

**2007-2008**  
**Campus Improvement Plan**  
**for**  
**Watkins Middle School**

**Cypress-Fairbanks Independent School District**

# **PART I : DATA SUPPLEMENT**

DISTRICT NAME: CYPRESS-FAIRBANKS  
 CAMPUS NAME: WATKINS MIDDLE SCHOOL Campus Rating: Academically Acceptable  
 CAMPUS NUMBER: 101907045 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?
<b>Reading/ELA (65%)</b>											
X All Students	1,111	1,222	91%	100%	1,015	1,134	90%		1		
X African Amer	151	173	87%	14%	128	153	84%		3		
X Hispanic	516	577	89%	47%	416	484	86%		3		
X White	343	361	95%	30%	382	398	96%		-1		
X Econ Disadv	470	539	87%	44%	371	453	82%		5		
<b>Writing (65%)</b>											
X All Students	366	394	93%	100%	340	371	92%		1		
X African Amer	45	48	94%	12%	52	56	93%		1		
X Hispanic	169	185	91%	47%	144	162	89%		2		
X White	120	125	96%	32%	117	123	95%		1		
X Econ Disadv	151	166	91%	42%	136	159	86%		5		
<b>Social Studies (65%)</b>											
X All Students	347	398	87%	100%	344	396	87%		0		
X African Amer	58	65	89%	16%	36	50	72%		17		
X Hispanic	140	173	81%	43%	136	168	81%		0		
X White	118	125	94%	31%	138	143	97%		-3		
X Econ Disadv	143	173	83%	43%	108	146	74%		9		
<b>Mathematics (45%)</b>											
X All Students	951	1,224	78%	100%	900	1,132	80%		-2		
X African Amer	118	176	67%	14%	93	152	61%	Yes	6	**	No
X Hispanic	435	577	75%	47%	370	484	76%		-1		
X White	306	360	85%	29%	355	398	89%		-4		
X Econ Disadv	394	541	73%	44%	322	451	71%	Yes	2	2	Yes
<b>Science (40%)</b>											
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	125	145	86%	100%	69	79	87%		-1		

EXCEPTIONS TABLE

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

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 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	1	974	0.1%	100%
African Amer	0	158	0.0%	16%
Hispanic	1	435	0.2%	45%
White	0	304	0.0%	31%
Econ Disadv	1	408	0.2%	42%

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	WATKINS MIDDLE	6	All	447	409	91	100	94	230	51	390	365	94	179	46
Reading/ELA	WATKINS MIDDLE	6	AA	62	56	90	100	93	29	47	59	54	92	15	25
Reading/ELA	WATKINS MIDDLE	6	Hispanic	231	208	90	100	93	103	45	162	147	91	61	38
Reading/ELA	WATKINS MIDDLE	6	White	113	106	94	100	96	70	62	132	129	98	81	61
Reading/ELA	WATKINS MIDDLE	6	Eco.Dis.	212	188	89	90	89	93	44	164	148	90	56	34
Reading/ELA	WATKINS MIDDLE	6	Spec.Ed.	23	19	83	90	85	11	48	21	15	71	2	10
Reading/ELA	WATKINS MIDDLE	6	LEP	28	15	54	90	75	4	14	20	11	55	1	5
Reading/ELA	WATKINS MIDDLE	6	LEP M1	42	36	86	90	87	8	19	19	17	89	3	16
Reading/ELA	WATKINS MIDDLE	6	LEP M2	24	24	100	100	100	11	46	16	15	94	7	44
Reading/ELA	WATKINS MIDDLE	7	All	418	376	90	100	93	130	31	404	327	81	71	18
Reading/ELA	WATKINS MIDDLE	7	AA	55	46	84	90	86	7	13	68	49	72	7	10
Reading/ELA	WATKINS MIDDLE	7	Hispanic	198	172	87	90	88	49	25	171	132	77	20	12
Reading/ELA	WATKINS MIDDLE	7	White	127	123	97	100	98	62	49	131	121	92	40	31
Reading/ELA	WATKINS MIDDLE	7	Eco.Dis.	173	146	84	90	86	31	18	177	130	73	16	9
Reading/ELA	WATKINS MIDDLE	7	Spec.Ed.	16	8	50	90	75	2	13	12	7	58	0	0
Reading/ELA	WATKINS MIDDLE	7	LEP	20	10	50	90	75	0	0	23	4	17	0	0
Reading/ELA	WATKINS MIDDLE	7	LEP M1	14	12	86	90	87	1	7	20	16	80	0	0
Reading/ELA	WATKINS MIDDLE	7	LEP M2	25	21	84	90	86	0	0	23	19	83	0	0
Reading/ELA	WATKINS MIDDLE	8	All	422	384	91	100	94	169	40	418	381	91	162	39
Reading/ELA	WATKINS MIDDLE	8	AA	70	61	87	90	88	23	33	55	45	82	8	15
Reading/ELA	WATKINS MIDDLE	8	Hispanic	189	172	91	100	94	61	32	179	156	87	50	28
Reading/ELA	WATKINS MIDDLE	8	White	128	121	95	100	97	69	54	147	144	98	84	57
Reading/ELA	WATKINS MIDDLE	8	Eco.Dis.	178	155	87	90	88	49	28	154	127	82	38	25
Reading/ELA	WATKINS MIDDLE	8	Spec.Ed.	9	8	89	90	89	0	0	18	13	72	0	0
Reading/ELA	WATKINS MIDDLE	8	LEP	32	16	50	90	75	1	3	26	13	50	1	4
Reading/ELA	WATKINS MIDDLE	8	LEP M1	4	---	---	---	---	---	---	7	6	86	1	14
Reading/ELA	WATKINS MIDDLE	8	LEP M2	21	20	95	100	97	5	24	16	12	75	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 %
Math	WATKINS MIDDLE	6	All	450	352	78	90	82	158	35	391	329	84	142	36
Math	WATKINS MIDDLE	6	AA	62	41	66	90	75	15	24	59	39	66	7	12
Math	WATKINS MIDDLE	6	Hispanic	234	178	76	90	81	70	30	162	137	85	53	33
Math	WATKINS MIDDLE	6	White	113	96	85	90	87	44	39	133	120	90	61	46
Math	WATKINS MIDDLE	6	Eco.Dis.	214	155	72	90	78	66	31	163	131	80	43	26
Math	WATKINS MIDDLE	6	Spec.Ed.	26	15	58	90	75	5	19	19	10	53	3	16
Math	WATKINS MIDDLE	6	LEP	30	16	53	90	75	3	10	21	12	57	5	24
Math	WATKINS MIDDLE	6	LEP M1	42	25	60	90	75	5	12	19	16	84	2	11
Math	WATKINS MIDDLE	6	LEP M2	24	21	88	90	89	8	33	16	15	94	5	31
Math	WATKINS MIDDLE	7	All	419	337	80	90	83	83	20	404	305	75	49	12
Math	WATKINS MIDDLE	7	AA	58	40	69	90	76	1	2	68	35	51	2	3
Math	WATKINS MIDDLE	7	Hispanic	197	151	77	90	81	30	15	171	127	74	16	9
Math	WATKINS MIDDLE	7	White	127	116	91	100	94	39	31	131	117	89	25	19
Math	WATKINS MIDDLE	7	Eco.Dis.	174	133	76	90	81	20	11	176	115	65	17	10
Math	WATKINS MIDDLE	7	Spec.Ed.	15	5	33	90	75	1	7	12	3	25	0	0
Math	WATKINS MIDDLE	7	LEP	21	8	38	90	75	1	5	23	6	26	0	0
Math	WATKINS MIDDLE	7	LEP M1	14	10	71	90	77	0	0	20	13	65	0	0
Math	WATKINS MIDDLE	7	LEP M2	25	20	80	90	83	0	0	23	18	78	1	4
Math	WATKINS MIDDLE	8	All	420	311	74	90	79	68	16	415	304	73	75	18
Math	WATKINS MIDDLE	8	AA	70	48	69	90	76	3	4	53	27	51	2	4
Math	WATKINS MIDDLE	8	Hispanic	187	135	72	90	78	20	11	179	118	66	12	7
Math	WATKINS MIDDLE	8	White	127	100	79	90	83	33	26	146	129	88	46	32
Math	WATKINS MIDDLE	8	Eco.Dis.	177	125	71	90	77	19	11	154	92	60	13	8
Math	WATKINS MIDDLE	8	Spec.Ed.	10	2	20	90	75	0	0	15	4	27	0	0
Math	WATKINS MIDDLE	8	LEP	33	11	33	90	75	0	0	26	7	27	1	4
Math	WATKINS MIDDLE	8	LEP M1	4	---	---	---	---	---	---	7	4	57	0	0
Math	WATKINS MIDDLE	8	LEP M2	21	11	52	90	75	0	0	16	9	56	0	0



**CIP PART I: DATA SUPPLEMENT**

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Social Studies	WATKINS MIDDLE	6	All												
Social Studies	WATKINS MIDDLE	6	AA												
Social Studies	WATKINS MIDDLE	6	Hispanic												
Social Studies	WATKINS MIDDLE	6	White												
Social Studies	WATKINS MIDDLE	6	Eco.Dis.												
Social Studies	WATKINS MIDDLE	6	Spec.Ed.												
Social Studies	WATKINS MIDDLE	6	LEP												
Social Studies	WATKINS MIDDLE	6	LEP M1												
Social Studies	WATKINS MIDDLE	6	LEP M2												
Social Studies	WATKINS MIDDLE	7	All												
Social Studies	WATKINS MIDDLE	7	AA												
Social Studies	WATKINS MIDDLE	7	Hispanic												
Social Studies	WATKINS MIDDLE	7	White												
Social Studies	WATKINS MIDDLE	7	Eco.Dis.												
Social Studies	WATKINS MIDDLE	7	Spec.Ed.												
Social Studies	WATKINS MIDDLE	7	LEP												
Social Studies	WATKINS MIDDLE	7	LEP M1												
Social Studies	WATKINS MIDDLE	7	LEP M2												
Social Studies	WATKINS MIDDLE	8	All	427	370	87	90	88	169	40	413	355	86	152	37
Social Studies	WATKINS MIDDLE	8	AA	70	62	89	90	89	19	27	53	39	74	12	23
Social Studies	WATKINS MIDDLE	8	Hispanic	194	156	80	90	83	64	33	179	142	79	46	26
Social Studies	WATKINS MIDDLE	8	White	127	120	94	100	96	66	52	145	140	97	77	53
Social Studies	WATKINS MIDDLE	8	Eco.Dis.	184	151	82	90	85	58	32	154	113	73	33	21
Social Studies	WATKINS MIDDLE	8	Spec.Ed.	17	10	59	90	75	0	0	22	10	45	2	9
Social Studies	WATKINS MIDDLE	8	LEP	37	19	51	90	75	2	5	27	10	37	0	0
Social Studies	WATKINS MIDDLE	8	LEP M1	4	---	---	---	---	---	---	7	4	57	0	0
Social Studies	WATKINS MIDDLE	8	LEP M2	21	14	67	90	75	3	14	16	13	81	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	WATKINS MIDDLE	6	All								
Science	WATKINS MIDDLE	6	AA								
Science	WATKINS MIDDLE	6	Hispanic								
Science	WATKINS MIDDLE	6	White								
Science	WATKINS MIDDLE	6	Eco.Dis.								
Science	WATKINS MIDDLE	6	Spec.Ed.								
Science	WATKINS MIDDLE	6	LEP								
Science	WATKINS MIDDLE	6	LEP M1								
Science	WATKINS MIDDLE	6	LEP M2								
Science	WATKINS MIDDLE	7	All								
Science	WATKINS MIDDLE	7	AA								
Science	WATKINS MIDDLE	7	Hispanic								
Science	WATKINS MIDDLE	7	White								
Science	WATKINS MIDDLE	7	Eco.Dis.								
Science	WATKINS MIDDLE	7	Spec.Ed.								
Science	WATKINS MIDDLE	7	LEP								
Science	WATKINS MIDDLE	7	LEP M1								
Science	WATKINS MIDDLE	7	LEP M2								
Science	WATKINS MIDDLE	8	All	428	70	61	75	14	422	71	62
Science	WATKINS MIDDLE	8	AA	71	58	46	75	29	55	49	40
Science	WATKINS MIDDLE	8	Hispanic	195	61	50	75	25	183	59	48
Science	WATKINS MIDDLE	8	White	126	89	82			147	90	84
Science	WATKINS MIDDLE	8	Eco.Dis.	184	58	48	75	27	157	50	39
Science	WATKINS MIDDLE	8	Spec.Ed.	16	25	13	75	62	22	36	23
Science	WATKINS MIDDLE	8	LEP	38	16	8	75	67	28	18	11
Science	WATKINS MIDDLE	8	LEP M1	4	---	---	---	---	7	29	14
Science	WATKINS MIDDLE	8	LEP M2	21	52	29	75	46	16	56	31

# CIP PART I: DATA SUPPLEMENT

<b>Cypress-Fairbanks ISD</b>			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Watkins MS	AA	96.8	97
Watkins MS	H	96.5	96.4
Watkins MS	W	96.1	96.2
Watkins MS	NATIVE	96.6	95.8
Watkins MS	ASIAN	97.9	98.2
Watkins MS	MALE	96.4	96.5
Watkins MS	FEMALE	96.7	96.7
Watkins MS	SPED	93.8	95.1
Watkins MS	ECD	96.6	96.6
Watkins MS	LEP	96	95.9
Watkins MS	AT RISK	95.9	96.1
Watkins MS	GT	95.2	97.7
Watkins MS	MIGRANT	0	0

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

# **PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES**

## Areas to Improve

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

**Area of Focus:** **Student Safety**

**Campus Objective:** For 2007 – 2008, discipline referrals for drugs, alcohol, and tobacco will be reduced by **50%** from the previous year. For 2007 – 2008, the discipline referrals for physical contact (including assaults and fighting) 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	Participate in various safety drills: bus evacuation, crisis drills, tornado drills, and fire drills.	VP	All Students	Principal; APs; DI; Teachers; Support Staff	Crisis Management Plan; evacuation routes; "red" sling backpacks	Monthly
	2	Meet with all students to discuss expectations for behavior.	VP	All Students	APs	<i>Student Code of Conduct</i>	Twice a year
	3	Monitor students' tardiness and provide support for students having difficulties.	VP	All Students	APs	Tardy report	Ongoing
	4	Review the discipline referrals each six weeks to determine the percent of referrals for tobacco, alcohol, and other drug use and possession.	VP	All Students	APs	PEIMS data	Every six weeks
	5	Follow rules and practices in place to ensure student safety including one-way directional stairways, entrance and exit only cafeteria doors during lunches, and brightly-colored vests used as hallway passes.	VP	All Students	Principal; APs; Teachers; and Staff	APs	Ongoing
	6	Reinforce <i>Code of Conduct</i> daily through announcements.	VP	All Students	APs	<i>Student Code of Conduct</i>	Ongoing
	7	Participate in advisory lessons on alcohol, drug and tobacco prevention, bullying, physical contact, and gang prevention.	VP	All Students	Prevention Advocate; Family Time Teachers	Prevention Advocate	Every six weeks

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Keep teachers informed through faculty meetings of the important issues.	VP	All Teachers	Principal; APs; Prevention Advocate	PEIMS data	Every six weeks
	2	Strongly encourage all teachers to participate in staff development opportunities that focus on developing healthy student-teacher relationships and classroom management strategies. Such opportunities include: Building Better Relationships and Capturing Kids' Hearts.	SD; VP	All Teachers	Principal; DI; APs; Teachers	Staff Development Liaison; CFLMS	Ongoing
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by phone calls, conferences and/or e-mails.	PI	Parents of identified students	Principal; APs Teachers	Discipline referrals	Weekly
	2	Utilize a gang intervention specialist to speak to community.	PI	Parents	Principal; APs	Gang Intervention Specialist	Once per year
	3	Utilize Hispanic Liaison to promote involvement of Hispanic parents in school activities and the educational process of their children.	PI; AR	Hispanic Parents	Hispanic Liaison	Phone logs; announcement of event; Homework Hotline	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

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

Sub Group	8 <sup>th</sup>
AA	+29 (75%)
H	+25 (75%)
W	+3 (85%)
ED	+27 (75%)

**Campus Objective:**

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

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
1	Provide meaningful lessons that: <ul style="list-style-type: none"> <li>focus on TEKS/TAKS objectives</li> <li>follow the district's scope and sequence</li> <li>are consistently monitored, evaluated, and adjusted as data dictates</li> <li>engage learners through research-based instructional strategies</li> <li>are at least 40% lab-based</li> <li>include a variety of relevant and rigorous hands-on activities</li> <li>limit the number of worksheets</li> </ul>	AR; CE; T1	All Students	Principal; DI; Appraiser; DC/TLs; Science Teachers; AVID Teachers	Curriculum Guide; DC/TLs; District Science Helping Teachers	Daily

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	2	Align warm-ups vertically per team (6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> ) to focus on TAKS objectives and questions from released TAKS tests.	AR; CE	All Students	Science/ AVID Teachers	Lesson Plans	Daily
	3	Intergrate technology to engage students and increase the depth of students' understanding of content (both students and teachers should use technology).	AR; CE; T; T1	All Students	Principal; DI; Appraiser; DC/TLs; Science/ AVID Teachers	DI; Technology Helping Teachers; Technology Liaison	Ongoing
	4	Incorporate effective questioning strategies into lessons (high-cognitive level questions, increasing wait time, extending student responses).	AR; CE	All Students	Principal; DI; DC/TLs; Science/ AVID Teachers	DI; Helping Teachers; DC/TLs	Daily
	5	Provide opportunities for students to work collaboratively while using problem-solving strategies to solve real-world, thought-provoking problems.	AR; CE; T1	All Students	Science/ AVID Teachers	DI; Helping Teachers; DC/TLs	Daily
	6	Extend lessons so that students frequently operate at high levels on Bloom's Taxonomy (application, synthesis, analysis, evaluation) and at the complex levels of Erickson's Structure of Knowledge (concepts and principles/generalizations).	AR; CE	All Students	Principal; DI; Appraiser; DC/TLs; Science/ AVID Teachers	DI; DC/TLs	Daily
	7	Design and present lessons that follow research-proven teaching strategies such as those described in <i>The Baker's Dozen</i> , <i>The Magnificent Seven</i> , <i>Understanding by Design</i> , and <i>Classroom Instruction That Works</i> .	AR; CE; T1	All Students	Principal; DI; Appraiser; DC/TLs; Science/ AVID Teachers	Noted texts	Ongoing
	8	Use released TAKS questions with students to analyze problems and answer choices.	AR; CE	All Students	DC/TLs; Science/ AVID Teachers	Released TAKS test	Weekly

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	9	Provide timely feedback to students upon completion of assignments/assessments.	AR; CE	All Students	Science/ AVID Teachers	Student work	Daily
	10	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district SFAs.	AR; CE; T1	All Students	Principal; DI; Appraiser; Science/AVID Teachers; AAHTs	Gradebook; SFA data	Every 3 or 6 weeks
	11	Make data-driven decisions by diagnosing mastery of the TEKS and provide individual students with timely acceleration or remediation.	AR; CE; T1	All Students	Principal; DI; Appraiser; Science/AVID Teachers; AAHTs	Gradebook; SFA data	Ongoing
	12	Identify gaps in students' background knowledge in science early in the school year and use direct vocabulary instruction to accelerate growth.	AR; CE; T1	Identified Students	Science/ AVID Teachers	CFISD academic vocabulary	Ongoing
	13	Provide calculated and planned extended learning opportunities through: <ul style="list-style-type: none"> <li>• advisory</li> <li>• mandatorials</li> <li>• AVID tutoring</li> <li>• Retired Science Teacher Tutoring Program</li> <li>• Mustang Engineering tutors and mentors</li> <li>• Mustangers Science Boat Camp</li> <li>• peer tutoring</li> <li>• extended-day learning</li> <li>• Science Sweet Success</li> <li>• Friday Night TAKS Frenzy and/or Super Saturday</li> </ul>	AR; CE; T1	Identified Students	Admin.; AAHT; Science/ AVID Teachers	Student Rosters	Daily and semi- monthly; Spring Semester
Teachers	1	Conduct frequent walk-throughs with teacher feedback of science classrooms to check for the following: <ul style="list-style-type: none"> <li>• Students working collaboratively using discussion strategies while defending their answers.</li> <li>• Challenge students with inquiry and problem-based learning activities that reinforce critical TEKS.</li> <li>• Teachers modeling think-alouds.</li> </ul>	AR; CE	Science/ AVID Teachers	Principal; DI; Appraiser; DC/TLs; Helping Teachers	Classroom observations	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	2	Schedule district science helping teachers to work with grade-level teams on planning and modifying lessons to target identified struggling learners.	SD; T1	Science Teams	Principal; DI; Appraiser; DC/TLs	Coordinator; Helping Teachers	Bi-monthly
	3	Schedule science helping teachers and BBR helping teacher/liaison to work with new teachers on improving classroom instruction and management, lab activities, and student engagement for all learners.	SD; T1	New Science Teachers	Principal; DI; Appraiser; DC/TLs	Helping Teachers; BBR Liaison	Weekly
	4	Provide opportunities for teachers to analyze student data, create relevant and aligned lessons, and investigate best practices.	SD; T1	Science Teams	Principal; DI; Appraiser; DC/TLs	TAKS/SFA data; teacher tests; district curriculum; TEKS	Ongoing
	5	Strongly encourage all science/AVID teachers to participate in staff development opportunities that focus on rigor, relevance, and relationships. Such opportunities include: District Share Sessions, Creative Teaching Strategies, Building Better Relationships, Capturing Kids' Hearts, PLC, and Quantum Learning.	SD; T1	All Teachers	Principal; DI; Appraiser; Science/AVID Teachers;	DI; Staff Development Liaison; CFLMS	Ongoing
Parents	1	Keep parents up-to-date on their child's progress through current PIV postings, phone calls, emails, and teacher web pages.	PI; AR; T; T1	Parents of identified students	Teachers; Hispanic Liaison	Samples of student work; PIV; Progress Reports/ Report cards; Webpage training/set-up	Weekly
	2	Encourage parents of at-risk students to attend opportunities provided to enrich their child's education such as FAN Night, SNAPP Meet-the-Mentor Night, and Parent Involvement Day.	PI; AR; T1	Parents of identified students	Teachers; Principal; DI; Counselors; APs; AAHTs; Hispanic Liaison; Mentors	Sign in sheets; automated phone system; Website; newsletter	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Parents	3	Utilize VIPS to conduct scientific demonstrations and/or lead/participate in labs.	PI; AR	VIPS	Teachers; Hispanic Liaison	Guest Speaker form	
	4	Utilize Hispanic Liaison to promote involvement of Hispanic parents in school activities and the educational process of their children.	PI; AR; T1	Hispanic Parents	Hispanic Liaison	Phone logs; announcement of event; Homework Hotline	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:**

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

**By May 2010, we will increase the percentage of students demonstrating proficiency on TAKS math as follows (or greater):  
All groups = 90%**

Sub Group	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
AA	+9 (75%)	+7 (76%)	+7 (76%)
H	+5 (81%)	+4 (81%)	+6 (78%)
W	+2 (87%)	+3 (94%)	+4 (83%)
ED	+6 (78%)	+5 (81%)	+6 (77%)
SPED	+17 (75%)	+42 (75%)	+55 (75%)
LEP	+22 (75%)	+37 (75%)	+42 (75%)

**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	Provide meaningful lessons that: <ul style="list-style-type: none"> <li>focus on TEKS/TAKS objectives</li> <li>follow the district's scope and sequence</li> <li>are consistently monitored, evaluated, and adjusted as data dictates</li> <li>engage learners through the use of research-based instructional strategies</li> <li>engage learners though the use of Explore Learning, Smartboard, Airliner Slates, Powerpoint, and Math Manipulatives</li> </ul>	AR; CE; T; T1	All Students	Principal; DI; Appraiser; DC/TLs; Math Helping Teacher; Math/AVID Teachers	Curriculum Guide; DC/TLs; District Math Coach; Technology Helping Teacher; Technology Liaison	Daily
	2	Incorporate effective questioning strategies into lessons (high-cognitive level questions, increasing wait time, extending student responses).	AR; CE	All Students	Principal; DI; Appraiser; DC/TLs; Math/AVID Teachers	DI; District Math Coach; DC/TLs	Daily

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	3	Provide opportunities for students to work collaboratively while using problem-solving strategies to solve real-world, thought-provoking problems.	AR; CE	All Students	Math/AVID Teachers;	DI; Math Coach; DC/TLs	Daily
	4	Extend lessons so that students frequently operate at high levels on Bloom's Taxonomy (application, synthesis, analysis, evaluation) and at the complex levels of Erickson's Structure of Knowledge (concepts and principles/generalizations).	AR; CE	All Students	Principal; DI; Appraiser; DC/TLs; Math/AVID Teachers	DI; Math Coach	Daily
	5	Design and present lessons that follow research-proven teaching strategies such as those described in <i>The Baker's Dozen</i> , <i>The Magnificent Seven</i> , <i>Understanding by Design</i> , and <i>Classroom Instruction That Works</i> .	AR; CE; T1	All Students	DC/TLs; Math/AVID Teachers	Noted texts	Ongoing
	6	Use released TAKS questions with students to analyze problems and answer choices.	AR; CE	All Students	DC/TLs; Math/AVID Teachers	Released TAKS test	Weekly
	7	Provide timely feedback to students upon completion of assignments/assessments.	AR; CE	All Students	Math/AVID Teachers	Student work	Daily
	8	Identify students who were unsuccessful on the 2007 spring Math TAKS and assign them to an extended math period/Number Power class.	AR; CE; T1	Identified Students	Counselors; DI; Principal; DC/TLs	Class Rosters; TAKS data	Prior to the first day of school
	9	Analyze TAKS data and recommend TAKS objective strategies for failures.	AR; CE	All Students	AAHTs; Math/AVID Teachers	TAKS data	Aug. – Sept. 2007
	10	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district SFAs.	AR; CE; T1	All Students	Principal; DI; Appraiser; Math/AVID Teachers; AAHTs	Gradebook; SFA data	Every 3 or 6 weeks
	11	Make data-driven decisions by diagnosing mastery of the TEKS and provide individual students with timely acceleration or remediation.	AR; CE; T1	All Students	Principal; DI; Appraiser; Math/AVID Teachers	Gradebook; SFA data	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	12	Identify gaps in students' background knowledge in math early in the school year and use direct vocabulary instruction to accelerate growth.	AR; CE; T1	Identified students	Math/AVID Teachers;	CFISD academic vocabulary	Ongoing
	13	Establish goals for the 2008 Math TAKS test by conducting TAKS interviews with All students.	AR; CE	All Students	Family Time Teachers	AMS data	Spring
	14	Provide an adult mentor to students who marginally passed or marginally failed the 2007 Math TAKS test.	AR; CE; T1	Identified Students	AAHTs; Mentors	AMS data	Ongoing
	15	Implement the WBS (Watkins Bulldog Stamp) Program, which is an incentive program designed to encourage success on each SFA for math.	AR	All Students	AAHTs; Math/AVID Teachers;	SFA data	Every 6 weeks
	16	Provide calculated and planned extended learning opportunities through: <ul style="list-style-type: none"> <li>• advisory</li> <li>• 10x tutorials</li> <li>• AVID Tutoring</li> <li>• AMIP</li> <li>• SNAPP Mentors</li> <li>• Mustang Engineering tutors and mentors</li> <li>• Retired Math Teacher Tutoring Program</li> <li>• Alge-peer tutoring</li> <li>• extended-day learning</li> <li>• Math Super Camp</li> <li>• Math Sweet Success</li> <li>• Friday Night TAKS Frenzy and/or Super Saturday</li> </ul>	AR; CE; T1	Identified Students	Admin.; AAHTs; Math Teachers; AVID Teachers	Student Rosters	Daily and semi-monthly; Spring Semester
	17	Reinforce strategies and content through follow-up sessions on campus for students who attend Math Super Camps.	AR	Identified Students	Admin.; AAHT; Math/AVID Teachers	Student Rosters	Following Math Super Camps
	1	Conduct frequent walk-throughs with teacher feedback of math classrooms to check for the following: <ul style="list-style-type: none"> <li>• Students working collaboratively using discussion strategies while defending their answers.</li> <li>• Challenge students with inquiry and problem-based learning activities that reinforce critical TEKS.</li> <li>• Teachers modeling think-alouds.</li> </ul>	AR; CE	Math Teachers; AVID Teachers	Principal; DI; DC/TLs; Math Coach	Classroom observations	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	2	Schedule district math coach to work with grade-level teams on planning and modifying lessons to target identified struggling learners.	SD; T1	Math Teams	Principal; DI; Math Coach DC/TLs	Coordinator; District Math Coach	Weekly
	3	Schedule math coach and BBR helping teacher/liaison to work with new teachers on improving classroom instruction and management, lab activities, and student engagement for all learners.	SD; T1	New Math Teachers	Principal; DI; Math Coach; BBR Liaison/HT; DC/TLs	Coordinator; Math Coach; Helping Teachers; BBR Liaison	Weekly
	4	Provide opportunities for teachers to analyze student data, create relevant and aligned lessons, and investigate best practices.	SD; T1	Grade-level Math Teams	Principal; DI; DC/TLs	TAKS data; SFA data; teacher tests; district curriculum; state TEKS	Ongoing
	5	Strongly encourage all math/AVID teachers to participate in staff development opportunities that focus on rigor, relevance, and relationships. Such opportunities include: District Share Sessions, Creative Teaching Strategies, Building Better Relationships, Capturing Kids' Hearts, PLC, and Quantum Learning.	SD; T1	Math Teachers; AVID Teachers	Principal; DI; Math/AVID Teachers	Staff Development Liaison; CFLMS	Ongoing
Parents	1	Keep parents up-to-date on their child's progress through current PIV postings, phone calls, emails, and teacher web pages.	PI; AR; T; T1	Parents of identified students	Teachers; Hispanic Liaison	Samples of student work; PIV; Progress Reports/ Report cards; Webpage training/set-up	Weekly
	2	Encourage parents of at-risk students to attend opportunities provided to enrich their child's education such as FAN Night, SNAPP Meet-the-Mentor Night, and Parent Involvement Day.	PI; AR; T1	Parents of identified students	Teachers; Principal; DI; Counselors; APs; AAHTs; Hispanic Liaison; Mentors	Sign in sheets, automated phone system, website, newsletter	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Parents	3	Utilize Hispanic Liaison to promote involvement of Hispanic parents in school activities and the educational process of their children.	PI; AR; T1	Hispanic Parents	Hispanic Liaison	Phone logs; announ. of event; Homework Hotline	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

**Campus Objective:** By May 2008, we will increase the percentage (by amounts noted to the right, or greater) of students demonstrating proficiency on TAKS reading.

By May 2010, we will increase the percentage of students demonstrating proficiency on TAKS reading as follows (or greater):  
AA, H, W = 100%; ED, SPED, LEP = 90%.

Sub Group	6th	7th	8 <sup>th</sup>
AA	+3 (93%)	+2 (86%)	+1 (88%)
H	+3 (93%)	+1 (88%)	+3 (94%)
W	+2 (96%)	+1 (98%)	+2 (97%)
ED	+1 (90%)	+2 (86%)	+1 (88%)
SPED	+2 (85%)	+25 (75%)	+0 (89%)
LEP	+21 (75%)	+25 (75%)	+25 (75%)

**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 Provide meaningful lessons that: <ul style="list-style-type: none"> <li>focus on TEKS/TAKS objectives</li> <li>follow the district's scope and sequence</li> <li>emphasize connections between reading and writing</li> <li>are consistently monitored, evaluated, and adjusted as data dictates</li> <li>engage learners through the use of research-based instructional strategies</li> <li>integrate the use of technology</li> </ul>	AR; CE; T; T1	All Students	Principal; DI; Appraiser; DC/TLs; Reading/LA Teachers; AVID Teachers	Curriculum Guide; DC/TLs; Technology Helping Teacher; Technology Liaison	Daily

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	2	Incorporate effective questioning strategies into lessons (high-cognitive level questions, increasing wait time, extending student responses).	AR	All Students	Principal; DI; Appraiser; DC/TLs; Reading/LA/ AVID Teachers	DI; DC/TLs; LA/Reading Helping Teacher	Daily
	3	Extend lessons so that students frequently operate at high levels on Bloom's Taxonomy (application, synthesis, analysis, evaluation) and at the complex levels of Erickson's Structure of Knowledge (concepts and principles/generalizations).	AR; ce	All Students	Principal; DI; Appraiser; DC/TLs; Reading/LA/AVI DTeachers	DI; Reading Helping Teacher	Daily
	4	Design and present lessons that follow research-proven teaching strategies such as those described in <i>The Baker's Dozen</i> , <i>The Magnificent Seven</i> , <i>Understanding by Design</i> , and <i>Classroom Instruction That Works</i> .	AR; CE; T1	All Students	DC/TLs; Reading/LA Teachers; AVID Teachers	Noted texts	Ongoing
	5	Use released TAKS questions with students to analyze problems and answer choices.	AR; CE	All Students	DC/TLs; Reading/LA/AVI D Teachers	Released TAKS test	Weekly
	6	Provide timely feedback to students upon completion of assignments/assessments.	AR; CE	All Students	Reading/LA/AVI D Teachers	Student work	Daily
	7	Focus "reading-of-literature" instruction on the critical TEKS, concepts, and process skills taught through reading selections.	AR; CE	All Students	Principal; DI; DC/TLs; Reading/LA/AVI D Teachers	DI; Helping Teachers	Ongoing
	8	Analyze TAKS data and recommend TAKS objective strategies for failures.	AR; CE	All Students	AAHTs; Reading/LA/AVI D AVID Teachers	TAKS data	August – September 2007
	9	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district SFAs.	AR; CE; T1	All Students	Principal; DI; Reading/LA/AVI D Teachers; AAHTs	Gradebook; SFA data	Every 3 or 6 weeks
	10	Make data-driven decisions by diagnosing mastery of the TEKS and provide individual students with timely acceleration or remediation.	AR; CE; T1	All Students	Principal; DI; Reading/LA/AVI D Teachers; AAHTs	Gradebook; SFA data	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	11	Identify gaps in students' background knowledge in reading and language arts early in the school year and use direct vocabulary instruction to accelerate growth.	AR; CE; T1	All Students	Reading/LA/AVI D Teachers	CFISD academic vocabulary	Ongoing
	12	Establish goals for the 2008 Reading TAKS test by conducting TAKS interviews with all students.	AR; CE	All Students	Family Time teachers	AMS data	Spring
	13	Provide an adult mentor to students who marginally passed or marginally failed the 2007 Reading TAKS test.	AR; CE; T1	Identified Students	AAHTs; Mentors	AMS data	Ongoing
	14	Implement the WBS (Watkins Bulldog Stamp) Program, which is an incentive program designed to encourage success on each SFA for reading.	AR	All Students	AAHTs; Reading/LA Teachers; AVID Teachers	SFA data	Every 6 weeks
	15	Provide calculated and planned extended learning opportunities through: <ul style="list-style-type: none"> <li>• advisory</li> <li>• mandatorials</li> <li>• 10x tutorials</li> <li>• AVID Tutorials</li> <li>• ARIP</li> <li>• SNAPP Mentors</li> <li>• peer tutoring</li> <li>• extended-day learning</li> <li>• Reading Sweet Success</li> <li>• Friday Night TAKS Frenzy and/or Super Saturday</li> </ul>	AR; CE; T1	Identified Students	Admin.; AAHTs; Reading/LA Teachers; AVID Teachers	Student Rosters	Daily and semi- monthly; Spring Semester
	16	Assist struggling readers by providing an additional teacher to implement READ 180.	TI; AR; T	Identified Students	Principal; T1 Coordinator	Title I grant	Ongoing
Teachers	1	Conduct frequent walk-throughs with teacher feedback of reading classrooms to check for the following: <ul style="list-style-type: none"> <li>• Students working collaboratively using discussion strategies while defending their answers.</li> <li>• Challenge students with inquiry and problem-based learning activities that reinforce critical TEKS.</li> <li>• Teachers modeling think-alouds.</li> </ul>	AR; CE	Reading Teachers	Principal; DI; Appraiser; DC/TLs; Helping Teachers	Classroom observations	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	2	Schedule district reading helping teachers to work with grade-level teams on planning and modifying lessons to target identified struggling learners.	SD	Reading Teams	Principal; DI; DC/TLs	Coordinator; Helping Teachers	Weekly
	3	Schedule reading helping teacher and BBR helping teacher/liaison to work with new teachers on improving classroom instruction and management, lab activities, and student engagement for all learners.	SD	New Reading Teachers	Principal; DI; Helping Teachers; BBR Liaison; DC/TLs	Coordinator; Helping Teachers; BBR Liaison	Weekly
	4	Provide opportunities for teachers to analyze student data, create relevant and aligned lessons, and investigate best practices.	SD	Reading Teams	Principal; DI; DC/TLs	TAKS/SFA data; teacher tests; curriculum; TEKS	Ongoing
	5	Strongly encourage all reading/AVID teachers to participate in staff development opportunities that focus on rigor, relevance, and relationships. Such opportunities include: District Share Sessions, Creative Teaching Strategies, Building Better Relationships, Capturing Kids' Hearts, PLC, and Quantum Learning.	SD; T1	Math Teachers	Principal; DI; Reading/LA Teachers; AVID Teachers	Staff Development Liaison; CFLMS	Ongoing
Parents	1	Keep parents up-to-date on their child's progress through current PIV postings, phone calls, emails, and teacher web pages.	PI; AR; T; T1	Parents of identified students	Teachers; AVID Teachers; Hispanic Liaison	Samples of student work; PIV; Progress Reports/ Report cards; Webpage training/set-up	Weekly
	2	Encourage parents of at-risk students to attend opportunities provided to enrich their child's education such as FAN Night, SNAPP Meet-the-Mentor Night, and Parent Involvement Day.	PI; AR; T1	Parents of identified students	Teachers; Principal; DI; Counselors; Assistant Principals; AAHTs; Hispanic Liaison; Mentors	Sign in sheets, automated phone system, website, newsletter	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Parents	3	Utilize Hispanic Liaison to promote involvement of Hispanic parents in school activities and the educational process of their children.	PI; AR; T1	Hispanic Parents	Hispanic Liaison	Phone logs; announcement of event; Homework Hotline	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

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

Sub Group	Grade 7
AA	+2 (96%)
H	+3 (93%)
W	+1 (97%)
ED	+3 (93%)
SPED	+15 (75%)
LEP	+5 (80%)

**Campus Objective:** By May 2010, we will increase the percentage of students demonstrating proficiency on TAKS reading as follows (or greater):  
AA, H, W, ED = 100%; SPED, LEP = 90%

**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 Provide meaningful lessons that: <ul style="list-style-type: none"> <li>focus on TEKS/TAKS objectives</li> <li>follow the district's scope and sequence</li> <li>are consistently monitored, evaluated, and adjusted as data dictates</li> <li>engage learners through the use of research-based instructional strategies</li> <li>integrate the use of technology</li> </ul>	AR; CE; T; T1	All Students	Principal; DI; Appraiser; DC/TLs; LA Teachers; AVID Teachers	Curriculum Guide; DC/TLs; Technology Helping Teacher; Technology Liaison	Daily

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	2	<p>Improve students' writing skills by conducting the following practices:</p> <ul style="list-style-type: none"> <li>• Teach the "Six Traits of Writing" to students (ideas, organization, sentence fluency, voice, word choice, and conventions).</li> <li>• Show students models of high-quality compositions.</li> <li>• Provide students with numerous opportunities each six weeks to practice composing.</li> <li>• Make the "Six Traits" the basis for giving students timely, specific feedback during revisions and on final drafts.</li> <li>• Emphasize connections between reading and writing.</li> <li>• Employ technology tools to facilitate the writing process (e.g., Inspiration for mind-mapping during pre-writing, and Word for revising, editing, and publishing).</li> </ul>	AR; CE; T	All Students	Principal; DI; Appraiser; DC/TLs; LA/ AVID Teachers	DI; LA Helping Teachers; Technology Helping Teachers	Ongoing
	3	<p>Help students to become effective writers, capable of publishing final-draft compositions that feature thoughtful and interesting ideas as well as correct grammar, spelling, mechanics, and usage, using appropriate technology and keyboarding when appropriate.</p> <ul style="list-style-type: none"> <li>• Students at all grade-levels will be expected to engage in all stages of the writing process and to produce at least <u>18</u>* writing samples/compositions per year (most of which should be developed through the complete writing process). * <i>minimum</i> requirement</li> <li>• Type of writing (narrative, expository, etc.) and length of composition will be based on the TEKS for the given grade-level to ensure age-appropriate assignments. Include more open-ended response assignments in language arts classes.</li> </ul>	AR; CE; T	All Students	Principal; DI; Appraiser; DC/TLs; LA/ AVID Teachers	DI; LA Helping Teachers; Technology Helping Teachers	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	4	Extend lessons so that students frequently operate at high levels on Bloom's Taxonomy (application, synthesis, analysis, evaluation) and at the complex levels of Erickson's Structure of Knowledge (concepts and principles/generalizations).	AR; CE	All Students	Principal; DI; Appraiser; DC/TLs; LA/ AVID Teachers	DI; DC/TLs; LA Helping Teachers	Daily
	5	Design and present lessons that follow research-proven teaching strategies such as those described in <i>The Baker's Dozen</i> , <i>The Magnificent Seven</i> , <i>Understanding by Design</i> , and <i>Classroom Instruction That Works</i> .	AR; CE; T1	All Students	Principal; DI; Appraiser; DC/TLs; LA/ AVID Teachers	Noted texts	Ongoing
	6	Provide timely feedback to students upon completion of assignments/assessments.	AR; CE	All Students	LA/ AVID Teachers	Student work	Daily
	7	Increase the number of 3s and 4s on the written composition by exposing students to sample papers from the scoring guides to become acquainted in the qualities that distinguish a score point 4.	AR	All Students	LA/ AVID Teachers	SFA data, Six Traits and TAKS rubrics	Each 6 weeks
	8	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district SFAs.	AR; CE	All Students	Principal; DI; Appraiser LA/ AVID Teachers; AAHTs	Gradebook; SFA data	Every 3 or 6 weeks
	9	Schedule a data analysis meeting with the language arts curriculum coordinator who will provide campus-specific strategies based on grade-level data. Follow this meeting with an extended time for teachers to plan how to build the suggestions into their curriculum and lesson plans prior to TAKS.	AR; CE	All Students	Principal; DI; Appraiser; DC/TLs; LA/ AVID Teachers	Coordinator	October 2007
	10	Make data-driven decisions by diagnosing mastery of the TEKS and provide individual students with timely acceleration or remediation.	AR; CE; T1	All Students	LA/ AVID Teachers; AAHTs	Gradebook; SFA data	Ongoing
	11	Identify gaps in students' background knowledge in language arts early in the school year and use direct vocabulary instruction to accelerate growth.	AR; CE; T1	All Students	LA/ AVID Teachers	CFISD academic vocabulary	Ongoing
	12	Implement the WBS (Watkins Bulldog Stamp) Program, which is an incentive program designed to encourage success on each SFA for language arts.	AR	All Students	AAHTs; LA/ AVID Teachers	SFA data	Every 6 weeks

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	13 Provide calculated and planned extended learning opportunities through: <ul style="list-style-type: none"> <li>• advisory</li> <li>• mandatorials</li> <li>• AVID Tutoring</li> <li>• peer tutoring</li> <li>• extended-day learning</li> <li>• Writing Sweet Success</li> <li>• Friday Night TAKS Frenzy and/or Super Saturday</li> </ul>	AR; CE; T1	Identified Students	Admin.; AAHT; LA Teachers; AVID Teachers	Student Rosters	Daily and semi-monthly; Spring Semester
Teachers	1 Conduct frequent walk-throughs with teacher feedback of language arts classrooms to check for the following: <ul style="list-style-type: none"> <li>• Students working collaboratively using discussion strategies while defending their answers.</li> <li>• Challenge students with inquiry and problem-based learning activities that reinforce critical TEKS.</li> <li>• Teachers modeling think-alouds.</li> </ul>	AR; CE	LA Teachers	Principal; DI; Appraiser; DC/TLs; Helping Teachers	Classroom observations	Ongoing
	2 Schedule helping teachers to work with grade-level teams on planning and modifying lessons to target identified struggling learners.	SD	LA Teams	Principal; DI; DC/TLs	Coordinator; Helping Teachers	Weekly
	3 Schedule language arts helping teacher and BBR helping teacher/liaison to work with new teachers on improving classroom instruction and management, lab activities, and student engagement for all learners.	SD	LA Teachers	Principal; DI; Helping Teachers; BBR Liaison; DC/TLs	Coordinator; Helping Teachers; BBR Liaison	Weekly
	4 Provide opportunities for teachers to analyze student data, create relevant and aligned lessons, and investigate best practices.	SD	LA Teams	Principal; DI; DC/TLs	TAKS/SFA data; teacher tests; curriculum; TEKS	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	5	Strongly encourage all language arts teachers to participate in staff development opportunities that focus on rigor, relevance, and relationships. Such opportunities include: District Share Sessions, Creative Teaching Strategies, Building Better Relationships, Capturing Kids' Hearts, PLC, and Quantum Learning, Writing Institute, and Six Traits of Writing.	SD; T1	LA Teachers	Principal; DI; Teachers	Staff Development Liaison; CFLMS	Ongoing
Parents	1	Keep parents up-to-date on their child's progress through current PIV postings, phone calls, emails, and teacher web pages.	PI; AR; T; T1	Parents of identified students	Teachers; Hispanic Liaison	Samples of student work; PIV; Progress Reports/ Report cards; Webpage training/set-up	Weekly
	2	Encourage parents of at-risk students to attend opportunities provided to enrich their child's education such as FAN Night, SNAPP Meet-the-Mentor Night, and Parent Involvement Day.	PI; AR; T1	Parents of identified students	Teachers; Principal; DI; Counselors; Assistant Principals; AAHTs; Hispanic Liaison; Mentors	Sign in sheets, automated phone system, website, newsletter	Ongoing
	3	Utilize Hispanic Liaison to promote involvement of Hispanic parents in school activities and the educational process of their children.	PI; AR; T1	Hispanic Parents	Hispanic Liaison	Phone logs; announcement of event; Homework Hotline	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:**

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

**By May 2010, we will increase the percentage of students demonstrating proficiency on TAKS social studies as follows (or greater):  
AA, H, ED = 90%; W = 100%**

Sub Group	Grade 8
<b>AA</b>	<b>+1</b>
<b>H</b>	<b>+3</b>
<b>W</b>	<b>+2</b>
<b>ED</b>	<b>+3</b>

**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	Provide meaningful lessons that: <ul style="list-style-type: none"> <li>focus on TEKS/TAKS objectives</li> <li>follow the district's scope and sequence</li> <li>are consistently monitored, evaluated, and adjusted as data dictates</li> <li>engage learners through the use of research-based instructional strategies</li> <li>integrate the use of technology</li> </ul>	AR; CE; T; T1	All Students	Principal; DI; Appraiser; DC/TLs; Social Studies Teachers; AVID Teachers	Curriculum Guide; DC/TLs; Technology Helping Teacher; Technology Liaison	Daily
	2	Incorporate effective questioning strategies into lessons (high-cognitive level questions, increasing wait time, extending student responses).	AR	All Students	Principal; DI; Appraiser; DC/TLs; Social Studies Teachers; AVID Teachers	DI; DC/TLs; SS Helping Teachers	Daily

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	3	Extend lessons so that students frequently operate at high levels on Bloom's Taxonomy (application, synthesis, analysis, evaluation) and at the complex levels of Erickson's Structure of Knowledge (concepts and principles/generalizations).	AR; CE	All Students	Principal; DI; Appraiser; DC; TL; Social Studies Teachers; AVID Teachers	DI; DC/TLs; SS Helping Teachers	Daily
	4	Design and present lessons that follow research-proven teaching strategies such as those described in <i>The Baker's Dozen</i> , <i>The Magnificent Seven</i> , <i>Understanding by Design</i> , and <i>Classroom Instruction That Works</i> .	AR; CE; T1	All Students	DC/TLs; Social Studies Teachers; AVID Teachers	Noted texts	Ongoing
	5	Provide timely feedback to students upon completion of assignments/assessments.	AR; CE	All Students	Social Studies Teachers; AVID Teachers	Student work	Daily
	6	Assess students using teacher designed tests that model appropriate TAKS format.	AR	All Students	Social Studies Teachers; AVID Teachers	Student grades, SFA data	Test days
	7	Use signature lessons as designed and indicated in the curriculum.	AR	All 8 <sup>th</sup> Grader Students	8 <sup>th</sup> grade Social Studies Teachers; AVID Teachers	Curriculum Guide; Lesson Plans	As indicated in scope and sequence
	8	Monitor each student's progress using interactive notebooks to ensure effective use of this tool, emphasizing and allowing students opportunities to evaluate and synthesize information throughout the learning process.	AR; CE	All Students	Social Studies Teachers; AVID Teachers; DC/TLs; Appraiser; DI;	Interactive student notebooks; Lesson Plans; PDAS Walk-throughs	Ongoing
	9	Provide flexible regrouping and additional time for students who are struggling with social studies objectives.	AR; CE	Identified 8 <sup>th</sup> grade students	8 <sup>th</sup> grade Social Studies teachers; AVID Teachers; AAHT's	Student grades; SFA Data	Every 3 or 6 weeks

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	10	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district SFAs.	AR; CE	8	Principal; DI; Social Studies Teachers; AVID Teachers; AAHTs	Gradebook; SFA data	Every 3 or 6 weeks
	11	Identify gaps in students' background knowledge in social studies early in the school year and use direct vocabulary instruction to accelerate growth.	AR	All Students	Social Studies Teachers; AVID Teachers	CFISD academic vocabulary	Ongoing
	12	Implement the WBS (Watkins Bulldog Stamp) Program, which is an incentive program designed to encourage success on each SFA for social studies.	AR	All Students	AAHTs; Social Studies Teachers; AVID Teachers	SFA data	Every 6 weeks
	13	Provide calculated and planned extended learning opportunities through: <ul style="list-style-type: none"> <li>• advisory</li> <li>• mandatorials</li> <li>• AVID Tutoring</li> <li>• peer tutoring</li> <li>• extended-day learning</li> <li>• Social Studies Sweet Success</li> <li>• Friday Night TAKS Frenzy and/or Super Saturday</li> </ul>	AR; CE; T1	Identified Students	Admin.; AAHT; Social Studies Teachers; AVID Teachers	Student Rosters	Daily and semi-monthly; Spring Semester
Teachers	1	Conduct frequent walk-throughs with teacher feedback of social studies classrooms to check for the following: <ul style="list-style-type: none"> <li>• Students working collaboratively using discussion strategies while defending their answers.</li> <li>• Challenge students with inquiry and problem-based learning activities that reinforce critical TEKS.</li> <li>• Teachers modeling think-alouds.</li> </ul>	AR; CE	Social Studies Teachers	Principal; DI; Appraiser; DC/TLs; Helping Teachers	Classroom observations	Ongoing
	2	Schedule helping teachers to work with grade-level teams on planning and modifying lessons to target identified struggling learners.	SD	Social Studies Teams	Principal; DI; DC/TLs	Coordinator; Helping Teachers	Weekly

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	3	Schedule social studies helping teacher and BBR helping teacher/liaison to work with new teachers on improving classroom instruction and management, lab activities, and student engagement for all learners.	SD	New SS Teachers	Principal; DI; Helping Teachers; BBR Liaison; DC/TLs	Coordinator; Helping Teachers; BBR Liaison	Weekly
	4	Provide opportunities for teachers to analyze student data, create relevant and aligned lessons, and investigate best practices.	SD	Social Studies Teams	Principal; DI; DC/TLs	TAKS/SFA data; teacher tests; curriculum; TEKS	Ongoing
	5	Strongly encourage all social studies teachers to participate in staff development opportunities that focus on rigor, relevance, and relationships. Such opportunities include: District Share Sessions, Cy-Fair Council for Social Studies, Creative Teaching Strategies, Building Better Relationships, Capturing Kids' Hearts, PLC, and Quantum Learning, History Alive!, Geography Alive!	SD; T1	Social Studies Teachers; AVID Teachers	Principal; DI; Social Studies Teachers; AVID Teachers	Staff Development Liaison; CFLMS	Ongoing
Parents	1	Keep parents up-to-date on their child's progress through current PIV postings, phone calls, emails, and teacher web pages.	PI; AR; T; T1	Parents of identified students	Teachers; Hispanic Liaison	Samples of student work; PIV; Progress Reports/ Report cards; Webpage training/set-up	Weekly
	2	Encourage parents of at-risk students to attend opportunities provided to enrich their child's education.	PI; AR; T1	Parents of identified students	Teachers; Principal; DI; Counselors; Assistant Principals; AAHTs; Hispanic Liaison; Mentors	Sign in sheets, automated phone system, website, newsletter	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Parents	3	Utilize Hispanic Liaison to promote involvement of Hispanic parents in school activities and the educational process of their children.	PI; AR; T1	Hispanic Parents	Hispanic Liaison	Phone logs; announcement of event; Homework Hotline	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

**Watkins Middle School  
Jose Martinez  
2007 – 2008  
Campus Improvement Plan  
Cypress-Fairbanks Independent School District**

### Section A

- (1) Watkins 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 [school name] 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	
Allen, Deborah	Teacher 1	AVID
Boyle, Kathy	Teacher 2	Electives
Hahn, Walter	Teacher 3	Special Education
Hill, Jennifer	Teacher 4	Reading
Himmatramka, Alka	Teacher 5	Science
Jaronitzky, June	Teacher 6	Social Studies
Luza, Paula	Teacher 7	Physical Education
McDaniel, Sydonia	Teacher 8	Math
Roberts, Margaret	Teacher 9	Language Arts
Button, Robin	Non-teaching professional 1	Diagnostician
Follmar, Carrie	Non-teaching professional 2	Counselor
Gamble, Ginger	Non-teaching professional 3	Academic Achievement Specialist
Horner, Glenda	Non-teaching professional 4	Director of Instruction
Martinez, Jose'	Non-teaching professional 5	Principal
McLeod, Cindy	Non-teaching professional 6	Nurse
Nguyen, Truc	Non-teaching professional 7	Academic Achievement Specialist
Panettiere, Pamela	Non-teaching professional 8	Media Specialist
Vaglienty, John	Non-teaching professional 9	Assistant Principal
Valdez, Donna	Non-teaching professional 10	Paraprofessional
Coleman, Stacy	Parent 1	
Bertoli, Jan	Community resident 1	
Sprague, Larry	Business representative 1	
Green, Kathy	Business representative 2	

### CIP PART III: ASSURANCE ADDENDUM

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	9/17/07	3:30 – 4:30 p.m.	Watkins - Room 109
2	11/19/07	3:30 – 4:30 p.m.	Watkins - Room 109
3	1/28/08	3:30 – 4:30 p.m.	Watkins - Room 109
4	3/31/08	3:30 – 4:30 p.m.	Watkins - Room 109
5	6/3/08	9:00 – 11:00 a.m.	Watkins – Room 109

\* 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

☒	<b>Texas Assessment of Knowledge and Skills Recognized or Exemplary Goal</b>	
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.	

☒	<b>Texas Assessment of Knowledge and Skills Commended Performance Goal</b>	
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

☒	<b>Parent and Community Involvement Goal</b>	
For 2007 – 2008, the percent of parents and community members attending VIP meetings will increase by <b>25%</b> .		
Formative	At the end of the first semester, the percent of parents and community members attending VIP meetings will be reviewed to determine progress.	
Summative	At the end of the school year, the percent of parents and community members attending VIP meetings 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

☒	<b>Violence Prevention and Intervention Goal</b>	
For 2007 – 2008, discipline referrals for drugs, alcohol, and tobacco will be reduced by <b>50%</b> 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.	

☒	<b>Violence Prevention Goal</b>	
For 2007 – 2008, the discipline referrals for offenses will be reduced by <b>25%</b> 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 <b>Watkins Middle School</b> .	
Strategy	Implement and monitor the school-wide safety and security plan.	

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

## CIP PART III: ASSURANCE ADDENDUM

☒	<b>Special Education Goal</b>	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above <b>70%</b> .		
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.	

☒	<b>Highly Qualified Teacher Goal</b>	
For 2007 – 2008, the percent of highly qualified teachers in the core academic areas will be at <b>100%</b> .		
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.	

☒	<b>Secondary Drop – out Prevention Goal</b>	
For 2007 – 2008, the dropout rate will be <b>0.2%</b> or less with no student group exceeding <b>0.2%</b> .		
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.	

## CIP PART III: ASSURANCE ADDENDUM

### Section D

#### 10 Components of a Title I Program

1.  **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
2.  **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
3.  **Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
4.  **High-quality and ongoing, professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
5.  **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
6.  **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
7.  **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.
8.  **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
9.  **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

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