



2008-2009
Campus Improvement Plan
for
CAMPBELL MIDDLE SCHOOL

Cypress-Fairbanks Independent School District

"Building a New Campbell from the Inside Out..."

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

Areas to Celebrate

STP	Subject Area	Indicator	Description of Activity	Evidence
Students	Campus Culture	Expectation Assemblies	Students participated in assemblies designed to define student expectations	Decrease in discipline infractions
	Reading	Overall, 7 th and 8 th grade experienced significant gains.	Students participated in pull-out programs designed specifically to accelerate learning	Students demonstrated greater mastery of TEKS
	ELA/Writing	Many of the scores in the 80% were maintained.	Students participated in pull-out programs designed specifically to accelerate learning	Students demonstrated greater mastery of TEKS
	Math	Gains were made with the following student populations: Grade 6: Eco. Dis., Hispanic, and LEP M1 Grade 7: AA, LEP, LEP M1, LEP M2, and Spec. Ed. Overall, Gains were made in 8 th grade in mathematics	Students participated in pull-out programs designed specifically to accelerate learning	Students demonstrated greater mastery of TEKS
	Science	Gains were made in the overall student population in Science. Specific student groups experienced gains: AA, Eco. Dis, Hispanic, LEP, LEP M1, Spec. Ed., and White	Students participated in pull-out programs designed specifically to accelerate learning	Students demonstrated greater mastery of TEKS
	Social Studies	Overall, Social Studies experienced significant gains with scores in the 90's.		Students demonstrated greater mastery of TEKS

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STP	Subject Area	Indicator	Description of Activity	Evidence
Teachers	Campus Culture	Campus Meeting Norms	Faculty and Staff work collaboratively to implement Campus-Wide Norms	Agenda/ Minutes from Meetings
	Campus Culture/ Student Safety/ Student Achievement	P.B.I.S. Matrix	Faculty and Staff work collaboratively to implement Positive Behavioral Interventions and Support Campus-Wide	Decrease in Discipline Referrals/ Increase in students' time on task
	Campus Culture	Occupational Health Inventory	Faculty and Staff work cooperatively to develop succinct and efficient practices to accomplish tasks	Increased efficiency in resolving structural issues
	Student Achievement	Staff Development Sessions	Faculty and Staff members continually seek out opportunities to attend and share staff development sessions designed to enhance student achievement.	Attendance at Staff Development Sessions (Avatar Rosters)/ Implementation of concepts from Staff Development Sessions in instruction (Lesson Plans)
	Read 180 Program	Student Achievement Rates	Read 180 Teachers provide extensive remediation for at-risk 7 th and 8 th grade students	TAKS Reading Scores/SFA Data
	Fine Arts/Athletics	Student Participation	Students demonstrate school pride through involvement in extracurricular activities	Increased number of student participation in extracurricular activities

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STP	Subject Area	Indicator	Description of Activity	Evidence
Parents	Student Achievement	Parent Internet Viewer (P.I.V.)	Parents maintain awareness of student progress via P.I.V.	Increased number of parents utilizing P.I.V. system
	Student Achievement	Gator Day	Parents take proactive steps to orient students	Increased attendance on Gator Day
	Student Achievement	P.B.I.S.	Parents partner with campus to support P.B.I.S. on campus	Number of returned P.B.I.S. forms from parents
	Campus Culture/ Student Achievement	Email, Campus Websites, Department Websites, Newsletter, letters home, phone, Key Communicator	Parents utilize all available resources to stay abreast of school events and student progress	Increased student achievement

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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:	<p>#1 For 2008 – 2009, discipline referrals for drugs, alcohol, and tobacco will be reduced by 50% from the previous year.</p> <p>#2 For 2008 – 2009, the discipline referrals for <u>ie. fighting, classroom disruptions, etc.</u> will be reduced by 30% from the previous school year.</p>
Formative Evaluation:	District-developed Reports

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	ALL Visitors will be required to check-in and be processed through the <u>VSoft</u> program prior to access to the building.	PI T VP	All Students	Principal, Receptionist, Administration	VSoft district Funding and Support	Everyday
	2	Students will have access through the 'TALK ABOUT IT' Program by <u>AnComm</u> to communicate, express concerns, or post questions to the principal, or appropriate designees.	AR T VP	All Students	Principal, AnComm Committee, Selected Teachers, Admin. Staff	AnComm program & resources	24 hour Online access
	3	Students will participate in Positive Behavior Intervention and Support (PBIS) Program initiated campus-wide and learn the expectations for <u>GatorSNAP</u> (Show Respect, Noble, Accountable, Punctual) through teacher-designed lessons that will enable students to learn how to demonstrate expectations for behavior in the classroom, in the hallways, at assemblies, on the bus/loading zone, cafeteria, bathrooms, and athletic events.	VP PI SD AR CE		Principal, APs, DI, Counselors, At-risk HTs, PBIS Leadership Team, Teachers/Staff	Campus created Matrix, Committee generated PowerPoints	First day of school and each day thereafter
	4	Students will participate in various safety drills (bus evacuation, crisis drills, fire drills) with procedures in place for all children being accounted for and random metal detector checks and drug dog visits.	SD VP	All Students	Principal, APs, DI, Safety Captains, Teachers/Staff	Crisis Mgmt Plan, evacuation routes, fire drills	Fall and spring semesters; monthly
	5	Students will engage in Code of Conduct meetings to become acquainted with expectations, policies, and procedures.	VP	All Students	Assistant Principals, Teachers	Code of Conduct signature pages	Beginning of Fall/Spring Semester
	6	Students will participate in activities during Red Ribbon	VP	All	Principal, DI,	Thematic	One Week

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	Week that encourage a drug-free lifestyle.		Students	APs, Nurse, Counselors, Teachers	Materials	during Fall semester
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STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Teachers	1	Campbell staff members will receive training on the Crisis Management Plan, Child Abuse, and Suicide Prevention.	SD VP	All Staff	Principal, Assistant Principals, Counselors	Crisis Mgmt Plan, Department meeting agendas	Initial training: August – September; updates each semester
	2	Campbell staff members will serve on a Discipline Committee to analyze campus discipline data and collaborate ways to improve campus procedures.	VP	All Staff and Students	Principal, APs Discipline Committee	Discipline data	Fall and spring semesters
	3	Campbell Staff members will serve on the PBIS leadership team to facilitate and monitor the implementation of the PBIS program.	SD VP	Staff	Principal, staff, PBIS Leadership Team	PBIS	Ongoing
	4	Campbell Staff members will collaborate and create the PBIS matrix. Expectations are created for campus-wide behavior in key locations. Teachers will create lessons and then spend the first week of school teaching expectations to students.	VP SD	Staff	Principal, DI, Assistant Principals, PBIS Leadership	Assigned zones	Ongoing
	5	Campbell Staff members will serve on the Organizational Health Leadership Team to facilitate and monitor the implementation of the Organizational Health Program.	VP, SD, T	Staff	Principal, Admin. Team, OH Leadership Team and Staff		Ongoing

Parents	1	Parents will be kept up-to-date regarding their students' discipline information through timely phone calls and discipline forms from administration and teachers.	PI	Parents of Identified Students	Administration, Teachers	Discipline forms, Parent Contact Logs	Ongoing
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Area of Focus: Attendance and Dropout Rate

District Priority:

Ensure that students understand the importance of attending school regularly and completing high school.

Campus Objective:

- #1 For 2008 – 2009, the ADA student attendance will be at or above **97%**.
- #2 For 2008 – 2009, the dropout rate will be **0%** or less with no student group exceeding **0%**.

Formative/Summative Evaluation:

District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students with Excessive Absences (EA) will be paired with a staff member to track attendance to make up absences.	AR	Identified Students	Principal, APs, Attendance Office, Attendance Committee Teachers	Tracking Sheets	Ongoing
Teachers	1	Teachers will maintain prompt and accurate attendance records through a school-wide hard copy attendance folder and submit digitally.	T	All teachers	Principal, DI, Attendance Office	Pinnacle	Daily
Parents	1	Parents will be kept up-to-date on their child's attendance record (absences and/or tardies) through PIV, Phonemaster, and Compulsory attendance letters.	AR T PI	All Parents	Principal, DI, APs, Teachers, Attendance Office	Pinnacle, Phonemaster	Daily; fall and spring semesters
	2	Dropout recovery letters will be sent to the parents of all students on the dropout recovery list to their last known address. Phonemaster will duplicate the contact by calling guardian 1 and guardian 2 in both English and Spanish.	AR T PI	Parent of Identified Students	Principal, DI, Assistant Principals, Teachers, Attendance Office	Pinnacle, Phone-master	September

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Area of Focus: Student Physical and Emotional Well-Being

District Priority:

Motivate students to strive for physical and emotional fitness and to embrace a drug-free lifestyle.

Campus Objective:

#1 For the 2008 – 2009 school year, students will be motivated to strive for physical and emotional fitness and experience an increased connection to the school as a support system.

Formative/Summative Evaluation:

Campus-generated reports, surveys, and attendance rosters

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Incoming, new students will continue to be welcomed throughout the year through the <i>Be A Friend</i> program.		Identified Students	Counselors, Buddy Students	List of Student Participants	Ongoing
	2	Behavioral issues of students with special circumstances will be addressed through non-traditional interventions including conflict resolution, peer mediation, small-group counseling, action plans, and mentors.	AR VP	Identified Students	Principal, Assistant Principals, DI, Counselors, AR Specialists, Teachers	Developmental Guidance Program, Discipline data	Ongoing
	3	Students failing foundation courses at progress report and report cards will be pulled for conferences to create individual plans for tutorials and increased use of specific study skills.	AR	Identified Students	Principal, Assistant Principals, DI, Counselors, AR Specialists, Teachers	Progress Reports and Report Cards	Every 3 or 6 weeks
	4	Students will receive coordinated health instruction by participating in the CYFIT program, and incorporating the 'Healthy and Wise' publication into the PE curriculum's scope and sequence.	AR SD VP	All PE Students	Principal, DI, PE teachers, PDAS Appraiser, Coordinator, Nurse	Curriculum Documents, Lesson Plans, Walk-throughs	Every 6 weeks
Teachers	1	Teachers will create activities in which students and staff can participate to deepen understanding of the GatorSNAP program.	AR SD VP	All Students, All staff	Principal, DI, PBIS Coordinator & Leadership Team	PBIS Matrix and teacher made resources	First week of school and refresher each six weeks or as needed

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STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	2	Teachers and staff will improve at-risk students' chances for success and form trusting relationships between school personnel and students by participating in the Mentor Program.	AR SD VP	Volunteer Teachers and Staff, Identified Students	AR Specialist	TAKS/AMS/SFA data, Mentor Activities, Attendance rosters/logs	Kickoff: October; fall and spring semesters
	3	Teachers will foster students' physical and emotional fitness. <ul style="list-style-type: none"> Introduce them to lifetime sports, activities, practices that promote wellness, and intramural opportunities. Foster students' sense of belonging by encouraging them to enroll in co-curricular and extracurricular activities. Encourage club attendance. 	AR VP	All Students	Principal, Assistant Principals, DI, Counselors, Nurse, Teachers, Coaches, club sponsors, AR Specialist, Mentors	Attendance, Discipline placements, Athletics, Co-curricular	Ongoing
	4	Physical Education teachers will incorporate the Middle School Coordinated Health Curriculum into their PE classes to improve all areas of fitness—cardio respiratory, endurance, flexibility, muscular strength, and muscular endurance.	SD VP	PE Teachers	Principal, DI, PE teachers, PDAS Appraiser, Coordinator, Nurse	Curriculum Documents, Lesson Plans, Walk-throughs	Every 6 weeks
Parents	1	Parents will be provided opportunities to be involved in the school system to garner greater success for their children through the VIPS program, Gator Days, Open House, Mentor/Parent Nights, and Parent Involvement Days.	AR PI	All Parents	Principal, Administration, Teachers	VIPS forms, Phone-master, written invitations	Prior to the start of school; September; fall and spring semesters
	2	Parents will receive Home Connection Activities through the CYFIT. This program provides opportunities for parents to have important discussions with their children on various health topics and to work hand-in-hand with their children to accomplish assignments or projects.	AR SD PI VP	All Parents	Principal, DI, PE teachers, Coordinator, Nurse, Counselor	Curriculum Documents, Lesson Plans, Samples of student activities	Every 6 weeks

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Area of Focus: Campbell Science

Group	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	43	75	56	90	75
All	56	75	70	90	75
Eco.Dis.	44	75	61	90	75
Hispanic	44	75	64	90	75
LEP	3	75	21	90	75
LEP M1	0	75	--	--	--
LEP M2	45	75	38	90	75
Spec.Ed.	11	75	36	90	75
White	71	75	84	90	86

District Priority:

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

Campus Objective:

#1 By May 2009, we will increase the percentage of students demonstrating proficiency on TAKS science by the amounts noted at right, or greater.

#2 By May 2009, we will increase the number of students earning commended on TAKS science by 5%, or greater.

Formative/Summative Evaluation:

District-developed Tests (SFA), Texas Assessment of Knowledge and Skills (TAKS), and Science Performance Assessments.

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1 Team planning should occur 2 – 3 times weekly and must follow district UbD lesson design, as per Scope & Sequence addressing the following: <ul style="list-style-type: none"> All activities/lessons must directly tie to the Enduring Understandings for each unit Designing content lessons to encourage a student-centered learning environment that focuses on collaborative learning and success Worksheets should <u>not</u> be the primary instructional tool; classroom observations should reveal a variety of activities that engage students; labs should be 40% of instruction. Content must be made relevant with real-world applications for students to make connections 	AR SD T	All Students	Principal, DI, DC, TLs, Science HT, Science Teachers	Content Team members, District UbD guidelines and Ubd resources, Science HT	Multi- Weekly

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	<ul style="list-style-type: none"> and for higher-level thinking to occur Integrating technology to engage students and increase the depth of understanding Incorporating Enhanced Context Strategies, Collaborative Learning Strategies, and Questioning Strategies 					
2	Data from district SFAs and Enduring Understandings/Essential Questions will guide the instructional path and needs to lead to interventions and re-teaching of critical concepts when data indicates that students lack a sufficient understanding.	AR SD	All Students	Principal, DI, DC, TL, Teachers	Reflections, Formative assessments, SFA data, Grade book	Throughout each instructional unit
3	Teachers should familiarize students with the Essential Questions for each unit and should communicate them as the expectations for learning; subsequently, teachers should be able to assess each student's depth of understanding throughout the unit.	AR SD	All Students	Principal, DI, Science HT, DC, TL, Teachers	District Science UbD resources	Each unit
4	Gaps in students' background knowledge in science will be identified early, and direct vocabulary instruction will be used to accelerate growth.	AR	Identified Students	Science Teachers	CFISD academic vocabulary	Ongoing
5	Each student's progress in learning the critical TEKS will be monitored by examining results of teacher-made tests, grade distributions and district SFA's.	AR	Identified Students	Principal, DI, Science Teachers	Grade book SFA data	Every 3 or 6 weeks
6	Academic Achievement Helping Teacher will assist with gathering, analyzing and tracking student data. Time equivalency hours will be provided for teachers to work with, gather, and analyze data for their individual students.	AR SD T	Identified Students	Principal, DI, AAS, Science Teachers	SFA Data Data Dig Worksheets	Every 6 weeks
7	Students will experience lessons that follow research-proven teaching strategies such as the ones described in <i>Marzano</i> and UbD using the 8 TSI (Tx. Science Initiative) strategies: <u>enhanced context</u> , <u>collaborative learning</u> , <u>questioning</u> , inquiry, manipulation, testing, instructional technology, and enhanced materials.	AR T SD	All Students	Science Teachers	<i>Marzano</i> , TX. Science Initiative Strategies, <i>UbD</i>	Every Unit
8	Teachers will incorporate Summarization techniques into the lessons to increase depth of student learning.	AR SD	All Students	DI, DC/TL, Teachers	<i>Marzano</i> , <i>DC/TL Day</i>	Daily / Weekly

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	9	Students will reflect on their learning on multiple occasions in the classroom and throughout the lesson through various teacher-made opportunities.	AR SD	All Students	Principal, DI, TLs, Teachers	UbD strategies, team planning	Every week
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Students	1	Each student below passing will be “adopted” by an at-risk specialist and an individualized success plan will be created, monitored and tracked.	AR	Identified Students	Principal, DI, AAS, Behavior Specialist	Grade book	After each report card
	2	Retained eighth grade science students will work one on one with eighth grade science teachers during advisory.	AR	Identified Students	Principal, DI, AAS, Behav Spec, 8 th grade science teachers	Retention records, TAKS data	Weekly
	3	Students will be invited to attend the district’s “MATH & SCIENCE CAMP” which is designed to fill gaps in learning for 8 th grade students.	AR	Identified Students	AAS, district science team, science teachers	SFA data, Grade book, assessment	As available
	4	Through Targeting Student Assistance (TSA), the needs of all students will be addressed by teachers and staff who are performing below grade level by conducting assessments, studying the data, selecting targeted strategies to design individualized plans, implementing plans in a timely manner, monitoring progress, and measuring effectiveness.	AR SD	Teachers of Identified Students	Principal, Assistant Principals, DI, Teachers, Counselors, Diagnostician, AR Specialist	ARD Paperwork, TSA Manual, Assessment data, Samples of student work, Progress Reports, Report Cards	Fall and spring semesters
Parents	1	Parents will be invited to attend the ‘Science Family Night’ which involves parents in the science curriculum and promotes positive relationships between home and school.	AR	All Parents	Science Teachers	Invitations, Sign-in sheets, Phonemaster, website, newsletter	Fall Semester
	2	Parents will be kept up-to-date on their child’s recent triumphs and struggles through current PIV postings, phone calls, e-mails, or implementing teacher web pages.	AR T PI	Parents of Identified Students	Science Teachers	Samples of student work, PIV, Progress Reports/Report Cards, parent address books	Weekly

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	3	Encourage parents of at-risk students to attend the C.H.A.M.P. mentor evening, Parent Nights, ESL Luncheon, VIPS program, and other opportunities provided to enrich their child's education.	AR PI	Parents of Identified Students	Science Teachers, DI, AR Specialist, Counselors, Assistant Principals, Mentors, VIPS Liaison	Sign-in sheets, Phonemaster, website, newsletter	Ongoing
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Area of Focus: Campbell 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	66	75	57	90	75	47	75	55	90	75	42	75	63	90	75
All	73	79	73	90	79	71	77	64	90	75	59	75	77	90	81
Eco.Dis.	65	75	66	90	75	62	75	61	90	75	51	75	73	90	79
Hispanic	66	75	74	90	79	69	76	60	90	75	54	75	87	90	88
LEP	58	75	37	90	75	32	75	46	90	75	17	75	38	90	75
LEP M1	45	75	69	90	76	25	75	50	90	75	33	75	--	--	--
LEP M2	83	85	77	90	81	62	75	67	90	75	64	75	63	90	75
Spec.Ed.	45	75	34	90	75	26	75	31	90	75	11	75	32	90	75
White	80	83	80	90	83	82	85	72	90	78	69	76	87	90	88

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 missing adequately yearly process (AYP).

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	#1	By May 2009, we will increase the percentage of students demonstrating proficiency on TAKS mathematics by amounts noted at right, or greater.
	#2	By May 2009, we will increase the number of students earning commended on TAKS math by 5%, or greater.
Formative/Summative Evaluation:		District-developed Tests (SFA) and Texas Assessment of Knowledge and Skills (TAKS)

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	AR SD	All Students	Principal, DI, DC/TL, Math Teachers, AR Specialist	TAKS Data AMS Data SFA data Grade Distribution	Daily
	2	AR T SD	All Students	Math Teachers	The Baker's Dozen, Quantum Learning and Marzano's strategies	Weekly

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Students						
3	<p>Students will be engaged through quality first-instruction that meets their diverse learning needs by:</p> <ul style="list-style-type: none"> working collaboratively on problems that require the use of problem-solving strategies. using technology (Explore Learning, The Geometer's Sketchpad, Understanding Math, Agile Mind, etc.). summarizing the learning to validate success. being given real-world relevance to connect the learning. 	AR SD CE	All Students	Math Teachers, Technology Helping Teacher, Assistant Principals	Explore Learning, Smartboard, Airliners, PowerPoint, Math Manipulatives	Weekly
4	<p>Struggling students will move closer towards reaching grade-level standards by being scheduled into double blocks</p> <ul style="list-style-type: none"> 8th grade students that failed TAKS the previous year 	AR	Identified Students	DI, AAS, Counselors, Math Teachers	TAKS data,	Before First Day of School, End of First Semester
5	<p>Students will be provided calculated and planned extended learning time in after-school tutoring sessions, Math Wednesdays (weekly) and Saturday interventions (2 times).</p>	AR T	Identified Students	Math Teachers, Administrators DI, AAS	Student Rosters, TAKS/SFA/Unit Test Data, AMS Data	Weekly; Spring Semester
6	<p>Identified students will be assigned to AR Specialist for extended learning opportunities.</p>	AR	Identified Students	Math Teachers, AR Specialists	AMS Data	Weekly : October - April
7	<p>Students will be provided activities that allow opportunities to work collaboratively and communicate mathematics on problems that require the use of problem-solving strategies.</p>	AR SD	All Students	Math Teachers, AAS	Performance Assessments, Manipulatives, Technology, Lesson Plans	Weekly
8	<p>Students will experience flexible regrouping opportunities for reinforcement and re-teaching of critical TEKS.</p>	AR	All Students	DC/TL, Math Teachers,	Student Grades, SFA data	Weekly
9	<p>8th grade students will be provided with 8:1 extended-time math instruction once weekly during a PE pull-out with a certified math teacher in our "Math Mentor Program."</p>	AR	Identified 8 th grade students	DI, AAS, Dist Math Cord, Math Tutor	District Funds	Fall and Spring Semester

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	10	Students who were unsuccessful on the 2006 spring Math TAKS will be targeted by their classroom teacher in the “Adopt-a-Gator” Program.	AR	Identified Students	Counselors, DI, Principal, DC, Team Leaders	Class Rosters TAKS Data	Prior to the first day of school
	11	Commended ‘Bubble Students’ will be targeted in the “Adopt-a-Gator” intervention for students who need additional motivation to reach commended status.		Identified Students	SI, AAS, DC, TL, Math Teachers	TAKS scores SFA/AMS Data Class Rosters	October – May 2009
	12	Gaps in students’ background knowledge in math will be identified early, and direct vocabulary instruction will be used to accelerate growth.	AR	Identified Students	Math Teachers	CFISD academic vocabulary	Ongoing
	13	2006 Math TAKS failures will be grouped in “teams of 10” to participate in the Math Academy, “Get a Hit” Initiative and work toward math success and a field trip to Minute Maid Park in the Spring Semester, based upon attendance of 10/12 after-school sessions. Administrators and math teachers team-up to work with their specific group of at-risk math students.	AR	Identified Students	Administrators , Math Teachers	Teacher Resources, TAKS data, TAKS budget, textbook supplements, TAKS instructional resources	Late Fall Kick-off, Spring Semester
Teachers	1	Teachers should provide activities that engage students in the exploration, discovery, and real world application of mathematics, and provide timely and appropriate feedback on tests, homework and class activities.	AR SD	Math Teams	Math Teachers, DI	Quantum Learning Techniques	Daily
	2	Math teams will meet 3-5 times per week and will incorporate the following activities into planning: <ul style="list-style-type: none"> • Discuss effective teaching strategies and implementation of these strategies. • Data analysis and strategy planning. • Specific lesson design. 	AR	Math Teams	Department Head, Team Leaders	Sign in sheet, Agenda	Bi-Weekly
	3	Math teams will examine TAKS data, SFA data, and unit tests to make adjustments to lessons and/or incorporate extra time into instruction in order to offer timely interventions for struggling students; teachers must use this data appropriately as to not miss a student’s opportunity to master the material.	AR T	Math Teams	Principal, DI, DC, TL, AAS, Helping Teacher	Sign in sheet, Agenda, Data Dig Reflection documents, Lesson plans	Bi-weekly
		Academic Achievement Helping Teacher will assist with	AR	Identified	Principal, DI,	SFA Data	Every 6

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	4	gathering, analyzing and tracking student data. Time equivalency hours will be provided for teachers to work with, gather, and analyze data for their individual students.	SD T	Students	AAS, Math Teachers	Data Dig Worksheets	weeks
	5	Ensure that math teachers are using released TAKS questions (provided by ISC) with students to analyze problems and answer choices. Teachers/students should use the “think-aloud” strategy to model the thinking process used to solve problems.	AR SD T	Math Teams	Department Head, Team Leaders	Lesson plans, Released TAKS	Weekly
	6	Math teachers will attend staff development and share sessions that provide strategies, resources, and/or activities proven successful to increase student success with Math concepts.	SD CE	Math Teams	Department Head, Curriculum Coordinator	Share session	When Available
	7	New teachers will attend Quantum Learning training.	SD CE	New Math Teachers	Principal, DI, DC, Dist Coordinator	Compensatory Funds	2008-09 school yr
	8	6 th , 7 th and 8 th grade math teams will incorporate Quantum Learning techniques into daily lessons.	AR SD	Math Teachers	Principal, DI DC, Dist Coordinator	Compensatory Funds	Each unit
	9	Academic Achievement Helping Teacher will assist with gathering, analyzing and tracking student data. Time equivalency hours will be provided for teachers to work with, gather, and analyze data for their individual students.	AR SD T	Identified Students	Principal, DI, AAS, Math Teachers	SFA Data Data Dig Worksheets	Every 6 weeks
	10	Through Targeting Student Assistance (TSA), teachers and staff will address the needs of all students who are performing below grade level by conducting assessments, studying the data, selecting targeted strategies to design individualized plans, implementing plans in a timely manner, monitoring progress, and measuring effectiveness.	AR SD	Teachers of Identified Students	Principal, Assistant Principals, DI, Teachers, Counselors, Diagnostician, AR Specialist	ARD Paperwork, TSA Manual, Assessment data, Student work, Progress Reports, Report Cards	Fall and spring semesters
Parents	1	Parents will be kept up-to-date on their child’s progress through current PIV postings, phone calls, or emails.	AR T PI	Parents of Identified Students	Teachers, AR Specialist	Samples of student work, PIV, Grades	Weekly
	2	Encourage parents of at-risk students to attend the mentor evening, Hispanic Forum, Parent Involvement Day, VIPS program, and other opportunities provided to enrich their child’s education.	AR PI	Parents of Identified Students	Math Teachers, DI, AR Specialist, Counselors,	Sign in sheets, Phone-master, Website, Newsletter	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.

					APs, VIPS Liaison		
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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: Campbell Reading

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	95	97	86	90	87	66	75	79	90	83	79	83	98	100	99
All	95	97	92	100	95	80	83	83	90	85	86	87	96	100	97
Eco.Dis.	95	97	90	100	93	72	78	82	90	85	82	85	93	100	95
Hispanic	94	96	93	100	95	77	81	80	90	83	83	85	93	100	95
LEP	91	94	71	90	77	50	75	48	90	75	40	75	65	90	75
LEP M1	95	97	100	100	100	50	75	88	90	89	100	100	--	--	--
LEP M2	100	100	100	100	100	90	93	83	90	85	91	94	100	100	100
Spec.Ed.	89	89	53	90	75	42	75	41	90	75	48	75	69	90	76
White	95	97	93	100	95	89	89	89	90	89	91	94	97	100	98

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 missing adequately yearly process (AYP).

District Priority:

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

Campus Objective:

- #1 By May 2009, we will increase the percentage of students demonstrating proficiency on TAKS Reading/ELA by amounts noted below, or greater.
- #2 By May 2009, we will increase the number of students earning commended on TAKS reading by 5%, or greater.

Formative Evaluation:

District-developed Reports/Tests (SFA) and Texas Assessment of Knowledge and Skills (TAKS)

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
1	Students will experience lessons that follow research proven strategies such as the ones described in <i>Marzano</i> to increase student success on the following TAKS reading objectives: 1. Basic Understanding 2. Literary Elements 3. Analysis Using Reading Strategies 4. Analysis using Critical-thinking Skills	AR SD	All Students	Teachers, DI, AAS, ESL Helping Teacher	TAKS/AMS / SFA data	Every 3 or 6 weeks

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.

Students	2	6 th grade GPC students are placed into extended-time 1 st and 4 th periods to allow teachers more instructional time with struggling students.	AR	Identified Students	DI, AAS, Counselors, Reading Teachers	TAKS data	Prior to first day of school; End of semester adjustments
	3	To assist struggling 7 th and 8 th grade learners, 2006 TAKS failures will participate in the Read 180 block program.	AR T SD	Identified Students	Teachers, Helping Teachers, DI, Reading Coordinator	TAKS scores, SFA, SRI, Read 180 district support	Fall and spring semesters
	4	Commended 'Bubble Students' will be targeted in the "Adopt-a-Gator" intervention for students who need additional motivation to reach commended status.	AR T	Identified students	Reading teachers, AAS, DI, Principal	TAKS scores AMS	Fall-Spring semesters
	5	Students will be provided calculated and planned extended learning time during before and after school tutorials, Title III, Reading Extended Day and ARIP, with specific focus given to ESL/LEP populations.	AR	Identified Students	Reading teachers, AR Specialist, DI	Student Rosters, AMS/TAKS/SFA data	Daily; Fall semester; Spring semester
	6	Students identified as not making needed gains each six weeks will participate in Reader's Toolkit after-school tutorials	AR T	Identified Students	AAS, Reading Teachers	SFA Data Grade book Assessments	Each Six Weeks
	7	Gaps in students' background knowledge in Reading will be identified early, and direct vocabulary instruction will be used to accelerate growth.	AR	Identified Students	Reading Teachers	CFISD academic vocabulary	Ongoing
	Teachers	1	Teachers will plan effective lessons that focus on the four TAKS reading objectives.	AR SD	All Students	DC/TL, Reading Teachers, PDAS Appraiser	District Curriculum Guides
2		Teachers will plan flexible regrouping activities with targeted student populations to increase instructional time, model think-aloud strategies, provide direct vocabulary instruction, and assist students in making connections with text selections.	AR SD	All Students	DC/TL, Reading Teachers, PDAS Appraiser	District Reading Coordinator, Reading HT, DC, District Training	Each planning meeting

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.

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	3	When SFA data suggest lack of sufficient understanding of critical concepts, teachers will re-teach vital information to mastery.	AR T	Reading Teachers	DI, AR Specialist	Grade book, SFA data	Every 3 or 6 weeks
	4	Through Targeting Student Assistance (TSA), teachers and staff will address the needs of all students who are performing below grade level by conducting assessments, studying the data, selecting targeted strategies to design individualized plans, implementing plans in a timely manner, monitoring progress, and measuring effectiveness.	AR SD	Teachers of Identified Students	Principal, Assistant Principals, DI, Teachers, Counselors, Diagnostician, AR Specialist	ARD Paperwork, TSA Manual, Assessment data, student work, Grades	Fall and spring semesters
	5	Teachers will continue to use SFA data to target student needs and address students' weak areas by increasing instructional time, providing tutoring, and showing students how to make connections between and among text selections.	AR T	Reading Teachers	DI, AR Specialist	Grade book, SFA data	Every 3 or 6 weeks
	6	Academic Achievement Helping Teacher will assist with gathering, analyzing and tracking student data. Time equivalency hours will be provided for teachers to work with, gather, and analyze data for their individual students.	AR SD T	Identified Students	Principal, DI, AAS, Reading Teachers	SFA Data Data Dig Worksheets	Every 6 weeks
Parents	1	Keep parents up to date on their child's recent triumphs and struggles through current PIV postings, phone calls, emails, or implementing teacher web pages.	AR T PI	Parents of Identified Students	Reading Teachers	Samples of student work, Parent Contact Logs	Weekly
	2	Encourage parents of at-risk students to attend the C.H.A.M.P. mentor evening, Parent Nights, ESL Luncheon, VIPS program, and other opportunities provided to enrich their child's education.	AR PI	Parents of Identified students	Reading Teachers, DI, AR Specialist, Counselors, APs, Mentors, VIPS Liaison	Sign in sheets, Phone-master, Web site, Newsletter	Throughout the 2008-09 school year

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

Area of Focus: Campbell ELA/Writing

Group	Gr7 07 Score	Gr7 08 Target	Gr7 08 Score	Gr7 3 Yr Target	Gr7 09 Target
AA	88	89	87	90	88
All	91	94	89	90	89
Eco.Dis.	88	89	88	90	89
Hispanic	89	89	89	90	89
LEP	84	86	71	90	77
LEP M1	88	89	88	90	89
LEP M2	70	77	94	100	96
Spec.Ed.	65	75	37	90	75
White	93	95	88	90	89

District Priority:

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

Campus Objective:

- #1 By May 2009, we will increase the percentage of students demonstrating proficiency on TAKS Reading/ELA by amounts noted at right, or greater.
- #2 By May 2009, we will increase the number of students earning commended on TAKS writing by 5%, or greater.

Formative Evaluation:

District-developed Reports/Tests (SFA) and Texas Assessment of Knowledge and Skills (TAKS)

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	To increase the numbers of 3's and 4's on the written composition, students will be review and analyze sample papers from the scoring guides to become acquainted with the qualities that distinguish a score of 4.	AR	All students	Teachers, DI, Helping Teacher, LA Coordinators, AAS, DC/TL	AMS Data Dig, SFA data, 6 Traits and TAKS rubrics	August; each six weeks
	2	Gaps in students' background knowledge in writing will be identified early, and direct vocabulary instruction will be used to accelerate growth.	AR	Identified Students	LA Teachers TL/DC	CFISD academic vocabulary	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.

Students	3	7 th grade at-risk students will have individual pull-out writing conferences with an effective writing mentor or LA teacher to discuss a plan to achieve success on the writing TAKS.	AR T	Identified Students	LA DC, 7 th Grade LA Teachers, AAS, DI	Intervention logs, TAKS scores, SFA data	Spring semester
	4	Meeting Standard 'Bubble Students' will be targeted in the "Adopt-a-Gator" intervention for students who need additional instructional attention and focus to score 2100+.	AR T	Identified Students	LA DC, 7 th Grade LA Teachers, AAS, DI	Intervention logs, TAKS scores, SFA data	Fall and spring semesters
	5	Commended 'Bubble Students' will be targeted in the "Adopt-a-Gator" intervention for students who may need additional motivation to reach commended status.	T	Identified students	Reading teachers, AAS, DI, Principal	TAKS scores AMS	Fall-Spring semesters
	6	Students will be provided calculated and planned extended learning time during after-school tutorials, after school extended day programs and after-school tutorials Title III.	AR	Identified Students	7 th Grade LA Teachers, TL, DC, AAS	Student Rosters, AMS/TAKS/SFA data	Daily; Fall semester; Spring semester
Teachers	1	Improve immigrant students' communication skills by providing effective instruction with immediate feedback in listening, speaking, reading, and writing, including the use of standard grammar, language conventions, and vocabulary precision and richness.	AR T	ESL/NAC/LEP Students	DI, AAS, ESL NAC Helping Teachers, District Coordinators, NAC Teachers	Grade book IPT Testing, RPTE, TELPAS, Formative assessment	Daily
	2	NAC/ESL teachers will teach students the expectations for producing language when prompted by use of a rubric to evaluate their progress and success.	AR SD	ESL/NAC/LEP Students	DI, AAS, ESL NAC Helping Teachers, District Coordinators, NAC Teachers	Grade book IPT Testing, RPTE, TELPAS, Formative assessment	Weekly
	3	Help students to become effective writers, capable of publishing final-draft compositions that feature thoughtful and interesting ideas as well as correct grammar, spelling, mechanics, and usage. *Students at all grade-levels will be expected to engage in all stages of the writing process and produce at least 18 compositions per year (most of which should be developed through the complete writing process).	AR T	All Students	Principal, DI, TL, DC, LA coordinators	District Curriculum resources, rubrics, textbook, computers and other teacher	All Units as per Scope and Sequence

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.

						resources	
4	7 th and 8 th grade LA teachers will partner with 7 th and 8 th grade reading teachers to support the reading curriculum and instruction within each LA classroom to reduce regression once out of the support of the reading classroom and maximize success on SFAs and TAKS.	AR T	All Students	Principal, DI, TL, DC, LA coordinators	SFA data TAKS data AMS, Reading Teachers	Ongoing	
5	Instruction should focus on improving the average scale score for TAKS by concentrating effort on Objectives 4, 5, and 6 through: <ul style="list-style-type: none"> ▪ Direct instruction and practice of revision/editing strategies in the students' own compositions ▪ Teaching the "Six Traits of Writing" to students and using it as the basis for giving students timely, specific feedback during revisions and on final drafts. ▪ Improving the quality of writing conferences and feedback given to students throughout the writing process; all students should receive writing conferences. ▪ Routinely using focused sentence-combining activities 	AR T	All Students	Principal, DI, TL, DC, LA coordinators		All Units as per Scope and Sequence	
6	Teachers will continue to use SFA data to target students' needs and address students' weak areas by increasing instructional time, providing tutoring, and showing students how to make connections between and among text selections.	AR T	LA Teachers	Principal, DI, DC, TL, AAS	Grade book, SFA data	Every 3 or 6 weeks	
7	Academic Achievement Helping Teacher will assist with gathering, analyzing and tracking student data. Time equivalency hours will be provided for teachers to work with, gather, and analyze data for their individual students.	AR SD T	Identified Students	Principal, DI, AAS, LA Teachers	SFA Data Data Dig Worksheets	Every 6 weeks	

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.

	8	Teachers will improve achievement level on Writing Objective 4 by providing students with direct instruction and practice of revision strategies through their own compositions, providing consistent writing conferences for all students.	AR SD	6 th and 7 th grade LA Teachers	DI, DC, TL, LA coordinators	TAKS writing scores and samples	Every 6 weeks
	9	Teachers will focus specific activities to teach students how to take their 3 compositions to a 4 according to TAKS standards. Specific strategies should be shared with expectations of the grading committee in determining what makes a 4 paper.	AR SD	6 th and 7 th grade LA Teachers	Principal, DI, TL, DC, LA coordinators	TAKS writing scores and samples	Every 6 weeks
	10	Through Targeting Student Assistance (TSA), teachers and staff will address the needs of all students who are performing below grade level by conducting assessments, studying the data, selecting targeted strategies to design individualized plans, implementing plans in a timely manner, monitoring progress, and measuring effectiveness.	AR SD	Teachers of Identified Students	Principal, Assistant Principals, DI, Teachers, Counselors, Diagnostician, AAS	ARD Paperwork, TSA Manual, Assessment data, student work, PR and Report Card Grades	Fall and spring semesters
	11	Language Arts teams will conduct <u>Data Digs</u> to identify students who need additional instruction and target specific learning needs through the use of data.	AR T SD	LA Teachers	DI, AAS, Behavior Specialist	Data Dig reflection sheets	Every 6 weeks
Parents	1	Keep parents up to date on their child's recent triumphs and struggles through current PIV postings, phone calls, emails, or implementing web pages.	AR T PI	Parents of Identified Students	LA Teachers	Samples of student work, parent contact logs	Weekly
	2	Encourage parents of at-risk students to attend the C.H.A.M.P. mentor evening, Parent Nights, ESL Luncheon, VIPS program, and other opportunities provided to enrich their child's education.	AR PI	Parents of Identified Students	LA Teachers, DI, AR Specialist, Counselors, Assistant Principals, Mentors, VIPS Liaison	Sign in sheets, Phone- master, Web site, Newsletter	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: Campbell Social Studies

Group	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	81	84	92	100	95
All	87	88	92	100	95
Eco.Dis.	82	85	89	90	89
Hispanic	83	85	88	90	89
LEP	30	75	75	90	80
LEP M1	83	85	--	--	--
LEP M2	80	83	100	100	100
Spec.Ed.	67	75	67	90	75
White	94	96	93	100	95

District Priority:

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

Campus Objective:

- #1 By May 2009, we will increase the percentage of students demonstrating proficiency on TAKS social studies by amounts noted at right, or greater.
- #2 By May 2009, we will increase the number of students earning commended on TAKS social studies by 5%, or greater.

Formative Evaluation:

District-developed Tests (SFA), Texas Assessment of Knowledge and Skills (TAKS), and Signature Lessons

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will be assessed using teacher designed tests that model appropriate TAKS format.	AR T	All SS Students	Social Studies Teachers	Student grades, SFA data	Test days
	2	Students will experience signature lessons as designed and where indicated in the curriculum.	AR SD	8 th grade SS students	8 th grade Social Studies Teachers, DI	Curriculum Guide, Lesson Plans	As indicated in scope and sequence
	3	Students will process and apply their learning through regular and consistent use of the Interactive Notebook in every level of every course, emphasizing and allowing them the opportunity to evaluate and synthesize	SD	All SS Students	Social Studies Teachers, DI, DC, TLs, PDAS	Interactive student notebooks, Lesson Plans,	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.

Students		information throughout the learning process.			Appraiser	PDAS walkthroughs, observations, conversations	
	4	Intermediate and Advanced US History students will be placed in SSL (Sheltered) co-teach classes with a US History teacher and an ESL teacher to allow for success through TAKS modified / specialized small group instruction.	AR	8 th grade Active ESL and ESL Monitor Students	Principal, DI, DC, TLs, SSL Teacher, ESL Teacher	ESL Teacher, SS 8 TAKS Reference Materials, SSL Model, SIOP Model	First Six Weeks of School; Adjustments at semester
	5	Eighth grade U.S. History students that failed the 3 rd Six Weeks SFA will participate in 'America's Next Top Historian' after-school re-teaching sessions.	AR	Identified 8 th grade Students	8 th grade Social Studies Teachers, TL, AAS	SFA data, TAKS resources, Grade book	Spring Semester
	6	Flexible regrouping will be used to provide additional time for students who are struggling with social studies objectives.	AR	Identified 8 th grade Students	8 th grade Social Studies Teachers, AR Specialist, DI	Student grades, SFA Data	Every 3 or 6 weeks
	7	Students will be provided calculated and planned extended learning time during before and after school tutorials, ESP, and History Academies (2), one for students who need additional instruction to pass TAKS and one for students identified as close to commended.	AR T	Identified 8 th Grade Students	Social Studies Teachers, Administrators, DI, AR Specialist	Student Rosters, AMS/SFA data	Daily; Spring semester
	8	Gaps in students' background knowledge in Social Studies will be identified early, and direct vocabulary instruction will be used to accelerate growth.	AR	Identified Students	Social Studies Teachers	CFISD academic vocabulary	Ongoing
Teachers	1	All new teachers will attend History Alive training.	SD	New Teachers	Principal, DI, DC, TL, SS Coordinator	Certificate, PDR	Within 1 st year of teaching
	2	All new or untrained UbD teachers will attend the Understanding by Design Introductory Training.	SD	New(er) Teachers	Principal, DI, DC, TL, SS Coordinator	Certificate, PDR	2008-09 School Year
	3	Data from district SFAs and Enduring Understandings and Essential Questions will guide the instructional path and lead to re-teaching of critical concepts when data indicates that students lack a sufficient understanding.	AR SD	All Students	Principal, DI, DC, TL, Teachers	Reflections, Formative assessments, SFA data, Grade book	Throughout each instructional unit
	4	Teachers should familiarize students with the Essential Questions for each unit and should communicate them as	AR SD	All Students	Principal, DI, SS	District SS UbD	Each unit

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.

		the expectations for learning; subsequently, teachers should be able to use these to assess each student's depth of understanding throughout the unit.			Coordinator, DC, TL, Teachers	resources	
Teachers	5	Students will reflect on their learning on multiple occasions in the classroom and throughout the lesson through various teacher-made opportunities; to show depth of understanding of the UbD Enduring Understandings.	AR SD	All Students	Principal, DI, TLs, Teachers	UbD strategies, team planning	Every week
	6	Each student's progress in learning the critical TEKS will be monitored by examining results of teacher-made tests, grade distributions and district SFA's.	AR	Identified Students	Principal, DI, SS Teachers	Grade book SFA data	Every 3 or 6 weeks
	7	Academic Achievement Helping Teacher will assist with gathering, analyzing and tracking student data. Time equivalency hours will be provided for teachers to work with, gather, and analyze data for their individual students.	AR SD T	Identified Students	Principal, DI, AAS, SS Teachers	SFA Data Data Dig Worksheets	Every 6 weeks
	8	Students will experience lessons that follow research-proven teaching strategies such as the ones described in <i>Marzano</i> and UbD to increase student learning and understanding.	AR T SD	All Students	SS Teachers	<i>Marzano</i> , TX. SS Initiative Strategies, <i>UbD</i>	Every Unit
	9	Teachers will incorporate Summarization techniques into the lessons to increase depth of student learning.	AR SD	All Students	DI, DC/TL, Teachers	<i>Marzano</i> , DC/TL Day	Daily / Weekly
	10	Incorporate " <i>What, Then What, So What</i> " into the discussions to increase higher-level processing and student relevancy.	AR SD	All Students	DI, DC/TL, Teachers	SS curriculum expectation	Daily / Weekly
	11	Teachers will utilize the SFA results from the preceding year at the beginning of each unit to guide instruction.	AR T	Social Studies Teachers	Social Studies Teachers, DI, AAS	AMS Data Digs, Teacher Viewer, SFA data	September ; Every 6 weeks
	12	Teachers will perform Data Digs to disaggregate formative and summative assessment data (i.e. SFA, TAKS, teacher generated tests, etc.) and incorporate their findings into subsequent lesson planning, reteaching, spiraling, identifying students for intervention, etc.	AR T SD	Social Studies Teams 6-7-8	Social Studies Teachers, DI, PDAS Appraiser, AAS	Data Dig forms, SFA, TAKS, and test data	September, every 3 or 6 weeks

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.

	13	Through Targeting Student Assistance (TSA), teachers and staff will address the needs of all students who are performing below grade level by conducting assessments, studying the data, selecting targeted strategies to design individualized plans, implementing plans in a timely manner, monitoring progress, and measuring effectiveness.	AR SD	Teachers of Identified Students	Principal, Assistant Principals, DI, Teachers, Counselors, Diagnostician, AAS	ARD Paperwork, TSA Manual, Assessment data, student work, Grades	Fall and spring semesters
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STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Parents	1	Keep parents up to date on their child's recent triumphs and struggles through current PIV postings, phone calls, emails, or implementing web pages.	AR T PI	Parents of Identified Students	SS Teachers	Samples of student work, parent contact logs	Weekly
	2	Encourage parents of at-risk students to attend the C.H.A.M.P. mentor evening, Parent Nights, ESL Luncheon, VIPS program, and other opportunities provided to enrich their child's education.	AR PI	Parents of Identified Students	SS Teachers, DI, AAS, Counselors, APs, Mentors, VIPS Liaison	Sign in sheets, Phone-master, Web site, Newsletter	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: Special Education

- District Priority:** **1A** Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
- Campus Objective:** **#1** By May 2009, we will increase the percentage of special education students demonstrating proficiency on all TAKS Performance Assessments by double digits.

Formative/Summative Evaluation: District-developed Tests (SFA), Texas Assessment of Knowledge and Skills (TAKS),

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	AR SD T	All Special Education Students	Principal, DI, DCs, TLs	Content Team members	Multi- Weekly
	2	AR SD	All Special Education Students	Principal, DI, DC, TL, Special Education Teachers	Reflections, Formative assessments, SFA data, Grade book	Throughout each instructional unit
	3	AR SD	All Special Education Students	Principal, DI, DC, TL, Special Education Teachers	Scope and Sequence	Each unit

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

	4	Gaps in students' background knowledge will be identified early, and direct vocabulary instruction will be used to accelerate growth.	AR	All Special Education Students	Special Education Teachers	CFISD academic vocabulary	Ongoing
	5	Each student's progress in learning the critical TEKS will be monitored by examining results of teacher-made tests, grade distributions and district SFAs.	AR	All Special Education Students	Principal, DI, Special Education Teachers	Grade book SFA data	Every 3 or 6 weeks
	6	Academic Achievement Helping Teacher will assist with gathering, analyzing and tracking student data. Time equivalency hours will be provided for teachers to work with, gather, and analyze data for their individual students.	AR SD T	All Special Education Students	Principal, DI, AAHT, Special Education Teachers	SFA Data Data Dig Worksheets	Every 6 weeks
	7	Students will experience lessons that follow research-proven teaching strategies such as the ones described in <i>Marzano</i> and <i>UbD</i>	AR T SD	All Special Education Students	Special Education Teachers	<i>Marzano, UbD</i>	Every Unit
	8	Teachers will incorporate Summarization techniques into the lessons to increase depth of student learning.	AR SD	All Special Education Students	DI, DC/TL, Special Education Teachers	<i>Marzano, DC/TL Day</i>	Daily / Weekly
	9	Students will reflect on their learning on multiple occasions in the classroom and throughout the lesson through various teacher-made opportunities.	AR SD	All Special Education Students	Principal, DI, Tls, Special Education Teachers	UbD strategies, team planning	Every week

Students	1	Each student below passing will be "adopted" by an at-risk specialist and an individualized success plan will be created, monitored and tracked.	AR	Teachers of Special Education Students	Principal, DI, AAHT, Behavior Specialist	Grade book	After each report card
	2	Student will work one on one with co-teacher addressing specific academic needs	AR	Teachers of Special Education Students	Principal, DI, Special Education Teachers	SFA data,	Weekly
	3	Students will be invited to attend the district's "MATH & SCIENCE CAMP" which is designed to fill gaps in learning for 8 th grade students.	AR	Teachers of Special Education Students	AAHT, district science and math teams	SFA data, Grade book, assessment	As available
		Through Targeting Student Assistance (TSA), the needs of all students will be addressed by teachers and	AR SD	Teachers of Special	Principal, Assistant	ARD Paperwork,	Fall and spring semesters

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

	4	staff who are performing below grade level by conducting assessments, studying the data, selecting targeted strategies to design individualized plans, implementing plans in a timely manner, monitoring progress, and measuring effectiveness.		Education Students	Principals, DI, Teachers, Counselors, Diagnostician, AR Specialist	TSA Manual, Assessment data, Samples of student work, Progress Reports, Report Cards	
Parents	1	Parents will be kept up-to-date on their child's recent triumphs and struggles through current PIV postings, phone calls, e-mails, or implementing teacher web pages.	AR T PI	Parents of Special Education Students	Teachers, Special Education Teachers	Samples of student work, PIV, Progress Reports/Report Cards, parent address books	Weekly
	2	Encourage parents of at-risk students to attend the C.H.A.M.P. mentor evening, Parent Nights, ESL Luncheon, VIPS program, and other opportunities provided to enrich their child's education.	AR PI	Parents of Special Education Students	DI, AAHT, Counselors, Assistant Principals, Special Education Teachers Mentors, VIPS Liaison	Sign-in sheets, Phonemaster, website, newsletter	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.

* Legend

Code	Plan	Indicates that the strategy addresses...
AR	At-risk	the needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	training needs of teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
T1	Title I	federal mandates for school-wide Title I programs.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.

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CIP PART II: ASSURANCE ADDENDUM

Campbell Middle School
Dr. Robert Hatcher
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	Campbell Middle School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
X	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
X	Included strategies for implementing a Coordinated School Health Program, grades 6-8. (middle school)
X	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district's scope and sequence for the course and/or grade level.
X	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)

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CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Dr. Robert Hatcher	Principal: Campbell Middle School
Sharien Alcorn	Teacher 1: Art
Joycelen Leatherwood	Teacher 2: Physical Education
Tanuya Worthy	Teacher 3: Physical Education
Charlotte Johnson	Teacher 4: Science
Miyoshi Arvie	Teacher 5: Science
Holly Netterville	Teacher 6: Social Studies
Julia Andrews	Teacher 7: Language Arts
Nijja' Thomas	Teacher 8: Reading
Michelle Cloud	Non-teaching professional 1: Director of Instruction
Davasha Cooley	Non-teaching professional 2: Academic Achievement Helping Teacher
Lucretia Lewis	Parent 1:
Kersten Males	Parent 2:
Joan Alfaro	Community resident 1:
Xavier Vera	Community resident 2:
Kenneth Effinger	Business representative 1:
Patty Geneo	Business representative 2:

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	November, 2008	4:00 p.m. – 5:30 p.m.	Campbell Middle School Library
2	January, 2009	4:00 p.m. – 5:30 p.m.	Campbell Middle School Library
3	March, 2009	4:00 p.m. – 5:30 p.m.	Campbell Middle School Library
4	April, 2009	4:00 p.m. – 5:30 p.m.	Campbell Middle School Library
5	May, 2009	4:00 p.m. – 5:30 p.m.	Campbell 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 5% .	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 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.

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CIP PART II: ASSURANCE ADDENDUM

X	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by 15% 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 2009-2010 .	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 90% .	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% or less with no student group exceeding 0% .	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

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

Campbell 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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