



**“Team Aragon going for the Gold”**

**2008-2009  
Campus Improvement Plan  
for  
Aragon Middle School**

**Cypress-Fairbanks Independent School District**

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
<b>Students</b>	Subjects	Reading/ELA	TAKS performance in exemplary range for students in the following categories: All students 6 <sup>th</sup> – 8 <sup>th</sup> grade, AA students 6 <sup>th</sup> – 8 <sup>th</sup> grade, ED students 6 <sup>th</sup> & 8 <sup>th</sup> grade, Hispanic students 6 <sup>th</sup> – 8 <sup>th</sup> grade, and White students 6 <sup>th</sup> – 8 <sup>th</sup> grade.	Campus Recognized status for the 2008 school year
		Writing	TAKS performance in exemplary range for all students (including target population), seventh grade. Range 97%-98%	Campus Recognized status for the 2008 school year
		Math	TAKS performance in exemplary range for students in the following categories: All students 8 <sup>th</sup> grade, White students 6 <sup>th</sup> – 8 <sup>th</sup> grade	Campus Recognized status for the 2008 school year
		Science	TAKS performance in exemplary range for students in the following categories: White students 8 <sup>th</sup> grade.	Campus Recognized status for the 2008 school year
		Social Studies	TAKS performance in exemplary range for all students (including target population), eighth grade	Campus Recognized status for the 2008 school year
		Other		

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## Area of Focus: Mathematics

Group	Gr6 07 Score	Gr6 08 Target	Gr6 08 Score	Gr6 3 Yr Target	Gr6 09 Target	Gr7 07 Score	Gr7 08 Target	Gr7 08 Score	Gr7 3 Yr Target	Gr7 09 Target	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	69	76	80	90	83	74	79	79	90	83	60	75	77	90	81
All	84	86	89	90	89	90	93	89	90	89	83	85	92	100	95
Eco.Dis.	69	76	78	90	82	79	83	75	90	80	65	75	84	90	86
Hispanic	73	79	84	90	86	88	89	81	90	84	70	77	87	90	88
LEP	57	75	71	90	77	83	85	58	90	75	30	75	73	90	79
LEP M1	86	87	--	--	--	--	--	83	90	85	--	--	--	--	--
LEP M2	71	77	--	--	--	--	--	88	90	89	--	--	67	90	75
Spec.Ed.	62	75	65	90	75	68	75	50	90	75	67	75	57	90	75
White	95	97	91	100	94	91	94	93	100	95	89	89	95	100	97

- District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
- Campus Objective:** #1 By May, 2009, Aragon Middle School will increase the percentage of students to the level of Recognized status or higher by the amounts noted above or greater on the mathematics TAKS test.
- Formative/Summative Evaluation:** District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will participate in lessons through flexible regrouping and additional time which focus on grade level objectives not mastered on the mathematics TAKS test.	AR CE	Identified students	Math teachers Academic Achievement Helping Tchr.	Explore Learning, United Streaming, Holt ancillary materials, released, TAKS test, Global secondary math, Quantum Learning, Fast Math,	Ongoing
	2	Design and present lessons that follow research-proven teaching strategies that address the needs of learners.	AR CE SD T	Identified Students	DI; Teachers	<i>The Baker's Dozen</i> Booklet, <i>Classroom Instruction that Work</i>	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

	3	<p>Conduct frequent walk-throughs of math classrooms to check for the following:</p> <ul style="list-style-type: none"> <li>• Students working collaboratively, discussing strategies and arguing points.</li> <li>• Assignments include real-world opportunities, not just worksheets.</li> <li>• Teachers are engaging, probing questions to students.</li> <li>• Students use manipulatives and technology (ExploreLearning, FASTT Math, etc).</li> </ul>	SD T	All students	Principal, DI, Math Helping Teacher; Appraiser; Math Department Chair; Math Team Leader	Lesson Plans; Test results;	Ongoing
	4	The student will complete a daily TAKS warm-up at application/concept level that will allow students to practice and review previous and current grade-level TEKS.		All students	Math Teachers	Released TAKS test, TAKS master, Holt ancillary material, Measure Up!	Ongoing
	5	The students will have opportunities for extended learning time during Math Advisories and before and after school.	AR T	Identified students	Math teachers; Academic Achievement Helping Tchr.	Holt ancillary material, Explore Learning, HOLT textbook, HOLT technology, Fast Math	Ongoing
	6	Identify gaps in students' background knowledge in math, and use direct vocabulary instruction to accelerate growth.	AR CE	Identified students	Department chairs; teachers	Math vocabulary list	Ongoing
	7	Incorporate Alternative Assessments two to three times within a grading period so that students have an opportunity to demonstrate mastery of content in multiple forms		All students	Department chairs; teachers	Alternative Assessments	Ongoing
Teachers	1	The teacher will design and present student centered lessons which focus on grade level objectives to target identified at-risk students who failed the mathematics TAKS and to help the students that passed the TAKS test reach the commended performance level.	AR	Identified students	Math teachers Academic Achievement Helping Tchr.	Explore Learning, United Streaming, Holt ancillary materials, released, TAKS test, Global secondary math, Quantum Learning, Fast Math	Ongoing
	2	Monitor each student's progress in learning the critical math TEKS by examining results of teacher-made tests and district SFAs.	AR CE	Identified students	DI; Academic Achievement Helping Teacher; Teachers	Gradebook; SFA Data	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

	3	Utilize teaching strategies like Quantum Learning to foster student success.	AR CE	All students	Math Teachers	Quantum Learning Training	Ongoing
	4	<ul style="list-style-type: none"> <li>Structure content planning periods to allow for data analysis and communication among team members, and to ensure interventions and re-teaching of critical concepts are being discussed, and design of questions that promote thinking at a high cognitive level.</li> <li>Ensure the district scope and sequence is being followed.</li> </ul>	SD	All Students	Principal, DI; Math Department Chair, Math Team leaders; Math Teachers	Master Schedule  Curriculum Guides	Daily
	5	Attend district curriculum staff development sessions that provide instructional strategies, resources, and/or activities.	SD	All Students	Principal, DI; Math Department Chair, Math Team leaders; Math Teachers	District Staff Development	Daily
Parents	1	Keep parents up-to-date on their child's progress through phone calls, emails, progress reports, PIV, and web-page.	PI	Parents of Identified Students	Teachers	Progress Reports; Report Cards; PIV	Ongoing
	2	The parent will review test analysis after each test to review objectives mastered in each.	PI	All students			Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Area of Focus: Science

Group	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	55	75	80	90	83
All	83	75	87	90	88
Eco.Dis.	54	75	72	90	75
Hispanic	64	75	75	90	75
LEP	60	75	27	90	75
LEP M1	--	--	--	--	--
LEP M2	--	--	--	--	--
Spec.Ed.	73	75	54	90	75
White	91	99	92	100	95

**District Priority:**

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

**Campus Objective:**

#2 By May, 2009, Aragon Middle School will increase the percentage of 8<sup>th</sup> grade students demonstrating Recognized status or higher (by amounts noted above, or greater) on the 8<sup>th</sup> grade science TAKS test or of 6<sup>th</sup> / 7<sup>th</sup> grade students demonstrating 75% or higher each six weeks on the SFA science tests.

**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	Students will apply Marzano's strategies to increase learning and retention.	SD	All Students	DI; Department Chairs/Team Leaders; Teachers	Marzano's research on effective teaching, Professional development	Ongoing
	2	Students will examine their learning with activities designed for reflective thinking.		All Students	Teachers	Assignment Reflection sheet	Ongoing
	3	Provide extended learning time for students who perform significantly behind other students during before and after school tutorials in small group settings. Tutorials will also support vocabulary instruction.	AR CE T	Identified Students	Teachers	Tutorial Packets RST program	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

	4	Students will review TAKS through “warm-up” activities that have real-world applications for students.		All Students	Teachers	TAKS practice booklet, GIZMOS,	Ongoing
	5	Identify gaps in students’ background knowledge in science, and use direct vocabulary instruction to accelerate growth.	AR CE	Identified students	Department chairs; teachers	Science vocabulary list	Ongoing
	5	Students will experiment with physical objects in labs.		All Students	Teachers, SRC Helping Teachers,	Lab supplies, SRC, Internet	Ongoing
Teachers	1	<ul style="list-style-type: none"> <li>Structure content planning periods to allow for data analysis and communication among team members, and to ensure interventions and re-teaching of critical concepts are being discussed and allow for regrouping of students as necessary to support reteaching activities.</li> <li>Ensure the district scope and sequence is being followed.</li> </ul>	SD T	All Students	Principal, DI; Science Department Chair, Science Team leaders; Science Teachers	Master Schedule  Curriculum Guides Explore Learning, CBL probe ware	Daily
	2	Teachers will incorporate effective science teaching strategies into their lessons: enhanced context strategies, collaborative learning strategies, and questioning strategies, and checking for understanding.		Identified Students	Science Teachers	Curriculum helping teacher, curriculum guide	Ongoing
	3	Teachers will utilize a variety of activities that engage students and minimize worksheets as the primary instructional tool.		Identified Students	Science Teachers	Curriculum helping teacher, curriculum guide	Ongoing
	4	Teachers will pair with grade level reading teacher to apply TAKS vocabulary to daily science & reading instruction.		All Students	Science and Reading Teachers	TAKS vocabulary	Ongoing
	5	Teachers will plan enrichment and hands-on activities		All Students	Science Helping Teacher		Ongoing
	6	Teachers will communicate between 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade to align curriculum to ensure students are getting the material necessary to pass the 8 <sup>th</sup> grade TAKS test.	SD	Science Department	Principal; DI; Science Department	Science Coordinator	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Parents	1	Keep parents up-to-date on their child's progress through phone calls, emails, progress reports, PIV, web-page.	PI	All Students	Teacher	Progress Reports, Report Cards, Technology	Ongoing
	2	The parent will review test analysis after each test to review objectives mastered in each.	PI	All Students			Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Area of Focus: Reading/English Language Arts

Group	Gr6 07 Score	Gr6 08 Target	Gr6 08 Score	Gr6 3 Yr Target	Gr6 09 Target	Gr7 07 Score	Gr7 08 Target	Gr7 08 Score	Gr7 3 Yr Target	Gr7 09 Target	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	90	93	98	100	99	76	81	91	100	94	91	94	98	100	99
All	94	96	98	100	99	94	96	96	100	97	96	97	100	100	100
Eco.Dis.	91	94	94	100	96	82	85	85	90	87	88	89	100	100	100
Hispanic	91	94	96	100	97	91	94	93	100	95	89	89	100	100	100
LEP	67	75	74	90	79	--	--	71	90	75	60	75	100	100	100
LEP M1	95	97	--	--	--	--	--	83	90	85	--	--	--	--	--
LEP M2	94	96	--	--	--	--	--	100	100	100	--	--	100	100	100
Spec.Ed.	81	84	79	90	83	88	89	92	100	95	94	96	97	100	98
White	99	99	98	100	99	97	98	98	100	99	99	99	100	100	100

**District Priority:**

1A

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

**Campus Objective:**

#3

By May, 2009, Aragon Middle School will increase the percentage of students demonstrating the level of Recognized status or higher by the amounts noted above or greater on the reading TAKS test.

**Formative/Summative Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Monitor each student's progress in learning the critical reading TEKS by examining results of teacher-made tests and district SFAs.	AR CE	Identified Students	DI; Academic Achievement Helping Teacher; Teachers	Gradebook; SFA Data	Every 3 or 6 weeks
	2	Provide extended time learning opportunities for students before and after school.	AR	Identified Students	Teachers	SRI assigned books for student (6 <sup>th</sup> )	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

	3	Implement the READ 180 program for struggling readers.		Identified Students	READ 180 teacher	READ 180	Ongoing
	4	Students will complete the Scholastic Reading Inventory (SRI) which will provide data to identify Lexile levels and provide reading opportunities at those levels to increase students' reading ability.	AR	All Students	All Reading and Language Arts Teachers	SRI data	4 times throughout the year
Teachers	1	<p>Conduct frequent walk-throughs of reading classrooms to check for the following:</p> <ul style="list-style-type: none"> <li>Teachers working with small groups on specific reading skills.</li> <li>Lessons use fluency and decoding materials.</li> <li>Appropriate curriculum is being used in both general and special education.</li> <li>Teaching students how to make connections between and among text selections.</li> </ul>	SD	Groups listed	Principal, DI, Appraiser, Academic Achievement Helping Teacher; Reading Department Chair; Reading and LA Team Leader; Reading and LA Teachers	Lesson Plans; Test results	Ongoing
	1	Teachers will monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district SFA.		Identified Students	Reading and LA Teachers	SFA data, TEKS exam	Every six weeks
	2	Teachers will align instruction with research proven strategies that enhance student understanding of the critical objectives tested on TAKS and SFA	SD	Identified Students	Reading and LA Teachers	Curriculum guides	Ongoing
	3	Teachers will identify content focused vocabulary terms and phrases for all students to learn in addition to teacher selected vocabulary.		All Students	Reading and LA Teachers	Vocabulary project	Ongoing
	4	Teachers will create tests and activities that align with SFA assessment		All Students	Reading and LA Teachers	Curriculum guides	Ongoing
	5	Teachers will pair with grade level science teacher to apply TAKS vocabulary to daily science & reading instruction.		All Students	Science and Reading Teachers	TAKS vocabulary	Ongoing
	6	Teachers of Grade 7 students will identify specific student needs by using the Texas Middle School Fluency Assessment System (TMSFA) and provide instruction to address individual student needs.	AR		Academic Achievement Specialist; Reading and LA Teachers	TMSFA	Beginning of the year

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Parents	1	Keep parents up-to-date on their child's progress through phone calls, emails, progress reports, PIV, web-page.	PI	All Students	Teachers	Progress Reports, Report Cards, Technology	Ongoing
	2	The parent will review test analysis after each test to review objectives mastered in each.	PI	All students			Ongoing
	3	Parents will have the opportunity to review their students' reading progress on SRI tests and READ 180 progress.	AR	Specific Students	Reading Teachers	SRI and READ 180 data	Ongoing.

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Area of Focus: Writing

Group	Gr7 07 Score	Gr7 08 Target	Gr7 08 Score	Gr7 3 Yr Target	Gr7 09 Target
AA	97	98	98	100	99
All	98	99	98	100	99
Eco.Dis.	100	100	97	100	98
Hispanic	100	100	97	100	98
LEP	--	--	87	90	88
LEP M1	--	--	100	100	100
LEP M2	--	--	100	100	100
Spec.Ed.	69	76	92	100	95
White	97	98	98	100	99

**District Priority:**

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

**Campus Objective:**

#4 By May, 2009, Aragon Middle School will increase the percentage of seventh grade students demonstrating the level of Recognized status or higher by the amounts noted above or greater on the TAKS writing test.

**Formative/Summative Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will distinguish between qualities of writing by using Marzano's strategies.	AR	All Students	Language Arts Teachers	Student work, Teachers samples; <i>Classroom Instruction that Works</i>	Ongoing
	2	Students will produce writing and participate in writing conferences with their Teachers	AR	All Students	Language Arts Teachers, students		Ongoing
	3	Students will participate in revising and editing using PURPLE strategies	AR	All Students	Language Arts Teachers, Students		Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

	4	Students will create an ISN type notebook and complete grammar homework in it.	AR	All students	Language Arts Teachers		Ongoing
	5	Provide extended learning time for students before and after school	AR	Identified Students	AAHT; Language Arts Teachers		Ongoing
Teachers	1	Teachers will increase the number of 3's and 4's on the written composition by using sample papers with students to provide instruction in the qualities that distinguish a 4.	AR	All Students	Language Arts Teachers	Student work	Ongoing
	2	<ul style="list-style-type: none"> <li>Structure content planning periods to allow for data analysis and communication among team members, and to ensure interventions and re-teaching of critical concepts are being discussed.</li> <li>Ensure the district scope and sequence is being followed.</li> </ul>	SD	7 <sup>th</sup> grade LA team	Principal, DI; LA Department Chair, 7 <sup>th</sup> grade LA Teachers	Master Schedule  Curriculum Guides	Daily
	3	Teachers will implement consistent writing conferences with all students.	SD	All Students	Language Arts Teachers		Ongoing
	4	Teachers will attend a workshop on writing conferences for middle school language arts such as: Six Traits of Writing Writing Symposium Writing Institute for Experienced Teachers of Writing TAKS Rubric Training	SD	All Students	Language Arts Teachers		Ongoing
	5	Teachers will create and consistently monitor grammar homework in student ISN.	AR	All Students	Language Arts Teachers		Ongoing
	6	Teachers will examine last year's TAKS writing papers that received low scores to evaluate common mistakes to correct for this year.	AR	Struggling Writers	Language Arts Teachers	Previous year's TAKS papers	Ongoing
	7	Teachers will continue to use sample papers with students routinely to provide instruction of the qualities that distinguish a score point 4.		All Students	Language Arts Papers	TAKS like samples of writing papers	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Parents	1	Keep parents up-to-date on their child's progress through phone calls, emails, progress reports, PIV, web-page.	PI	All Students	Teacher	Progress Reports, Report Cards, Technology	Ongoing
	2	The parent will review test analysis after each test to review objectives mastered in each.	PI	All students			Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Area of Focus: Social Studies

Group	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	91	94	100	100	100
All	97	98	99	100	99
Eco.Dis.	90	93	97	100	98
Hispanic	91	94	98	100	99
LEP	70	77	83	90	85
LEP M1	--	--	--	--	--
LEP M2	--	--	--	--	--
Spec.Ed.	100	100	100	100	100
White	99	99	100	100	100

**District Priority:**

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

**Campus Objective:**

#5 By May, 2009, Aragon Middle School will increase the percentage of 8<sup>th</sup> grade students demonstrating Recognized status or higher by the amounts noted above, or greater on the 8<sup>th</sup> grade social studies TAKS test or of 6<sup>th</sup> / 7<sup>th</sup> grade students demonstrating 75% or higher each six weeks on SFA social studies tests.

**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	The students will process and internalize information using strategies such as journal writing, acrostic poems, sensory figures, points of view, "What if?" statements and graphic organizers.	AR	Identified Students	Teachers	Curriculum Guide	Ongoing
	2	The students will utilize Marzano's strategies to increase achievement in the classroom.	AR SD	All students	Teachers	<i>Classroom Instruction that Works</i>	Ongoing
	3	The students will be taught new lessons each six weeks that incorporate enduring understandings and essential questions from the Understanding by Design curriculum.	AR	All students	Teachers	Curriculum Guide	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

	4	The students will use a variety of strategies such as non-linguistic representatives for vocabulary, cooperative learning, and group skill-building activities as seen in <i>History Alive!</i> Programs.	AR SD	Identified Students	Teachers	<i>History Alive!</i> and Curriculum Guide	Ongoing
	5	The students will be re-taught concepts that were not mastered on the Secondary Formative Assessments in a novel and timely manner.	AR	Identified Students	Teachers	Curriculum Guide	Ongoing
	6	Conduct frequent walk-throughs in the social studies classroom to check for the following: <ul style="list-style-type: none"> <li>• Monitor the use of the “Interactive Notebook”</li> <li>• Teachers providing opportunities for students to process and apply their learning.</li> <li>• “Signature lessons” in the 8<sup>th</sup> grade classrooms are used as designed and where indicated in the curriculum.</li> <li>• Teachers offering lessons that are interactive and engaging.</li> <li>• The integration of technology.</li> </ul>	SD	Identified Students	Principal, DI, Appraiser, Social Studies Department Chair; Social Studies Team Leader; Social Studies Teachers	Lesson Plans; Test results;	Ongoing
	7	The students will have extended learning time during before and after school tutorials to master specific TAKS objectives.	AR	Identified Students	Admin and Teachers	Tutorial packets	Ongoing
	8	Students will use interactive test questions to allow teachers the opportunity to assess both content and test taking strategies on a regular basis	AR	All students	Social Studies Teachers	Interactive Test Questions	Ongoing
Teachers	1	The teachers will meet with Donna Pahmiyer throughout the six weeks for technology training and integration ideas.	T	All Social Studies Teachers	Instructional Specialist	Coordinator	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

	2	<ul style="list-style-type: none"> <li>Structure content planning periods to allow for data analysis and communication among team members, and to ensure interventions and re-teaching of critical concepts are being discussed.</li> <li>Ensure the district scope and sequence is being followed.</li> </ul>	SD	6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade Social Studies Teams	Principal, DI; SS Department Chair, SS Team Leaders; SS Teachers	Master Schedule  Curriculum Guides	Daily
	3	The Teachers will disaggregate data at team level and create a strategy plan to send to Coordinators.	SD	All Social Studies Teachers	Coordinator and Teachers	Gradebook; Benchmark data	Each six weeks
	4	The Teachers will attend share sessions.	SD	All Social Studies Teachers	Coordinator	Coordinator	Twice a semester
	5	The Teachers will attend History Alive or Geography Alive! Training.	SD	Teachers that have not attended training	Principal; Teachers	Compensatory funds	Summer
	6	Teachers will use the district Social Studies Wiki spaces to use as a collaborative tool to share ideas and provide feedback on lessons	SD	All Social Studies Teachers	Coordinator; Social Studies Teachers	Social Studies Wiki Spaces	Ongoing
Parents	1	Keep parents up-to-date on their child's progress through phone calls, emails, progress reports, PIV, web-page	PI	All Students	Teacher	Progress Reports, Report Cards, Technology	Ongoing
	2	The parent will review test analysis after each test to review objectives mastered in each	PI	All students			Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Areas to Improve

<b>District Priority:</b>	1C	Ensure that students understand their responsibility to behave in ways that cause them to be physically fit, emotionally healthy, and drug-free.
<b>Area of Focus:</b>		<b>PE</b>
<b>Campus Objective:</b>	#6	By May, 2009, 95% of the students participating in PE will have mastered the goals of the class.
<b>Formative/Summative Evaluation:</b>		District-developed Reports and AEIS

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Monitor each student's progress in learning the critical TEKS.	AR CE	All students	PE Teachers	Gradebook; SFA Data	Every 3 or 6 weeks
Teachers	1	Ensure the District Scope and Sequence is being followed	SD	All Students	Principal, DI; PE Department Chair, PE Teachers	Curriculum Guides	Daily
Parents	1	Keep parents up-to-date on their child's progress through phone calls, emails, progress reports, PIV, and web-page	PI	All students	PE Teachers	progress reports; report card, PIV	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Areas to Improve

<b>District Goal:</b>	1	Students' academic performance and achievement level will reflect excellence in learning and attainment of both high expectations and high standards.
<b>Area of Focus:</b>		<b>Electives</b>
<b>Campus Objective:</b>	#7	By May, 2009, 95% of the students participating in an Elective class will pass the course.
<b>Formative/Summative Evaluation:</b>		District-developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Monitor each student's progress in learning the critical TEKS.	AR CE T	Groups listed	Elective Teachers	Gradebook; SFA Data	Every 3 or 6 weeks
Teachers	1 Ensure the District Scope and Sequence is being followed	SD	All Students	Principal, DI; Electives Department Chair, Electives Teachers	Curriculum Guides	Daily
Parents	1 Keep parents up-to-date on their child's progress through phone calls, emails, progress reports, PIV and web-page	PI	Parents of Identified Students	Teachers	progress reports; report card, PIV	Ongoing

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\* 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.

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## CIP PART II: ASSURANCE ADDENDUM

### Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

X	Aragon 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	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient 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.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
X	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
X	Included strategies for implementing a Coordinated School Health Program, grades 6-8. (middle school)
X	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	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	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	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)

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## CIP PART II: ASSURANCE ADDENDUM

### Section B

Name of CPOC Member	Position	Name of CPOC Member	Position
Jill Smith	Principal:	Sage Papaioannou	Non-teaching professional 1: Counselor
Linda Chambliss	Director of Instruction	Laurie Fuller	Non-teaching professional 2: Academic Achievement Helping Teacher
Susan Daniel	Teacher 1: Language Arts Department Chair	Teresa Hull	District Representative
Andrea Barnes	Teacher 2: Reading Teacher	Shelly Greer	Parent
Lora Neumann	Teacher 3: Reading Department Chair	Carolyn Reimert	Parent
Leslie Dulock	Teacher 4: 7 <sup>th</sup> grade Math Team Leader	Maria Shepard	Parent
Susan Rosenauer	Teacher 5: Math Department Chair	Karen Wilborn	Parent
Tiffany Nargang	Teacher 6: Social Studies Department Chair	Shelly Greer	Parent
Vi Quach-Vu	Teacher 7: 6 <sup>th</sup> grade World Cultures Team Leader		
Michele Payne	Teacher 8: Science Teacher		
Kathy Chambers	Teacher 9: Electives Department Chair		
Cheryl Bertsh	Teacher 10: Spanish Teacher		
Sarah Johnson	Teacher 11: Special Education Department Chair	Debbie Emery	Community resident 1:
Cheryl Mason	Teacher 12: Special Education Teacher	Stacy Redman	Community resident 2:
Misty Beverly-Jones	Teacher 13: Special Education Teacher	Randy Fuller	Business representative 1:
Cheryl McLaughlin	Teacher 14: PE Department Chair		

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## CIP PART II: ASSURANCE ADDENDUM

<b>CPOC Meetings* for '08 – '09</b>			
<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
1	October 9, 2008	3:45 – 4:45	Aragon Middle School Library
2	November 13, 2008	7:00 – 8:00	Aragon Middle School Library
3	January 14, 2009	3:45 – 4:45	Aragon Middle School Library
4	March 11, 2009	3:45 – 4:45	Aragon Middle School Library
5	May 21, 2009	3:45 – 4:45	Aragon Middle School Library

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

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## CIP PART II: ASSURANCE ADDENDUM

### Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
<b>X</b>	1) TAKS Recognized or Exemplary	For 2008-2009, 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.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	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>X</b>	2) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
<b>X</b>	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by <b>25%</b> .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
<b>X</b>	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be reduce by 20%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	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.	Implement and monitor the school wide safety and security plan.
	5) Violence Prevention	For 2008-2009, the	Each grading period the	At the end of the school	Implement and monitor

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## CIP PART II: ASSURANCE ADDENDUM

X		discipline referrals for offenses will be reduced by <b>25%</b> from the previous school year.	discipline referrals will be reviewed to determine the percent of referrals.	year, the discipline referrals will be reviewed to determine the percent of referrals for <b>XXX</b> .	the school-wide safety and security plan.
X	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above <b>100%</b> .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
X	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at <b>100%</b> .	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.	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.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
X	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be <b>.2%</b> or less with no student group exceeding <b>1%</b> .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least <b>XX%</b> .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above <b>XX%</b> .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate

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## CIP PART II: ASSURANCE ADDENDUM

					testing, classes, and programs.
	11) High School AEIS – Advanced Courses and Dual Credit	For 2008-2009, the percent of students who have completed at least one advanced course will be at or above <b>XX%</b> .	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above <b>XX%</b> .	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above <b>XX%</b> .	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	14) High School CTE	For 2008-2009, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) <b>XX%</b> .	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

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## CIP PART II: ASSURANCE ADDENDUM

<b>Aragon Middle School                      Cypress-Fairbanks Independent School District                      Staff Development Plans                      2008 – 2009</b>			
Date	Audience	Responsible for Planning	Purpose/Content
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	
5-Aug (P.M.)	GLT/AMS	Elementary	
4-Aug (P.M.)	GLT/AMS	Secondary	
5-Aug (A.M.)	Safety Conference	District Administrative Staff	
12-Aug	Department Chair and Team Leader		
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Campus	
19-Aug	All Staff	Campus	
20-Aug	All Staff	Campus	
21-Aug	Elementary/Secondary	District Staff	
22-Aug	All Staff	Campus	
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
16-Feb	All Staff	Campus	
13-April *	All Staff	Campus	
4-June	All Staff	Campus	

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