

2008-2009
Campus Improvement Plan
for
CHARLES B. COOK MIDDLE SCHOOL
Cypress-Fairbanks Independent School District

Rangers ROCK- Rangers are respectful, organized, cooperative, and kind.



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.

**Cook Middle School
Sherma Duck
2008 – 2009
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA Writing	Reading scores in grade 6 improved in LEP M1 and M2 (6% and 9% gain, respectively) and AA (6% gain). Grades 7 and 8 reading improved in AA (10% and 4% gain, respectively). Writing scores improved in all LEP (21% gain), LEP M2 (11% gain) and H (8% gain).	TAKS
		Math	8 th grade math scores improved in all areas with more than a 10% gain in each area: All (15% gain), AA (20% gain), ED (24% gain), H (24% gain), LEP (53% gain), SE (12% gain), W (10% gain).	TAKS
		Science	Science scores in grade 8 improved in All (10% gain), AA (13% gain), H (13% gain), ED (9% gain) and W (8% gain).	TAKS
		Social Studies	Social Studies scores improved in All (5% gain), ED (13% gain), H (11% gain), LEP (35% gain) and LEP M1 (22% gain).	TAKS
		Other		
	Subgroups	All	Reading- 7 th grade scores increased by 10%; Math- 8 th grade scores increased by 15%; Writing 96%; Social Studies 98%; Science- scores increased by 10%.	TAKS
		AA	Reading- 7 th grade scores increased by 10%; Math- 8 th grade scores increased 20%; Writing 92%, Social Studies 93%.	TAKS
		H	Reading- 8 th grade scored 97%; Math- 8 th grade scores increased 24%; Writing 97%; Social Studies 97%; Science- scores increased 13%.	TAKS
		W	All scores were exemplary.	TAKS
		ED	Reading- 8 th grade scored 97%; Math- 8 th grade scores increased 24%; Writing 94%; Social Studies- scores increased 13%; Science-scores increased 9%.	TAKS

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STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subgroups	LEP	Math- 8 th grade scores increased 53%; Writing- scores increased 21%; Social Studies- scores increased 35% reaching a score of 100%; Science- scores increased 21%.	TAKS
		SE	Math- 8 th grade scores increased 12%.	TAKS
	Social/ Emotional	Discipline	Discipline incidents decreased by 302 year to date.	Discipline Incident Reports
		Extracurricular Co-curricular	Music Department- Advanced Girls Choir, Boys Choir, and Intermediate Girls Choir all received a sweepstakes award at U.I.L. Concert and Sight-reading Contest with first division ratings. Advanced Girls Choir and Show Choir received best in class award and tied for best overall choir award at a festival in San Antonio, Texas. Theatre Department- Student received first place for vocal solo in Cy-Falls Tournament of Champions. Won first place for "The Wishin' Tree" in the Cy-Fair ISD One Act Play competition, along with Best Actress and All Star Cast and Crew award.	
		Other	0% Dropout Rate	TEA Campus Accountability Report
Teacher	Professional Development		Cook's 1 st Annual Campus Staff Retreat was held with guest speaker Dr. Rita Pierson, who spoke on teaching at-risk African American males. Wikispace Learning Communities were introduced as a discussion strategy, which prompted increased levels of technology integration with students in classrooms.	Avatar Rosters Classroom Wikispaces
	Qualifications		All Cook Middle School staff meets the HQ requirements. Cathy Briggs was awarded Cook Middle School's Spotlight Teacher of the Year.	TEA/SBEC

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STP	Area	Indicator	Description of Activity	Evidence of Success
Teacher	New Staff		New Teacher Academy and Mentor Program introduces the new hires to the various elements of a master teacher in CFISD. Teachers are paired with returning teachers and meet each six weeks as a group to problem solve and participate in professional development that will maximize instruction while minimizing teacher stress.	Retention Rate Informal Teacher Surveys
	Retention		Second year returning teachers are paired with a mentor to help them transition from new hire to seasoned veteran. Second year group meets two to three times a semester to discuss various issues the teachers face. Cook Middle School hired five new teachers due to openings caused by retirement and moves. All other staff returned.	Retention Rate Informal Teacher Surveys
Parent	Communication		Implementation of Parent Advisory Committee, as a soundboard for parent and community concerns, improved relations and communication with the community.	Parent Advisory Committee

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Area of Focus: Campus Culture

District Priority:

The district's schools will maintain an engaging environment conducive to maximize student learning and employee effectiveness.

Campus Objective:

To create an environment and structure(s) that encourages and promotes all adults to function interdependently at Cook Middle School for the betterment of student performance.

Formative Evaluation:

Teacher Retention Data, formal and informal teacher feedback, etc.

STP	Strategies		Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will benefit from positive reinforcement through the use of PBIS (Positive Behavioral Interventions and Support) incentives. This will create a campus culture conducive to maximizing the students' learning.	All students	All Staff	PBIS program	Ongoing
Teachers	1	Teachers will be trained in the methodology of PBIS, creating a behavioral matrix that all staff will follow creating a sense of unity.	AR	Principal, DI, Assistant Principals, AAHT, PBIS Committee Members, Teachers	PBIS program	August
	2	Teachers will participate in various celebration activities and team competitions, such as Chili Cook Off, monthly birthday celebrations, Fun Friday activities.	All teachers	Administration	PBIS incentives program	Ongoing
Parents	1	N/A – This objective ultimately impacts student achievement, but the activities are designed to enhance teacher effectiveness and cohesiveness.				

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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:

- #1 For 2008 – 2009, discipline referrals for drugs, alcohol, and tobacco will be reduced by 20% from the previous year.
- #2 For 2008 – 2009, the discipline referrals for classroom misconduct will be reduced by 20% from the previous school year.

Formative Evaluation:

District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will participate in various safety drills (bus evacuation, crisis drills, fire drills) and random metal detector checks.	SD VP	All Students	Principal, DI, Assistant Principals, Teachers/Staff	Crisis Management Plan, Evacuation routes, Orange crisis folders	Fall and spring semesters; Monthly
	2 Students will increase their awareness and understanding of the <i>Student Code of Conduct</i> through large group assembly presentations, as well as PBIS (Positive Behavioral Interventions and Supports) lessons.	VP	All Students	Assistant Principals, Teachers	<i>Student Code of Conduct</i>	First week of school
	3 Students will be trained on the web-based program, "Talk about it," by AnComm. The anonymous online messaging service focuses on closing the communication gap between students and staff to foster a safer learning environment.	VP T AR	All Students	Assistant Principals, Teachers	AnComm program and representative	First 6 weeks of school
	4 Students will participate in activities during Red Ribbon Week that encourage a drug-free lifestyle.	VP	All Students	Principal, DI, Assistant Principals, Prevention Advocate, Counselors, Nurse, Teachers	Thematic Materials	Spring semester

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STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	All staff will attend training on the PBIS program in order to create and maintain a positive, safe, and disciplined environment.	SD	All staff	Administration, PBIS team	PBIS program	August Ongoing
	2	Teachers will incorporate <i>40 Developmental Assets</i> training when working with students and their emotional and educational needs.	SD	Teachers	Principal, DI, Assistant Principals, Professional Development Liaisons, Teachers	<i>40 Developmental Assets</i> program	Fall Semester Ongoing
	3	Teachers will utilize BBR (Building Better Relationships) strategies to decrease the number of discipline referrals and create a positive learning experience for students.	SD	Teachers	Principal, DI, Assistant Principals, BBR liaison, Teachers	BBR program	August Ongoing
Parents	1	Parents will be kept informed regarding their students' discipline incidents through timely phone calls, referrals home, and parent conferences.	PI	All Parents	Assistant Principals, Teachers	Discipline referral form, Parent Contact Log	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 96%.
- #2 For 2008 - 2009, the number of referrals for tardies to class will decrease by at least 25%.

Formative/Summative Evaluation:

District-developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will know the expectations for attendance through lessons during their second period class. Cook will provide a mentor for students who have had attendance issues in the past.	AR	All students	Principal, Assistant Principals, AAS, Teachers`	Attendance Data	First 6 Weeks Ongoing
	2 Students will reduce the number of tardies to class with the continued use of the 2-minute warning signal that is different from the tardy bell.	AR	All students	Principal, Assistant Principals	Attendance Data	Ongoing
	3 Students will participate in competitions between grade levels for the best attendance. The PBIS committee will provide incentives for the winning grade level.	AR	All students	PBIS Committee, Teachers	Attendance Data	Ongoing
Teachers	1 Teachers will maintain prompt and accurate attendance records.	T	All teachers	Principal, DI, Attendance Office, Teachers	Pinnacle	Daily
	2 Teachers will use common guidelines, as set by the PBIS Committee, for counting students tardy or absent.	SD	All teachers	Principal, DI, Assistant Principals, PBIS Committee, Teachers	PBIS Committee Guidelines	Ongoing

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STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Parents	1	Parents will be kept informed of their child's attendance record (absences and/or tardies) through PIV, automated phone system and conferencing, prior to a court warning letter is sent.	PI	All parents	Principal, DI, Assistant Principals, Attendance Office, Teachers	Pinnacle, Phonemaster	Ongoing
	2	Parents' support and assistance will be needed to ensure students attend classes. This will be accomplished through the use of parent meetings and individual parent conferences with students who have a history of attendance issues- Stay in School Program.	PI	All parents	Principal, DI, Assistant Principals, Attendance Office, Teachers	Attendance Data	Ongoing

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Area of Focus: Student Physical and Emotional Fitness

District Priority:

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

Campus Objective:

For the 2008 – 2009 school year, students will be motivated to strive for fitness both in a physical and emotional capacity through experiencing 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	Students will be motivated to be kind towards others through a motivational speaker and small-group sessions with the Friends of Rachel program.	VP	All students	Principal, DI, Counselors, FOR (Friends of Rachel) Student Group	Rachel's Challenge Program	Ongoing
	2	Students with physical and learning disabilities enrolled in our Life Skills program will be paired with a peer buddy in the student group Circle of Friends, which will focus on communication and social skills.	AR	Identified students	Special Education Department Chair, Teachers		Bi-weekly
	3	Students will earn "Ranger's Rock Bucks" throughout the year by following the ROCK behavior matrix, created by the campus staff. They will use the bucks to purchase incentives as an extrinsic reward for their behavior.	VP	All students	All staff	PBIS program	Ongoing
Teachers	1	Teachers will teach lessons on the PBIS behavior matrix and incorporate strategies from BBR, Creative Teaching, and Quantum Learning within the scope of the instructional period in order to foster a positive and safe learning environment.	AR VP T	All students, All staff	PBIS Committee, Teachers	PBIS program	Ongoing

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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 through forming trusting relationships in the Mentor Program.	AR SD VP	Volunteer teachers and staff, Identified students	AAHT, Teachers	TAKS/AMS/SFA data, Mentor Activities, Attendance rosters/logs	Begins October Ongoing
	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. Work with P.I.E. for sponsors of clubs, donations and volunteer help. 	AR VP	All students	Principal, DI, Assistant Principals, Counselors, Nurse, Teachers, Coaches, Club sponsors, AAHT, Mentors	Attendance, Discipline placements, Athletics, Co-curricular and Extracurricular attendance	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 T	PE teachers	Principal, DI, PE teachers, 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 foster success for their children through the VIPS program, Ranger Express, Open House, Mentor/Parent Nights, At-Risk Parent Meetings, Electives Fair, and observation of child in any class.	AR PI	All parents	All staff	VIPS Roster, phonemaster	August, September, and Spring Meeting Dates

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Area of Focus: Science

Group	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	55	75	68	90	75
All	74	75	84	90	86
Eco.Dis.	56	75	65	90	75
Hispanic	59	75	72	90	75
LEP	24	75	45	90	75
LEP M1	--	--	--	--	--
LEP M2	44	75	--	--	--
Spec.Ed.	50	75	38	90	75
White	87	75	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 8th grade students demonstrating proficiency on TAKS science.

Formative/Summative Evaluation:

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

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students' progress in learning the critical TEKS will be monitored by examining results of teacher-made assessments, six week grade distributions, and district SFA results.	AR	All students	DI, AAHT, Appraiser, Department Chair, Team Leader, Teachers	Grade book, SFA data	Every 3 or 6 weeks

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STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	2	Students' learning will be monitored by analyzing teacher-made tests and SFA test results. Use data to plan remedial or enrichment instruction for students. Teacher-made tests will be revised to align with the TEKS, SFA format, TAKS format, and student needs according to data. Quiz data will be used weekly to reteach concepts missed.	AR	All students, with a focus on AA, H, ED, SE, LEP (all)	DI, AAHT, Appraiser, Department Chair, Team Leader, Teachers	SFA data, AMS data, classroom assessments	Every 3 – 6 weeks
	3	Students will experience lessons that follow research proven teaching strategies, such as those described in the Baker's Dozen, Marzano, Magnificent Seven, Quantum Learning, and CRISS. These lessons will be presented at least one time per week, with another 40% of the time in labs. This will be documented in lesson plans and TIPS.	AR SD	All students, with a focus on AA, H, ED, SE, LEP (all)	DI, AAHT, Appraiser, Department Chair, Team Leader, Teachers, Science Helping Teacher	CRISS, Baker's Dozen, Magnificent 7, Quantum Learning Materials	Ongoing
	4	Students' gaps in science background knowledge will be identified and used to direct vocabulary instruction as well as other strategies to accelerate growth: including Marzano strategies, enhanced context, collaborative learning, and questioning strategies. Closely monitor identified students whose data indicates gaps in learning through recorded tracking of improvement.	AR	All students, with a focus on AA, H, ED, SE, LEP (all)	DI, AAHT, Appraiser, Department Chair, Team Leader, Teachers	Pre-tests and assessments, CFISD Academic Vocabulary	Beginning of year Ongoing
	5	Students will be provided extended learning time within the scope of classroom instruction and tutoring sessions that specifically address TEKS objectives that need improvement, along with being provided additional practice on TAKS formatted questions. TAKS focused labs during TAKS tutorials will be provided for extended practice with concepts.	AR	All students, with a focus on AA, H, ED, SE, LEP (all)	Department Chair, Team Leader, Teachers	TAKS data (by objective, students and teacher)	Ongoing

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STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	6	Students will engage in experiential learning through labs, projects, and questioning strategies that require high cognitive levels. The use of think-pair-share, with deliberately assigned partners during labs and after class tutorials, will be utilized to support experiential learning.	AR	All students, with a focus on AA, H, ED, SE, LEP (all)	Department Chair, Team Leader, Teachers	Lab Materials and Lessons, Quantum Learning Activities, etc.	At least 40% of the class periods each week
Teachers	1	Science teachers (6 th , 7 th , and 8 th grade) will meet as grade-level teams at least three times per week and, through the use of a specific agenda, incorporate the following activities into the planning session: data analysis and designing the lesson cycle specifically from the results.	AR SD	All students, with a focus on AA, H, ED, SE, LEP (all)	Principal, DI, Appraiser, Department Chair, Team Leader, Teachers	TAKS and Test data, Lesson Plans, Agendas	At least 3 times per week
	2	Teachers should create science lesson plans that will: focus on TEKS/TAKS preparation; follow the district's scope and sequence; revised as data dictates; be 40% lab-based instruction; include a variety of relevant and rigorous activities (no more than one worksheet per week).	AR SD	All students, with a focus on AA, H, ED, SE, LEP (all)	Principal, DI, Appraiser, Department Chair, Team Leader, Teachers	Lesson Plans, Curriculum Guide, Walk-throughs	Weekly
	3	Teachers will be trained in CRISS, Quantum Learning, and Data Analysis to provide common instruction base. Use Quantum Learning strategies and technology to enhance instruction. Use of technology within science classrooms and during TAKS remediation will involve the use of ExploreLearning, CBL probe-ware, as well as other resources identified by classroom and helping teachers.	T SD	All students, with a focus on AA, H, ED, SE, LEP (all)	Principal, DI, Appraiser, Department Chair, Team Leader, Teachers, Science Helping Teacher	Share Sessions, Professional Development	Ongoing

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STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	4	Teachers will implement active monitoring and questioning throughout every lesson. Keep tracking sheets that remind of SE and ESL modifications (i.e. on seating chart, grade sheets, or lesson plans).	AR	All students, with a focus on SE, LEP (all)	Department Chair, Team Leader, Teachers	Lists of Higher Order Questions generated by team	Daily
Parents	1	Teachers will meet with parents at Open House and any subsequent parent nights to explain the SSI and the requirements for passing TAKS to be promoted to 9 th grade. Also provide communication through phone calls, emails, Parent Internet Viewer, and website.	PI	All students, with a focus on AA, H, ED, SE, LEP (all)	Department Chair, Team Leader, Teachers	Email, letters, cards, and phone data	Ongoing
	2	Teachers will raise parental awareness with students who perform below average by printing out student progress report separately for class and requiring a signature. If report is not returned, call parents to inform them of academic progress.	PI	Identified students	DI, Department Chair, Team Leader, Teachers	Progress Reports and Phone data	Ongoing

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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	80	83	75	90	80	68	75	75	90	80	59	75	79	90	83
All	91	94	86	90	87	86	87	89	90	89	77	81	92	100	95
Eco.Dis.	83	85	77	90	81	73	79	77	90	81	64	75	88	90	89
Hispanic	84	86	77	90	81	79	83	85	90	87	65	75	89	90	89
LEP	70	77	45	90	75	50	75	46	90	75	35	75	88	90	89
LEP M1	83	85	88	90	89	--	--	100	100	100	--	--	--	--	--
LEP M2	83	85	83	90	85	77	81	88	90	89	56	75	--	--	--
Spec.Ed.	67	75	54	90	75	50	75	38	90	75	38	75	50	90	75
White	97	98	95	100	97	92	95	94	100	96	86	87	96	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 students demonstrating proficiency of 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 Students will be flexibly re-grouped after each SFA in order to re-teach the students not demonstrating mastery on a specific objective.	AR	All students, with a focus on AA, H, ED, SE, LEP (all)	Principal, DI, Appraiser, Department Chair, Team Leader, Teachers	SFA data, AMS data, teacher and district assessments	Each six weeks

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STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline	
Students	2	Teachers will incorporate Alternative Assessments two to three times within a grading period, so the students have an opportunity to demonstrate mastery of content in multiple formats.	AR	All students, with a focus on AA, H, ED, SE, LEP (all)	Principal, DI, Appraiser, Department Chair, Team Leader, Teachers	SFA data, AMS data, teacher and district assessments	Two to three times per six weeks
	3	Students' learning will be monitored by analyzing teacher and district assessments, including SFA test results. Use data to plan remedial or enrichment instruction for students; denote data-driven decisions in lesson plans.	AR	All students, with a focus on AA, H, ED, SE, LEP (all)	Principal, DI, Appraiser, Department Chair, Team Leader, Teachers	SFA data, AMS data, teacher and district assessments	Weekly
	4	Administration will check rosters to ensure that each struggling student has been assigned to a teacher that has a proven track record of accelerating students' math achievement. (Change assignments and re-balance classes as needed)	AR	Data - Identified Students	Principal, DI, AAHT, Counselors	Class Rosters AMS Data	Prior to start of school Ongoing
	5	Struggling students will participate in interventions based on the needs of the student (i.e. pullouts, additional class period, morning and after school tutorials).	AR	Data - Identified Students	Principal, DI, AAHT, Department Chair, Team Leader, Teachers	SFA Data, Test Data, AMS Data, Class Performance	Ongoing
	6	Students' gaps in mathematical background knowledge will be identified, and teachers will use direct vocabulary instruction (Marzano, Pickering, and Pollock strategies with focus on vocabulary and note-taking) to accelerate growth by at least 10%.	AR	All students, with a focus on AA, H, ED, SE, LEP (all)	Department Chair, Team Leader, Teachers, AAHT	Pre-tests and assessments, Academic Vocabulary	Beginning of year and Ongoing

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STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	7	Students will engage in weekly lessons and activities that use research-proven strategies addressing the needs of diverse learners (i.e. collaboration on high cognitive problem solving strategies, use of manipulatives, CRISS strategies, Quantum Learning strategies, and use of technology: including Explore Learning, Understanding Math, TI Interactive, SmartView, and other new textbook support sites).	AR T	All students	Principal, DI, Appraiser, Department Chair, Team Leader, Teachers, Math Helping Teacher	Lesson Plans, Observations, Snapshots	Ongoing
	8	Students will participate in Super camps and follow-up sessions to reinforce content and strategies taught.	AR	Identified Students	Department Chair, Team Leader, Teachers, AAHT	Materials from Super Camp Quantum Learning	Following Super camps and ongoing
Teachers	1	Math teachers (6 th , 7 th , and 8 th grade) will meet as grade-level teams at least three times per week, and through the use of a specific agenda, incorporate the following activities into the planning session: data analysis, designing the lesson cycle specifically from the results, design questions that promote higher-level thinking, engaging activities, and effective instructional strategies.	AR SD	All students, with a focus on AA, H, ED, SE, LEP (all)	Principal, DI, Appraiser, Department Chair, Team Leader, Teachers	TAKS and Test data, Lesson Plans, Agendas	At least 3 times per week
	2	Teachers should create math lesson plans that will: focus on TEKS/TAKS preparation; follow the district's scope and sequence; revised as data dictates; include a variety of relevant and rigorous activities.	AR SD	All students, with a focus on AA, H, ED, SE, LEP (all)	Principal, DI, Appraiser, Department Chair, Team Leader, Teachers	Lesson Plans, Curriculum Guide, Walk-throughs	Weekly
	3	Teachers will use released math TAKS questions to analyze problems and answer choices. Teachers will create lessons using the think aloud strategy to model thinking processes and solve problems.	AR	All students	Department Chair, Team Leader, Teachers	Released TAKS tests	Ongoing

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STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	4	Students will be placed in the Math POWER program to assist in strengthening their basic math skills. Students will be placed in this program based on their TAKS performance from the previous year.	AR T	Identified students	DI, AAHT, Department Chair, Team Leader, Math Power Teacher	TAKS and Test data, Math POWER curriculum	Ongoing
	5	Teachers will Implement active monitoring and questioning throughout every lesson. Keep tracking sheets that remind of SE and ESL modifications (i.e. on seating chart, grade sheets, or lesson plans), and attend district curriculum staff development sessions that provide instructional strategies, resources, and/or activities.	AR	All students, with a focus on AA, H, ED, SE, LEP (all)	Department Chair, Team Leader, Teachers	Lists of Higher Order Questions generated by team	Daily
Parents	1	Teachers will meet with parents at Open House and any subsequent parent nights to explain the SSI and the requirements for passing TAKS to be promoted to 9 th grade.	PI	All students, with a focus on AA, H, ED, SE, LEP (all)	Department Chair, Team Leader, Teachers	Email, letters, cards, and phone data	Ongoing
	2	Teachers will provide communication to parents regarding students' academic progress listing accomplishments and challenges through various communication devices including phone calls, emails, Parent Internet Viewer, and website.	PI	All students	Teacher	Email, letters, cards, and phone records	Weekly throughout the year

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

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	88	89	94	100	96	79	83	89	90	89	92	95	96	100	97
All	95	97	93	100	95	92	95	92	100	95	96	97	98	100	99
Eco.Dis.	93	95	88	90	89	83	85	86	90	87	95	97	97	100	98
Hispanic	92	95	88	90	89	86	87	87	90	88	94	96	97	100	98
LEP	75	80	63	90	75	86	87	52	90	75	72	78	64	90	75
LEP M1	94	96	100	100	100	--	--	71	90	75	--	--	--	--	--
LEP M2	83	85	92	100	95	82	85	75	90	80	100	100	--	--	--
Spec.Ed.	83	85	65	90	75	--	--	70	90	75	71	77	67	90	75
White	98	99	96	100	97	98	99	95	100	97	97	98	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 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 Students will experience lessons that follow research proven strategies, such as Marzano, 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	Principal, DI, Appraiser, Department Chair, Team Leader, Teachers	Marzano's <i>Classroom Instruction that Works</i> , TAKS, SFA, and SRI data	Ongoing

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

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	2	Students will be placed in the READ 180 program to assist struggling readers. Students will be placed in the READ 180 program based on the student's TAKS performance from previous years. Students with TAKS scores less than 2100 from the prior year will be placed in the READ 180 program.	AR T	Identified students	DI, AAHT, READ 180 Teacher, READ 180 helping teacher	READ 180 Materials	Ongoing
	3	English Language Learners will be placed into an ESL class, ESL Reading class, and a regular language arts class in order to provide extended time in a language-rich environment.	AR	LEP	DI, AAHT, ESL, ESL Reading, and Language Arts Teachers, ESL helping teacher	ESL curriculum, Read Workshop program	Ongoing
	4	Students in grade 6 who have failed TAKS or placed through GPC will be placed in a Reading Workshop class where instruction will be directed towards target areas that have proven difficult for students.	AR	Identified students	DI, AAHT, Reading Department Chair, Reading Teachers	TAKS data, AMS data	Prior to start of school
	5	Students who did not meet minimum expectations on the 2008 Reading TAKS will be assigned a reading teacher that has a proven track record of accelerating students' reading achievement.	AR	Identified students	Principal, DI, AAHT, Counselors	Class Rosters AMS Data	Prior to start of school
	6	Students will complete the Scholastic Reading Inventory (SRI) to measure current Lexile scores. The SRI will be given four times per year to track student progress. The teachers will use this data to select appropriately challenging reading materials, accelerate student learning, and monitor student progress.	AR	Identified students	Reading Department Chair, Reading Teachers	SRI Test, S.A.M. Reports	Twice during each 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.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	7	Students will participate in lessons that are flexibly regrouped to reinforce and re-teach critical TEKS and reading TAKS objectives.	AR	All students	DI, AAHT, Department Chair, Team Leader, Teachers (Reading and Language Arts)	Student grades, SFA data, TAKS data	Ongoing, primarily in the Spring semester
Teachers	1	Teachers of Grade 7 students will identify specific student needs by using the Texas Middle School Fluency Assessment System (TMSFA) and provide instruction to address individual student needs.	AR	All students, with a focus on AA, H, ED, SE, LEP (all)	DI, AAHT, Reading Department Chair, Reading Teachers	TMSFA results	Beginning of the school year
	2	Teachers will analyze data (SFA, SRI, and Scholastic Achievement Monitor) to monitor student progress and routinely conference with students. These conferences will focus on student areas of need by showing students how to improve their reading and make connections with the text selections.	AR	All students, with a focus on AA, H, ED, SE, LEP (all)	DI, AAHT, Department Chair, Team Leaders, Teachers	Grade book, SFA and SRI data, S.A.M. reports	Every 3 or 6 weeks
	3	Reading and Language Arts Team Leaders and Department Chairs (6 th , 7 th , and 8 th grade) will meet as a team at least once per semester to align vocabulary and instructional methodology being used in both classrooms.	SD	All students	Principal, DI, Appraiser, Department Chairs, Team Leaders	Core Academic Vocabulary	Once per semester

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	4	<p>Reading and Language Arts Teachers will provide direct instruction of summarization, main idea, and inference. Teachers will scaffold the instruction to include:</p> <ul style="list-style-type: none"> • Showing students models of effective summaries. • Writing teacher-led group summaries with think alouds. • Providing multiple opportunities to write summaries. • Conducting analysis of answers for TAKS questions. • Requiring students to support their answers to questions with verbal and written evidence from text. 	AR	All students, with a focus on AA, H, ED, SE, LEP (all)	Principal, DI, Appraiser, Department Chairs, Team Leaders, Teachers	Curriculum Guide, Released TAKS	Ongoing
Parents	1	Parents will use Scholastic Achievement Monitoring (SAM) reports to be informed of students' reading progress on SRI tests and Read 180 progress.	PI	All Reading students	DI, Reading Department Chair, Reading Teachers	SAM Reports	Ongoing
	2	Provide communication to parents regarding students' academic progress listing accomplishments and challenges through various communication devices including phone calls, emails, Parent Internet Viewer, and website.	PI	All students	DI, Department Chair, Team Leader, Teachers	Email, letters, cards, and phone records	Ongoing
	3	Teachers will meet with parents at Open House and any subsequent parent nights to explain the SSI and the requirements for passing TAKS to be promoted to 9 th grade.	PI	All students, with a focus on AA, H, ED, SE, LEP (all)	Department Chair, Team Leader, Teachers	Email, letters, cards, and phone data	Ongoing

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

Area of Focus: Writing

Group	Gr7 07 Score	Gr7 08 Target	Gr7 08 Score	Gr7 3 Yr Target	Gr7 09 Target
AA	94	96	92	100	95
All	94	96	96	100	97
Eco.Dis.	91	94	94	100	96
Hispanic	89	89	97	100	98
LEP	67	75	88	90	89
LEP M1	--	--	100	100	100
LEP M2	89	89	100	100	100
Spec.Ed.	--	--	77	90	81
White	97	98	96	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 7 th 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 To increase the numbers of 3's and 4's on the written composition, students will: <ul style="list-style-type: none"> • review The TAKS Rubric. • analyze sample papers from the scoring guides to become acquainted in the qualities that distinguish a score point 4. • engage in lessons through direct instruction to improve introductions and conclusions. • connect with prewriting and fluency-building strategies to improve idea development. 	AR	All students	DI, Department Chairs, Team Leader, Teachers	TAKS rubric, SFA data, Student Writing Samples	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.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	2	To increase the number of 2's for struggling writers, students will: <ul style="list-style-type: none"> • use peer editing and revision. • analyze literature models for composition elements. • rate sample papers using the TAKS rubric. • participate in a teacher/student conference (at least one time per paper written to final product stage). 	AR	Identified Students	DI, Department Chairs, Team Leader, Teachers	TAKS rubric, SFA data, Student Writing Samples, AMS data	Ongoing
	3	Students will engage in three writing assignments each six weeks taken completely through the writing process. Teachers will use this opportunity to conference one-on-one and in small group with students to focus on student instructional need. Teachers will document the conferencing to ensure student is provided consistent and efficient feedback.	AR	All students	Department Chairs, Team Leader, Teachers	Student Writing Samples	Ongoing
	4	Monitor student learning by analyzing teacher-made tests to ensure alignment to the SFA and TAKS test results. Use data from the SFA results to plan remedial or enrichment instruction for students in writing samples.	AR	AA, H, ED, SE, LEP (all)	DI, AAHT, Appraiser, Department Chair, Team Leader, Teachers	SFA data, AMS data, classroom tests	Every 3 – 6 Weeks throughout the year
Teachers	1	Language Arts teachers (6 th , 7 th , and 8 th grade) will meet as grade-level teams at least three times per week and, through the use of a specific agenda, incorporate the following activities into the planning session: data analysis and designing the lesson cycle specifically from the results.	AR SD	All students, with a focus on AA, H, ED, SE, LEP (all)	Principal, DI, Appraiser, Department Chair, Team Leader, Teachers	TAKS and Test data, Lesson Plans, Agendas	At least 3 times per week

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	2	Teachers will examine last year's papers that received a score point of 1 to find the most frequent reasons (according to the TAKS writing rubric) why students received low scores. They will specifically address these issues with current struggling writers.	AR SD	All students, with a focus on AA, H, ED, SE, LEP (all)	Content Coordinator, LA Support Staff, LA Technology Helping Teacher, DI, Department Chair, Team Leader, Teachers	Staff Development Opportunities	Ongoing
	3	Language Arts teachers have access to grade-level Wikispaces that allow for greater teacher collaboration across the district on successful teaching strategies.	AR SD	All students, with a focus on AA, H, ED, SE, LEP (all)	Content Coordinator, LA Support Staff, LA Technology Helping Teacher, DI, Department Chair, Team Leader, Teachers	Staff Development Opportunities	Ongoing
	4	Teachers will attend and implement district staff development strategies and resources, including Quantum Learning, TAKS rubric training, Six Traits of Writing, Short-answer rubric training, etc.	AR SD	All students, with a focus on AA, H, ED, SE, LEP (all)	Content Coordinator, LA Support Staff, LA Technology Helping Teacher, DI, Department Chair, Team Leader, Teachers	Staff Development Opportunities	Ongoing
Parents	1	Teachers will meet with parents at Open House and any subsequent parent nights to explain the SSI and the requirements for passing TAKS to be promoted to 9 th grade.	PI	All students, with a focus on AA, H, ED, SE, LEP (all)	DI, AAHT, Department Chairs, Team Leader, Teachers	Email, letters, cards, and phone records	Ongoing
	2	Teachers will provide communication to parents regarding students' academic progress listing accomplishments and challenges through various communication devices including phone calls, emails, Parent Internet Viewer, and website.	PI	All students, with a focus on AA, H, ED, SE, LEP (all)	Department Chair, Team Leader, Teachers	Email, letters, cards, and phone data	Ongoing

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

Area of Focus: Social Studies

Group	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	94	96	93	100	95
All	93	95	98	100	99
Eco.Dis.	84	86	97	100	98
Hispanic	86	87	97	100	98
LEP	65	75	100	100	100
LEP M1	--	--	--	--	--
LEP M2	78	82	--	--	--
Spec.Ed.	71	77	75	90	80
White	97	98	98	100	99

District Priority:

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

Campus Objective:

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
Students	1	Students will apply social studies skills through consistent practice with analyzing and interpreting charts and graphs and using interactive notebooks (ISN) to effectively reflect on content as it is presented.	AR	All students, with a focus on SE	DI, Department Chairs, Team Leader, Teachers	Curriculum Guide	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	2	Students will demonstrate knowledge of established goals and enduring understandings by answering essential questions for each unit.	AR	All students, with a focus on SE	DI, Department Chairs, Team Leader, Teachers	Marzano strategies, Lesson Plans	Ongoing
	3	Students will experience signature lessons and TAKS interactive warm-ups, supplied by the district, where indicated in the district curriculum.	AR T SD	All students, with a focus on SE	Content Coordinator, Social Studies Technology Helping Teacher, Department Chairs, Team Leader, Teachers	Curriculum Guide, Lesson Plans	As curriculum dictates
	4	Students understanding of government and political influences in history will increase by implementing Marzano's note taking and summarizing strategies to the class discussions.	AR	All students, with a focus on SE	DI, Department Chairs, Team Leader, Teachers	Marzano strategies, Lesson Plans	Ongoing
Teachers	1	Teachers will use technology implementation to enhance instruction for all learners to show mastery of concepts in social studies.	T	All students	Department Chairs, Team Leaders, Teachers, Content Coordinator, Social Studies Technology Helping Teacher, LoTi Team	Smartboards, LoTi Lessons, Presenters, Idea Banks	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.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	2	Teachers will use the Social Studies district Wikispace as a collaborative tool to share ideas and provide feedback on lessons.	SD AR	All students	Content Coordinator, Social Studies Technology Helping Teacher, Department Chairs, Team Leaders, Teachers	Staff Development Opportunities	Ongoing
	3	Teachers will attend staff development opportunities to train and develop knowledge of Marzano, Freyer, CRISS and Quantum Learning strategies to produce continued success in student groups.	SD AR	All students	Content Coordinator, Social Studies Technology Helping Teacher, Department Chairs, Team Leaders, Teachers	Staff Development Opportunities	Ongoing
	4	Analyze data from SFA's and TAKS to move students from their current level of performance to the next level (with emphasis on tier 3 to tier 2 movement).	AR	All students	Principal, DI, Appraiser, Department Chairs, Team Leaders, Teachers	SFA Data, TAKS Data	Ongoing
Parents	1	Teachers will meet with parents at Open House and any subsequent parent nights to explain the SSI and the requirements for passing TAKS to be promoted to 9 th grade.	PI	All students, with a focus on SE	DI, AAHT, Department Chairs, Team Leader, Teachers	Email, letters, cards, and phone records	Ongoing

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

Parents	2	Teachers will provide communication to parents regarding students' academic progress listing accomplishments and challenges through various communication devices including phone calls, emails, Parent Internet Viewer, and website.	PI	All students, with a focus on AA, H, ED, SE, LEP (all)	Department Chair, Team Leader, Teachers	Email, letters, cards, and phone data	Ongoing
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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.

*** Legend**

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

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.

CIP PART II: ASSURANCE ADDENDUM

Charles B. Cook Middle School
Sherma Duck
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	Cook 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	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	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)

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Sherma Duck	Principal: Cook Middle School
Kristi Berkovich	Teacher 1: Math
Beverly Curry	Teacher 2: Reading
John Duran	Teacher 3: Social Studies
Gail Graham	Teacher 4: Language Arts
Mica Kolb	Teacher 5: Electives
Jeff Kram	Teacher 6: Physical Education
Kimberly Lewis	Teacher 7: Science
Joyce Wilkins	Teacher 8: Language Arts
Reba Williams	Teacher 9: Reading
Chris Ann Stroeck	Non-teaching professional 1: Director of Instruction
Bill Yurch	Non-teaching professional 2: Assistant Principal
Beverly Bulas	Non-teaching professional 3: Nurse
Tammy White	Parent 1: 7 th grade parent
Kim Traylor	Parent 2: 7 th grade parent
Jenny Cargill	Community resident 1
Dorothy Starkey	Community resident 2
Fred and Janice Foteh	Business representative 1: French Quarter Restaurant
Mike Jennings	Business representative 2: Artek Painting and Construction

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.

CIP PART II: ASSURANCE ADDENDUM

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	September 9	4:30 p.m. – 6:00 p.m.	Cook Middle School Library
2	October 21	4:30 p.m. – 6:00 p.m.	Cook Middle School Library
3	January 13	4:30 p.m. – 6:00 p.m.	Cook Middle School Library
4	March 24	4:30 p.m. – 6:00 p.m.	Cook Middle School Library
5	May 12	4:30 p.m. – 6:00 p.m.	Cook 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.

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.

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.

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.

CIP PART II: ASSURANCE ADDENDUM

	Goal	Description	Formative	Summative	Strategy
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.
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.

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.

CIP PART II: ASSURANCE ADDENDUM

Charles B. Cook 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	District Vision and Instructional Focus
5-Aug (P.M.)	GLT/AMS	Elementary	
4-Aug (P.M.)	GLT/AMS	Secondary	Data Analysis
5-Aug (A.M.)	Safety Conference	District Administrative Staff	Safety
12-Aug	Department Chair and Team Leader	District/Campus Administrative Staff	District Vision and Instructional Focus, Campus Expectations
14-Aug-15	New Staff Orientation	District Staff	District Vision and Instructional Focus
18-Aug	All Staff	Campus	PBIS Training
19-Aug	All Staff	Campus	PBIS Training
20-Aug	All Staff	Campus	Campus Vision and Instructional Focus, Department and Team Planning
21-Aug	Secondary Staff	District Staff	Curriculum Focus
22-Aug	All Staff	Campus	Procedural Rotations, Team and Individual Planning
13-Oct	Secondary Staff	District Staff	Curriculum Focus
5-Jan	Secondary Staff	Campus	Motivational Speaker, Review of Instructional Focus
19-Jan	All Staff	Campus	Campus Time Equivalency earned for Building Better Relationships, Quantum Learning, PBIS Training, Campus Book Studies, etc.
4-June	All Staff	Campus	End of Year Procedures

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