Writing	LABAY MIDDLE SC	8	Eco.Dis.												
Writing	LABAY MIDDLE SC	8	Spec.Ed.												
Writing	LABAY MIDDLE SC	8	LEP												
Writing	LABAY MIDDLE SC	8	LEP M1												
Writing	LABAY MIDDLE SC	8	LEP M2												

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	LABAY MIDDLE SC	6	All												
Social Studies	LABAY MIDDLE SC	6	AA												
Social Studies	LABAY MIDDLE SC	6	Hispanic												
Social Studies	LABAY MIDDLE SC	6	White												
Social Studies	LABAY MIDDLE SC	6	Eco.Dis.												
Social Studies	LABAY MIDDLE SC	6	Spec.Ed.												
Social Studies	LABAY MIDDLE SC	6	LEP												
Social Studies	LABAY MIDDLE SC	6	LEP M1												
Social Studies	LABAY MIDDLE SC	6	LEP M2												
Social Studies	LABAY MIDDLE SC	7	All												
Social Studies	LABAY MIDDLE SC	7	AA												
Social Studies	LABAY MIDDLE SC	7	Hispanic												
Social Studies	LABAY MIDDLE SC	7	White												
Social Studies	LABAY MIDDLE SC	7	Eco.Dis.												
Social Studies	LABAY MIDDLE SC	7	Spec.Ed.												
Social Studies	LABAY MIDDLE SC	7	LEP												
Social Studies	LABAY MIDDLE SC	7	LEP M1												
Social Studies	LABAY MIDDLE SC	7	LEP M2												
Social Studies	LABAY MIDDLE SC	8	All	434	417	96	100	97	230	53	449	413	92	164	37
Social Studies	LABAY MIDDLE SC	8	AA	55	54	98	100	99	26	47	67	58	87	8	12
Social Studies	LABAY MIDDLE SC	8	Hispanic	167	152	91	100	94	64	38	139	118	85	29	21
Social Studies	LABAY MIDDLE SC	8	White	169	168	99	100	99	108	64	193	189	98	101	52
Social Studies	LABAY MIDDLE SC	8	Eco.Dis.	127	112	88	90	89	42	33	129	110	85	15	12
Social Studies	LABAY MIDDLE SC	8	Spec.Ed.	12	11	92	100	95	0	0	27	22	81	4	15
Social Studies	LABAY MIDDLE SC	8	LEP	27	18	67	90	75	3	11	19	12	63	0	0
Social Studies	LABAY MIDDLE SC	8	LEP M1	9	9	100	100	100	2	22	7	6	86	0	0
Social Studies	LABAY MIDDLE SC	8	LEP M2	16	12	75	90	80	1	6	8	7	88	1	13

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	LABAY MIDDLE SC	6	All								
Science	LABAY MIDDLE SC	6	AA								
Science	LABAY MIDDLE SC	6	Hispanic								
Science	LABAY MIDDLE SC	6	White								
Science	LABAY MIDDLE SC	6	Eco.Dis.								
Science	LABAY MIDDLE SC	6	Spec.Ed.								
Science	LABAY MIDDLE SC	6	LEP								
Science	LABAY MIDDLE SC	6	LEP M1								
Science	LABAY MIDDLE SC	6	LEP M2								
Science	LABAY MIDDLE SC	7	All								
Science	LABAY MIDDLE SC	7	AA								
Science	LABAY MIDDLE SC	7	Hispanic								
Science	LABAY MIDDLE SC	7	White								
Science	LABAY MIDDLE SC	7	Eco.Dis.								
Science	LABAY MIDDLE SC	7	Spec.Ed.								
Science	LABAY MIDDLE SC	7	LEP								
Science	LABAY MIDDLE SC	7	LEP M1								
Science	LABAY MIDDLE SC	7	LEP M2								
Science	LABAY MIDDLE SC	8	All	440	87	78			454	75	68
Science	LABAY MIDDLE SC	8	AA	56	86	75			67	51	46
Science	LABAY MIDDLE SC	8	Hispanic	168	76	65	75	10	142	67	60
Science	LABAY MIDDLE SC	8	White	171	94	90			195	87	79
Science	LABAY MIDDLE SC	8	Eco.Dis.	128	72	58	75	17	131	58	50
Science	LABAY MIDDLE SC	8	Spec.Ed.	12	83	50	75	25	27	37	30
Science	LABAY MIDDLE SC	8	LEP	28	25	14	75	61	20	30	15
Science	LABAY MIDDLE SC	8	LEP M1	9	78	33	75	42	7	43	29
Science	LABAY MIDDLE SC	8	LEP M2	16	56	38	75	37	8	50	38

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Labay MS	AA	96.5	96.7
Labay MS	H	96.4	96.5
Labay MS	W	96.4	96.5
Labay MS	NATIVE	96.7	96.3
Labay MS	ASIAN	98.1	98.1
Labay MS	MALE	96.6	96.4
Labay MS	FEMALE	96.6	97
Labay MS	SPED	94.8	94.8
Labay MS	ECD	96.1	96.2
Labay MS	LEP	96.8	96.3
Labay MS	AT RISK	95.8	95.9
Labay MS	GT	97.7	97.9
Labay MS	MIGRANT	0	0

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

PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES

Areas to Celebrate (Optional)

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	**Reading/ELA**	Reading Title 3 Extended Day, Reading Sweet Success, Reading Flexible Regrouping 7th & 8th 93% of all students met standard	TAKS
		Writing	Writing After school Blitz, 7th grade writing pull out, Sweet Success, writing extended day - 97% of all students met standard	TAKS
		Math	60% passed and/or added value; 31% reached commended	TAKS Intervention Data
		Science	Science scores improved in All, AA, W, and ED!	TAKS
		Social Studies	96% met standard 53% met commended	TAKS
		Other		
	Subgroups	**All**	Reading – scores increased 3% from last year Writing – scores increased 1% from last year	TAKS
		AA	Science AA scores increased by 17 points	TAKS
		H	Reading – scores increased 7% from last year Writing – scores increased 4% from last year	TAKS
		W	Writing – scores increased 3% from last year	TAKS
		ED	Reading – scores increased 4% from last year Writing – scores increased 5% from last year	TAKS
		LEP		
		SE		
	Social/ Emotional	**Discipline**	Tardies decreased significantly	After School D-hall Records
		Extracurricular		
		Other		
Teacher	Professional Development			
	Qualifications			
	New Staff			
	Retention			
Parent			Hispanic Parents' Meeting attendance increased at least 50%.	Sign in sheets

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, discipline referrals for drugs, alcohol, and tobacco will be reduced by **50**% from the previous year.

#2 For 2007 – 2008, the discipline referrals for ie. fighting, classroom disruptions, etc. will be reduced by **25**% from the previous school year.

Formative Evaluation: District-developed Reports

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will participate in various safety drills (bus evacuation, crisis drills, fire drills) and random metal detector checks.	SD VP	All Students	Principal, Assistant Principals, DI, Crisis Committee, Teachers/Staff	Crisis Management Plan, Evacuation routes, Yellow crisis folders	Fall and spring semesters; Monthly
	2	Students will engage in Code of Conduct meetings to become acquainted with expectations, policies, and procedures.	VP	All Students	Assistant Principals, Teachers	Code of Conduct band signature pages	Early September
	3	Students will hear a presentation by guest speaker, Walter Kase--Holocaust survivor-- and his message of celebrating diversity.	VP	8th Grade Students	Student Council Sponsors, Admin, 8th Grade Teachers	Guest Speaker Request, Rosters	October
	4	Students will participate in activities during Red Ribbon Week that encourage a drug-free lifestyle.	VP	All Students	Principal, DI, Prevention Advocate, Assistant Principals, Counselors, Nurse, Teachers	Thematic Materials	Spring semester

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Labay staff members who are trained in CPR/AED will serve on a Crisis Committee to improve the Crisis Plan and serve as extra hands in emergency situations.	VP	Volunteer Staff	Principal, Assistant Principals, DI, Nurse, Counselors, Crisis Committee	Crisis Management Plan	Fall and spring semesters
	2	Labay staff members will receive training on the Crisis Management Plan, Child Abuse, and Suicide Prevention.	SD VP	All Staff	Principal, Assistant Principals, Counselors	Crisis Management Plan, Department meeting agenda	Initial training: August – September; Updates: fall and spring semesters
	3	Labay staff members will serve on a Discipline Committee to analyze Labay's campus discipline data and develop a school-wide expectations matrix. The matrix will be presented to all staff and students.	SD VP	All Staff and Students	Principal, DI, Assistant Principals, Discipline Committee	Discipline data, Matrix, "I Choose Success" themes	Fall and spring semesters
	4	Labay staff members will serve on an After School Safety Committee to assist with the bus loading and front loading zones to keep students safe.	VP	Volunteer Staff	Principal, DI, Assistant Principals, Safety Committee	Assigned zones	Ongoing
	5	Labay staff members will receive gang awareness training, covering topics including clothing, signs, and colors.	SD VP	All Staff	Principal, Assistant Principals	Presentation materials, Attendance roster	October
Parents	1	Parents will be kept up-to-date regarding their students' discipline information through timely phone calls and discipline forms from administration and teachers.	PI	Parents of Identified Students	Administration, Teachers	Discipline forms, Parent Contact Logs	Ongoing

Areas to Improve

District Priority: Ensure that students understand the importance of attending school regularly and completing high school.

Area of Focus: **Attendance and Dropout Rate**

Campus Objective:
#1 For 2007 – 2008, the ADA student attendance will be at or above **97**%.
#2 For 2007-2008, the dropout rate will be **0%** with no student group exceeding **0%.**

Formative/Summative Evaluation: District-developed Reports and AEIS

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students with Excessive Absences (EA) will be paired with a teacher to track attendance to make up absences.	AR	Identified Students	Principal, Assistant Principals, Attendance Office, Attendance Committee Teachers	Tracking Sheets	Ongoing
Teachers	1	Teachers will maintain prompt and accurate attendance records.	T	All teachers	Principal, DI, Attendance Office	Pinnacle	Daily
	2	Teachers will serve on an Attendance Committee to work with individual students at risk of excessive absences (EA) to get them back on track.	AR	Volunteer teachers	Principal, Assistant Principals, Attendance office, Teachers, Attendance Officers	Attendance Officers, Tracking Sheets	Ongoing

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Parents	1	Parents will be kept up-to-date on their child's attendance record (absences and/or tardies) through PIV, Phonemaster, and Compulsory attendance letters.	AR T PI	All Parents	Principal, DI, Assistant Principals, Teachers, Attendance Office	Pinnacle, Phonemaster	Daily; Fall and spring semesters
	2	Dropout recovery letters will be sent to the parents of all students on the dropout recovery list to their last known address. Phonemaster will duplicate the contact by calling guardian 1 and guardian 2 in both English and Spanish.	AR T PI	Parent of Identified Students	Principal, DI, Assistant Principals, Teachers, Attendance Office	Pinnacle, Phone-master	September

Areas to Improve

District Priority:		Motivate students to strive for physical and emotional fitness and to embrace a drug-free lifestyle.
Area of Focus:		**Student Physical and Emotional Well-Being**
Campus Objective:	#1	For the 2007 – 2008 school year, students will be motivated to strive for physical and emotional fitness and experience an increased connection to the school as a support system.
Formative/Summative Evaluation:		Campus-generated reports, surveys, and attendance rosters

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Incoming, new students will continue to be welcomed throughout the year through the *Be A Friend* program.		Identified Students	Counselors, Buddy Students	List of Student Participants	Ongoing
	2	Behavioral issues of students with special circumstances will be addressed through non-traditional interventions including conflict resolution, peer mediation, small-group counseling, action plans, and mentors.	AR VP	Identified Students	Principal, Assistant Principals, DI, Counselors, AR Specialist, Teachers	Develop-mental Guidance Program, Discipline data	Ongoing
	3	Students failing foundation courses at progress report and report cards will be pulled for conferences to create individual plans for tutorials and increased use of specific study skills.	AR	Identified Students	Counselors, AR Specialist	Progress Reports and Report Cards	Every 3 or 6 weeks
	4	Students will receive coordinated health instruction by participating in the CYFIT program.	AR SD VP	All PE Students	Principal, DI, PE teachers, PDAS Appraiser, Coordinator, Nurse	Curriculum Documents, Lesson Plans, Walk-throughs	Every 6 weeks
Teachers	1	Teachers will create activities in which students and staff can participate to deepen understanding of the 2007-2008 school theme, “I Choose Success.”	AR SD VP	All Students, All staff	Principal, DI, CIP, Assistant Principals, Counselors	Words of Wisdom	Each six weeks

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	2	Teachers and staff will improve at-risk students' chances for success and form trusting relationships between school personnel and students by participating in the Mentor Program.	AR SD VP	Volunteer Teachers and Staff, Identified Students	AR Specialist	TAKS/AMS/ SFA data, Mentor Activities, Attendance rosters/logs	Kickoff: October; Fall and spring semesters
	3	Teachers will foster students' physical and emotional fitness. • Introduce them to lifetime sports, activities, practices that promote wellness, and intramural opportunities. • Foster students' sense of belonging by encouraging them to enroll in co-curricular and extracurricular activities. • Encourage club attendance.	AR VP	All Students	Principal, Assistant Principals, DI, Counselors, Nurse, Teachers, Coaches, Club sponsors, AR Specialist, Mentors	Attendance, Discipline placements, Athletics, Co-curricular	Ongoing
	4	Physical Education teachers will incorporate the Middle School Coordinated Health Curriculum into their PE classes to improve all areas of fitness—cardio respiratory, endurance, flexibility, muscular strength, and muscular endurance.	SD VP	PE Teachers	Principal, DI, PE teachers, PDAS Appraiser, Coordinator, Nurse	Curriculum Documents, Lesson Plans, Walk-throughs	Every 6 weeks
Parents	1	Parents will be provided opportunities to be involved in the school system to garner greater success for their children through the VIPS program, Eagle Express, Open House, Mentor/Parent Nights, Hispanic Parent Meetings, and Parent Involvement Day.	AR PI	All Parents	Principal, Administration, Teachers	VIPS forms, Phone-master, Written invitations	Prior to the start of school; September; Fall and spring semesters
	2	Parents will receive Home Connection Activities through the CYFIT program that provide opportunities for parents to have important discussions with their children on various health topics and to work hand-in-hand with their children to accomplish assignments or projects.	AR SD PI VP	All Parents	Principal, DI, PE teachers, Coordinator, Nurse, Counselor	Curriculum Documents, Lesson Plans, Samples of student activities	Every 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: **Science**

Campus Objective:

#1 By May 2008, we will increase the percentage of students demonstrating proficiency on TAKS science by the amounts noted at right or greater.

#2 By May 2008, we will increase the number of students earning commended on TAKS science by 5% or greater.

	2006-2007 (1 SEM Below)	2006-2007 (Panel Rec)	2007-2008 Goal
All	87	78	85
AA	86	75	85
H	76	65	75
LEP	25	14	75
M1	78	33	75
M2	56	38	75
ED	72	58	75

Formative/Summative Evaluation: District-developed Tests (SFA), Texas Assessment of Knowledge and Skills (TAKS), and Science Performance Assessments.

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Each struggling student will be assigned to a teacher who has a proven track record of accelerating students' science achievement.	AR	Identified Students	Principal, DI, Counselors, DC, TLs	Rosters, AMS/SFA data	Prior to first day of school and after each SFA
	2	Each student's progress in learning the critical TEKS will be monitored by examining results of teacher-made tests, grade distributions, and district SFA's.	AR	Identified Students	Principal, DI, Science Teachers	Gradebook SFA data	Every 3 or 6 weeks
	3	Students will experience lessons that follow research-proven teaching strategies such as the ones described in *Marzano* and UbD using the 8 TSI (Tx. Science Initiative) strategies: enhanced context, collaborative learning, questioning, inquiry, manipulation, testing, instructional technology, and enhanced materials.	AR T SD	All Students	Science Teachers	*Marzano,* Tx. Science Initiative Strategies, *UbD*	Ongoing

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	4	Students will be provided calculated and planned extended learning time during before and after school tutorials, extended day Labay Super Camps (3 – 10 times), and Science Sweet Successes (1 – 2 times).	AR T	Identified Students	Admin. and Science Teachers	Student Rosters	Daily and semi-monthly; Spring semester
	5	Gaps in students' background knowledge in science will be identified early, and direct vocabulary instruction will be used to accelerate growth.	AR	Identified Students	Science Teachers	CFISD academic vocabulary	Ongoing
	6	Extended Day instruction will be designed and purposefully planned specifically for LEP (Active, M1 and M2) and Economically Disadvantaged (ED) students using research-proven strategies to promote students' deep understanding of content and concepts and increase student success.	SD AR T	Identified 8th Grade LEP and ED Students	Principal, DI, Science Teachers, AR Specialist	AMS/SFA data	Spring semester
Teachers	1	DC and 3 grade level TL's will meet three times in the first semester to vertically align: • Vocabulary • Research proven strategies for teaching specific objectives • Participation by all members of the science dept. in Extended Day Labay Super Camps and Sweet Successes	AR T	ALL Students	Principal, DI, TL's	Minutes from the 3 meetings with action plans	Fall semester; Spring semester
	2	Science teachers will meet three times per week and will incorporate the following activities into planning: • Data analysis and strategy planning through six weeks Data Digs • Specific lesson design for week • Department meeting, which must include one component of training (LOTI, Quantum Learning, Understanding by Design, Collaborative Learning, Context Strategies, Questioning Strategies, or whatever the data dictates, etc.)	AR T SD	ALL Students	Principal, DI, DC, TL, Science Teachers	Science Helping teacher, Technology helping teacher, Share sessions	Three times a week every week

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	3	All Science Lesson Plans will: • Focus on TEKS/TAKS • Follow the district scope and sequence • Be consistently monitored, evaluated, and adjusted as data dictates • Be 40% Lab based • Include a variety of relevant and rigorous hands-on activities (no more than one worksheet per week)	AR	ALL students	Principal, DI, DC, TL's, Science Teachers, Science Helping Teacher, Technology Helping Teacher	Attendance at share sessions, Lesson plans, Curriculum Guide, Walkthroughs	Weekly
	4	Through Targeting Student Assistance (TSA), teachers and staff will address the needs of all students who are performing below grade level by conducting assessments, studying the data, selecting targeted strategies to design individualized plans, implementing plans in a timely manner, monitoring progress, and measuring effectiveness.	AR SD	Teachers of Identified Students	Principal, Assistant Principals, DI, Teachers, Counselors, Diagnostician, AR Specialist	ARD Paperwork, TSA Manual, Assessment data, Samples of student work, Progress Reports, Report Cards	Fall and spring semesters
	5	Teachers will attend August staff development featuring Dr. Eleanor Rodriguez to address effective teaching strategies, formative and summative assessments, and psycho social needs of multicultural at-risk students.	AR SD	All Teachers and Staff	Principal, DI, ISC Staff Development	Training packet and notes, Attendance roster	August
	6	The AR Specialist will assist teachers with gathering, analyzing, and tracking student data. Time will be scheduled for core content teams to work with the AR Specialist to make student-specific plans for acceleration and intervention.	AR	Core Content Teams	DI, AR Specialist, Core Content Teams	Data Digs, AMS Data, E-list updates, Intervention Plans	Every 6 weeks

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Parents	1	Parents will be kept up-to-date on their child's recent triumphs and struggles through current PIV postings, phone calls, e-mails, or implementing teacher web pages.	AR T PI	Parents of Identified Students	Science Teachers	Samples of student work, PIV, Progress Reports/Report Cards, Web Page training/set-up	Weekly
	2	Encourage parents of at-risk students to attend the mentor evening, Hispanic Forum, Parent Involvement Day, VIPS program ,and other opportunities provided to enrich their child's education.	AR PI	Parents of Identified Students	Science Teachers, DI, AR Specialist, Counselors, Assistant Principals, Mentors, VIPS Liaison	Sign in sheets, Phonemaster, Website, Newsletter	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: **Mathematics**

Campus Objective:

#1 By May 2008, we will increase the percentage of students demonstrating proficiency on TAKS mathematics by amounts noted at right or greater.

#2 By May 2008, we will increase the number of students earning commended on TAKS math by 5% or greater.

	2006-2007	2007-2008 Goal	2006-2007	2007-2008 Goal	2006-2007	2007-2008 Goal
AA	70	80	73	80	74	80
H	74	80	78	85	77	85
ED	76	80	74	80	70	80
LEP	63	75	50	75	46	75
M1	75	80				
M2	70	80	56	75	69	80
ESL	57	75	33	75	48	75
SPED	74	80	41	75	50	75
AR	67	75	59	75	57	75

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

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will experience lessons that follow research-proven teaching strategies such as the ones described in The Baker's Dozen, *Marzano*, and Quantum Learning.	AR SD	Identified Students	Math Teachers, AR Specialist	TAKS Data AMS Data	Daily
	2	Various student learning styles in the diverse classroom will be addressed by incorporating student use of technology and manipulatives.	AR T SD	All Students	Math Teachers	The Baker's Dozen, Quantum Learning and Marzano's strategies	Weekly

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	3	Students will be engaged by activities that use the adopted textbook and supplemental materials in mathematics.	AR SD CE	All Students	Math Teachers, Technology Helping Teacher, Assistant Principals	Explore Learning, Smartboard, Airliners, PowerPoint, Math Manipula-tives	Weekly
	4	Students will be provided calculated and planned extended learning time during before and after school tutoring sessions, Math Mondays (weekly), Saturday interventions (3 times), and Math Sweet Success (1-2 times).	AR T	Identified Students	Math Teachers, Administrators, DI, AR Specialist	Student Rosters, Textbook supplemental materials, Tutorial Packets, TAKS/SFA/Unit Test Data, AMS Data	Daily; Spring semester
	5	Identified students will be assigned to AR Specialist for extended learning opportunities.	AR	Identified Students	Math Teachers, AR Specialist	AMS Data	Weekly : October - April
	6	Students will be provided activities that allow opportunities to work collaboratively and communicate mathematics on problems that require the use of problem-solving strategies.	AR SD	All Students	Math Teachers, AR Specialist	Performance Assessments, Manipulatives, Technology, Lesson Plans	Weekly
	7	Students will experience flexible regrouping opportunities for reinforcement and re-teaching of critical TEKS.	AR	All Students	Math Teachers, DI, AR Specialist	Student grades, SFA data	Weekly
	8	Each student who was unsuccessful on the 2006 spring Math TAKS will be assigned to a 2nd period math class to receive extended mathematics instruction during Extended Second Period (ESP).	AR	Identified Students	Counselors, DI, Principal, DC, Team Leaders	Class Rosters, TAKS Data	Prior to the first day of school
	9	Gaps in students' background knowledge in math will be identified early, and direct vocabulary instruction will be used to accelerate growth.	AR	Identified Students	Math Teachers	CFISD academic vocabulary	Ongoing

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	10	Students will complete Diagnostic TAKS testing to identify students achieving below grade level in math.	AR T	Identified Students	DI, Counselors, AR Specialist	Diagnostic TAKS materials, Computer labs	September
Teachers	1	Teachers will incorporate Quantum Learning techniques into daily lessons.	SD	Math Teams	Math Teachers, DI	Quantum Learning Techniques	Daily
	2	Math teams will meet two times per week and will incorporate the following activities into planning: • Discuss effective teaching strategies and implementation of these strategies. • Data analysis and strategy planning. • Specific lesson design.	AR	Math Teams	Department Head, Team Leaders	Sign in sheet, Agenda	Bi-Weekly
	3	Math teams will examine TAKS data, SFA data, and unit tests to make adjustments to lessons and/or incorporate extra time into instruction in order to offer timely interventions for struggling students. This data analysis, the resulting plan, and ongoing evaluation will be tracked using six weeks Data Dig forms.	AR T SD	Math Teams	Department Head, Team Leaders, AR Specialist, PDAS appraiser	Sign in sheet, Agenda, Data Dig Reflection documents, Lesson plans	Bi-weekly; Every 6 weeks
	4	Math teachers will use released TAKS questions with students to analyze problems and answer choices.		Math Teams	Department Head, Team Leaders	Lesson plans, Released TAKS	Weekly
	5	Math teachers will attend staff development and share sessions that provide strategies, resources, and/or activities proven successful to increase student success with Math concepts.	SD CE	Math Teams	Department Head, Curriculum Coordinator	Share session	When Available
	6	New teachers will attend Quantum Learning training.	SD CE	New Math Teachers	Principal, Department Head	Compensatory Funds	Within 1st teaching year
	7	Math teams will complete Data Digs worksheets using AMS TAKS Data in order to identify specific students' needs and develop individual student growth plans.	AR T SD	Math Teachers	AR Specialist, Math Teachers	AMS Data Digs Worksheet	1st 6 weeks

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	8	Through Targeting Student Assistance (TSA), teachers and staff will address the needs of all students who are performing below grade level by conducting assessments, studying the data, selecting targeted strategies to design individualized plans, implementing plans in a timely manner, monitoring progress, and measuring effectiveness.	AR SD	Teachers of Identified Students	Principal, Assistant Principals, DI, Teachers, Counselors, Diagnostician, AR Specialist	ARD Paperwork, TSA Manual, Assessment data, Student work, Progress Reports, Report Cards	Fall and spring semesters
	9	Teachers will attend August staff development featuring Dr. Eleanor Rodriguez to address effective teaching strategies, formative and summative assessments, and psycho social needs of multicultural at-risk students.	AR SD	All Teachers and Staff	Principal, DI, ISC Staff Development	Training packet and notes, Attendance roster	August
	10	The AR Specialist will assist teachers with gathering, analyzing, and tracking student data. Time will be scheduled for core content teams to work with the AR Specialist to make student-specific plans for acceleration and intervention.	AR	Core Content Teams	DI, AR Specialist, Core Content Teams	Data Digs, AMS Data, E-list updates, Intervention Plans	Every 6 weeks
Parents	1	Parents will be kept up-to-date on their child's progress through current PIV postings, phone calls, emails, or implementing teacher web pages.	AR T PI	Parents of Identified Students	Teachers, AR Specialist	Samples of student work, PIV, Progress Reports/ Report cards, Webpage training/set-up	Weekly

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Parents	2	Encourage parents of at-risk students to attend the mentor evening, Hispanic Forum, Parent Involvement Day, VIPS program, and other opportunities provided to enrich their child's education.	AR PI	Parents of Identified Students	Math Teachers, DI, AR Specialist, Counselors, Assistant Principals, Mentors, VIPS Liaison	Sign in sheets, Phone-master, Website, Newsletter	Ongoing

Areas to Improve

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

Area of Focus: **Reading**

Campus Objective:

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

#2 By May 2008, we will increase the number of students earning commended on TAKS reading by 5% or greater.

	2006-2007	2007-2008 Goal	2006-2007	2007-2008 Goal	2006-2007	2007-2008 Goal
AA	82	85				
ED	84	85	80	85		
LEP	63	75	50	75	58	75
M1			71	75		
M2			63	75		
ESL	45	75	29	75	57	75
SPED	80	85	80	85	67	75
AR	84	85	70	75	81	85

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

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will experience lessons that follow research proven strategies such as the ones described in *Marzano* to increase student success on the following TAKS reading objectives: 1. Basic Understanding 2. Literary Elements 3. Analysis Using Reading Strategies 4. Analysis using Critical-thinking Skills	AR SD	All Students	Teachers, DI, AR Specialist, ESL Helping Teacher	TAKS/AMS / SFA data	Every 3 or 6 weeks
	2	To assist struggling learners (especially AA, ED, ESL, and H students), students will participate in the Read 180 program.	AR T SD	Identified Students	Teachers, Helping Teachers, DI, Reading Coordinator	TAKS scores, SFA, SRI	Fall and spring semesters

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	3	Students will engage in enriched, extended learning opportunities through Sweet Success as an after school intervention for students who need additional motivation to reach commended status.	T	Identified students	Reading Teachers, AR Specialist, DI	Intervention logs, TAKS scores, SFA data	Spring semester
	4	Students will be provided calculated and planned extended learning time during before and after school tutorials, Title III, Reading Extended Day and ARIP, with specific focus given to ESL/LEP populations.	AR	Identified Students	Reading Teachers, AR Specialist, DI	Student Rosters, AMS/TAKS/ SFA data	Daily; Fall semester; Spring semester
	5	Students will complete Diagnostic TAKS testing to identify students achieving below grade level in reading.	AR T	Identified Students	DI, Counselors, AR Specialist	Diagnostic TAKS materials, Computer labs	September
	6	Students who did not meet minimum expectations on the 2006 Reading TAKS will be assigned to a reading class in order to receive acceleration and intervention.	AR CE	Identified 7th and 8th Grade Students	Principal, DI, Counselors, Diagnostician, Reading Teachers	TAKS/AMS data, Master Schedule	Prior to the first day of school; Ongoing as new students register
	7	Gaps in students' background knowledge in Reading will be identified early, and direct vocabulary instruction will be used to accelerate growth.	AR	Identified Students	Reading Teachers	CFISD academic vocabulary	Ongoing
	8	Students will take periodic SRIs to guage current lexile measures so that teachers can help students select appropriately challenging reading materials, accelerate student learning, and track student progress.	AR T SD	All Reading Students	DI, Reading Teachers	SRI Tests, S.A.M. Reports	Fall semester (2 times); Spring semester (2 times)
	9	Students will experience flexible regrouping opportunities for reinforcement and re-teaching of critical TEKS and reading TAKS objectives.	AR	All Students	LA and Reading Teachers, DI, AR Specialist	Student grades, SFA data, TAKS, data	Spring semester

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	10	District-identified SSI students (with Reading TAKS scores below 2100 as well as up to 3 questions beyond 2100) who are not enrolled in a reading class will participate in a Reading Rescue program with their Language Arts teachers for an extended intervention (12 times).	AR	Identified 7th and 8th Grade Students	LA Teachers, AR Specialist, DI	TAKS data	Spring Semester
Teachers	1	Teachers will continue to use SFA data to target student needs and address students' weak areas by increasing instructional time, providing tutoring, and showing students how to make connections between and among text selections.	AR T	Reading Teachers	DI, AR Specialist	Gradebook, SFA data	Every 3 or 6 weeks
	2	Through Targeting Student Assistance (TSA), teachers and staff will address the needs of all students who are performing below grade level by conducting assessments, studying the data, selecting targeted strategies to design individualized plans, implementing plans in a timely manner, monitoring progress, and measuring effectiveness.	AR SD	Teachers of Identified Students	Principal, Assistant Principals, DI, Teachers, Counselors, Diagnostician, AR Specialist	ARD Paperwork, TSA Manual, Assessment data, Samples of student work, Progress Reports, Report Cards	Fall and spring semesters
	3	Reading teams will conduct Data Digs to identify students who need additional instruction and target specific learning needs through the use of data.	AR T SD	Reading Teachers	DI, AR Specialist	Data Dig Reflection Sheets, Intervention Logs	Every 6 weeks
	4	Teachers will attend August staff development featuring Dr. Eleanor Rodriguez to address effective teaching strategies, formative and summative assessments, and psycho social needs of multicultural at-risk students.	AR SD	All Teachers and Staff	Principal, DI, ISC Staff Development	Training packet and notes, Attendance roster	August

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	5	The AR Specialist will assist teachers with gathering, analyzing, and tracking student data. Time will be scheduled for core content teams to work with the AR Specialist to make student-specific plans for acceleration and intervention.	AR	Core Content Teams	DI, AR Specialist, Core Content Teams	Data Digs, AMS Data, E-list updates, Intervention Plans	Every 6 weeks
Parents	1	Keep parents up to date on their child's recent triumphs and struggles through current PIV postings, phone calls, emails, or implementing teacher web pages.	AR T PI	Parents of Identified Students	Reading Teachers	Samples of student work, Parent Contact Logs	Weekly
	2	Encourage parents of at-risk students to attend the mentor evening, Hispanic Forum, Parent Involvement Day, VIPS program, and other opportunities provided to enrich their child's education.	AR PI	Parents of Identified students	Reading Teachers, DI, AR Specialist, Counselors, Assistant Principals, Mentors, VIPS Liaison	Sign in sheets, Phone-master, Web site, Newsletter	Ongoing

Areas to Improve

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

Area of Focus: **ELA/Writing**

Campus Objective:

#1 By May 2008, we will increase the percentage of students demonstrating proficiency on TAKS Reading/ELA by amounts noted at right or greater.

	2006-2007	2007-2008 Goal
LEP	**80**	**85**
ESL	**75**	**85**

#2 By May 2008, we will increase the number of students earning commended on TAKS writing by 5% or greater.

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

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	To increase the numbers of 3's and 4's on the written composition, students will review and analyze sample papers from the scoring guides to become acquainted in the qualities that distinguish a score point 4.	AR	All students	Teachers, DI, Helping Teacher, LA Coordinators, AR Specialist	AMS Data Dig, SFA data, 6 Traits and TAKS rubrics	August; Each 6 weeks
	2	Gaps in students' background knowledge in writing will be identified early, and direct vocabulary instruction will be used to accelerate growth.	AR	Identified Students	LA Teachers	CFISD academic vocabulary	Ongoing
	3	Students will engage in enriched, extended learning opportunities through Sweet Success as an after school intervention for students who need additional motivation to reach commended status.	T	Identified Students	7th Grade LA Teachers, AR Specialist, DI	Intervention logs, TAKS scores, SFA data	Fall and spring semesters
	4	Advanced ELL students will participate in an ESL co-teach model for Language Arts instruction.	AR	6-7-8 Advanced ELLs	Principal, DI, Counselors, LA/ESL Teachers	TELPAS/ LPAC data, Master Schedule	Prior to the first day of school; Ongoing as new students register

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	5	Students will be provided calculated and planned extended learning time during before and after school tutorials, after school extended day programs, before and after school tutorials Title III, Reading Extended Day, Writing Extended Day and ARIP.	AR	Identified Students	7th Grade LA Teachers, AR Specialist, DI	Student Rosters, AMS/TAKS/ SFA data	Daily; Fall semester; Spring semester
Teachers	1	Teachers will continue to use SFA data to target students' needs and address students' weak areas by increasing instructional time, providing tutoring, and showing students how to make connections between and among text selections.	AR T	LA Teachers	DI, AR Specialist	Gradebook, SFA data	Every 3 or 6 weeks
	2	Teachers will improve achievement level on Writing Objective 4 by providing students with direct instruction and practice of revision strategies through their own compositions, providing consistent writing conferences for all students.	AR SD	6th & 7th grade LA Teachers	DI, LA Coordinators	TAKS writing scores and samples	Every 6 weeks
	3	Through Targeting Student Assistance (TSA), teachers and staff will address the needs of all students who are performing below grade level by conducting assessments, studying the data, selecting targeted strategies to design individualized plans, implementing plans in a timely manner, monitoring progress, and measuring effectiveness.	AR SD	Teachers of Identified Students	Principal, Assistant Principals, DI, Teachers, Counselors, Diagnostician, AR Specialist	ARD Paperwork, TSA Manual, Assessment data, Samples of student work, Progress Reports, Report Cards	Fall and spring semesters
	4	Language Arts teams will conduct Data Digs to identify students who need additional instruction and target specific learning needs through the use of data.	AR T SD	LA Teachers	DI, AR Specialist	Data Dig reflection sheets, Intervention logs	Every 6 weeks

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	5	Teachers will attend August staff development featuring Dr. Eleanor Rodriguez to address effective teaching strategies, formative and summative assessments, and psycho social needs of multicultural at-risk students.	AR SD	All Teachers and Staff	Principal, DI, ISC Staff Development	Training packet and notes, Attendance roster	August
	6	The AR Specialist will assist teachers with gathering, analyzing, and tracking student data. Time will be scheduled for core content teams to work with the AR Specialist to make student-specific plans for acceleration and intervention.	AR	Core Content Teams	DI, AR Specialist, Core Content Teams	Data Digs, AMS Data, E-list updates, Intervention Plans	Every 6 weeks
Parents	1	Keep parents up to date on their child's recent triumphs and struggles through current PIV postings, phone calls, emails, or implementing web pages.	AR T PI	Parents of Identified Students	LA Teachers	Samples of student work, Parent contact logs	Weekly
	2	Encourage parents of at-risk students to attend the mentor evening, Hispanic Forum, Parent Involvement Day, VIPS Program, and other opportunities provided to enrich their child's education.	AR PI	Parents of Identified Students	LA Teachers, DI, AR Specialist, Counselors, Assistant Principals, Mentors, VIPS Liaison	Sign in sheets, Phone-master, Web site, Newsletter	Ongoing

Areas to Improve

District Priority: 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:

#1 By May 2008, we will increase the percentage of students demonstrating proficiency on TAKS social studies by amounts noted at right or greater.

#2 By May 2008, we will increase the number of students earning commended on TAKS social studies by 5% or greater.

	2006-2007	2007-2008 Goal
ED	88	90
LEP	67	80
M2	75	85
ESL	67	80
AR	88	90

Formative Evaluation: District-developed Tests (SFA), Texas Assessment of Knowledge and Skills (TAKS), and Signature Lessons

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will be assessed using teacher designed tests that model appropriate TAKS format.	AR T	6-7-8	Social Studies Teachers	Student grades, SFA data	Test days
	2	Students will experience signature lessons as designed and where indicated in the curriculum.		8	8th grade Social Studies Teachers, DI	Curriculum Guide, Lesson Plans	As indicated in scope and sequence
	3	Each student's progress using interactive notebooks will be monitored to ensure effective use of this tool, emphasizing and allowing students opportunities to evaluate and synthesize information throughout the learning process.	SD	6-7-8	Social Studies Teachers, PDAS Appraiser, DI	Interactive student notebooks, Lesson Plans, PDAS walkthroughs	Ongoing
	4	Flexible regrouping will be used to provide additional time for students who are struggling with social studies objectives.	AR	Identified 8th grade Students	8th grade Social Studies Teachers, AR Specialist, DI	Student grades, SFA Data	Every 3 or 6 weeks

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	5	Students will be provided calculated and planned extended learning time during before and after school tutorials, ESP, and History Academies (2), one for students who need additional instruction to pass TAKS and one for students identified as close to commended.	AR T	Identified 8th Grade Students	Social Studies Teachers, Administrators, DI, AR Specialist	Student Rosters, AMS/SFA data	Daily; Spring semester
	6	Gaps in students' background knowledge in Social Studies will be identified early, and direct vocabulary instruction will be used to accelerate growth.	AR	Identified Students	Social Studies Teachers	CFISD academic vocabulary	Ongoing
Teachers	1	All new teachers will attend History Alive training.	SD	New Social Studies Teachers	Principal, Department Head, Curriculum Coordinator	Certificate, PDR	Within 1st year of teaching
	2	Teachers will perform Data Digs to disaggregate formative and summative assessment data (i.e. SFA, TAKS, teacher generated tests, etc.) and incorporate their findings into subsequent lesson planning, reteaching, spiraling, identifying students for intervention, etc.	AR T SD	Social Studies Teams 6-7-8	Social Studies Teachers, DI, PDAS Appraiser, AR Specialist	Data Dig forms, SFA, TAKS, and Test data	September; Every 3 or 6 weeks
	3	Teachers will plan activities that reflect the UbD enduring understandings in a manner that is relevant and engaging to students with increased rigor, integrating technology at high levels of thinking where appropriate.	T	Social Studies Teachers	Social studies Teachers, District Technology Helping Teacher, DI, PDAS Appraiser	Curriculum Guide, Technology Resources, Lesson Plans, Walk through forms	Every 6 weeks

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	4	Through Targeting Student Assistance (TSA), teachers and staff will address the needs of all students who are performing below grade level by conducting assessments, studying the data, selecting targeted strategies to design individualized plans, implementing plans in a timely manner, monitoring progress, and measuring effectiveness.	AR SD	Teachers of Identified Students	Principal, Assistant Principals, DI, Teachers, Counselors, Diagnostician, AR Specialist	ARD Paperwork, TSA Manual, Assessment data, Samples of student work, Progress Reports, Report Cards	Fall and spring semesters
	5	Teachers will utilize the SFA results from the preceding year in the next grade at the beginning of the year to guide instruction.	AR T	Social Studies Teachers	Social Studies Teachers, DI, AR Specialist	AMS Data Digs, Teacher Viewer, SFA data	September ; Every 6 weeks
	6	Teachers will attend August staff development featuring Dr. Eleanor Rodriguez to address effective teaching strategies, formative and summative assessments, and psycho social needs of multicultural at-risk students.	AR SD	All Teachers and Staff	Principal, DI, ISC Staff Development	Training packet and notes, Attendance roster	August
	7	The AR Specialist will assist teachers with gathering, analyzing, and tracking student data. Time will be scheduled for core content teams to work with the AR Specialist to make student-specific plans for acceleration and intervention.	AR	Core Content Teams	DI, AR Specialist, Core Content Teams	Data Digs, AMS Data, E-list updates, Intervention Plans	Every 6 weeks

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Parents	1	Parents will be kept up-to-date on their child's progress through current PIV postings, phone calls, emails, or implementing teacher web pages.	AR T PI	Parents of Identified Students	Social Studies Teachers	Samples of student work, PIV, Progress Report/Report Cards, Web page training/set up	Weekly
	2	Encourage parents of at-risk students to attend the mentor evening, Hispanic Forum, Parent Involvement Day, VIPS Program, and other opportunities provided to enrich their child's education.	AR PI	Parents of Identified Students	Social Studies Teachers, DI, AR Specialist, Counselors, Assistant Principals, Mentors, VIPS Liaison	Sign in sheets, Phone-master, Website, Newsletter	Ongoing

* 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

Labay Middle School
Cheryl Johns, Ed. D.
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District

Section A

☑ (1) Labay 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 Labay 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**
Cheryl Johns, Ed.D.	Principal
Tamara Meldahl	Director of Instruction
David Anthony, Ed. D.	ISC Representative
Suzanne Baker	Teacher 1
Alicia Cavazos	Teacher 2
Janett Cavazos	Teacher 3
Rebecca Demski	Teacher 4
Joan Harris	Teacher 5
Amy Moore	Teacher 6
Nancy Hill	Teacher 7
Angie Yurch	Teacher 8
Delia Baker Michael Barstow Cindy Hansen Jenny Peter	Non-teaching professionals
Misti Fogtman	Parent 1
Charlotte Jordan	Parent 2
Jeff Adams	Community resident 1
Hugo Sanchez	Community resident 2
Danielle Adams	Business representative 1
Michelle Bailey	Business representative 2

CPOC Meetings* for '07-'08			
#	**Date**	**Time**	**Location**
1	September 19, 2007	4:00 p.m.	Labay Library
2	January 16, 2007	4:00 p.m.	Labay Library
3	March 26, 2007	4:00 p.m.	Labay Library
4	May 21, 2007	4:00 p.m.	Labay Library
5	AEIS Review	4:00 p.m.	TBA

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

Section C

☑

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above **85**%.	
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.

☑

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.

CIP PART III: ASSURANCE ADDENDUM

Labay 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	Rotations: 2007 TAKS Data, Crisis Management, Child Abuse and Suicide Prevention, Special Education
21-Aug	All Staff	Campus	"All Means All" by Dr. Eleanore Rodriguez
22-Aug	All Staff	Campus	Rotations: Opening Week Procedures, Pinnacle/Technology, Clinic Procedures, Dyslexia Staff Training
23-Aug	Elementary/Secondary	District Staff	
24-Aug	All Staff	Campus	Instructional Preparations, Department Meetings, Team Planning, Appraiser Meetings
8-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
3-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	Spring Intervention Plans
4-Jan	All Staff	Campus	Instructional Preparations, Department Meetings, Team Planning, Appraiser Meetings
April 28 *	All Staff	Campus	Time Equivalency
30-May	All Staff	Campus	Year End Close