

2008-2009
Campus Improvement Plan
for
Arnold 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.

Area of Focus: Student Safety

District Priority:	The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.
Campus Objective:	# 1 For 2008 – 2009, discipline referrals for drugs, alcohol, and tobacco will be reduced by 50% from the previous year. For 2008 – 2009, the discipline referrals for classroom misconduct will be reduced by 20% from the previous school year.
Formative Evaluation:	District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Train all students on the web-based program, "Talk About It", by AnComm. The anonymous online messaging service focuses on closing the communication gap between students and staff to foster a safer learning environment.	VP, T, AR	All students	Admin; teachers; select SSLC	AnComm program and representative	First month of school
	2 Increase awareness and understanding of the <i>Student Code of Conduct</i> through large group assembly presentations as well as advisory lessons.	VP	All students	Assistant principals; teachers	<i>Student Code of Conduct</i>	First month of school
	3 Utilize PBIS (Positive Behavior Intervention and Support) and BBR (Building Better Relationships) strategies to decrease the number of discipline referrals.	VP, AR	All students	Entire staff	PBIS program; BBR liaison	Monthly
	4 Monitor and adjust school-wide systems based on discipline data.	VP	All students	PBIS leadership team	Infoserv data	Monthly
Teachers	1 Attend staff development on refining the current PBIS program and practices in order to create and maintain a safe and disciplined environment.	SD	Teachers	Admin; PBIS leadership team	PBIS program	August 19
Parents	1 Increase parent awareness and understanding of the <i>Student Code of Conduct</i> by providing a copy for each home and maintaining a parent signature on file.	PI	All parents	Assistant principals; teachers	<i>Student Code of Conduct</i>	First month of school
	2 Keep parents informed of their child's discipline incidents by making phone calls, mailing referrals home, and conducting parent conferences.	PI	All parents	Assistant principals; teachers	Discipline referral form	Daily per incident

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Area of Focus: Attendance

District Priority:	Ensure that students understand the importance of attending school regularly and completing high school.
Campus Objective:	# 2 For 2008 – 2009, the ADA student attendance will be at or above 98%.
Formative/Summative Evaluation:	District-developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Identify students that had problems with attendance in previous years and provide them with a student and/or staff mentor to keep them interested in school.	AR	Identified students	Assistant principals; AAHT; teachers	Attendance data	October 2 – May
	2 Identify students at or approaching excessive absences through Student Plus attendance reports and develop an action plan for improvement and to deter drop-outs.	AR	Identified students	Att. secretary; assistant principals; counselors	Attendance reports	Every 3 or 6 weeks
	3 Foster students' sense of belonging by encouraging them to get involved in extracurricular activities such as music, drama, sports, and/or clubs.	AR	All students	All staff	Extracurricular activities	First month of school
Teachers	1 Continue to develop consistency through the PBIS program to help staff members better understand our students needs and how to create an environment where students enjoy coming to school.	SD	All staff	All staff	Attendance data	Monthly
Parents	1 Inform parents of absences through the automated phone calling system, warning letters, and loss of credit letters.	PI, T	Absent students	Attendance secretary; teachers	Automated phone system	Daily
	2 Notify parents, and the district attendance officer, in writing once a student has three or more unexcused absences.	PI	Identified students	Att. secretary	Attendance reports	Weekly

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Area of Focus: Science

Group	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	42	75	70	90	75
All	70	75	85	90	87
Eco.Dis.	57	75	79	90	83
Hispanic	59	75	81	90	84
LEP	17	75	56	90	75
LEP M1	--	--	--	--	--
LEP M2	13	75	--	--	--
Spec.Ed.	53	75	32	90	75
White	81	75	89	90	90

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, we will increase the percentage (by amounts noted above) of 8th grade students demonstrating proficiency on TAKS science.

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 Incorporate effective science teaching strategies into lessons: CRISS strategies, enhanced content strategies, collaborative learning strategies, and questioning strategies.	AR	All students	Teachers	CRISS book; share meetings; helping teacher	Every 6 weeks
	2 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and Secondary Formative Assessments (SFA). Use the data to develop re-teaching activities and flexibly re-group students to enable focused remediation.	AR, T	All students	Teachers; AAHT	Gradebook; excel charts, SFA data	Every 3 or 6 weeks
	3 Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>Classroom Instruction That Works</i> (Marzano, Pickering, Pollock)	AR	All students	Teachers	<i>Classroom Instruction That Works</i> book	Every 6 weeks
	4 Incorporate technology, including Explore Learning, into lessons in order to enhance and enrich the learning of all students.	AR, T	All students	Teachers	Explore Learning; Inspiration; internet	Every unit

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	5	Provide extended learning time on specific TAKS objectives for students during the school day in a small group setting.	AR	Identified students	Admin; teachers; VIP tutor	Tutorial packets; student workbook	Nov 20 - April 30
Teachers	1	Participate in team planning at least three times a week to collaborate on content curriculum, effective teaching strategies, data analysis, and higher order thinking questions.	SD	Science Dept.	Teachers	Team planning meeting	Every week
	2	Attend Horizons staff development courses to attain Gifted and Talented certification.	SD	Science Dept.	Coordinator; teachers	GT courses	Ongoing
	3	Conduct frequent walk-throughs with teacher feedback of science classrooms to check for the following: <ul style="list-style-type: none"> • Students working collaboratively using discussion strategies while defending their answers. • Challenge students with inquiry and problem-based learning activities that reinforce critical TEKS. • Teachers modeling think alouds. 	AR	Science Dept.	Admin; DC; science coaches	Classroom observations	Every 2 weeks
Parents	1	Regularly communicate with parents about their child's success and struggles through phone calls, e-mails, schoolnotes.com, and Parent Internet Viewer (PIV).	PI, T	All students	Teachers	Student work	Weekly

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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	62	90	75	84	86	66	90	75	57	75	79	90	83
All	81	84	72	90	80	87	88	82	90	85	75	80	88	90	89
Eco.Dis.	68	75	58	90	75	81	84	72	90	78	65	75	86	90	87
Hispanic	75	80	59	90	75	83	85	76	90	81	66	75	85	90	87
LEP	64	75	26	90	75	60	75	50	90	75	43	75	67	90	75
LEP M1	69	76	56	90	75	67	75	--	--	--	--	--	--	--	--
LEP M2	40	75	83	90	85	100	100	85	90	87	25	75	83	90	85
Spec.Ed.	50	75	18	90	75	50	75	32	90	75	48	75	27	90	75
White	85	87	79	90	85	88	89	90	100	93	83	85	90	100	93

A variety of strategies outlined in the campus improvement plan specifically address the student group(s) highlighted in the data table(s) as a result of the TAKS performance of this group which resulted in the campus using the exceptions provision.

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, we will increase the percentage (by amounts noted above) of students demonstrating proficiency on TAKS mathematics.
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	Incorporate into weekly lessons activities that engage students by using CRISS strategies, Quantum Learning strategies, manipulatives, technology, and collaborative groups.	AR, T	All students	Teachers	CRISS book; Quantum Learning; Holt online	Every week
	2	Monitor each student's progress in learning the critical TEKS by examining results of district-made tests and Secondary Formative Assessments (SFA) and make lesson adjustments or provide interventions accordingly.	AR, T	All students	Teachers; AAHT	Gradebook; excel charts; SFA data	Every 3 or 6 weeks
	3	Design and present lessons that follow research-proven	AR	All students	Teachers	Classroom	Every six

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		teaching strategies such as the ones described in <i>Classroom Instruction That Works</i> (Marzano, Pickering, Pollock) with a focus on vocabulary and note-taking.				<i>Instruction That Works</i> book	weeks
	4	Provide extended learning time on specific objectives for students during an after school TAKS based program.	AR	Identified students	Admin; teachers	Tutorial packets	Nov 20- April 14
	5	Increase student engagement and success by incorporating various forms of technology into each unit of study, including: Agile Mind, Explore Learning, Understanding Math, Holt online, wireless laptop computers, and video clips.	AR, T	All students	Teachers; tech. helping teacher	Web-based programs; wireless cart	Every 3 weeks
	6	Flexibly re-group students after each SFA in order to re-teach the students not demonstrating mastery on a specific objective.	AR, CE	Identified students	Teachers; AMIP tutor	SFA data; re-teach materials	Each 6 weeks
	7	Identify students who have not mastered the basic multiplication facts and place them in a special math advisory where two to three times a week they will use a computer program, FASTT Math, to learn the facts.	AR, T	Identified students	Math teachers	FASTT Math program	Sept. 15 - May
	8	Provide extended learning time on specific TAKS objectives for students during the school day in a small group setting.	AR, CE	Identified students	Admin; teachers; AAHT; AMIP tutor	Coordinator; tutorial materials	Nov. - April
	9	Incorporate Alternative Assessments two to three times within a grading period so that students have an opportunity to demonstrate mastery of content in multiple formats.	AR	All students	Teachers	Gradebook; lesson plans	Every 6 weeks
Teachers	1	Implement training on the web-based resources Agile Minds and Explore Learning.	SD	Math Dept.	Teachers	Coordinator; tech. helping teacher	Fall semester
	2	Attend Quantum Learning training.	SD	Math Dept.	Teachers	Coordinator	Summer or Fall
	3	Meet with math technology helping teacher and attend trainings to increase implementation of instructional technology use.	SD	Math Dept.	Teachers	Coordinator; tech. helping teacher	Every 2 weeks
	4	Attend district curriculum staff development sessions that provide instructional strategies, resources, and/or activities.	SD	Math Dept.	Teachers	Coordinator	Ongoing
	5	Meet regularly with content team to design questions that promote higher-level thinking, engaging activities, and effective instructional strategies.	SD	Math Dept.	Teachers	Materials from training sessions	Weekly

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Parents	1	Regularly communicate with parents about their child's success and struggles through phone calls, e-mails, schoolnotes.com, and Parent Internet Viewer (PIV).	PI, T	All students	Teachers	Student work	Weekly
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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	97	98	94	100	96	86	87	92	100	95	88	89	96	100	97
All	97	98	95	100	97	87	88	91	100	94	94	96	97	100	98
Eco.Dis.	94	96	92	100	95	79	83	87	90	88	91	94	94	100	96
Hispanic	97	98	94	100	96	81	84	87	90	88	94	96	94	100	96
LEP	78	82	78	90	82	40	75	73	90	79	85	87	81	90	84
LEP M1	100	100	100	100	100	50	75	--	--	--	--	--	--	--	--
LEP M2	90	93	100	100	100	80	83	100	100	100	63	75	83	90	85
Spec.Ed.	100	100	67	90	75	61	75	41	90	75	63	75	80	90	83
White	96	97	95	100	97	91	94	92	100	95	96	97	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:

5

By May, 2009, we will increase the percentage (by amounts noted above) of students demonstrating proficiency on TAKS reading.

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	Implement the READ 180 program to assist and accelerate below grade level readers, including ESL students, in 7 th and 8 th grade.	AR, T, CE	Identified students	READ 180 teachers	READ 180 program	Daily
	2	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and Secondary Formative Assessments (SFA) and make lesson adjustments or provide interventions accordingly.	AR	All students	Teachers; AAHT	Gradebook; excel charts; SFA data	Every 3 or 6 weeks
	3	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>Classroom Instruction That Works</i> (Marzano, Pickering, Pollock) and those presented by Dr. Kate Kinsella, San Francisco State University.	AR	All students	Teachers	<i>Classroom Instruction That Works</i> book; content vocabulary list	Every 6 weeks

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	4	Provide a fall semester reading class for 8 th graders to increase instructional time on specific TAKS objectives.	AR, CE	Identified students	Reading teachers	Coordinator	Fall semester
	5	Identify students' Lexile level and provide reading opportunities at those levels to increase students' ability.	AR, T	Identified students	Reading teachers	District materials; SRI	Ongoing
	6	Require students to support their answers, verbal or written, with evidence from text.	AR	All students	Reading & language teachers	District materials	Weekly
	7	Assign Grade 6 students who have failed TAKS, are GPC placements, or first-time TAKS takers to a Grade 6 Reading Workshop class.	AR, CE	Identified students	6 th grade workshop teacher; AAHT	District materials	First 3 weeks of school
Teachers	1	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.	SD	Reading teachers	7 th & 8 th grade reading teachers	Coordinator; TMSFA	By Sept. 10
	2	Attend district curriculum share sessions, including those on Wikispaces, to collaborate on content curriculum and effective teaching strategies.	SD, T	Reading & language dept.	Teachers	Coordinator	Each 6 weeks
	3	Use the Scholastic Achievement Manager (SAM) to monitor student progress and routinely conference with students about their progress.	SD, T	All students	Reading teachers	SAM data	Ongoing
Parents	1	Regularly communicate with parents about their child's success and struggles through phone calls, e-mails, schoolnotes.com, and Parent Internet Viewer (PIV).	PI, T	All students	Teachers	Student work	Weekly

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Area of Focus: Writing

Group	Gr7 07 Score	Gr7 08 Target	Gr7 08 Score	Gr7 3 Yr Target	Gr7 09 Target
AA	92	95	92	100	95
All	95	97	93	100	95
Eco.Dis.	91	94	86	90	87
Hispanic	92	95	88	90	89
LEP	64	75	56	90	75
LEP M1	--	--	--	--	--
LEP M2	100	100	100	100	100
Spec.Ed.	76	81	54	90	75
White	96	97	94	100	96

District Priority:

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

Campus Objective:

6 By May, 2009, we will increase the percentage (by amounts noted above) of 7th grade students demonstrating proficiency on TAKS writing.

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	Incorporate CRISS strategies into daily lessons at least ten times per six weeks.	AR	All students	Teachers	CRISS book	Every 6 weeks
	2	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests, Secondary Formative Assessments (SFA), and compositions. Make lesson adjustments or provide interventions accordingly.	AR, T	All students	Teachers; AAHT	Gradebook; excel charts; SFA data	Every 3 or 6 weeks
	3	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>Classroom Instruction That Works</i> (Marzano, Pickering, Pollock) with a focus on vocabulary and summarizing.	AR	All students	Teachers	<i>Classroom Instruction That Works</i> book	Every 6 weeks

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	4	Concentrate effort on improving TAKS writing objective 4 (effective sentence construction) and objective 6 (conventions) through direct instruction and practice of revision/editing strategies and sentence combining.	AR	All students	Teachers	<i>Mechanically Inclined</i> by Jeff Anderson; coordinator	Every 6 weeks
	5	Design and present lessons that follow research proven strategies presented in Six Traits of Writing.	AR	All students	Teachers	Six Traits manual	Twice a six weeks
	6	Use information/feedback gained from consistent student-teacher writing conferences to improve writing skills.	AR	All students	Teachers	Student work	Every 6 weeks
Teachers	1	Attend Six Traits of Writing and/or Writing Academy training.	SD	LA dept.	Teachers	Coordinator	Summer or Fall
	2	Attend TAKS rubric scoring training.	SD	LA dept.	Teachers	Coordinator	Summer or Fall
	3	Utilize the district grade level Wikis for greater teacher collaboration on successful teaching strategies.	SD	LA dept.	Teachers	Wikispce	Every 6 weeks
	4	Provide students with quality feedback throughout the writing process by conducting consistent writing conferences.	SD	LA dept.	Teachers	Student work	Every 6 weeks
	5	Increase the number of 3's and 4's on the written composition. Use sample papers from the scoring guides with students to provide instruction of the qualities that distinguish a score of 4.	SD	LA dept.	Teachers	Sample papers from scoring guide	Every 6 weeks
Parents	1	Regularly communicate with parents about their child's success and struggles through phone calls, e-mails, schoolnotes.com, and Parent Internet Viewer (PIV).	PI, T	All students	Teachers	Student work	Weekly

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Area of Focus: Social Studies

Group	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	87	88	97	100	98
All	93	95	96	100	97
Eco.Dis.	88	89	95	100	97
Hispanic	90	93	92	100	95
LEP	72	78	76	90	81
LEP M1	--	--	--	--	--
LEP M2	--	--	--	--	--
Spec.Ed.	88	89	75	90	80
White	96	97	97	100	98

District Priority:

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

Campus Objective:

7 By May, 2009, we will increase the percentage (by amounts noted above) of 8th grade students demonstrating proficiency on TAKS social studies.

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	Incorporate CRISS strategies into daily lessons at least ten times per six weeks.	AR	All students	Teachers	CRISS book	Every 6 weeks
	2	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and Secondary Formative Assessments (SFA) and make lesson adjustments or provide interventions accordingly.	AR, T	All students	Teachers; AAHT	Gradebook; excel charts; SFA data	Every 3 or 6 weeks
	3	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>Classroom Instruction That Works</i> (Marzano, Pickering, Pollock) targeting vocabulary and note-taking.	AR	All students	Teachers	<i>Classroom Instruction That Works</i> book	Every 6 weeks
	4	Develop and use technology based instruction to accommodate all learning styles.	AR, T	All students	Teachers	Coordinator; tech. helping teacher	Twice each six weeks

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	5	Utilize the “interactive notebook” as a way for students to process and apply their learning.	AR	All students	Teachers	Helping teacher	Every 2 weeks
	6	Format warm-ups, lesson, and assessments to incorporate TAKS language and vocabulary.	AR	All students	Teachers	Released TAKS test	Weekly
Teachers	1	Attend district trainings on technology implementation in the social studies classroom.	SD, T	SS dept	Teachers	Coordinator; tech. helping teacher	Each semester
	2	Teachers share information on how to implement Wikispaces, strategies from History Alive, and Quantum Learning training.	SD	SS dept.	Teachers	Coordinator; teachers	Every 6 weeks
	3	Use the Social Studies district Wiki as a collaborative tool to share ideas and provide feedback on lessons.	SD	SS dept.	Teacher	Wikispace	Every 6 weeks
Parents	1	Regularly communicate with parents about their child’s success and struggles through phone calls, e-mails, schoolnotes.com, and Parent Internet Viewer (PIV).	PI, T	All students	Teachers	Student work	Weekly

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Area of Focus: Campus Culture

District Priority:	The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.
Campus Objective:	# 8 The staff of Arnold Middle School will create a Professional Learning Community (PLC) that fosters a positive learning environment where decisions are based on what is best for students.
Formative Evaluation:	PBIS Survey, Teacher Retention Data, Employee Workplace Survey, V-Soft Reports

STP	Strategies	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Eighth graders in Arnold's Leaders of Today and Tomorrow (A.L.O.T.T.) will provide guidance and leadership to all Arnold students by facilitating advisory lessons, assisting with BUC Express, BUC Expeditions, and New Student Orientation.	All students	Admin; A.L.O.T.T. sponsors	A.L.O.T.T. t-shirts; advisory lessons; leadership training materials	Weekly; August 18-25
	2 Student Council members will encourage students to help the community through activities such as: Thanksgiving Food Drive, Toys for Tots, "Pennies for Patients", "Backpacks & Books for Bridge City ISD", and other outreach programs.	All students	Admin; Student council sponsor	National Student Council Association	Every 12 weeks
	3 Students will learn the school PBIS motto, B.E.S.T. (be respectful, excellence, safety, take responsibility) and follow the behaviors outlined in the school matrix.	All students	PBIS leadership team; advisory teachers	PBIS matrix; advisory power points	1 st week of school
	4 Students will have many opportunities to get involved and positively affect the school climate through clubs, 6 th grade intramurals and spirit days.	All students	Admin; Club & intramural sponsors	Club & intramural sponsors; spirit shirts; sports equipment	Weekly
	5 BEST tickets and incentive parties will be used to create an environment where students are proud to be a Buccaneer.	All students	All staff	BEST tickets; incentive parties	Daily; every 6 weeks

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Teachers	1	Attend staff development on refining the current PBIS program and practices in order to create and maintain a safe and disciplined environment	Teachers	Admin; PBIS leadership team	PBIS program	August 19
	2	Attend <i>Professional Learning Communities (PLC)</i> training in order to unify the campus as we continue to focus our decisions on student learning.	Teachers	Principal; director of instruction	PLC training; DuFour books	August 13
	3	The PBIS Leadership Team, through data analyze, will determine areas of need, as it relates to discipline, and create action plans in order to maintain a positive school climate.	All staff	Admin; PBIS Leadership Team	Discipline data; surveys	Monthly
Parents	1	Regularly communicate with parents about their child's success and struggles through phone calls, emails, schoolnotes.com, and Parent Internet Viewer (PIV).	All parents	Teachers	Student work	Weekly
	2	Provide opportunities for parents to be involved in the school: BUC Express, Open House, VIPS meetings, CPOC, and Parent Nights.	All parents	Admin	Building space; agendas	Every 6 weeks
	3	Use the automated calling system to inform and remind parents of upcoming opportunities.	All parents	Admin	Automated phone system	Every 6 weeks

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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.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.

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CIP PART II: ASSURANCE ADDENDUM

Arnold Middle School

Susan Higgins

2008 – 2009

Campus Improvement Plan

Cypress-Fairbanks Independent School District

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	Arnold 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.
X	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.
X	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

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Susan Higgins	Principal
Heather Eastling	Teacher - Mathematics
Amanda Herrera	Teacher - Science
Jeanie Makris	Teacher - Reading
Jim McConaughey	Teacher - Electives
Paula Reese	Teacher – Social Studies
Francine Soltani	Teacher – Language Arts
Tricia Wilson	Teacher – Physical Education
Dona Worth	Teacher – Special Education
Sherry Baker	Non-teaching professional – Director of Instruction
Bonnie Beachy	Non-teaching professional – Assistant Principal
Judy Fowler	Non-teaching professional – Technology Aide
Era Robertson	Non-teaching professional – Counselor
Kim Bugai	Parent
Jacki Chambers	Parent
Rinku Howard	Parent
Carole Bogan	Community resident
Bridgette Bradley	Community resident
Marti Owens	Business representative
James Pierce	Business representative
Sherry Reiland	Business representative

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CIP PART II: ASSURANCE ADDENDUM

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	September 18, 2008	4:30 – 5:30	Arnold Middle School Library
2	November 6, 2008	4:30 – 5:30	Arnold Middle School Library
3	January 29, 2009	4:30 – 5:30	Arnold Middle School Library
4	March 26, 2009	4:30 – 5:30	Arnold Middle School Library
5	May 7, 2009	4:30 – 5:30	Arnold 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.

	Goal	Description	Formative	Summative	Strategy
X	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.
X	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.
X	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by 20%.	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.
X	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at less than 0.1%.	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.
X	5) Violence Prevention	For 2008-2009, the discipline referrals for	Each grading period the discipline referrals will be	At the end of the school year, the discipline	Implement and monitor the school-wide safety

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CIP PART II: ASSURANCE ADDENDUM

		offenses will be reduced by 20% from the previous school year.	reviewed to determine the percent of referrals.	referrals will be reviewed to determine the percent of referrals for each category.	and security plan.
X	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above 85%.	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 100%.	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 0.2% or less with no student group exceeding 0.5%.	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 XX %.	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 XX %.	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

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CIP PART II: ASSURANCE ADDENDUM

					programs. Guide students to appropriate 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 XX% .	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 XX% .	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 XX% .	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) XX% .	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

Arnold Middle School Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009			
Date	Audience	Responsible for Planning	Purpose/Content
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	Leadership
4-Aug (P.M.)	GLT/AMS	Secondary	Professional Learning Communities
5-Aug (A.M.)	Safety Conference	District Administrative Staff	Safety
12-Aug	Department Chair and Team Leader	District Staff	Leadership
14-Aug-15	New Staff Orientation	District Staff	Content Specific Training
18-Aug	All Staff	Campus	Team Building, Special Education, Team Planning
19-Aug	All Staff	Campus	PBIS Training
20-Aug	All Staff	Campus	Advisory, Gradebook, Dyslexia, CIP, Team Planning
21-Aug	Elementary/Secondary	District Staff	Content Specific Training
22-Aug	All Staff	Campus	First Week Procedures, Fundraiser, Team Planning
13-Oct	Secondary Staff	District Staff	Content Specific Training
4-Nov	All Staff	District Staff	District TE Day or BBR
19-Jan	All Staff	Campus	Building TE Day

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