

**2008-2009
Campus Improvement Plan
for
DEAN MIDDLE SCHOOL**

Cypress-Fairbanks Independent School District

**Continuous
Achievement
Requires
Excellence**

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

Areas to Celebrate

| STP | Area | Indicator | Description of Activity | Evidence of Success |
|-----------|--------------------------|--|---|-----------------------|
| Students | Subjects | Reading/ELA | Exemplary: 6 th & 8 th Reading; Recognized 7 th LA; | TAKS Results |
| | | Writing | Recognized 7 th Writing | TAKS Results |
| | | Math | Recognized 6 th Math; AA 7 th & 8 th with growth in all areas | TAKS Results |
| | | Science | Double digit demographic growth on TAKS | TAKS Results |
| | | Social Studies | Exemplary performance on 8 th grade TAKS | TAKS Results |
| | | Other | | |
| | Subgroups | All | 40 out of 45 indicators on TAKS improved | TAKS Results |
| | | AA | +11 in 8 th Science; +15 in 7 th Math; +10 in 6 th Math | TAKS Results |
| | | H | +10 in 7 th Writing; +10 in 8 th Reading; +15 in 8 th Science; +13 in 6 th Math | TAKS Results |
| | | W | +9 in 7 th Writing; +9 in 8 th Science; +7 in 6 th Math | TAKS Results |
| | | ED | +15 in 8 th Science; +14 in 6 th Math; +9 in 8 th Social Studies | TAKS Results |
| | | | | |
| | Social/ Emotional | Discipline | | |
| | | Extracurricular | Increased participation in electives and athletics | Campus Data |
| Other | | Social Skills and Leadership Training | Advisory Curriculum | |
| Teacher | Professional Development | | Professional Learning Communities | Student Performance |
| | | | | Collaborative Culture |
| | Qualifications | | Highly Qualified Teachers | NCLB Report |
| | New Staff | | | |
| Retention | | TEEG Grant allowed for increase in teacher retention | Campus Data | |
| Parent | ESL Luncheon | | Highest participation in parent involvement | Campus Data |
| | Breakfast of Champions | | | |
| | Parent Advisory Day | | | |

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Area of Focus: Campus Culture

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|------------------------------|--|
| District Priority: | The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness. |
| Campus Objective: | To create a Professional Learning Community that is dedicated to C.A.R.E. (Continuous Achievement Requires Excellence). Our PLC is focused on student learning and adults being dedicated to asking empowering questions that lead to the production of a positive learning community. |
| Formative Evaluation: | Work place survey, AnComm student feedback surveys, CPOC feedback, teacher retention data, teacher feedback, parent input. |

| STP | Strategies | Target Group | Person(s) Responsible | Resources | Timeline |
|--------------------|---|-----------------|-------------------------|--|----------|
| Students | 1 C.A.R.E. is part of the culture and climate for our students. | Students | School Community | Advisory Curriculum | All year |
| Admin/ Teachers | 1 Administrative team is dedicated to creating an effective team by engaging in numerous activities to promote group for our organization. Such efforts include: <ul style="list-style-type: none"> ★ Administrative retreat ★ Creation of Social Contract (Leadership Solutions) ★ Analysis of current A-Team climate (5 Dysfunctions of a Team) ★ Creation of PLC norms ★ Focus on overcoming personal constraints (The Flip Side) | Admin | Admin | Teen Leadership strategies; Leadership Solutions; Books: <u>The Flip Side</u> by Flip Flippin; PLC Books; <u>QBQ!</u> by John Miller | All year |
| | 2 Focus of leadership development of Department Chairs and Team Leaders | Teacher Leaders | Admin and Lead Teachers | Teacher Leadership Institute | All year |

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|---------|---|---|---------|--|--|----------|
| | 3 | Development of effective team dynamics that support student learning by establishing team norms and various team roles. Each team will be composed of the following: <ul style="list-style-type: none"> ★ Team Leader ★ Data facilitator ★ Cross curriculum facilitator ★ Technology facilitator | Teacher | Admin; Lead Teachers; Teachers | Teacher Leadership Institute | All year |
| Parents | 1 | Support of student success and need for parent involvement. C.A.R.E. has been communicated to the parents through presentations, open house and welcome letters. | Parents | Admin Teachers | Orientation Open House Parent Letter | All year |
| | 2 | Encourage parent involvement through key communicators, VIPS program and collaborating with classroom support through PIV. | Parents | Administration; VIPS coordinator; teachers | PIV; district communications; | All year |

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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, the discipline referrals for drugs, gang related behavior, alcohol, and tobacco will be reduced by 10% from the previous year.

For 2008 – 2009, the discipline referrals for tardiness will be reduced by 15% from the previous school year.

Formative Evaluation:

District-developed reports

| STP | Strategies | Codes* | Target Group | Person(s) Responsible | Resources | Timeline | |
|----------|------------|---|--------------|-----------------------|--|---------------------------------------|--|
| Students | 1 | Monitor students' tardiness and provide support for students having difficulties. | VP | All students | AP's; Counselors; Para's | Tardy report Student Schedules | Ongoing |
| | 2 | Review the discipline referrals each grading period, to determine the percent of referrals for tobacco, alcohol, and other drug use and possession. | VP | All students | AP's | PEIMS data | Every six weeks |
| | 3 | Make data-driven decisions on improving tardiness school wide. | VP | All students | AP's | Tardy report | Every six weeks |
| | 4 | Meet with all students to discuss expectations for behavior. | VP | All students | AP's | <i>Student Code of Conduct</i> | Twice a year all students Twice a year new students |
| | 5 | Create incentive rewards for students who meet behavior expectations. | VP | All students | AP's; incentive committee | PEIMS data | Every six weeks |
| | 6 | Review the discipline referrals each grading period, to determine the percent of referrals for gang related behavior. | VP | All Students | AP's; Gang Task Force Rep.; AP Secretary's | PEIMS data; Gang referral spreadsheet | Every six weeks |

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|----------|---|---|----------|--------------|--|--|--|
| Students | 7 | Implement practice opportunities in various safety drills (bus evacuation, crisis drills, fire drills) and random metal detector checks. | VP SD | All Students | Principal; Assistant Principals; DI; Crisis Committee; Teachers/Staff | Crisis Management Plan (EOP); Evacuation Routes; Green/Red Cards | Every six weeks |
| | 8 | Encourage a drug free lifestyle through student participation during Red Ribbon Week activities. | VP | All Students | Prevention Advocate; Assistant Principals; Counselors; Teachers; Nurse | Thematic Materials | To be Determined |
| Teachers | 1 | Inform teachers through faculty meetings and professional development regarding safety issues. | VP | All teachers | Principal; AP's; prevention advocate; Counselors | PEIMS data | Every six weeks |
| | 2 | Follow advisory lesson guidelines on alcohol, drug and tobacco prevention. | VP | All students | Prevention advocate; AP's; Gang Task Force Rep. | Prevention advocate | Each six weeks |
| | 3 | Provide advisory lessons on various safety drills (bus evacuation, crisis drills, fire drills) | VP | All Students | AP's; Teachers | AP's; Teacher's; EOP Powerpoints | Each six weeks |
| | 4 | Dean staff members will receive training on the campus Crisis Management Plan, discipline procedures and policies, Child Abuse, Suicide Prevention, and how to remain in adherence with fire marshal regulations. | VP | All Staff | Principal; Assistant Principals; Counselors; | Crisis Management Plan; Faculty; Team, and Department meetings | Initial training in August. Updates and training are ongoing. |

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|----------|---|---|----|--------------------------------|--------------------------------------|--|---|
| Teachers | 5 | Staff members will complete a staff skills survey and inventory to improve crisis plan and serve as additional personnel to use in emergency situation. | VP | All Staff | Assistant Principals; | Staff Skills Survey/Inventory Crisis Management Plan | Initial Inventory in August. Updates are ongoing. |
| | 6 | Staff members will complete safety survey to evaluate safety procedures and concerns of staff | VP | All Staff | Principal; Assistant Principals | Dean Safety Survey; EOP; PEIMS data | Beginning of the year and each six weeks |
| Parents | 1 | Keep parents up-to-date on their child's recent triumphs and struggles by phone calls, conferences, letters home, and/or e-mails. | PI | Parents of identified students | Principal; AP's; teachers Counselors | Discipline referrals Teachers | Weekly |

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Area of Focus: Attendance and Dropout Rate

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|--|---|
| District Priority: | Ensure that students understand the importance of attending school regularly and completing high school. |
| Campus Objective: | For 2008 - 2009, the ADA student attendance will be at or above 97% . For 2008 - 2009, the dropout rate will be 0% 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 | The school community will stress the importance of daily attendance and student success. Faculty and staff will be committed to create engaging lessons and work to build relationships with our students. | All | All students | All staff members | Attendance records; lesson plans | Ongoing |
| | 2 | Students with Excessive Absences (EA) will be paired with a teacher to track attendance to make up absences. | AR | Identified Students | Principal; Assistant Principals; Attendance Office; Attendance Committee Teachers | Tracking Sheets | Ongoing |
| Teachers | 1 | Teachers will maintain prompt and accurate attendance records. | T | All teachers | Principal; DI; Attendance Office | Pinnacle | Daily |
| | 2 | Teachers will serve on an Attendance Committee to work with individual students at risk of excessive absences (EA) to get them back on track. | AR | Attendance committee | Principal; Assistant Principals; Attendance office; Teachers; Attendance Officers | Attendance Officers, Tracking Sheets | Ongoing |

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|---------|---|---|---------------|--|---|---|----------------------------------|
| | 3 | The school community will work to support students arriving to class on time. | AR | Assigned teachers thru Master Schedule | Assistant Principal's; Attendance Office; Assigned Teachers; AP Secretary's | Tardy Discipline Sheets, PEIMS data, Attendance Office, | Ongoing |
| 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; Assistant Principals; Teachers; Attendance Office | Pinnacle, Phone-master | 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: Science

| Group | Gr8 07 Score | Gr8 08 Target | Gr8 08 Score | Gr8 3 Yr Target | Gr8 09 Target |
|----------|--------------|---------------|--------------|-----------------|---------------|
| AA | 46 | 75 | 56 | 90 | 75 |
| All | 54 | 75 | 65 | 90 | 75 |
| Eco.Dis. | 45 | 75 | 58 | 90 | 75 |
| Hispanic | 44 | 75 | 58 | 90 | 75 |
| LEP | 14 | 75 | 20 | 90 | 75 |
| LEP M1 | -- | -- | 57 | 90 | 75 |
| LEP M2 | 21 | 75 | 38 | 90 | 75 |
| Spec.Ed. | 18 | 75 | 29 | 90 | 75 |
| White | 78 | 75 | 87 | 90 | 88 |

District Priority:

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

Campus Objective:

2 By May 2009, Dean will increase the percentage of students demonstrating proficiency on the Science TAKS test to 75 in all focus groups.

Formative/Summative Evaluation:

District-developed tests and Texas Assessment of Knowledge and Skills

| STP | Strategies | Codes * | Target Group | Person(s) Responsible | Resources | Timeline |
|----------|--|----------|---------------|-------------------------------|--|--------------------|
| Students | 1 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district SFA's. Flexibly regroup and use the reteaching days assigned in the district scope and sequence. | AR CE | Groups listed | Principal; DI; teachers; AAHT | Grade book; SFA data; Campus Data Digs; Technology PLC | Every 3 or 6 weeks |

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|----------|---|---|----------|---------------|---------------------------------|---|---------|
| Students | 2 | Make data-driven decisions: Diagnose mastery of the TEKS and provide individual students with timely acceleration or remediation. | AR | Groups listed | Principal; DI; teachers; AAHT | Gradebook; SFA data; Campus Data Digs; Technology PLC | Ongoing |
| | 3 | Provide timely feedback to students using formative and summative assessments. | AR | Groups listed | Teachers | Student work | Ongoing |
| | 4 | Intergrate technology to engage students and increase the depth of students' understanding of content (both students and teachers should use technology). Apply professional growth from campus technology PLC. | AR T | Groups listed | Principal; DI; DC; TL; teachers | DI; District content tech helping teacher; Technology liaison; team data rep; campus technology PLC | Ongoing |
| | 5 | Incorporate effective questioning strategies into lesson (high-cognitive level questions, increasing wait time, extending student responses). Discussion of science content should occur: student↔teacher and student↔student. List questions and extensions on lesson plans. | AR | Groups listed | Principal; DI; DC; TL; teachers | DI; helping teachers | Daily |
| | 6 | Extend lessons so that students frequently operate at high levels on Bloom's Taxonomy. Use before, during, and after reading strategies. | AR | Groups listed | Principal; DI; DC; TL; teachers | DI; helping teachers | Daily |
| | 7 | Design and present lessons that follow research-proven teaching strategies. such as the ones described in Marzano's <i>Classroom Instruction That Works</i> , BBR, and/or Capturing Kids Hearts, and the campus curriculum word wall. Effectively Implement the Interactive Student Notebook. | AR CE | Groups listed | Principal; DI; DC; TL; teachers | Marzano's; instructional strategies; BBR campus leaders; Behavior Interventionist | Ongoing |

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| | | | | | | | |
|----------|---|--|---------------|--------------------------|---|---|---|
| Students | 8 | Assist struggling students and help them reach grade-level standards by providing special programs, such as the following: <ul style="list-style-type: none"> • One-on-one mentoring • TAKS preparation activities • After school tutoring programs • Student Success Initiative • ELL strategies | AR CE | Identified students | Principal; DI; AAHT; DI Helping Teacher; Science Helping Teachers | Campus and district materials | Ongoing |
| | 9 | Gaps in background knowledge should be addressed with vocabulary instruction, as well as, with other strategies that developed student understanding of underlying concepts. Support the development of writing skills with the culmination of two writing samples for TELPAS. | AR, CE | Identified students | Teachers | CFISD academic vocabulary lists; TELPAS prep. materials | Ongoing February-March TELPAS writing samples |
| Teachers | 1 | Conduct frequent walk-throughs with teacher feedback of science classrooms to check for the following: <ul style="list-style-type: none"> • Students working collaboratively using discussion strategies while defending their answers. • Challenge students with inquiry and problem-based learning activities that reinforce critical TEKS. • Teachers modeling expectations. | AR CE | All Teachers | Principal; DI; DC; TL; science helping teachers | Classroom observations | Ongoing |
| | 2 | Utilize common team planning to meet plan engaging lessons using best practices and the curriculum word wall, analyze data and plan action steps, especially to effectively implement flexible regrouping and the reteaching days in the district scope and sequence. | SD | Grade level science team | Principal; DI; TL; AAHT | District curriculum materials | Weekly |
| | 3 | Provide additional planning for teachers to analyze student data, create relevant and aligned lessons, and investigate best practices. Strongly encourage science teachers to participate in the following staff development sessions: Building Better Relationships, Capturing Kids Hearts, Secondary reading strategies, Quantum Learning, technology courses, cross-curriculum and technology PLC's. | SD CE T | Grade level science team | Principal; DI; TL | Science helping teachers; TAKS data; SFA data; teacher tests; district curriculum materials; state TEKS, campus PLC's | Daily |

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| | | | | | | | |
|---------|---|---|----|--------------------------------|-------------------------|----------------------------------|---------|
| | 4 | Schedule district science helping teachers to work with grade level teams on planning and modifying lessons to target identified struggling learners as needed. | SD | All Teachers | Principal; DI; teachers | Staff development liaison; CFLMS | Ongoing |
| Parents | 1 | Keep parents up-to-date on their child's recent triumphs and struggles by phone calls, conferences, and/or e-mails | PI | Parents of identified students | Teachers | Samples of student work | Weekly |
| | 2 | Participate in communication process for the Student Success Initiative | PI | Parents of identified students | Teachers | Test results AAHT | Yearly |

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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 | 65 | 75 | 72 | 90 | 78 | 57 | 75 | 67 | 90 | 75 | 58 | 75 | 74 | 90 | 79 |
| All | 72 | 78 | 80 | 90 | 83 | 71 | 77 | 74 | 90 | 79 | 74 | 79 | 80 | 90 | 83 |
| Eco.Dis. | 67 | 75 | 79 | 90 | 83 | 69 | 76 | 69 | 90 | 76 | 69 | 76 | 76 | 90 | 81 |
| Hispanic | 67 | 75 | 79 | 90 | 83 | 69 | 76 | 70 | 90 | 77 | 69 | 76 | 76 | 90 | 81 |
| LEP | 33 | 75 | 63 | 90 | 75 | 25 | 75 | 45 | 90 | 75 | 32 | 75 | 35 | 90 | 75 |
| LEP M1 | 67 | 75 | 90 | 100 | 93 | 60 | 75 | 71 | 90 | 77 | -- | -- | 71 | 90 | 75 |
| LEP M2 | 80 | 83 | 100 | 100 | 100 | 65 | 75 | 76 | 90 | 81 | 68 | 75 | 69 | 90 | 76 |
| Spec.Ed. | 54 | 75 | 43 | 90 | 75 | 57 | 75 | 35 | 90 | 75 | 13 | 75 | 63 | 90 | 75 |
| White | 84 | 86 | 88 | 90 | 89 | 81 | 84 | 86 | 90 | 87 | 88 | 89 | 90 | 100 | 93 |

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

Campus Objective: # 3 By May 2009, Dean will increase the percentage of students demonstrating proficiency on the mathematics TAKS test to the following levels:

Formative/Summative Evaluation: District-developed tests and Texas Assessment of Knowledge and Skills

| STP | Strategies | | Codes* | Target Group | Person(s) Responsible | Resources | Timeline |
|----------|------------|---|----------|---------------|-------------------------------|---------------------------------------|--------------------|
| Students | 1 | Monitor each student's progress in learning the critical TEKS by examining results of district-made tests, teacher made quizzes, and district SFA's | AR CE | Groups listed | Principal; DI; teachers; AAHT | Gradebook; SFA data; Campus Data Digs | Every 3 or 6 weeks |
| | 2 | Make data-driven decisions: Diagnose mastery of the TEKS and provide individual students with timely acceleration or remediation. . Incorporate Alternative Assessments two to three times within a grading period so that students have an opportunity to demonstrate mastery in multiple formats. | AR | Groups listed | Principal; DI; teachers | Gradebook; SFA data; Campus Data Digs | Ongoing |

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| | | | | | | | |
|----------|---|--|----------|---------------|---------------------------------|--|---------|
| Students | 3 | Intergrate technology to engage students and increase the depth of students' understanding of content (both students and teachers should use technology). Utilize FASTT math and Agile Minds with target groups. Apply professional growth from campus technology PLC. | AR T | Groups listed | Principal; DI; DC; TL; teachers | Math technology helping teachers; campus technology liaison; district lessons from Agile Minds; technology PLC | Ongoing |
| | 4 | Incorporate effective questioning strategies into lesson (high-cognitive level questions, increasing wait time, extending student responses). Discussion of math content should occur: student ↔ teacher and student ↔ student. | AR | Groups listed | Principal; DI; DC; TL; teachers | DI; math helping teachers | Daily |
| | 5 | Provide timely feedback to students upon completion of assignments/assessments. Flexibly re-group student after each SFA in order to re-teach the students not demonstrating mastery on a specific objective. | AR | Groups listed | Teachers | Student work | Ongoing |
| | 6 | Provide opportunities for students to work collaboratively on problems that require the use of problem-solving strategies (thought provoking/real world problems). | AR | Groups listed | Teachers | DI and district math support | Daily |
| | 7 | Extend lessons so that students frequently operate at high levels on Bloom's Taxonomy (application, synthesis, analysis, evaluation) . | AR | Groups listed | Principal; DI; DC; TL; teachers | DI and district math support | Daily |
| | 8 | Design and present lessons that follow research-proven teaching strategies such as Marzano's <i>Classroom Instruction That Works</i> , BBR, and/or Capturing Kids Hearts, and the campus curriculum Word Wall. | AR CE | Groups listed | TL; teachers | Marzano's instructional strategies; BBR campus leader; Behavior Interventionist | Ongoing |

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| | | | | | | | |
|----------|----|--|----------|-----------------------|---|---|---------|
| Students | 9 | Assist struggling students and help them reach grade-level standards by providing special programs such as the following: <ul style="list-style-type: none"> • One-on-one mentoring • TAKS preparation activities • Math ACE, grades 7 and 8 • Extended math class • After school tutoring programs • Student Success Initiative • ELL utilize glossaries, dictionaries, and strategies for LAT | AR CE | Identified students | Principal; DI; teachers; district helping teachers; AAHT DI Helping Teacher | Tutorial packets; SSI plans; and ELL LAT curriculum materials | Daily |
| | 10 | Identify gaps in students' background knowledge in math, and use direct vocabulary instruction to accelerate growth. | AR CE | Identified students | Teachers | CFISD academic vocabulary lists | Ongoing |
| Teachers | 1 | Conduct frequent walk-throughs with teacher feedback of math classrooms to check for the following: <ul style="list-style-type: none"> • Students working collaboratively using discussion strategies while defending their answers. • Challenge students with inquiry and problem-based learning activities that reinforce critical TEKS. • Teachers modeling . | AR CE | All Teachers | Principal; DI; DC; TL; math coaches | Classroom observations | Ongoing |
| | 2 | Schedule district math coaches to work with grade level teams on planning and modifying lessons to target identified struggling learners. | SD | Grade level math team | Principal; DI; DC; TL | Coordinator and district math support | Weekly |
| | 3 | Attend district curriculum staff development sessions that provide instructional strategies, resources, and/or activities. Utilize ELL glossaries and strategies to support ELL for identified students. | SD | New math teachers | Principal; DI; TL | DI and DI helping teacher | Ongoing |

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| | | | | | | | |
|----------|---|--|----------------|--------------------------------|-------------------------|--|---------|
| | 4 | Strongly encourage all math teachers to participate in the following staff development sessions: Creative Teaching Strategies, Building Better Relationships, Capturing Kids Hearts, PLC, and Quantum Learning. | SD | All teachers | Principal; DI; teachers | Staff Development Liaison; CFLMS | Ongoing |
| Teachers | 5 | Provide additional planning time for teachers to analyze student data, create relevant and aligned lessons, and investigate best practices, and reflect on progress in these areas. Participate in campus cross curriculum and technology PLC's. | T1 SD CE | Grade level math team | Principal; DI; TL | Math helping teachers; TAKS data; SFA data; teacher tests; district curriculum; state TEKS; PLC meetings | Daily |
| Parents | 1 | Keep parents up-to-date on their child's recent triumphs and struggles by phone calls, conferences and/or e-mails. | PI | Parents of identified students | Teachers; AAHT | Samples of student work; cognos reports | Ongoing |
| | 2 | Conduct academic achievement meetings with parents of students that did not demonstrate proficiency on the math TAKS test. | PI | Parents of identified students | Principal; DI; AAHT | TAKS data | Yearly |

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Area of Focus: Reading/English Language Arts

| Group | Gr6 07 Score | Gr6 08 Target | Gr6 08 Score | Gr6 3 Yr Target | Gr6 09 Target | Gr7 07 Score | Gr7 08 Target | Gr7 08 Score | Gr7 3 Yr Target | Gr7 09 Target | Gr8 07 Score | Gr8 08 Target | Gr8 08 Score | Gr8 3 Yr Target | Gr8 09 Target |
|----------|--------------|---------------|--------------|-----------------|---------------|--------------|---------------|--------------|-----------------|---------------|--------------|---------------|--------------|-----------------|---------------|
| AA | 89 | 89 | 93 | 100 | 95 | 78 | 82 | 72 | 90 | 78 | 88 | 89 | 90 | 100 | 93 |
| All | 87 | 88 | 91 | 100 | 94 | 78 | 82 | 82 | 90 | 85 | 88 | 89 | 94 | 100 | 96 |
| Eco.Dis. | 85 | 87 | 91 | 100 | 94 | 74 | 79 | 74 | 90 | 79 | 86 | 87 | 91 | 100 | 94 |
| Hispanic | 84 | 86 | 89 | 90 | 89 | 73 | 79 | 79 | 90 | 83 | 85 | 87 | 92 | 100 | 95 |
| LEP | 51 | 75 | 72 | 90 | 78 | 28 | 75 | 33 | 90 | 75 | 65 | 75 | 64 | 90 | 75 |
| LEP M1 | 88 | 89 | 95 | 100 | 97 | 60 | 75 | 86 | 90 | 87 | -- | -- | 100 | 100 | 100 |
| LEP M2 | 96 | 97 | 100 | 100 | 100 | 59 | 75 | 86 | 90 | 87 | 84 | 86 | 100 | 100 | 100 |
| Spec.Ed. | 57 | 75 | 68 | 90 | 75 | 55 | 75 | 28 | 90 | 75 | 89 | 89 | 72 | 90 | 78 |
| White | 91 | 94 | 93 | 100 | 95 | 87 | 88 | 96 | 100 | 97 | 93 | 95 | 98 | 100 | 99 |

- District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
- Campus Objective:** # 4 By May 2009, Dean will increase the percentage of students demonstrating proficiency on the Reading/English Language Arts TAKS to the following levels.
- Formative/Summative Evaluation:** District-developed tests and Texas Assessment of Knowledge and Skills

| STP | Strategies | Codes* | Target Group | Person(s) Responsible | Resources | Timeline |
|----------|---|----------|---------------|------------------------------|---|--------------------|
| Students | 1 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests, district SFA's, Scholastic Reading Inventory (SRI), Scholastic Achievement Manager (SAM) Read 180 skills test. Students will complete Scholastic Reading Inventory (SRI) to measure current Lexile scores. The SRI will be given four times per year to track student progress. The teachers use this data to select appropriately challenging reading materials, accelerate student learning, and monitor student progress. | AR CE | Groups listed | Principal; DI; teacher; AAHT | Gradebook; SFA data SAM; SRI; and TMSFA; campus Data Digs; Technology PLC | Every 3 or 6 weeks |

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| | | | | | | | |
|----------|---|---|----|---------------|---|---|-----------------|
| Students | 2 | Make data-driven decisions: Diagnose mastery of the TEKS and provide individual students with timely acceleration or remediation. | AR | Groups listed | Principal; DI; teachers; AAHT; teachers | Gradebook; SFA data; Campus Data Digs; Technology PLC | Ongoing |
| | 3 | Schedule a data analysis meeting with the language arts curriculum coordinator who will provide campus-specific strategies based on grade-level data. Follow this meeting with an extended time for teachers to plan how to build the suggestions into their curriculum and lesson plans prior to TAKS. | AR | Groups listed | Principal; DI | Language Arts Coordinator | Before November |
| | 4 | Provide direct instruction of summarization, inferencing, and main ideas. Instruction should model strategies to students and include analysis of TAKS questions that address these skills. Intergrate technology to engage students and increase the depth of students' understanding of content (both students and teachers should use technology). Apply professional growth from campus technology PLC. | AR | Groups listed | Principal; DI | Principal; DI; district reading helping teachers; campus Technology PLC | Ongoing |
| | 5 | Scaffold summarizing instruction to include showing students models of effective summaries, writing teacher-led group summaries with think alouds and provide, multiple opportunities to write summaries of both narrative and expository texts. | AR | Groups listed | Principal; DI; DC; TL; teachers | DI; district helping teachers | Ongoing |
| | 6 | Focus "reading-of-literature" instruction on the critical TEKS, concepts, and process skills taught through reading selections. | AR | Groups listed | Principal; DI; TL; teachers | DI; district helping teachers | Ongoing |
| | 7 | Employ the use of before -, during -, and after – reading strategies that are highly engaging for students in language arts classrooms. Improve questioning strategies; increase collaboration and opportunities for students to talk about texts. Require students to support their answers, verbal or written, with evidence from the text. | AR | Groups listed | Principal; DI; TL; teachers | DI; helping teachers | 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 | 8 | Provide timely feedback to students upon completion of assignments/assessments. Utilize flexible regrouping. | AR | Groups listed | Teachers | Student work | Daily |
| | 9 | Extend lessons so that students frequently operate at high levels on Bloom's Taxonomy to application, synthesis, analysis, evaluation. | AR | Groups listed | Principal; DI; DC; TL; teachers | DI; helping teachers | Daily |
| | 10 | Design and present lessons that follow research-proven teaching strategies such as the ones described in Marzano's <i>Classroom Instruction That Works.</i> , BBR, and/or Capturing Kids Hearts. | AR CE | Groups listed | TL; teachers | Marzano's instructional strategies; BBR campus leaders; Behavior Interventionist | Ongoing |
| | 11 | Assist struggling students and help them reach grade-level standards by providing special programs such as the following: <ul style="list-style-type: none"> • One-on-one mentoring • TAKS preparation activities • After- school tutoring programs • ARIP • ELL and monitored ELL • Dyslexia program • Student Success Initiative | AR CE T | Identified students | Principal; DI; district helping teachers; teachers; technology helping teachers; AAHT, and DI Helping Teacher | Tutorial packets; district curriculum materials | Designated by Campus Calendar |
| Teachers | 1 | Conduct frequent walk-throughs with teacher feedback of reading classrooms to check for the following: <ul style="list-style-type: none"> • Students working collaboratively using discussion strategies while defending their answers. • Challenge students with inquiry and problem-based learning activities that reinforce critical TEKS. • Teachers modeling think alouds. • Implementing READ 180 model as appropriate | AR CE | All Teachers | Principal; DI; reading coaches | Classroom observations | Ongoing |
| | 2 | Schedule campus reading helping teachers to work with new teachers on improving instruction and student engagement for all learners. | SD | New reading teachers | Principal; DI; TL | Reading helping teacher | Weekly |

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

| | | | | | | | |
|----------|---|---|----------------|--------------------------------|--|---|---------|
| Teachers | 3 | Strongly encourage all reading and language arts teachers to participate in the following staff development sessions: Building Better Relationships, Capturing Kids Hearts, PLC, Critical Reading Process Skills in the Language Arts Classroom, Providing Textual Evidence in the Middle School Language Arts Classroom, Answer and Rubric Training, Read 180 Share Sessions and SRI training. | SD | All Teachers | Principal; DI; teachers | Staff Development Liaison; campus PLC; CFLMS | Ongoing |
| | 4 | Provide additional planning time for teachers to analyze student data, create relevant and aligned lessons, and investigate best practices. Teachers of Grade 7 students will identify specific student needs by using Texas Middle School Fluency Assessment System (TMSFA) and provide instruction to address individual student needs. | AR SD CE | Grade level reading team | Principal; DI; TL | Reading helping teachers; TAKS data; SFA data; teacher tests; district curriculum; state TEKS | Daily |
| Parents | 1 | Keep parents up-to-date on their child's recent triumphs and struggles by phone calls, conference and/or e-mails. Use Scholastic Achievement Monitoring reports to inform parents of students' reading progress on SRI tests and Read 180 progress. | PI | Parents of identified students | Teachers | Samples of student work | Weekly |
| | 2 | Conduct academic achievement meetings with parents of students that did not demonstrate proficiency on the Reading TAKS test. | PI | Parents of identified students | Principal; DI; READ 180 teachers, AAHT | TAKS data | Yearly |
| | 3 | READ 180 open house | PI | Parents of READ 180 students | Principal; DI; READ 180 teachers, AAHT | Open House packet | Yearly |

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 | 91 | 94 | 87 | 90 | 88 |
| All | 92 | 95 | 89 | 90 | 89 |
| Eco.Dis. | 90 | 93 | 86 | 90 | 87 |
| Hispanic | 91 | 94 | 88 | 90 | 89 |
| LEP | 56 | 75 | 66 | 90 | 75 |
| LEP M1 | 87 | 88 | 100 | 100 | 100 |
| LEP M2 | 88 | 89 | 95 | 100 | 97 |
| Spec.Ed. | 75 | 80 | 50 | 90 | 75 |
| White | 94 | 96 | 94 | 100 | 96 |

District Priority:

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

Campus Objective:

5 By May 2009, Dean will increase the percentage of students demonstrating proficiency on the writing TAKS test to 95 in all focus groups.

Formative/Summative Evaluation:

District-developed tests and Texas Assessment of Knowledge and Skills

| STP | Strategies | Codes* | Target Group | Person(s) Responsible | Resources | Timeline |
|----------|--|--------|---------------|-------------------------------|---|--------------------|
| Students | 1 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district SFA's. | AR, CE | Groups listed | Principal; DI; teachers; AAHT | Gradebook; SFA data; Campus Data Digs; campus PLC's | Every 3 or 6 weeks |
| | 2 Make data-driven decisions: Diagnose mastery of the TEKS and provide individual students with timely acceleration or remediation. Concentrate effort on TAKS objectives 4, 5, and 6. | AR | Groups listed | Principal; DI; teachers; AAHT | Gradebook; SFA data; Campus Data Digs, campus PLC's | 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 | Provide consistent, timely feedback to students upon completion of assignments/assessments. Improve the quality of writing conferences and feedback given to students throughout the writing process. Increase the number of 3's and 4's on the written composition. Use sample papers from the scoring guides with students to provide instruction of the qualities that distinguish a score point 4. Concentrate effort on introductions and conclusions. Utilize flexible regrouping. | AR | Groups listed | Teachers | Student work | Daily |
| | 4 | Use a direct instruction lesson when planning and implementing a lesson for writing skills that have proven difficult for students. Extend lessons so that students frequently operate at high levels on Bloom's Taxonomy (application, synthesis, analysis, evaluation). | AR | Groups listed | Principal; DI; DC; TL; teachers | DI; helping teachers | Daily |
| | 5 | <p>Improve students' writing skills by conducting the following practices:</p> <ul style="list-style-type: none"> • Teach the "Six Traits of Writing" to students (ideas, organization, sentence fluency, voice, word choice, and conventions). • Show students models of high-quality compositions. • Provide students with numerous opportunities each week to practice composing. • Make the "Six Traits" the basis for giving students timely, specific feedback during revisions and on final drafts. • Emphasize connections between reading and writing. • Employ technology tools to facilitate the writing process (e.g., Inspiration for mind-mapping during pre-writing, Word for revising, editing, and publishing). | AR T | Groups listed | Principal; DI; DC; TL; teachers | DI; helping teachers; technology helping teachers | 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 | 6 | <p>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, using appropriate technology and keyboarding when appropriate.</p> <ul style="list-style-type: none"> Students at all grade-levels will be expected to engage in all stages of the writing process and to produce at least <u>18</u>* writing samples/compositions per year (most of which should be developed through the complete writing process). * <i>minimum</i> requirement Type of writing (narrative, how-to, etc.) and length of composition will be based on the TEKS for the given grade-level to ensure grade-appropriate assignments. Include more open-ended response assignments in language arts classes. | AR T | Groups listed | Principal; DI; DC; TL; teachers | DI; helping teachers; technology helping teachers | Ongoing |
| | 7 | <p>Design and present lessons that follow research-proven Marzano's <i>Classroom Instruction That Works</i>, <i>BBR</i>, and <i>Capturing Kids Hearts</i>. Concentrate efforts on improving students' idea development through a variety of prewriting and fluency-building lessons. Apply professional growth from cross-curriculum and technology PLC's.</p> | AR, CE T | Groups listed | DI, TL; teachers | Marzano's instructional strategies materials; campus BBR leaders; Behavior Interventionist | Ongoing |
| | 8 | <p>Assist struggling students and help them reach grade-level standards by providing special programs such as the following:</p> <ul style="list-style-type: none"> One-on-one mentoring TAKS preparation activities After school tutoring programs Provide 7th grade advanced ELL enrichment for on-level language arts class. | AR, CE | Identified students | Principal; DI; DC; teachers | Tutorial packets; DI Helping Teacher; AAHT | Weekly |

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

| | | | | | | | |
|----------|---|--|----------|--------------------------------|---|--|---------|
| Teachers | 1 | Conduct frequent walk-throughs with teacher feedback of language arts classrooms to check for the following: <ul style="list-style-type: none"> • Students working collaboratively using discussion strategies while defending their answers. • Challenge students with inquiry and problem-based learning activities that reinforce critical TEKS. • Teachers modeling think alouds. | AR CE | All Teachers | Principal; DI; language arts helping teachers | Classroom observations | Ongoing |
| | 2 | Schedule campus language arts to work with new teachers on improving instruction and student engagement for all learners. | SD | New teachers | Principal; DI; TL | Campus language arts DC or TL | Weekly |
| | 3 | Strongly encourage all Language Arts teachers to participate in the following staff development sessions: Creative Teaching Strategies, Building Better Relationships, Capturing Kids Hearts, PLC, Writing Institute and Six Traits of Writing. District created grade level Wiki spaces have been established for greater teacher collaboration on successful teaching strategies. | SD | All Teachers | Principal; DI; teachers | Staff Development Liaison; CFLMS; campus PLC's | Ongoing |
| | 4 | Provide additional planning time for teachers to analyze student data, create relevant and aligned lessons, and investigate best practices | SD CE | Grade level team | Principal; DI; TL | Language arts coach; department chair | Daily |
| Parents | 1 | Keep parents up-to-date on their child's recent triumphs and struggles by phone calls, conferences or e-mails. | PI | Parents of identified students | Teachers | Samples of student work | Weekly |

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

Area of Focus: Social Studies

| Group | Gr8 07 Score | Gr8 08 Target | Gr8 08 Score | Gr8 3 Yr Target | Gr8 09 Target |
|----------|--------------|---------------|--------------|-----------------|---------------|
| AA | 92 | 95 | 95 | 100 | 97 |
| All | 89 | 89 | 95 | 100 | 97 |
| Eco.Dis. | 86 | 87 | 95 | 100 | 97 |
| Hispanic | 85 | 87 | 93 | 100 | 95 |
| LEP | 64 | 75 | 85 | 90 | 87 |
| LEP M1 | -- | -- | 100 | 100 | 100 |
| LEP M2 | 89 | 89 | 85 | 90 | 87 |
| Spec.Ed. | 100 | 100 | 83 | 90 | 85 |
| White | 95 | 97 | 100 | 100 | 100 |

- District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
- Campus Objective:** # 6 By May 2009, Dean will increase the percentage of students demonstrating proficiency on the US History TAKS test to 90 in all focus groups.
- Formative/Summative Evaluation:** District-developed tests and Texas Assessment of Knowledge and Skills

| STP | Strategies | | Codes* | Target Group | Person(s) Responsible | Resources | Timeline |
|----------|------------|--|----------|---------------|------------------------------|---|--------------------|
| Students | 1 | Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district SFA's. Utilize backloading. Students will demonstrate knowledge of established goals and enduring understandings by answering essential questions for each unit. | AR CE | Groups listed | Principal; DI; teacher; AAHT | Gradebook; SFA data; campus data digs; Technology PLC | 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 | Make data-driven decisions: Diagnose mastery of the TEKS and provide individual students with timely acceleration or remediation. Utilize flexible regrouping. Utilize interactive test questions to assess mastery of content and test taking strategies. | AR | Groups listed | Principal,; DI; teachers | Gradebook; SFA data; team data representative; campus data digs; Technology PLC | Ongoing |
| | 3 | Integrate technology to engage students and increase the depth of student's understanding of content (both students and teachers should use technology) Complete the required technology lessons. Apply professional growth from campus technology PLC. | AR T | Groups listed | Principal; DI; DC; TL; teachers | DI; technology helping teacher | Ongoing |
| | 4 | Provide timely feedback to students upon completion of assignments. | AR | Groups listed | Teachers | Student work | Ongoing |
| | 5 | Extend lessons so that students frequently operate at high levels on Bloom's Taxonomy (application, synthesis, analysis, evaluation). Continue to refine the implementation of before, during, and after reading strategies and effective vocabulary strategies. | AR | Groups listed | Principal; DI; DC; TL; teachers | DI; helping teachers; | Daily |
| | 6 | Design and present lessons that follow research-proven teaching strategies such as the ones described in Marzano's <i>Classroom Instruction That Works</i> , BBR, Capturing Kids Hearts, and Increase the number of visuals, maps, and graphic organizers. Utilize more primary sources. List higher questions on lesson plans. | AR CE | Groups listed | DI; DI Helping Teacher; TL; teachers | Marzano's instructional strategies; Campus BBR leaders; Behavior Interventionist | Ongoing |
| | 7 | Assist struggling students and help them reach grade-level standards by providing special programs such as the following. <ul style="list-style-type: none"> • One-on-one mentoring • TAKS preparation activities • After-school tutoring programs • Address vocabulary and writing needs of ELL | AR CE | Identified students | Principal; DI; DC; teachers | Tutorial packets; DI Helping Teacher; ESL teachers | Weekly |

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

| | | | | | | | |
|----------|---|---|----------|--------------------------------|-------------------------|--|---------|
| Teachers | 1 | Conduct frequent walk-throughs with teacher feedback of social studies classrooms to check for the following: <ul style="list-style-type: none"> • Students working collaboratively using discussion strategies while defending their answers. • Challenge students with inquiry and problem-based learning activities that reinforce critical TEKS. • Teachers modeling think alouds. | AR CE | All Teachers | Principal; DI; | Classroom observations | Ongoing |
| | 2 | Schedule campus social studies DC/TL to work with new teachers on improving instruction and student engagement for all learners. | SD | New social studies teachers | Principal; DI; DC; TL | Campus social studies DC/TL | Weekly |
| | 3 | Strongly encourage all social studies teachers to participate in the following staff development sessions: Building Better Relationships, Capturing Kids Hearts, PLC, History Alive! Geography Alive!, reading strategies workshops, TAKS strategy workshops presented by the coordinators, and technology courses. | SD | All Teachers | Principal; DI; teachers | Staff Development Liaison; CFLMS; campus PLC's | Ongoing |
| | 4 | Provide additional planning time for teachers to analyze student data, create relevant and aligned lessons, and investigate best practices. Use SS district Wiki space as a collaborative tool to share ideas and provide feedback on lessons. | SD CE | Grade level team | Principal; DI; TL | Social studies coach; department chair | Daily |
| Parents | 1 | Keep parents up-to-date on their child's recent triumphs and struggles by phone calls, conference and/or e-mails. | PI | Parents of identified students | Teachers | Samples of student work | Weekly |

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

District Priority:

Ensure that students Need to save these pages from the separate file I edited.

Area of Focus:

Electives and Non-TAKS Tested Curriculum

Campus Objective: # 7

By May 2009, all student groups will have a passing rate of 95% or better in Non-TAKS tested subject areas.

By May 2009, all students will have a passing rate of 95% or better on the TEKS test in the Non-TAKS tested subject areas.

Formative/Summative Evaluation:

Locally Developed Reports

| STP | Strategies | Codes* | Target Group | Person(s) Responsible | Resources | Timeline |
|----------|------------|--------|--------------|-----------------------|--|----------|
| Students | 1 | AR | All students | Teachers | Principal; DI; District coordinators | Ongoing |
| | 2 | AR | All students | Teachers | DI; District Curriculum Coordinators; campus BBR leaders; Behavior Interventionist | Ongoing |
| | 3 | AR | All students | Teachers | Teachers | Ongoing |
| | 4 | AR | All students | Teachers | Teachers | Ongoing |
| | 5 | AR | All students | Teachers | District Curriculum Coordinators | Ongoing |
| Teachers | 1 | SD | Teacher | Teachers | District Curriculum Coordinators | 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.

| | | | | | | | |
|----------|---|---|---------|--------------|--------------------|--|---------------------------|
| Teachers | 2 | Technology Implementation by using higher levels of technology (SMART boards, airlines, etc.) in specific content area. | SD T | Teacher | Teachers | CFLMS and campus technology liaison | Ongoing |
| | 3 | Utilize department and/or team time to discuss teaching strategies, data analysis, methods for teaching critical concepts in creation of a successful curriculum. | SD | Teacher | Department Chairs | Master Schedule | Ongoing |
| | 4 | Identification of key vocabulary terms and use best teaching practices/strategies to help students understand and retain learning in their long term memory. | SD | Teacher | Teachers | DI; DC; District Curriculum Coordinators | Ongoing |
| | 5 | Encourage participation in PLC to share skills and strategies that are utilized throughout multiple curriculum areas. | SD | Teachers | DI; DC; Teachers | PLC organization; Cross curriculum PLC; Technology PLC | Ongoing |
| | 6 | Use of End of Course Analysis of 2007-2008 to goal set for the 2008-2009 years | SD | Teacher | Teachers | End of Course Analysis | 1 st six weeks |
| Parents | 1 | Electives fair for clubs, organizations, extra-curricular activities, UIL activates. | PI | All students | Sponsors & Coaches | Student work; performances | Ongoing |
| | 2 | Establish and implement effective communication. | PI | All students | Sponsors & Coaches | Student work; performances | 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. |

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

DEAN MIDDLE SCHOOL 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 | Dean 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) |

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 B

| Membership Composition of the Campus Performance Objectives Council | |
|---|------------------------------|
| Name of CPOC Member | Position |
| Christopher Hecker | Principal: |
| Elizabeth Gray | Director of Instruction: |
| Linda Sams | District Representative |
| Dontae Branch | Teacher 1: |
| Priscilla Gonzales | Teacher 2: |
| Tracey Graham | Teacher 3: |
| Jay Janca | Teacher 4: |
| Hemant Patel | Teacher 5: |
| Vicky Vest | Teacher 6: |
| Lara Vines | Teacher 7: |
| Crisse Warne | Teacher 8: |
| Tammica Traylor-Craft | Administration |
| Randy Fisher | Administration |
| Kristen Roth | Non-teaching professional 1: |
| Sandra Pallante | Non-teaching professional 2: |
| Veralyn Washington | Parent 1: |
| Leslee Hall | Parent 2: |
| Shirley Kirk | Community resident 1: |
| Herman Westbrook | Community resident 2: |
| Beth Giblin/Irene Meadows | Business representative 1: |
| Mary Stueve | Business representative 2: |

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 | October 6, 2008 | 3:30 PM | Dean Middle School library |
| 2 | November 24, 2008 | 3:30 PM | Dean Middle School library |
| 3 | January 14, 2009 | 9:00 AM | Dean Middle School library |
| 4 | May 4, 2009 | 3:30 PM | Dean Middle School library |
| 5 | June 11, 2009 | 10:00AM | Dean 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 20% . | At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress. | At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met. | Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events. |
| X | 4) Violence Prevention and Intervention | For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at 5% . | 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. |

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

| | | | | | |
|------------|-------------------------------------|--|---|--|--|
| X | 5) Violence Prevention | For 2008-2009, the discipline referrals for offenses will be reduced by 5% 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. |
| N/A | 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. |
| N/A | 10) Recommended High School Program | For 2008-2009, the percent of students who graduate with RHSP will | Each semester, prepare a list of students who have opted out of the RHSP | At the end of the school year, calculate the percent of students who | Inform parents and students about graduation requirements |

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CIP PART II: ASSURANCE ADDENDUM

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| N/A | | be at or above XX% . | program by grade level. | graduated with the RHSP. | and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs. |
| N/A | 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. |
| N/A | 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. |
| N/A | 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. |
| N/A N/A | 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 |

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| | | | | | learning time in TAKS-tested areas. |
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Section D

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| 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. |
| N/A | 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

| DEAN 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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