

2007-2008
Campus Improvement Plan
for
Thornton Middle School

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
 CAMPUS NAME: THORNTON MIDDLE SCHOOL Campus Rating: Academically Acceptable
 CAMPUS NUMBER: 101907050 Grade Span: 06 - 08

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

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2007				2006			Required Improvement			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
Reading/ELA (65%)											
X All Students	1,330	1,559	85%	100%	1,225	1,459	84%		1		
X African Amer	349	436	80%	28%	269	327	82%		-2		
X Hispanic	667	781	85%	50%	548	685	80%		5		
X White	252	280	90%	18%	344	379	91%		-1		
X Econ Disadv	745	908	82%	58%	542	692	78%		4		
Writing (65%)											
X All Students	504	553	91%	100%	420	462	91%		0		
X African Amer	122	144	85%	26%	93	105	89%		-4		
X Hispanic	263	284	93%	51%	196	220	89%		4		
X White	100	106	94%	19%	99	105	94%		0		
X Econ Disadv	284	320	89%	58%	202	227	89%		0		
Social Studies (65%)											
X All Students	477	571	84%	100%	392	496	79%		5		
X African Amer	132	173	76%	30%	81	104	78%		-2		
X Hispanic	230	272	85%	48%	152	219	69%		16		
X White	85	96	89%	17%	139	152	91%		-2		
X Econ Disadv	270	328	82%	57%	148	207	71%		11		
Mathematics (45%)											
X All Students	913	1,561	58%	100%	959	1,466	65%	Yes	-7	**	No
X African Amer	207	437	47%	28%	174	328	53%	Yes	-6	**	No
X Hispanic	450	781	58%	50%	429	690	62%	Yes	-4	**	No
X White	199	281	71%	18%	297	380	78%	Yes	-7	-2	No
X Econ Disadv	493	911	54%	58%	407	699	58%	Yes	-4	**	No
Science (40%)											
All Students	0	0	-	0%	0	0	-		-		
African Amer	0	0	-	0%	0	0	-		-		
Hispanic	0	0	-	0%	0	0	-		-		
White	0	0	-	0%	0	0	-		-		
Econ Disadv	0	0	-	0%	0	0	-		-		

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

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

SDAA II Results (50%)	2007				2006			Required Improvement			
	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %	# Tests Met ARD	# Tests	Pct Met ARD	Met Min Size	Act Chg	RI	Met RI?
X All Students	45	67	67%	100%	53	95	56%	Yes	11	7	Yes

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: THORNTON MIDDLE SCHOOL Campus Rating: Academically Acceptable
 CAMPUS NUMBER: 101907050 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			
	# Com- pleters	# dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	-	-	-	-	-	-	-	-	-	-	-	-
African Amer	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-
Econ Disadv	-	-	-	-	-	-	-	-	-	-	-	-

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

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

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

	2005-06			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %
All Students	4	1,314	0.3%	100%
African Amer	1	341	0.3%	26%
Hispanic	3	594	0.5%	45%
White	0	318	0.0%	24%
Econ Disadv	1	604	0.2%	46%

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	THORNTON MIDDLE	6	All	464	404	87	90	88	175	38	538	468	87	171	32
Reading/ELA	THORNTON MIDDLE	6	AA	136	117	86	90	87	46	34	137	110	80	35	26
Reading/ELA	THORNTON MIDDLE	6	Hispanic	238	204	86	90	87	88	37	262	229	87	65	25
Reading/ELA	THORNTON MIDDLE	6	White	75	68	91	100	94	32	43	123	114	93	62	50
Reading/ELA	THORNTON MIDDLE	6	Eco.Dis.	272	226	83	90	85	84	31	279	230	82	65	23
Reading/ELA	THORNTON MIDDLE	6	Spec.Ed.	33	18	55	90	75	3	9	29	18	62	2	7
Reading/ELA	THORNTON MIDDLE	6	LEP	37	17	46	90	75	3	8	24	8	33	0	0
Reading/ELA	THORNTON MIDDLE	6	LEP M1	43	39	91	100	94	6	14	36	31	86	4	11
Reading/ELA	THORNTON MIDDLE	6	LEP M2	22	19	86	90	87	8	36	33	31	94	6	18
Reading/ELA	THORNTON MIDDLE	7	All	655	515	79	90	83	99	15	557	436	78	103	18
Reading/ELA	THORNTON MIDDLE	7	AA	178	125	70	90	77	21	12	144	107	74	14	10
Reading/ELA	THORNTON MIDDLE	7	Hispanic	323	255	79	90	83	38	12	260	199	77	53	20
Reading/ELA	THORNTON MIDDLE	7	White	126	108	86	90	87	31	25	119	99	83	27	23
Reading/ELA	THORNTON MIDDLE	7	Eco.Dis.	377	280	74	90	79	40	11	274	200	73	47	17
Reading/ELA	THORNTON MIDDLE	7	Spec.Ed.	41	6	15	90	75	0	0	24	9	38	2	8
Reading/ELA	THORNTON MIDDLE	7	LEP	38	12	32	90	75	1	3	37	14	38	0	0
Reading/ELA	THORNTON MIDDLE	7	LEP M1	9	7	78	90	82	0	0	18	13	72	1	6
Reading/ELA	THORNTON MIDDLE	7	LEP M2	45	32	71	90	77	3	7	24	18	75	3	13
Reading/ELA	THORNTON MIDDLE	8	All	630	553	88	90	89	215	34	568	456	80	187	33
Reading/ELA	THORNTON MIDDLE	8	AA	195	154	79	90	83	53	27	138	107	78	36	26
Reading/ELA	THORNTON MIDDLE	8	Hispanic	297	269	91	100	94	97	33	247	180	73	62	25
Reading/ELA	THORNTON MIDDLE	8	White	107	99	93	100	95	52	49	161	148	92	78	48
Reading/ELA	THORNTON MIDDLE	8	Eco.Dis.	357	305	85	90	87	98	27	247	178	72	53	21
Reading/ELA	THORNTON MIDDLE	8	Spec.Ed.	28	17	61	90	75	4	14	32	15	47	1	3
Reading/ELA	THORNTON MIDDLE	8	LEP	34	22	65	90	75	2	6	32	8	25	1	3
Reading/ELA	THORNTON MIDDLE	8	LEP M1	12	11	92	100	95	1	8	6	5	83	2	33
Reading/ELA	THORNTON MIDDLE	8	LEP M2	17	17	100	100	100	3	18	17	11	65	2	12

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	THORNTON MIDDLE	6	All	466	260	56	90	75	90	19	542	364	67	107	20
Math	THORNTON MIDDLE	6	AA	138	56	41	90	75	14	10	139	79	57	15	11
Math	THORNTON MIDDLE	6	Hispanic	238	138	58	90	75	42	18	263	170	65	46	17
Math	THORNTON MIDDLE	6	White	75	52	69	90	76	27	36	124	101	81	36	29
Math	THORNTON MIDDLE	6	Eco.Dis.	275	138	50	90	75	47	17	281	165	59	49	17
Math	THORNTON MIDDLE	6	Spec.Ed.	35	8	23	90	75	2	6	34	9	26	0	0
Math	THORNTON MIDDLE	6	LEP	37	8	22	90	75	2	5	27	5	19	1	4
Math	THORNTON MIDDLE	6	LEP M1	43	24	56	90	75	2	5	35	22	63	6	17
Math	THORNTON MIDDLE	6	LEP M2	22	14	64	90	75	3	14	33	22	67	2	6
Math	THORNTON MIDDLE	7	All	654	349	53	90	75	41	6	561	357	64	41	7
Math	THORNTON MIDDLE	7	AA	181	77	43	90	75	5	3	144	69	48	3	2
Math	THORNTON MIDDLE	7	Hispanic	320	171	53	90	75	16	5	263	168	64	20	8
Math	THORNTON MIDDLE	7	White	125	83	66	90	75	13	10	120	92	77	11	9
Math	THORNTON MIDDLE	7	Eco.Dis.	376	186	49	90	75	20	5	277	162	58	19	7
Math	THORNTON MIDDLE	7	Spec.Ed.	44	2	5	90	75	0	0	25	8	32	0	0
Math	THORNTON MIDDLE	7	LEP	37	7	19	90	75	0	0	38	8	21	0	0
Math	THORNTON MIDDLE	7	LEP M1	9	6	67	90	75	0	0	18	12	67	0	0
Math	THORNTON MIDDLE	7	LEP M2	45	21	47	90	75	1	2	25	18	72	2	8
Math	THORNTON MIDDLE	8	All	633	375	59	90	75	59	9	567	330	58	45	8
Math	THORNTON MIDDLE	8	AA	193	93	48	90	75	6	3	138	63	46	6	4
Math	THORNTON MIDDLE	8	Hispanic	301	175	58	90	75	26	9	247	129	52	13	5
Math	THORNTON MIDDLE	8	White	108	78	72	90	78	18	17	160	120	75	20	13
Math	THORNTON MIDDLE	8	Eco.Dis.	360	200	56	90	75	26	7	249	121	49	12	5
Math	THORNTON MIDDLE	8	Spec.Ed.	31	6	19	90	75	0	0	30	2	7	0	0
Math	THORNTON MIDDLE	8	LEP	36	10	28	90	75	1	3	34	8	24	0	0
Math	THORNTON MIDDLE	8	LEP M1	12	5	42	90	75	0	0	6	5	83	1	17
Math	THORNTON MIDDLE	8	LEP M2	17	11	65	90	75	0	0	17	7	41	1	6

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	THORNTON MIDDLE	6	All												
Social Studies	THORNTON MIDDLE	6	AA												
Social Studies	THORNTON MIDDLE	6	Hispanic												
Social Studies	THORNTON MIDDLE	6	White												
Social Studies	THORNTON MIDDLE	6	Eco.Dis.												
Social Studies	THORNTON MIDDLE	6	Spec.Ed.												
Social Studies	THORNTON MIDDLE	6	LEP												
Social Studies	THORNTON MIDDLE	6	LEP M1												
Social Studies	THORNTON MIDDLE	6	LEP M2												
Social Studies	THORNTON MIDDLE	7	All												
Social Studies	THORNTON MIDDLE	7	AA												
Social Studies	THORNTON MIDDLE	7	Hispanic												
Social Studies	THORNTON MIDDLE	7	White												
Social Studies	THORNTON MIDDLE	7	Eco.Dis.												
Social Studies	THORNTON MIDDLE	7	Spec.Ed.												
Social Studies	THORNTON MIDDLE	7	LEP												
Social Studies	THORNTON MIDDLE	7	LEP M1												
Social Studies	THORNTON MIDDLE	7	LEP M2												
Social Studies	THORNTON MIDDLE	8	All	631	523	83	90	85	162	26	553	434	78	138	25
Social Studies	THORNTON MIDDLE	8	AA	194	145	75	90	80	30	15	131	102	78	20	15
Social Studies	THORNTON MIDDLE	8	Hispanic	299	253	85	90	87	76	25	243	168	69	44	18
Social Studies	THORNTON MIDDLE	8	White	107	94	88	90	89	40	37	157	143	91	65	41
Social Studies	THORNTON MIDDLE	8	Eco.Dis.	355	291	82	90	85	70	20	238	169	71	34	14
Social Studies	THORNTON MIDDLE	8	Spec.Ed.	29	16	55	90	75	2	7	32	13	41	0	0
Social Studies	THORNTON MIDDLE	8	LEP	35	20	57	90	75	1	3	32	8	25	1	3
Social Studies	THORNTON MIDDLE	8	LEP M1	12	9	75	90	80	2	17	6	5	83	1	17
Social Studies	THORNTON MIDDLE	8	LEP M2	17	13	76	90	81	3	18	17	9	53	1	6

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	THORNTON MIDDLE	6	All								
Science	THORNTON MIDDLE	6	AA								
Science	THORNTON MIDDLE	6	Hispanic								
Science	THORNTON MIDDLE	6	White								
Science	THORNTON MIDDLE	6	Eco.Dis.								
Science	THORNTON MIDDLE	6	Spec.Ed.								
Science	THORNTON MIDDLE	6	LEP								
Science	THORNTON MIDDLE	6	LEP M1								
Science	THORNTON MIDDLE	6	LEP M2								
Science	THORNTON MIDDLE	7	All								
Science	THORNTON MIDDLE	7	AA								
Science	THORNTON MIDDLE	7	Hispanic								
Science	THORNTON MIDDLE	7	White								
Science	THORNTON MIDDLE	7	Eco.Dis.								
Science	THORNTON MIDDLE	7	Spec.Ed.								
Science	THORNTON MIDDLE	7	LEP								
Science	THORNTON MIDDLE	7	LEP M1								
Science	THORNTON MIDDLE	7	LEP M2								
Science	THORNTON MIDDLE	8	All	628	63	49	75	26	561	56	45
Science	THORNTON MIDDLE	8	AA	195	47	34	75	41	135	46	34
Science	THORNTON MIDDLE	8	Hispanic	297	64	48	75	27	246	45	33
Science	THORNTON MIDDLE	8	White	105	79	69	75	6	158	78	69
Science	THORNTON MIDDLE	8	Eco.Dis.	354	59	44	75	31	240	42	34
Science	THORNTON MIDDLE	8	Spec.Ed.	29	31	24	75	51	31	10	10
Science	THORNTON MIDDLE	8	LEP	35	14	6	75	69	33	9	3
Science	THORNTON MIDDLE	8	LEP M1	12	58	50	75	25	6	50	33
Science	THORNTON MIDDLE	8	LEP M2	17	59	47	75	28	17	24	18

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Thornton MS	AA	95.8	95.2
Thornton MS	H	95.9	96.2
Thornton MS	W	95.4	95.4
Thornton MS	NATIVE	0	0
Thornton MS	ASIAN	97.8	97.6
Thornton MS	MALE	95.7	95.4
Thornton MS	FEMALE	96.1	96.2
Thornton MS	SPED	93.5	92.3
Thornton MS	ECD	95.8	95.8
Thornton MS	LEP	95.6	95.1
Thornton MS	AT RISK	95.3	95.2
Thornton MS	GT	97.4	97.8
Thornton 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	Grade 8 Reading Read 180 ARIP	Improvement in all areas on TAKS TAKS scores for these at-risk students	
		Writing			
		Math	Grade 8 Math	Improvement in all areas on TAKS (except white)	
		Science			
		Social Studies	Implementation of History Alive strategies	Overall increase in TAKS scores	
		Other			
	Subgroups	All	With ending numbers of 1845 students all safe, all year Reading grades 7 and 8/Math grade 8/SS grade 8	No major accidents Overall increase in TAKS scores	
		AA	Reading grades 6 and 8/Math grade 8	Overall increase in TAKS scores	
		H	Reading grades 7 and 8/Math grade 8/SS grade 8/Science grade 8/Writing grade 7	Overall increase in TAKS scores	
		W	Reading grades 7 and 8	Overall increase in TAKS scores	
		ED	Reading grades 6, 7 and 8/Math grade 8/SS grade 8/Science grade 8	Overall increase in TAKS scores	
		LEP SE			
	Social/ Emotional	Discipline			
		Extracurricular	Athletic/Band/Choir/Orchestra/Art	Large Participation Rates <ul style="list-style-type: none"> • “Winning” teams • Awards at contests • TMEA Choir 	
		Other	Mentoring Program	Participation Rate	
	Teacher	Professional Development			
		Qualifications			

	New Staff	Teacher Mentoring Program	Retention Rate
	Retention	Retention of staff	Smaller percent hired for 2007 school year
Parent		Spanish Speaking Parent Night	Large attendance for a first time event

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 (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS science.		AA	Hispanic	ED	Special Populations
		8 th Gr.	41	27	31	SPED 51 LEP 69

Formative/Summative Evaluation: District-developed SFA's 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 Secondary Formative Assessments.	AR CE TI	Groups listed	DI; PLC facilitator; DC; TL; Teacher	Grade book; SFA data	Every three weeks
	2 Provide extended learning time for students during ESP and before and after school tutoring.	AR CE	Identified students	Administration; Teachers	Tutorial Packets	Weekly
	3 Identify gaps in students' background knowledge in science, and use direct vocabulary instruction to accelerate growth.	AR CE TI	Identified students	Teachers	CFISD academic vocabulary lists	Ongoing
	4 Display "Vocabulary Word Wall" of critical vocabulary.	AR CE TI	All	PLC facilitator; Teachers	Curriculum	Ongoing
Teachers	1 Monitor team planning and assist when needed. Team will meet with PLC leader to review/analyze SFA's each administration. The analysis includes reviewing district, building, and teacher subpops, three most missed questions, how students will be retaught/remediated and how students will be reassessed.	SD	All teams	Principal; DI; PLC facilitators A-team	Building training	Ongoing
	2 Participate in a team "pull-out" to analyze 2007 TAKS and study actual students in classrooms.	SD	8 th grade teachers	DI	Building training	October 2007
	3 Confer with science helping teachers about best strategies: <ul style="list-style-type: none"> • Instructing students in the critical TEKS • Reteaching concepts and content to struggling learners 	SD TI	8 th Grade IPC and science teachers	PLC facilitator; TL; Teachers	Coordinator and helping teachers	Once a six weeks
Parents	1 Keep parents up-to-date on their child's recent accomplishments and challenges by making phone calls and sending e-mails.	PI	Parents	Teachers	Grade book Samples of student work	Weekly

	2	Science Parent Night	PI TI	Parents	Principal; DI; Teachers	Building collaboration	January 2008
	3	Send home TAKS study guides with a letter explaining how parents can help their child. Follow up with a telephone call.	PI	Identified Parents	AAHT; Teachers	Study guides	Prior to November 1
	4	Open communication via multiple methods such as: Cy-Fair web page, Key Communicator List, Parent Internet Viewer, newsletter every six weeks, and progress reports mailed home.	PI TI	Parents	Principal; DI	Multiple sources	Ongoing

Areas to Improve

District Priority: 1A

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

Area of Focus:

Science

Campus Objective: 2

By May 2008, 90% of all 6th and 7th grade science students will demonstrate proficiency on the Secondary Formative Assessment at 75% or greater.

Formative/Summative Evaluation:

District-developed SFA's

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 Secondary Formative Assessments.	AR CE TI	Groups listed	DI; PLC facilitator; DC; TL; Teacher	Grade book; SFA data; Assessment data	Every three weeks
	2	Provide extended learning time for students during ESP and before and after school tutoring.	AR CE	Identified students	Administration; Teachers	Tutorial Packets	Weekly
	3	Identify gaps in students' background knowledge in science, and use direct vocabulary instruction to accelerate growth.	AR CE TI	Identified students	Teachers	CFISD academic vocabulary lists	Ongoing
	4	Display "Vocabulary Word Wall" of critical vocabulary.	AR CE TI	All	PLC facilitator; Teachers	Curriculum	Ongoing
Teachers	1	Monitor team planning and assist when needed. Team will meet with PLC leader to review/analyze SFA's each administration. The analysis includes reviewing district, building, and teacher subpops, three most missed questions, how students will be retaught/remediated and how students will be reassessed.	SD	All teams	Principal; DI; PLC facilitators A-team	Building training	Ongoing
	2	Confer with science helping teachers about best strategies: <ul style="list-style-type: none"> • Instructing students in the critical TEKS • Reteaching concepts and content to struggling learners 	SD TI	6 th and 7 th grade teachers	PLC facilitator; TL; Teachers	Coordinator and helping teachers	Once a six weeks
Parents	1	Keep parents up-to-date on their child's recent accomplishments and challenges by making phone calls and sending e-mails.	PI	Parents	Teachers	Grade book Samples of student work	Weekly
	2	Science Parent Night	PI TI	Parents	Principal; DI; Teachers	Building collaboration	January 2008
	3	Open communication via multiple methods such as: Cy-Fair web page, Key Communicator List, Parent Internet Viewer, newsletter every six weeks, and progress reports mailed home.	PI TI	Parents	Principal; DI	Multiple sources	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**

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

	AA (AYP)	Hispanic	ED	Special Populations
6 th Gr.	34	17	25	SPED 52 LEP 53 M1 19 M2 11
7 th Gr.	32	22	26	SPED 70 LEP 56 M1 8 M2 28
8 th Gr.	27	17	19	SPED 56 LEP 47 M1 33 M2 10

Campus Objective: 3

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

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	AR CE TI	TAKS failures	Principal; DI; Teachers	Principal; DI	August 2007
	2	AR CE TI	TAKS failures	Principal; DI; Teachers	Principal; DI; AAHT	Daily
	3	AR CE TI	Groups listed	DI; PLC facilitators; DC; TL; Teachers	Grade book; Assessment data	Every three weeks
	4	AR CE	Identified students	Administration; Teachers	Tutorial Packets Cy-Springs students	Weekly
	5	AR CE TI	Identified students	Teachers	CFISD academic vocabulary lists	Ongoing
	6	AR	All	PLC facilitators;	Curriculum	Ongoing

		vibrant visualization of the vocabulary.	CE TI		Teachers		
	7	Provide opportunities for vocabulary self assessment.	AR CE TI	All	TL; Teachers	Teacher made	Weekly
	8	Create TAKS formulated problems to expose students to TAKS testing situation.	AR CE TI	All	Coaches; TL; Teachers	TAKS Information Booklet; Released TAKS	Weekly
Teachers	1	Monitor team planning and assist when needed. Team will meet with PLC leader to review/analyze SFA's each administration. The analysis includes reviewing district, building, and teacher subpops, three most missed questions, how students will be retaught/remediated and how students will be reassessed.	SD	All teams	Principal; DI; PLC facilitators; A-team	Building training	Ongoing
	2	Participate in a team "pull-out" to analyze 2007 TAKS and study actual students in classrooms.	SD	All teams	DI	Building training	October 2007
	3	Confer with math coaches about best strategies: <ul style="list-style-type: none"> Utilize the expertise in lesson planning Instructing students in the critical TEKS Reteaching concepts and content to struggling learners 	SD TI	All	PLC facilitators; TL; Teachers	Coordinator and helping teachers	Once a six weeks
Parents	1	Keep parents up-to-date on their child's recent accomplishments and challenges by making phone calls and sending e-mails.	PI	Parents	Teachers	Grade book Samples of student work	Weekly
	2	Math Parent Night	PI TI	Parents	Principal; DI; Teachers	Building collaboration	January 2008
	3	Send home TAKS study guides with a letter explaining how parents can help their child. Follow up with a telephone call.	PI	Identified Parents	AAHT; Teachers	Study guides	Prior to November 1
	4	Open communication via multiple methods such as: Cy-Fair web page, Key Communicator List, Parent Internet Viewer, newsletter every six weeks, and progress reports mailed home.	PI TI	Parents	Principal; DI	Multiple sources	Ongoing

Areas to Improve

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

Area of Focus: Reading/English Language Arts

Campus Objective: 4	By May 2008, we will increase the percentage (by amounts noted at right or greater) of students demonstrating proficiency on TAKS reading.		AA	Hispanic	ED	Special Populations
		6 th Gr.	2	2	2	SPED 20 LEP 29
		7 th Gr.	7	4	5	SPED 60 LEP 43 M1 4 M2 6
		8 th Gr.	4	3	2	SPED 14 LEP 10

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 assessments and district Secondary Formative Assessments.	AR CE TI	Groups listed	Principal; DI; PLC facilitators; Teachers	Grade book; Assessment data	Every grading period
	2	Provide extended learning time for students during ESP and before and after school tutoring.	AR CE	Identified students	Administration; Teachers	Tutorial Packets	Weekly
	3	Implement the Read 180 program for 8 th graders missing 3 or more questions from passing, all 8 th grade advanced ESL students, all 6 th , 7 th , and 8 th grade intermediate ESL students and SPED education students needing basic reading and language arts classes. Students will be tracked and monitored for progress.	AR CE TI	Identified students	DI; Read 180 Teachers	Scholastic training District personnel	Ongoing
	4	Identify gaps in students' background knowledge in reading, and use direct vocabulary instruction to accelerate growth.	AR CE TI	Identified students	Teachers	CFISD academic vocabulary lists	Ongoing
	5	Display "Vocabulary Word Wall" of critical vocabulary.	AR CE TI	All	PLC facilitators; Teachers	Curriculum	Ongoing
	6	Incorporate Drop Everything and Read into the ESP program with all adults in the building also reading to model reading.	AR CE	All	Administration; Teachers		Weekly
Teachers	1	Monitor team planning and assist when needed. Team will meet with	SD	All teams	Principal; DI;	Building	Ongoing

		PLC leader to review/analyze SFA's each administration. The analysis includes reviewing district, building, and teacher subpops, three most missed questions, how students will be retaught/remediated and how students will be reassessed.			PLC facilitators; A-team	training	
	2	Participate in a team "pull-out" to analyze 2007 TAKS and study actual students in classrooms.	SD	All teams	DI	Building training	October 2007
	3	Confer with reading and language arts helping teachers about best strategies: <ul style="list-style-type: none"> • Instructing students in the critical TEKS • Reteaching concepts and content to struggling learners 	SD TI	All	PLC facilitators; TL; Teachers	Coordinator and helping teachers	Once a six weeks
	4	Offer mini lessons and/or professional development on instructional strategies to teaching reading strategies.	SD	All	DI	Building training	By February 2008
Parents	1	Keep parents up-to-date on their child's recent accomplishments and challenges by making phone calls and sending e-mails.	PI	Parents	Teachers	Grade book Samples of student work	Weekly
	2	Reading/Language Arts Parent Night	PI TI	Parents	Principal; DI; Teachers	Building collaboration	January 2008
	3	Send home TAKS study guides with a letter explaining how parents can help their child. Follow up with a telephone call.	PI	Identified Parents	AAHT; Teachers	Study guides	Prior to November 1
	4	Open communication via multiple methods such as: Cy-Fair web page, Key Communicator List, Parent Internet Viewer, newsletter every six weeks, and progress reports mailed home.	PI TI	Parents	Principal; DI	Multiple sources	Ongoing

Areas to Improve

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

Area of Focus: **Writing**

Campus Objective: 5	By May 2008, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS writing.		AA	Hispanic	ED	Special Populations
		7 th Gr.	6	3	2	SPED 17 LEP 14

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 assessments and district Secondary Formative Assessments.	AR CE TI	Groups listed	Principal; DI; PLC facilitators; Teachers	Grade book; Assessment data	Every grading period
	2 Provide extended learning time for students during ESP and before and after school tutoring.	AR CE	Identified students	Administration; Teachers	Tutorial Packets	Weekly
	3 Identify gaps in students' background knowledge in reading, and use direct vocabulary instruction to accelerate growth.	AR CE TI	Identified students	Teachers	CFISD academic vocabulary lists	Ongoing
	4 Display "Vocabulary Word Wall" of critical vocabulary.	AR CE TI	All	PLC facilitators; Teachers	Curriculum	Ongoing
	5 Promote opportunities for students to publish their works.	AR CE	All	DC; TL; Teachers		Ongoing
	6 Incorporate Drop Everything and Write into the ESP program with all adults in the building also writing to model writing.	AR CE	All	Administration; Teachers		Weekly
Teachers	1 Monitor team planning and assist when needed. Team will meet with PLC leader to review/analyze SFA's each administration. The analysis includes reviewing district, building, and teacher subpops, three most missed questions, how students will be retaught/remediated and how students will be reassessed.	SD	All teams	Principal; DI; PLC facilitators; A-team	Building training	Ongoing
	2 Participate in a team "pull-out" to analyze 2007 TAKS and study actual students in classrooms.	SD	7 th grade teachers	DI	Building training	October 2007
	3 Confer with language arts helping teachers about best strategies: <ul style="list-style-type: none"> • Instructing students in the critical TEKS • Reteaching concepts and content to struggling learners 	SD TI	All	PLC facilitators; TL; Teachers	Coordinator and helping teachers	Once a six weeks

Parents	1	Keep parents up-to-date on their child's recent accomplishments and challenges by making phone calls and sending e-mails.	PI	Parents	Teachers	Grade book Samples of student work	Weekly
	2	7 th Grade Language Arts Parent Night	PI TI	Parents	Principal; DI; Teachers	Building collaboration	January 2008
	3	Send home TAKS study guides with a letter explaining how parents can help their child. Follow up with a telephone call.	PI	Identified Parents	AAHT; Teachers	Study guides	Prior to November 1
	4	Open communication via multiple methods such as: Cy-Fair web page, Key Communicator List, Parent Internet Viewer, newsletter every six weeks, and progress reports mailed home.	PI TI	Parents	Principal; DI	Multiple sources	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: 6	By May 2008, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS social studies.		AA	Hispanic	ED	Special Populations
		8 th Gr.	5	2	3	SPED 20 LEP 18 M1 5 M2 5

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 assessments and district Secondary Formative Assessment.	AR CE TI	Groups listed	Principal; DI; PLC facilitators; Teachers	Grade book; Assessment data	Every grading period
	2 Provide extended learning time for students during ESP and before and after school tutoring.	AR CE	Identified students	Administration; Teachers	Tutorial Packets	Weekly
	3 Identify gaps in students' background knowledge in social studies, and use direct vocabulary instruction to accelerate growth.	AR CE TI	Identified students	Teachers	CFISD academic vocabulary lists	Ongoing
	4 Display "Vocabulary Word Wall" of critical vocabulary.	AR CE TI	All	PLC facilitators; Teachers	Curriculum	Ongoing
	5 Daily historical tidbits displayed on the daily bulletin.	AR CE	All	Teachers	Textbooks Internet	Daily
Teachers	1 Monitor team planning and assist when needed. Team will meet with PLC leader to review/analyze SFA's each administration. The analysis includes reviewing district, building, and teacher subpops, three most missed questions, how students will be retaught/remediated and how students will be reassessed.	SD	All teams	Principal; DI; PLC facilitators; A-team	Building training	Ongoing
	2 Participate in a team "pull-out" to analyze 2007 TAKS and study actual students in classrooms.	SD	8 th grade teachers	DI	Building training	October 2007
	3 Confer with social studies coordinator about best strategies: <ul style="list-style-type: none"> • Instructing students in the critical TEKS • Reteaching concepts and content to struggling learners 	SD TI	All	PLC facilitators; TL; Teachers	Coordinator	Once a six weeks
	4 Use resources that are proven and available in lesson planning – district signature lessons, History Alive strategies including the	SD	All	DI; DC; TL; Teachers	Curriculum History Alive	Weekly

		Interactive Student Notebook.				materials	
Parents	1	Keep parents up-to-date on their child's recent accomplishments and challenges by making phone calls and sending e-mails.	PI	Parents	Teachers	Grade book Samples of student work	Weekly
	2	Social Studies Parent Night	PI TI	Parents	Principal; DI; Teachers	Building collaboration	January 2008
	3	Send home TAKS study guides with a letter explaining how parents can help their child. Follow up with a telephone call.	PI	Identified Parents	AAHT; Teachers	Study guides	Prior to November 1
	4	Open communication via multiple methods such as: Cy-Fair web page, Key Communicator List, Parent Internet Viewer, newsletter every six weeks, and progress reports mailed home.	PI TI	Parents	Principal; DI	Multiple sources	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:	7	By May 2008, 90% of all 6 th and 7 th grade social studies students will demonstrate proficiency on the Secondary Formative Assessment at 85% or greater.
Formative/Summative Evaluation:		District-developed SFA's

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 assessments and district Secondary Formative Assessment.	AR CE TI	Groups listed	Principal; DI; PLC facilitators; Teachers	Grade book; Assessment data	Every grading period
	2	Provide extended learning time for students during ESP and before and after school tutoring.	AR CE	Identified students	Administration; Teachers	Tutorial Packets	Weekly
	3	Identify gaps in students' background knowledge in social studies, and use direct vocabulary instruction to accelerate growth.	AR CE TI	Identified students	Teachers	CFISD academic vocabulary lists	Ongoing
	4	Display "Vocabulary Word Wall" of critical vocabulary.	AR CE TI	All	PLC facilitators; Teachers	Curriculum	Ongoing
Teachers	1	Monitor team planning and assist when needed. Team will meet with PLC leader to review/analyze SFA's each administration. The analysis includes reviewing district, building, and teacher subpops, three most missed questions, how students will be retaught/remediated and how students will be reassessed.	SD	All teams	Principal; DI; PLC facilitators; A-team	Building training	Ongoing
	2	Confer with social studies coordinator about best strategies: <ul style="list-style-type: none"> • Instructing students in the critical TEKS • Reteaching concepts and content to struggling learners 	SD TI	All	PLC facilitators; TL; Teachers	Coordinator	Once a six weeks
	3	Use resources that are proven and available in lesson planning – district signature lessons, History Alive strategies including the Interactive Student Notebook.	SD	All	DI; DC; TL; Teachers	Curriculum History Alive materials	Weekly
Parents	1	Keep parents up-to-date on their child's recent accomplishments and challenges by making phone calls and sending e-mails.	PI	Parents	Teachers	Grade book Samples of student work	Weekly
	2	Social Studies Parent Night	PI TI	Parents	Principal; DI; Teachers	Building collaboration	January 2008
	3	Open communication via multiple methods such as: Cy-Fair web page, Key Communicator List, Parent Internet Viewer, newsletter every six	PI TI	Parents	Principal; DI	Multiple sources	Ongoing

		weeks, and progress reports mailed home.					
--	--	--	--	--	--	--	--

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:		Electives/PE/Athletics support of Thornton
Campus Objective:	8	By May of 2008, 98% of Thornton students will pass their elective/PE/athletic course(s) (70%) as determined by their six weeks grades and SFA/end of course exams.
Formative/Summative Evaluation:		Grade book SFA/End of course exams

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Provide opportunities for students to write short answers to content relevant questions at least once a six weeks.	AR CE	All	DC; Teachers	LA Teachers	Once a six weeks
	2	Provide extended learning time for students before and after school tutoring.	AR CE	Identified students	Administration; Teachers	Tutorial Materials	Weekly
	3	Display "Vocabulary Word Wall" of critical vocabulary.	AR CE TI	All	PLC facilitators; Teachers	Curriculum	Ongoing
	4	Demonstrate the relevance of the classroom to the real world.	AR CE	All	DC; Teachers	Curriculum; Coordinators A-team	Ongoing
Teachers	1	Monitor each student and their progress in learning the critical TEKS by examining results of teacher made assessments and projects.	SD	All	DI; DC; Teachers	Curriculum Grade book	Each assessment/project with minimum every three weeks
	2	Identify struggling students and develop individual plans for success.	SD	All	DI; AAHT; DC; Teachers	Grade book	Each six weeks
	3	Identify and encourage individuals that failed a portion or portions of the TAKS. Offer incentive opportunities within the elective/PE program for improved effort towards areas of weakness.	SD	All	DI; AAHT; DC; Teachers	TAKS Scores	Identification by October 2008 and then ongoing
	4	Departments will collaborate and support the whole school program. This can be facilitated with interdepartmental share sessions to exchange effective strategies that are meeting success.	SD	All	DI; DC; Teachers	DI; DC	Ongoing
Parents	1	Keep parents up-to-date on their child's recent accomplishments and challenges by making phone calls and sending e-mails.	PI	Parents	Teachers	Grade book Samples of student work	Weekly
	2	Electives Parent Night	PI	All	Principal; DI; Counselors; Teachers		By March 2008

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:

Positive Behavioral Interventions and Support

Campus Objective: #

By May of 2008, 100% of the Thornton Middle School staff will model respectfulness, accountability and preparedness to all Thornton stakeholders as described in the adult Patriot RAP.

Formative/Summative Evaluation:

Building discipline record
Building academic record – passing rates, etc.

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Direct teaching of the Patriot RAP (Respectfulness/Accountability/Preparedness) in all settings as described in the Thornton PBIS matrix during ESP and as needed in classes.	AR CE TI	All	Principal; DI; BSHT; AAHT; Teachers	PBIS	Daily as scheduled
	2	Provide and monitor opportunities for student to practice the Patriot RAP such as assemblies, concerts, etc. Provide positive feedback.	AR CE TI	All	Principal; DI; BSHT; AAHT; Teachers	PBIS	As scheduled
	3	Monitoring of all students and praise of the students with rewards (compliment/handshake/tickets/bucks/celebrations/etc.)for those portraying the RAP, and mini-lessons for those needing redirection.	AR CE TI	All	A-team; Teachers	PBIS PBIS Committee	Daily
Teachers	1	Thornton's time equivalency will focus on learning the student population and the building of relationships with the population.	SD TI	All	Principal; DI; Gloria Anderson	Ruby Payne	By February 2008
	2	During all faculty meetings we will offer a Reflection Flash to discuss the praises and questions of working will all stakeholders	SD	All	Principal; DI	Principal; DI	Monthly
	3	By modeling the adult Patriot RAP student will have demonstrated to them the concepts of Respect, Accountability, and Preparedness.	SD	All	Principal; DI; PBIS Committee Teachers	Building collaboration	Daily
Parents	1	Keep parents up-to-date on their child's recent accomplishments and challenges by making phone calls and sending e-mails.	PI	Parents	Teachers	Grade book Samples of student work	Weekly
	2	Specifically designed lessons will be shared based on the Patriot RAP with area churches.	PI	All	Principal	PBIS	By November 2007

*** 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

**Thornton Middle School
Mark McCord
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- X (1) Thornton 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])
- X (2) The Thornton 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).
- X (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.
- X (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
Betty Hart, LA	Teacher 1
Lakeysa Hobson, Reading	Teacher 2
Nikeitha Brown, Math	Teacher 3
Terry Maury, Science	Teacher 4
Steve Brown, Social Studies	Teacher 5
Kathy Katzenberger, SPED	Teacher 6
Christen Jonse, PE	Teacher 7
Amy Nini/Jerry Turner, Electives	Teacher 8
Mark McCord, Principal	Non-teaching professional 1
Polly Braun, Director of Instruction	Non-teaching professional 2
Kristy Stephenson, Assistant Principal	Non-teaching professional 3
Lisa Wines, Counselor	Non-teaching professional 4
Coni Schelnick	Parent 1
Alycea Lewis	Parent 2
Tom Callinan	Community resident 1
Ed Hardin	Community resident 2
Greg Hully, Kroger	Business representative 1
Donna Richard, Dollar Store	Business representative 2
Charlotte Burns	District Representative

CPOC Meetings* for '07-'08				
#	Date	Time	Location	Purpose
1	October 4, 2007	3:15 PM	Library	Review 2007-2008 CIP
2	November 2, 2007	9:00 AM	Library	Inform parents – full committee not needed
3	February 27, 2008	3:15 PM	Library	Review of progress
4	March 27, 2008	3:15 PM	Library	Review of progress
5	April 24, 2008	3:15 PM	Library	Review of progress
6	May 21, 2008	3:15 PM	Library	Review of progress/TE for 2008-2009 vote

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

CIP PART III: ASSURANCE ADDENDUM

Section C

X (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.

X (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

X (3)

Parent and Community Involvement Goal	
For 2007 – 2008, the percent of parents and community members involved in VIP opportunities will increase by 50%.	
Formative	At the end of the first semester, the percent of parents and community members attending VIP opportunities will be reviewed to determine progress.
Summative	At the end of the school year, the percent of parents and community members attending VIP opportunities will be reviewed to determine if the objective was met.
Strategy	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.

CIP PART III: ASSURANCE ADDENDUM

X (4)

Violence Prevention and Intervention Goal	
For 2007 – 2008, discipline referrals for drugs, alcohol, and tobacco will be reduced by 50% from the previous year.	
Formative	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Strategy	Implement and monitor the school wide safety and security plan.

X (5)

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

X (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: ASSURANCE ADDENDUM

X (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.

X (8)

Secondary Drop – out Prevention Goal	
For 2007 – 2008, the dropout rate will be .2% or less with no student group exceeding 1%.	
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.

X (9)

Attendance	
For 2007-2008, the ADA student attendance will be at or above 96%	
Formative	Monthly attendance rates by grade level and total school will be reviewed in addition to a list of students with more than three absences per month.
Summative	The end ADA will be reviewed to determine if the annual attendance objective was met.
Strategy	Send letters to parents of student with three or more unexcused absences. Initiate attendance referrals for students with more than five unexcused absences.

CIP PART III: ASSURANCE ADDENDUM

Section D

10 Components of a Title I Program

- | | |
|---|--|
| X | 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. |
| X | 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. |
| X | 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. |
| X | 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. |
| X | 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. |
| X | 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. |
| X | 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) |
| X | 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. |
| X | 9. Effective, timely additional assistance – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infosrvweb and are accessible to teachers and administrators. |
| X | 10. Coordination and integration of federal, state, and local services and programs – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies. |

CIP PART III: ASSURANCE ADDENDUM

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