

2008-2009
Campus Improvement Plan
for
Bleyl 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: Campus Culture

District Priority:	The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.
Campus Objective:	# For the 2008-2009 school year, the Employee Workplace Survey, <i>Those who do quality work are recognized</i> , will be at 90% or above.
Formative Evaluation:	Employee Workplace Survey

STP	Strategies	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Each six weeks, those students earning Honor Roll (more "A"s than "B"s) or Distinguished Honor Roll (straight "A"s) will be recognized at an Honor Roll Celebration.	ALL students	Students Teachers Counselors	Grade Book, Honor Roll Distribution List, & Honor Roll Certificate	Every Six Weeks Excluding the 6 th six weeks
	2	Each six weeks, though Ranches – YO, XIT, KING, and SPUR, those students, selected by their teachers, for exemplifying the Five Driving Forces (1. We will work hard, 2. We will appreciate our differences, 3. We will be fair with one another, 4. We will continually think at the highest level, and 5. We will be generous and take care of one another), and meeting and/or exceeding the REAL (Respect, Excellence, Accountability, and Leadership) expectations, will be recognized at the Honor Roll Celebration.	ALL Students	Students IDT Leaders Teachers Counselors	Student Discipline Log Teacher Observations Five Driving Forces Awards REAL Awards	Every Six Weeks Excluding the 6 th six weeks
	3	Students, earning high academic achievements and/or consistently working to improve their academic standing will participate in the Awards Ceremony (6 th , 7 th , and 8 th grade students). Awards received by students include: Carl Bleyl Award (All "A"s since 6 th grade), DAR (Daughters of the American Revolution – Citizenship), Bleyl Citizenship Award, President's Award for Excellence and Achievement, Honor Roll, All Around Boy and Girl, and other content based academic awards.	ALL Students	Students Teachers Principal DI Counselors	Grade Book, Honor Roll Distribution List, Discipline Log, Certificates, Awards, Pins, and Plaques	May 2009

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	4	Students will develop and focus on their Intelligent Behaviors (Problem Solving, Persistence, Note Taking, Making Inferences, and Summarization) during the 2 nd six weeks. Students will continue to review and implement these strategies and behaviors throughout the year in all classes.	ALL Students	Students Teachers	Intelligent Behaviors Materials & District/Campus Materials	Ongoing
Teachers	1	Each year a teacher is selected to be Bleyl's Spotlight Teacher of the Year.	ALL Teachers	Principal	Observations District Content Coordinator Feedback	May 2009
	2	Teachers' quality work is celebrated through Teacher Appreciation Week, Team of the Week, Peer Pats, Birthday Breakfast, Seasonal Luncheons and Treats, VIPS celebrations and Service Awards (milestone years in the district).	ALL Teachers	Principal DI Teachers VIPS	Observations Documentation Certificates	Ongoing Service Award is celebrated in May 2009
Parents	1	Regularly communicate with parents about their child's progress through Brahma Express, Parent's Night, and the VIPS program	ALL	Administration Teachers	Brahma Newsletter Bleyl Marquee Key Communicator	Ongoing
	2	Regularly communicate with parents about their child's progress through phone calls, emails, schoolnotes.com, and Parent Internet Viewer (PIV).	ALL	Administration Teachers	Student Work	Ongoing

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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:

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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 **ie. Classroom/Hallway Disruption, Excessive Talking Out, and Refusing to Work** will be reduced by 50% from the previous school year.

Formative Evaluation:

District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will engage in the SPARK program and participate in the “Healthy and Wise” program during Physical Education.	AR	All Students	Physical Education Teachers	Spark Materials	Ongoing
	2 Analyze discipline data each six weeks and monitor and adjust school systems by incorporating proactive teaching strategies into advisory activities (PBIS, Choices, and BBR) each week to meet the specific needs of our students and campus.	AR	All Students	Assistant Principals Teachers	Infoserv Data	Ongoing
	3 Continue PBIS (Positive Behavior Intervention and Support) and BBR (Building Better Relationships) strategies to enhance capacity of school teams and provide the best behavioral support system for students.	VP, AR	All Students	Entire Staff	PBIS, BBR Programs	Ongoing
	4 Review the district <i>Code of Conduct</i> and “ <i>REAL</i> ” expectations with students on the first day of school in August 2008, again in October 2008, and upon returning in January 2009, through grade level meetings, and periodically throughout the year in order to increase awareness and understanding of student expectations.	VP, AR	All Students	Principal Assistant Principals Teachers`	Student Code of Conduct	First day of school in August 2008, October 2008 and January 2009
Teachers	1 Teachers will attend PBIS training and implement proactive strategies to creating and maintaining a safe and disciplined environment.	SD	All Staff	Administration PBIS Committee Teachers	PBIS Program	Training – Aug 19-20, 2008 Implementation – Ongoing

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	2	Provide Building Better Relationships (BBR) training for all staff members and conduct focus activities during advisory class to emphasize the importance of building positive relationships, and creating a quality learning environment for all students.	SD	All Students	Principal Director of Instruction	District BBR Course	District Staff Development Calendar
Parents	1	Regularly communicate with parents about their child through discipline referrals, parent phone calls, parent conferences, and parent <i>Code of Conduct</i> meeting at Open House.	PI	All Parents	Assistant Principal	Code of Conduct Discipline Referrals	Ongoing
	2	Keep parents informed about student expectations by providing each student with a copy of the district's <i>Code of Conduct</i> and keeping a copy of the signed parent acknowledgement page on file in the Assistant Principal's office.	PI	All Parents	Assistant Principals	Code of Conduct Brahma Newsletter	Ongoing

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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:	# For 2008 – 2009, the ADA student attendance will be at or above 98%.
Formative/Summative Evaluation:	District-developed Reports and AEIS

STP	Strategies	Code s*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	AR	All Students	All Staff	All Staff VIPS	Ongoing
	2	AR	Identified Students	Assistant Principals Attendance and Registrar	Attendance Reports	Ongoing
Teachers	1	AR	All Students	Teachers PBIS Committee Assistant Principal Director of Instruction Principal	PBIS Materials BBR Materials CHOICES	Ongoing
	2	AR	All Students	Teachers Attendance Office	Pinnacle Grade book and Attendance Manager	Ongoing
Parents	1	AR	Identified Students	Assistant Principals Teachers Attendance Registrar	Automated Phone System	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	49	75	61	90	75
All	70	75	78	90	82
Eco.Dis.	48	75	61	90	75
Hispanic	58	75	64	90	75
LEP	0	75	21	90	75
LEP M1	--	--	--	--	--
LEP M2	40	75	57	90	75
Spec.Ed.	28	75	41	90	75
White	82	75	91	100	94

District Priority:

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

Campus Objective:

By May, 2009, we will increase the percentage (by amounts noted at right) 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	Monitor student's progress in learning the critical TEKS by examining results of teacher-made test, SFA's, and warm-ups. Improve student's SFA achievement results by staying on track with the district scope and sequence.	AR	Group Listed	AAS Helping Teacher Teachers	SFA Teacher-made tests	Each six weeks
	2	Design and present lessons using Enhanced Context Strategies (relate learning to students' previous experiences, knowledge, or interest, using problem-based learning, laboratory and technology lessons which encourage student reflection and meta-cognition).	AR, T	Group Listed	Teachers	Lesson Plans Technology	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	Arrange student in flexible groups within the classroom to work on conducting lab exercises, answering questions and posing solutions ensuring that all students are active participants in the science classroom. Teachers will constantly move around the room and monitor, question, and evaluate groups for understanding.	AR	Group Listed	Teachers	Teacher Strategies	Ongoing
4	Use think-aloud strategies with questions allowing students to justify both correct and incorrect answers, and to demonstrate the thinking process they used to problem solve. Vary questioning strategies and timing during discussions and encourage higher level questioning (Thinking Skills)	AR	Group Listed	Teachers	Critical Thinking Strategies	Ongoing
5	Identify gaps in student's background knowledge and use direct vocabulary instruction in an attempt to close the achievement gap (Marzano and Intelligent Behaviors).	AR	Groups Listed	Teachers	Intelligent Behaviors	Ongoing
6	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 <i>The Baker's Dozen</i> .	AR	Groups Listed	Teachers	<i>Classroom Instruction That Works & Baker's Dozen</i>	Every 6 weeks
7	Students will analyze their TAKS and/or SFA data each six weeks and set goals for future improvement. Each student will chart this information on a TAKS and SFA Data Analysis form. This will be monitored and reviewed by the Science teacher.	AR	ALL Students	Science Teachers	TAKS Data SFA Data Teacher made materials, and district assessments	Every 6 weeks
8	During guided practice classroom instruction, students will summarize, in their own words, key reading points from the Science textbook.	AR	All Students	Students	Science Textbook & Marzano's Strategies	Ongoing

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Teachers	1	Schedule time with helping teachers (both classroom and technology) to work with teams to help create and modify lessons to narrow the achievement gap (shown by data from district and teacher made tests) of targeted students. This focus will broaden their learning experience and increase their problem solving abilities and participation in the science classroom.	AR	Science Dept.	Teachers	Helping Teacher Technology Helping Teacher	Each Six Weeks
	2	Identify and chart the <75% groups through the collection and evaluation of data from teacher-made tests and SFA results. Make lesson adjustments and interventions accordingly.	AR	Science Teachers	AAS Helping Teacher Teachers	Teacher-Made Tests SFA Data	Ongoing
	3	Implement an after-school Survivor Science Club that will focus on TAKS objectives through hands-on activities.	AR	Groups Listed & All students	Teachers	District SFA Data & Teacher Strategies	Ongoing
	4	Teacher will design science quizzes and unit tests that support the TAKS format so that students become more familiar and comfortable in recognizing and reading the TAKS test.	AR	All Students	Teachers	District SFA Data	Each Six Weeks
	5	Teachers will collaborate in PLCs to analyze data using the data dig process, and then complete a plan of action to target the individual needs of their students.	SD	Science Dept.	Science Teachers	Department/ Team Meetings SFA Data	Two times each 6 weeks
	6	Encourage student participation in TAKS tutorials, district pull-outs, and after school groups. Students will set goals and learn how to chart their academic progress.	AR	Science Teachers	AAS Helping Teacher Teachers	TAKS Data	Weekly
Parents	1	Regularly communicate with parents about their child's progress through phone calls, emails, schoolnotes.com, assignment notebooks and Parent Internet Viewer (PIV).	PI, T	Groups Listed	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	53	75	74	90	79	67	75	59	90	75	56	75	77	90	81
All	81	84	83	90	85	85	87	80	90	83	69	76	88	90	89
Eco.Dis.	72	78	72	90	78	76	81	70	90	77	50	75	77	90	81
Hispanic	76	81	78	90	82	80	83	75	90	80	58	75	83	90	85
LEP	50	75	61	90	75	64	75	50	90	75	30	75	63	90	75
LEP M1	76	81	67	90	75	67	75	67	90	75	--	--	--	--	--
LEP M2	85	87	80	90	83	83	85	86	90	87	40	75	71	90	77
Spec.Ed.	48	75	34	90	75	58	75	35	90	75	19	75	56	90	75
White	91	94	88	90	89	92	95	88	90	89	77	81	93	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:

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By May, 2009, we will increase the percentage (by amounts noted at the right) 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 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 plan adjustments or provide interventions as needed.	AR	Groups Listed	AAS Helping Teacher Teachers	SFA's, Grade Book Test Analysis	Every 2 weeks (tests) Once a six weeks (SFA)

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	Provide math pull-outs (Accelerated Mathematics Instruction Program - AMIP) for students struggling with concepts, ideas, and strategies, and re-teach as necessary.	AR	Groups Listed	AAS Helping Teacher Teachers	Released TAKS	Weekly
	3	Students will work collaboratively using manipulatives to reinforce problem solving strategies, and use “think-aloud” strategies to model thinking process.	AR	Groups Listed	Students Teachers	District Manipulatives	Daily
	4	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 <i>The Baker's Dozen</i> .	AR	Groups Listed	Teachers	<i>Classroom Instruction That Works & Baker's Dozen</i>	Every 6 weeks
	5	Provide extended learning time for students during TAKS tutorials after school. Students will work in a small group setting while targeting Secondary Formative Assessment (SFA) performances.	AR	identified Students	AAS Helping Teacher Teachers	SFA results TAKS data Vocabulary Lists	Weekly
	6	Provide extended learning time on specific math objectives for students during Advisory Class (Math Football League-MFL).	AR	Groups Listed	Teachers	Math Curriculum	Weekly
	7	Students will analyze their TAKS and/or SFA data each six weeks and set goals for future improvement. Each student will chart this information on a TAKS and SFA Data Analysis form. This will be monitored and reviewed by the Math teacher.	AR	ALL Students	Math Teachers	TAKS Data SFA Data Teacher made materials, and district assessments	Every 6 weeks
	8	Provide extended learning time on specific objectives for students during Math Advisory Class.	AR	Specific Groups	Math Teachers	TAKS/SFA Data	Weekly
Teachers	1	Meet regularly to discuss teaching strategies, review SFA test, unit tests, and TAKS questions to determine frequently missed questions, analyze common problem areas and develop an action plan to re-teach skills as necessary.	SD	Math Dept.	AAS Helping Teacher Teachers	Textbook District Curriculum Unit tests, SFA's and TAKS data	Weekly
	2	Attend Quantum Learning trainings and follow-up support sessions. Continue using Quantum Learning strategies to motivate and support student involvement.	SD	Math Dept.	Teachers	QL Meetings	Summer On-going

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	3	Teachers will collaborate in PLCs to analyze data using the data dig process, and then complete a plan of action to target the individual needs of their students.	SD	Math Dept.	Math Teachers	Department/ Team Meetings SFA Data	Two times each 6 weeks
	4	Review, with students, math concepts through songs, chants, and cheers in the cafeteria (before school).	AR	Math Dept.	Teachers	Creative Minds	Weekly
Parents	1	Regularly communicate with parents about their child's progress through phone calls, emails, schoolnotes.com, additional notes on Progress Reports, and Parent Internet Viewer (PIV).	PI, T	Groups Listed	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	87	88	89	90	89	72	78	84	90	86	89	89	95	100	97
All	93	95	95	100	97	90	93	91	100	94	91	94	97	100	98
Eco.Dis.	87	88	91	100	94	81	84	84	90	86	81	84	93	100	95
Hispanic	89	89	96	100	97	86	87	87	90	88	85	87	93	100	95
LEP	83	85	80	90	83	36	75	75	90	80	42	75	63	90	75
LEP M1	88	89	100	100	100	67	75	100	100	100	--	--	--	--	--
LEP M2	85	87	100	100	100	83	85	81	90	84	90	93	100	100	100
Spec.Ed.	65	75	58	90	75	65	75	56	90	75	57	75	83	90	85
White	96	97	96	100	97	97	98	95	100	97	95	97	99	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:

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By May, 2009, we will increase the percentage (by amounts noted at right) 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	After analysis, students will monitor and chart district-developed TAKS formatted tests each 6 weeks to comprehend their independent strengths and weaknesses.	AR	All Reading Students	AAS Helping Teacher Reading Teachers and Students	All district-developed test, READ 180 materials, and teacher-made tests	Every 6 weeks
	2	Students will improve their TAKS reading scores by studying grade level and above grade level vocabulary in classroom activities.	AR	All Reading Students	Reading Teachers and students	Word skills, Sadlier-Oxford	Every 6 weeks

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						READ 180	
3	Eighth grade at-risk students will attend reading tutorial sessions in the fall (based on TAKS tested objectives) to improve their knowledge and understanding of concepts and strategies.	AR	8 th grade Reading Students, ED, AA, and H	Selected Reading Students and Teachers	Teacher developed materials		Weekly in Fall 2008
4	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 <i>The Baker's Dozen</i> .	AR	Groups Listed	Reading and Language Arts Teachers	<i>Classroom Instruction That Works & Baker's Dozen</i>		Every 6 weeks
5	At-risk 7 th and 8 th grade reading students will implement READ 180 strategies to assist and accelerate below grade level reading, including intermediate ESL students. The students should be capable of working independently and have appropriate peer interactions.	AR T, CE	Identified Students	Selected Reading Teachers and Students	READ 180, Scholastic XL, and teacher adopted materials		Daily
6	Identify students' Lexile level and provide reading opportunities at those levels to increase students' ability	AR, CE	Identified Students	Dyslexia Teachers	District Materials		On-going
7	Use data to generate small group instruction, re-teaching, and tutorials. Provide opportunities for students to use the data for self-evaluation, reflection and goal-setting.	AR	Groups Listed	Language Arts Teachers	SFA, TAKS Teacher-made tests		Every 6 Weeks
8	Provide extended learning time on specific objectives for students during Accelerated Reading Instruction Program (ARIP) advisory class. This tutoring will be in addition to a regular reading class.	AR	Specific Groups	Reading Teachers	TAKS/SFA Data		Weekly
9	ELL and ED students will increase English vocabulary and comprehension through the Ellis Language Program.	AR	Specific Groups	Language Arts Teaches	Ellis Language Program		Ongoing
10	Implement lessons that include Critical Thinking Questions and Strategies.	AR	Groups Listed	Reading and Language Arts Teachers	Critical Thinking Flipchart		Ongoing
11	Provide an opportunity during advisory class for sustained silent Drop Everything and Read (DEAR) reading program to encourage reading outside the classroom.	AR	Groups Listed	ALL Teachers	Reading Materials		Ongoing

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	12	6 th grade reading students, who have failed TAKS, are GPC placements, or first-time TAKS takers will be assigned to a Grade 6 Reading Workshop class where direct instruction lessons will assist and accelerate above grade level reading. Students will implement Workshop reading strategies where applicable in other content areas.	AR	Groups Listed	Reading and Language Arts Teachers	TAKS Data SFA Data Reading Strategies	Ongoing
	13	Students will analyze their TAKS and/or SFA data each six weeks and set goals for future improvement. Each student will chart this information on a TAKS and SFA Data Analysis form. This will be monitored and reviewed by the Language Arts teacher.	AR	ALL Students	Reading and Language Arts Teachers	TAKS Data SFA Data Teacher made materials, and district assessments	Every 6 weeks
	14	Students will support their answers to questions, verbal or written, with evidence from the test.	AR	ALL Students	Reading and Language Arts Teachers	All discussions and assessments	Every 6 weeks
	15	Students will employ the use of before, during and after reading strategies that are highly engaging. Students will improve questioning strategies, increase collaboration and discussion opportunities with peers pertaining to the text.	AR	ALL Students	Reading and Language Arts Teachers	Reading and Questioning Strategies	Ongoing
Teachers	1	Teachers will provide individual conferences regarding results of major TAKS formatted tests to address students' strengths and weaknesses on specific TAKS objectives.	AR	Reading Dept.	AAS Helping Teacher Reading Teachers	TAKS Data Teacher made chart and goal setting materials	Every 6 weeks
	2	Dyslexia teachers will provide a copy of students' Lexile information to parents throughout the year.	AR, T, CE	Dyslexia Teachers	Dyslexia Teachers	Lexile Letter	Three times a year, ending in May 2009
	3	Attend training for and utilize Scholastic Reading Inventory (SRI) and Scholastic Achievement Manager (SAM) to monitor student progress and routinely conference with students. Data should inform students about their progress and assist teachers in targeting areas in need of improvement.	SD, T	Reading Dept.	Reading Teachers	Coordinator	Three times a year, ending in May 2009
	4	Attend district curriculum share sessions to collaborate on content curriculum and effective teaching strategies.	SD	Reading and LA Dept.	Reading and Language Arts Teachers	Coordinator	Every 6 weeks

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	5	Schedule periodic data discussions with PLCs to complete data digs and complete a plan of action for individual deficiencies in student's proficiency.	SD	Reading & Language Arts Dept.	Reading and Language Arts Teachers	Department/ Team Meetings SFA Data	Two times each 6 weeks
	6	Sixth grade Reading Teachers will collaborate with sixth grade Language Arts Teachers to analyze student data and target individual student needs.	AR	ALL Students	6 th grade Reading and Language Arts Teachers	SFA and TAKS Data	Two times each 6 weeks
	7	Reading and Language Arts Teachers will utilize Ruby Payne strategies to help target needs of economically disadvantaged students.	AR	Groups Listed	Reading and Language Arts Teachers	Ruby Payne Materials	Ongoing
Parents	1	Regularly communicate with parents about their child's progress through phone calls, emails, schoolnotes.com, and Parent Internet Viewer (PIV).	PI, T	Groups Listed	Teachers	Student Work	Weekly

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	92	95	86	90	87
All	96	97	93	100	95
Eco.Dis.	91	94	87	90	88
Hispanic	93	95	92	100	95
LEP	70	77	89	90	89
LEP M1	100	100	100	100	100
LEP M2	92	95	95	100	97
Spec.Ed.	80	83	67	90	75
White	99	99	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:

By May, 2009, we will increase the percentage (by amounts noted at right) 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 Monitor each student's progress by conducting writing conferences and providing corrective feedback as a means of intervention. Use student models to demonstrate score points and to give students additional opportunities to evaluate and distinguish between a 3 and 4 written score.	AR	Groups Listed	Teachers	Student Writing Samples	On-going
	2 Provide regular opportunities and instruction for authentic revision and editing using peer models, making sure to illustrate the role conventions play in the effectiveness of the piece.	AR	Groups Listed	Teachers	Writing Samples	On-going

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	3	Provide opportunities for students to respond to literary selections in the 5 line box format.	AR	Groups Listed	Teachers	Student Work Writing Samples	Ongoing
	4	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 <i>The Baker's Dozen</i> .	AR	Groups Listed	Teachers	<i>Classroom Instruction That Works & Baker's Dozen</i>	Every 6 weeks
	5	The ELL and ED students will increase English vocabulary and English comprehension through Ellis Language Program.	AR	Specific Groups	Teachers	Ellis Language Program	Ongoing
	6	Students will analyze their TAKS and/or SFA data each six weeks and set goals for future improvement. Each student will chart this information on a TAKS and SFA Data Analysis form. This will be monitored and reviewed by the Language Arts teacher.	AR	ALL Students	Reading and Language Arts Teachers	TAKS Data SFA Data Teacher made materials, and district assessments	Every 6 weeks
	7	Provide after-school tutorial sessions for students struggling with the writing process, to focus on specific TAKS objectives and insure progress in critical TEKS.	AR	Specific Groups	Teachers	Supplemental Tutorial Packets	On-going
Teachers	1	Teachers will attend the Six Traits of Writing Workshop and/or follow-up meetings.	SD	Reading/ LA Teachers	Teachers	Coordinator	Summer As offered
	2	Teachers will attend TAKS rubric scoring training.	SD	Reading/ LA Teachers	Teachers	Coordinator	Summer
	3	Teachers will collaborate in PLCs to analyze data using the data dig process, and then complete a plan of action to target the individual needs of their students.	SD	LA Dept.	Reading and Language Arts Teachers	Department/ Team Meetings SFA Data	Two times each 6 weeks
	4	Reading and Language Arts Teachers will utilize Ruby Payne strategies to help target needs of economically disadvantaged students.	AR	Groups Listed	Reading and Language Arts Teachers	Ruby Payne Materials	Ongoing
	5	6 th , 7 th , and 8 th grade teachers will work collaboratively to align vocabulary development, teaching strategies and methods.	AR	LA Teacher	Teachers	Teachers	Weekly

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Parents	1	Regularly communicate with parents about their child's progress through phone calls, emails, schoolnotes.com, and Parent Internet Viewer (PIV).	PI, T	Groups Listed	Teachers	Student Work	Weekly
	2	Partner with parents by requesting their assistance through working on specific writing skills/strategies with their child(ren) at home, and then providing feedback to the teacher on observable strengths/struggles during home writing assignments.	PI	Groups Listed	Teachers Parents	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	90	93	94	100	96
All	93	95	96	100	97
Eco.Dis.	86	87	91	100	94
Hispanic	89	89	91	100	94
LEP	65	75	72	90	78
LEP M1	--	--	--	--	--
LEP M2	80	83	71	90	77
Spec.Ed.	74	79	82	90	85
White	96	97	99	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:

By May, 2009, we will increase the percentage (by amounts noted at right) 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
1	8 th grade students will use a TAKS warm-up booklet to review content and practice test-taking strategies.	AR	Groups Listed	Students	Warm-up Booklet	September 2007 – April 2008
2	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 <i>The Baker's Dozen</i> .	AR	Groups Listed	Teachers	<i>Classroom Instruction That Works & Baker's Dozen</i>	Every 6 weeks
3	Students will demonstrate knowledge of big ideas and enduring understandings by engaging in activities that are interactive, collaborative, and reflective.	AR	Groups Listed	Teachers	Lesson Plans	Ongoing

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	4	Students will analyze their TAKS and/or SFA data each six weeks and set goals for future improvement. Each student will chart this information on a TAKS and SFA Data Analysis form. This will be monitored and reviewed by the Social Studies teacher.	AR	ALL Students	AAHT Social Studies Teachers	TAKS Data SFA Data Teacher made materials, and district assessments	Every 6 weeks
	5	Students will use “interactive notebooks” on a daily basis to ensure comprehension of content, while learning the importance of planning and organization.	AR	All Students	Social Studies Teachers	Interactive Notebooks	Ongoing
	6	Students will use technology such as Web Quests to enhance learning.	AR	ALL Students	Social Studies Teachers	Computers/ Technology	Ongoing
Teachers	1	Teachers will attend training on technology based instructions and work with department chair and team leaders to incorporate learner-centered strategies into lessons.	SD, T	Social Studies Dept.	Teachers	Coordinator, Technology Helping Teacher	Ongoing
	2	Teachers will implement PBIS strategies in and out of the classroom to support student’s positive behaviors and choices.	VP, AR	Social Studies Dept.	Teachers	PBIS Committee Teachers	Daily
	3	Teachers will collaborate in PLCs to analyze data using the data dig process, and then complete a plan of action to target the individual needs of their students.	SD	Social Studies Dept.	Social Studies Teachers	Department/ Team Meetings SFA Data	Two times each 6 weeks
	4	Attend district curriculum share sessions to collaborate on content curriculum and effective student motivational strategies.	SD	Social Studies Dept.	Teachers	Coordinator, District Share Sessions	Ongoing
Parents	1	Regularly communicate with parents about their child’s progress through phone calls, emails, schoolnotes.com, and Parent Internet Viewer (PIV).	PI, T	Groups Listed	Teachers	Student Work	Weekly

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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.
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

Bleyl Middle School
Barbara Crook
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	Bleyl 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	
Barbara Crook		Principal:	
Polly Blume		Teacher 1: Department Chairperson - Electives	
Shirley McCullough		Teacher 2: Social Studies Department	
Mark Crow		Teacher 3: Technology Coach	
Beth Hughes		Teacher 4: Department Chairperson - Special Education	
Janet Veit		Teacher 5: Special Education Department	
Lisa Watson		Teacher 6: Department Chairperson - Math	
Lori Beard		Teacher 7: Reading Department	
Julianne Wood		Teacher 8: Language Arts Department	
Charlotte Burns		Non-teaching professional 1: Director of Middle School Curriculum and Instruction	
Colette Maxwell		Non-teaching professional 2: Director of Instruction – Bleyl Middle School	
Shawn Wolfe		Parent 1:	
Diana Gonzalez		Parent 2:	
Jill McNeill		Community resident 1:	
Diana Heitfeld		Community resident 2:	
Bob Butterfield		Business representative 1: Director of Facilities at Metropolitan Baptist Church	
Silva Rincon		Business representative 2: Del Pueblo Mexican Restaurant	
CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	October 20, 2008	7:30 am	Bleyl Middle School Library
2	November 11, 2008	9:00 am	Bleyl Middle School Library
3	February 4, 2009	2:45 pm	Bleyl Middle School Library
4	April 8, 2009	2:45 pm	Bleyl Middle School Library
5	May 13, 2009	2:45 pm	Bleyl 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 50% .	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 reduced by 50% .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco,	Implement and monitor the school wide safety and security plan.

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CIP PART II: ASSURANCE ADDENDUM

			other drug use or possession.	alcohol, and other drug use or possession.	
X	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by 50% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for Classroom/Hallway Disruption, Excessive Talking Out, and Refusing to Work.	Implement and monitor 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 80% .	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 0.1% 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	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate

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CIP PART II: ASSURANCE ADDENDUM

				objective was met.	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 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	After each SFA, the staff	TAKS results will be	Core content – area and

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CIP PART II: ASSURANCE ADDENDUM

		percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) XX %.	will review the results to determine progress in meeting established performance level.	reviewed to determine if targets were met.	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

Section D

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. **Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
10. **Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

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CIP PART II: ASSURANCE ADDENDUM

Bleyl 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	
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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