

2008-2009
Campus Improvement Plan
for
Goodson Middle School

Cypress-Fairbanks Independent School District

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

Area of Focus: Campus Culture

District Priority:

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

Campus Objective:

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For 2008-09, discipline referrals will be reduced by 10% from previous school year.
 For 2008-09, students will be actively engaged in learning at least 50% of the time spent in class.
 Ensure that students understand their responsibility to behave in ways that cause them to be physically fit, emotionally healthy, and drug-free.

Formative Evaluation:

District-developed Reports

STP	Strategies	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Utilize PBIS and BBR strategies to decrease number of discipline referrals and ultimately result in increased active engagement in the classroom.	All students	Entire Staff	PBIS program; BBR liaison	Ongoing
	2	7 th & 8 th grade students mentor 6 th graders (CUBS) so they become acclimated to middle school environment and expectations.	6 th graders	Counselors	Counselor-made, research-based materials	2 nd & 3 rd 6 weeks and ongoing follow up
	3	Provide a Coordinated School Health Program in grades 6-7-8.	All students	PE Coordinator; PE teachers, School Nurse	SPARK & Healthy and Wise Programs	Ongoing
	4	Monitor and adjust school-wide PBIS matrix based on discipline data.	All students	PBIS Leadership Team	Infoserv data	Monthly
Teachers	1	Continue to provide training on PBIS with the goal of creating a positive, actively engaged campus.	SD	PBIS Leadership Team	PBIS Program	After school and campus staff development days
	2	Positive adult-to-student interactions exceed negative by 4:1	SD	PBIS Leadership Team; BBR liaison; A-team	PBIS Program; BBR	Ongoing
	3	Participate in book study <i>The Five Love Languages of Children</i> by Gary Chapman	SD	DI	<i>The Five Love Languages of Children</i> by Gary Chapman	To be completed by November 1, 2008
	4	Implement R4 Hyper-Monitoring – rigor, relevance, relationships, results – program with goal of active engagement	All teachers	A-team	R4 Group; District	Ongoing
Parents	1	Involve VIPS in PBIS teacher and student acknowledgement committee (secure acknowledgements)	VIPS	Principal's secretary; PBIS facilitator/acknowledgement committee	Area businesses	Ongoing
	2	VIPS "run" school store; students "purchase" rewards with PBIS Grizzly Gold	VIPS	Principal's secretary; PBIS facilitator/acknowledgement committee	School store	Weekly

Area of Focus: Science

Group	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	65	75	83	90	85 (90)
All	84	75	90	100	93
Eco.Dis.	48	75	75	90	75 (90)
Hispanic	64	75	72	90	75 (90)
LEP	17	75	--	--	--
LEP M1	--	--	--	--	--
LEP M2	--	--	--	--	--
Spec.Ed.	65	75	64	90	75 (90)
White	92	90	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:

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By May 2009, we will meet (or exceed) the projected 2009 target percentage (as noted above) of students demonstrating mastery of the TEKS.

Formative/Summative Evaluation:

District-developed Tests (SFA's) and Texas Assessment of Knowledge and Skills (TAKS)

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Incorporate activities in which students manipulate physical objects (laboratory activities)	AR	AA, H, ED, SE	Science teachers	Curriculum Guide, Global drive, Share Sessions & Signature lessons	Weekly
	2	Design content lessons to encourage a student-centered classroom that focus on collaborative learning	AR	AA, H, ED, SE	Science teachers	Team planning, District & Science Liaisons, Curriculum Guide	Twice each semester
	3	Utilize data from district-made SFAs to conduct data digs; then meet with members of the A-team to plan needed interventions.	AR	AA, H, ED, SE	Science teachers & A-team	Grade Distribution	Once each six weeks
	4	Utilize note taking and summarization strategies as a means of improving comprehension of the critical TEKS	AR	AA, H, ED, SE	Science teachers	CRISS & Marzano strategies	Twice monthly

	5	Integrate technology to engage students and increase the depth of students' understanding of content (both students and teachers should utilize technology)	T, AR	AA, H, ED, SE	Science teachers, ESL helping teacher	LoTi lesson plans, curriculum guides, Explore Learning training	Weekly
	6	Utilize "Activity Before Content" lessons to help students make connections to real-world applications.	AR	AA, H, ED, SE	Science teachers	Curriculum Guide	Ongoing

	7	Students, who perform behind their peers of TAKS-targeted assessments, will be a part of extended instructional time in smaller group settings with an RST (Retired Science Teacher).	AR	AA, H, ED, SE	Retired Science Teacher	Assessment Data	Ongoing
	8	Teachers will mentor students who need assistance in gaining the skills and confidence to be successful day-to-day class work, periodic assessments and life outside of school.	AR	AA, H, ED, SE	AAHT, Teachers	Assessment Data	Ongoing
	9	Utilize vocabulary strategies that improve comprehension of content-area vocabulary.	AR	AA, H, ED, SE	Teachers, ESL helping teacher	CRISS & Marzano strategies	Weekly
Teachers	1	New teachers participate in <i>Quantum Learning</i> training	SD	New science teachers	Science teachers	Coordinator	When offered
	2	Participate in team planning to collaborate on content curriculum, effective teaching strategies, data analysis and higher order thinking questions.	SD	Science teachers	AAHT; Science teachers	Assessment data, curriculum guide, walk through data	Ongoing, but at a minimum three times weekly
	3	Design and modify lessons and activities for struggling learners	SD	Science teachers	AAHT; Science teachers	Assessment data, curriculum guide, walk through data	Ongoing, but at a minimum three times weekly
	4	New teachers participate in <i>Explore Learning</i> training	SD	New science teachers	Science teachers	Coordinator	When offered
Parents	1	Keep parents up-to-date with regard to classroom activities, assignments and assessments by sending weekly e-mails.	PI	All parents	Teachers	Lesson plans, 6-week plans	Weekly
	2	Parents are encouraged to access Parent Internet Viewer to monitor child's progress.	PI	All parents	Teachers	Internet; teachers' gradebook	Ongoing
	3	Bring parent volunteers into the classroom to assist struggling learners	PI	Selected parents	Teachers	Student performance	As needed

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	83	85	79	90	83(90)	77	81	82	90	85(90)	75	80	80	90	83(90)
All	94	96	95	100	97	87	88	91	100	94	86	87	96	100	97
Eco.Dis.	88	89	82	90	85(90)	67	75	79	90	83(90)	61	75	84	90	86(90)
Hispanic	90	93	92	100	95	78	82	83	90	85(90)	77	81	95	100	97
LEP	--	--	71	90	75(90)	--	--	17	90	75(90)	50	75	--	--	--
LEP M1	83	85	100	100	100	--	--	--	--	--	--	--	--	--	--
LEP M2	--	--	--	--	--	70	77	67	90	75(90)	--	--	--	--	--
Spec.Ed.	63	75	82	90	85(90)	62	75	50	90	75(90)	63	75	81	90	84(90)
White	96	97	98	100	99	89	89	94	100	96	89	89	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 meet (or exceed) the projected 2009 target percentage (as noted above) of students demonstrating mastery of the TEKS.

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 Use manipulatives to develop concepts concretely (students should use manipulatives not just teacher demonstration)	AR	AA, H, ED, SE	Math teachers	Curriculum guide, lesson plans	Weekly
	2 Use technology to engage students in the mathematics (students and teachers should use the technology)	T, AR	AA, H, ED, SE	Math teachers; math technology helping teacher	Lesson plans, computer labs	Weekly
	3 Provide feedback on tests, homework and class assignments	AR	AA, H, ED, SE	Math teachers	Grade data	Daily
	4 Offer Number Power class for students who did not pass the Math TAKS test	AR	AA, H, ED, SE	Number Power teachers, Counselors, AAHT	TAKS data	Yearly & as new students register
	5 Immediate diagnostic testing of students without TAKS scores to quickly group students for interventions and courses.	AR	AA, H, ED, SE	AAHT	Released TAKS tests	1 st semester
	6 Analyze SFA data and unit test data to make adjustments to lessons and/or provide interventions for struggling students	AR	AA, H, ED, SE	Math teachers	Assessment data	Weekly

	7	Teachers will mentor students who need assistance in gaining the skills and confidence to be successful day-to-day class work, periodic assessments and life outside of school.	AR	AA, H, ED, SE	AAHT, Teachers	Assessment Data	Ongoing
	8	Incorporate alternative assessments so that students have an opportunity to demonstrate mastery of content in multiple formats	AR	AA, H, ED, SE	Math teachers	Curriculum guide	Two to three times per six weeks
	9	Flexibly re-group students after each SFA in order to re-teach the students not demonstrating mastery on a specific objective	AR	AA, H, ED, SE	Math teachers, AAHT	Assessment Data	Each six weeks
	10	Meet regularly with grade-level/course content team to discuss effective teaching strategies and implementation of these strategies, and design questions that promote higher-level thinking, engaging activities and effective instructional strategies.	AR	AA, H, ED, SE	Math teachers	Team materials	Weekly
Teachers	1	Attend Quantum Learning for teachers and follow-up implementation sessions.	SD	Math teachers	District personnel	District workshop	As available
	2	Participate in team data digs to determine strengths and weaknesses on TAKS objectives 1 – 6 of Math TAKS and to develop an action plan	SD	Grade-level math teams	Grade-level math teams	Assessment data	Each six weeks
	3	Keep Number Power classes as small as possible (12:1 ratio)	SD	Identified students	Counselors	GPC, Class rosters, AMS data	Ongoing
	4	6 th & 7 th /8 th Number Power teachers meet regularly with 6 th , 7 th and 8 th grade math teams to discuss areas of specific need and plan instruction to address those areas	SD	Math teachers	Math teachers	Curriculum guide, assessment data	Weekly
	5	Attend/request technology modules provided by the district math support team	SD	Math teachers	District math support team	District workshop	As available
	6	Attend/request staff development on note-taking, graphic designs, etc. and attend district curriculum staff development sessions that provide instructional strategies, resource and/or activities.	SD	AA, H, ED, SE	District personnel	District workshop	As available
Parents	1	Keep parents up-to-date with regard to classroom activities, assignments, assessments by sending weekly e-mails.	PI	All parents	Teachers	Lesson plans, 6-week plans	Weekly
	2	Use parent volunteer (VIPS) as tutors within classrooms for small-group assistance	PI	VIPS tutors	Math teachers, AAS, principal's secretary	Lesson plans	Weekly
	3	Parents are encouraged to access Parent Internet Viewer to monitor child's progress.	PI	All parents	Math teachers	Internet, teachers' gradebooks	Ongoing

Area of Focus: Reading/English Language Arts

Group	Gr6 07 Score	Gr6 08 Target	Gr6 08 Score	Gr6 3 Yr Target	Gr6 09 Target	Gr7 07 Score	Gr7 08 Target	Gr7 08 Score	Gr7 3 Yr Target	Gr7 09 Target	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	97	98	97	100	98	92	95	95	100	97	91	94	97	100	98
All	98	99	98	100	99	93	95	96	100	97	96	97	100	100	100
Eco.Dis.	96	97	96	100	97	80	83	91	100	94	88	89	100	100	100
Hispanic	97	98	96	100	97	85	87	91	100	94	90	93	100	100	100
LEP	--	--	83	90	85(90)	--	--	43	90	75(90)	63	75	--	--	--
LEP M1	83	85	100	100	100	--	--	--	--	--	--	--	--	--	--
LEP M2	--	--	--	--	--	80	83	100	100	100	--	--	--	--	--
Spec.Ed.	84	86	94	100	96	73	79	75	90	80(90)	87	88	100	100	100
White	98	99	99	100	99	95	97	98	100	99	98	99	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:

#

By May 2009, we will meet (or exceed) the projected 2009 target percentage (as noted above) of students demonstrating mastery of the TEKS.

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 Analyze reading assessment data (Data Digs) from TAKS, SFAs, SRIs and teacher-created quizzes and tests. Create a plan for improvement based on the data.	AR	All students (esp. LEP, SE)	Reading/LA teachers	TAKS, SFAs, SRIs and teacher-created quizzes & tests	SFA – each 6 weeks SRA – each quarter Other – as administered
	2 Provide direct instruction of summarizing and main idea. Scaffold instruction to include showing students models of effective summaries, writing teacher-led group summaries with think alouds, multiple exposure to summaries of both narrative and expository texts and analysis of answers for summary questions on TAKS.	AR	All students (esp. LEP, SE)	Reading & language arts teachers	Effective Reading Processes workshop, TAKS practices	Direct instruction – 1 st 6 weeks Review – every 6 weeks following
	3 Employ the use of before-, during- and after-reading strategies that are highly engaging for students. 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	All students (esp. LEP, SE)	Reading & language arts teachers	Bloom's Taxonomy	Daily
	4 Assign Grade 6 students who have failed TAKS, are GPC placements or first-time TAKS takers to a Grade 6 Reading Workshop class. Use a direct instruction lesson plan to target the areas that have proven difficult for students.	AR	6 th grade students	AAHT, Counselors, Reading teachers	GPC data, assessment data	Ongoing

	5	Enrich vocabulary and background knowledge through windowpanes, word walls; categorizing terms by academic vocabulary and vocabulary from literature	AR	All students (esp. LEP, SE)	Language arts/Reading teachers	Curriculum guide	Daily
	6	ARIP identified students receive extra reading instruction	AR	All students (esp. LEP, SE)	ARIP teachers	GPC, AMS data	2 nd semester
	7	Assign READ 180 to Grade 7 and 8 students who have failed the TAKS test, are first-time TAKS takers or have been placed in 7 th and 8 th grade.	AR	7 th & 8 th grade students	AAHT, Counselors, Read 180 teacher	Assessment data	Ongoing
	8	Organize and implement flexible regrouping according to skill and need for reteaching purposes.	AR	All students (esp. LEP, SE)	Reading and language arts teachers	SFAs, teacher-made assessments	Twice a six weeks with focus skills and/or as needed
	9	Students who did not meet minimum expectations on the 2008 Reading TAKS test will be assigned a mentor.	AR	All students (esp. LEP, SE)	AAHT, Reading and LA Teachers	Assessment data	Ongoing
	10	Focus "reading-of-literature" instruction on the critical TEKS, concepts, and process skills taught through the reading selections. (Focus should be on the TEKS associated with the literature and reading skills, not on the study of historical periods, for example.)	AR	All students	Reading and Language Arts teachers	Literature books, curriculum guide	Ongoing
	11	Use Quantum Learning strategies to make classes an effective learning environment.	AR	All students (esp. LEP, SE)	Reading teachers	Quantum Learning handbook	Weekly
Teachers	1	Use SAM computer reports to help with vocabulary, spelling, fluency, main idea and summarizing	SD	Read 180 teachers	Read 180 teachers	SAM computer program	Ongoing
	2	Participate in grade-level district share sessions.	SD	Reading teachers	Coordinator	Teacher-created materials	As scheduled
	3	Utilize content-team planning day.	SD	Reading teachers	Reading teachers	Available assessment data	As determined by team
	4	Attend "8 th grade Short Answer and Rubric Training" & other staff development aimed at helping teachers understand and implement learning that addresses effective reading skills	SD	New LA Teachers	Coordinator	District professional development	When offered
	4	Attend SRI and SAM training	SD	Reading Teachers	Reading Coordinator	SAM & SRI program	When offered
	5	Incorporate technology to assist and engage students in mastering the TEKS and increasing depth of understanding.	SD	Teachers	DC's & TL's	Technology Helping Teachers; lesson plans	Ongoing
	6	Teacher of Grade 7 students will identify specific student needs by using the Texas Middle School Fluency Assessment System (TMSFA) and provide instruction to address individual student needs	SD	7 th grade Reading/LA Teachers	Coordinator	TMSFA training	When offered
	7	New teachers take the Quantum Learning Workshop	SD	New teachers	Quantum Learning Trainer	QL Training & handbook	When offered
Parents	1	Keep parents up-to-date with regard to classroom activities, assignments, and assessments by sending weekly e-mails.	PI	Parents	Reading and language arts teachers	Lesson plans, 6-week plans	Weekly

	2	Use Scholastic Achievement Monitoring (SAM) reports to inform parents of students' reading progress on SRI tests and READ 180 progress.	PI	Parents	Reading teachers	SAM reports	After SRI and READ 180 testing
	3	Encourage reading at home (i.e. home reading log)	PI	Parents of 7 th graders	7 th grade reading teachers	Reading log	Daily

	4	Parents are encouraged to access Parent Internet Viewer to monitor child's progress.	PI	Parents	Reading/Language Arts teachers	Internet, teacher gradebooks	Ongoing
	5	Inform parents of progress in Lexile #'s.	PI	Parents	Reading teachers	SRI data	Each quarter after administration

Area of Focus: Writing

Group	Gr7 07 Score	Gr7 08 Target	Gr7 08 Score	Gr7 3 Yr Target	Gr7 09 Target
AA	89	89	97	100	98
All	97	98	98	100	99
Eco.Dis.	87	88	94	100	96
Hispanic	95	97	96	100	97
LEP	--	--	50	90	75(90)
LEP M1	--	--	--	--	--
LEP M2	80	83	100	100	100
Spec.Ed.	71	77	90	100	93
White	98	99	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 meet (or exceed) the projected 2009 target percentage (as noted above) of students demonstrating mastery of the TEKS.

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	Integrate technology into curriculum so that students develop fluency using the technology and are able to extend thinking with the use of technology.	AR	All students	7 th and 8 th grade teachers, LA Technology Helping Teacher	LoTi lesson design, curriculum guide	Weekly
	2	Design lessons that offer multiple opportunities for students to practice incorporating voice and depth into their writing.	AR	All students	Language arts teachers	6 Traits of Writing	Ongoing
	3	Design lessons that help students become more proficient in their understanding and use of grammar.	AR	All students	Language arts teachers	<u>Mechanically Inclined</u> by Jeff Anderson; Gretchen Bernabi	Ongoing
	4	Teachers will mentor students who need assistance in gaining the skills and confidence to be successful day-to-day class work, periodic assessments and life outside of school.	AR	All students	AAHT, Language Arts teachers	Assessment Data	Ongoing
	5	Analyze models of previous TAKS writing and revise models for improvement	AR	All students	Language arts teachers	Released TAKS writing samples	Ongoing

	6	Continue "Tuesday Tackle" warm-ups as a way to cluster skills by objectives	AR	All students	Language arts teachers	Released TAKS tests	Every Tuesday
	7	Concentrate effort on improving students' idea development through a variety of prewriting and fluency-building lessons	AR	All students	LA Teachers	Lesson plans; curriculum guide	Ongoing
	8	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. Implement consistent writing conferences with all students	AR	All students	LA Teachers	Lesson plans; student papers; released TAKS compositions	Multiple times each six weeks
	9	Provide students with quality feedback throughout the writing process by conducting consistent writing conferences	AR	All students	LA Teachers	Compositions	During writing process
	10	Read and analyze SFA data each six weeks (Data Digs) and re-teach objectives to groups of students as needed.	AR	All students	Language Arts Teachers	SFAs	Every 6 weeks

Teachers	1	Provide concrete, specific revision strategies (Ratiocination)	SD	LA teachers	Language Arts Teachers	Curriculum Guide	2008-09 school year
	2	Attend Share Sessions	SD	LA teachers	Language Arts Teachers	Coordinator	Throughout school year
	3	Attend <i>6 Traits of Writing</i> training.	SD	New teachers	Department Chair, DI	Coordinator	2008-09 school year
	4	Increase the teachers' understanding of how to effectively teach grammar through writing instruction, the use of mentor texts and engaging activities that require higher-level thinking.	SD	LA teachers	Coordinator	District staff development	When offered
	5	Support students for TAKS writing Objective 4 by routinely using focused sentence-combining activities with students	SD	LA teachers	DC/TL, Coordinator	Curriculum guide, ancillary materials	Ongoing
	6	Participate in grade-level WIKIS for greater teacher collaboration on successful teaching strategies	SD	LA teachers	Technology liaison, Coordinator	Curriculum guide	Ongoing
	7	Participate in Writing Symposium and Writing Institute for Experienced Teachers of Writing	SD	LA Teachers	Coordinator	6 Traits, TAKS writing materials, etc.	Summer SD
	8	Attend TAKS Rubric training.	SD	New teachers	Department Chair, DI	Coordinator	2008-09 school year
Parents	1	Keep parents up-to-date with regard to classroom activities, assignments, assessments by sending weekly e-mails.	PI	All parents	Teachers	Lesson plans, 6-week plans	Weekly
	2	Use parent volunteer (VIPS) as tutors within classrooms for small-group assistance	PI	VIPS parents	Language Arts teachers, AAHT, principal's secretary	Student work	As needed
	3	Parents are encouraged to access Parent Internet Viewer to monitor child's progress.	PI	All parents	Language Arts teachers	Internet; teacher gradebooks	Ongoing

Area of Focus: Social Studies

Group	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	88	89	100	100	100
All	96	97	99	100	99
Eco.Dis.	88	89	100	100	100
Hispanic	90	93	97	100	98
LEP	67	75	--	--	--
LEP M1	--	--	--	--	--
LEP M2	--	--	--	--	--
Spec.Ed.	94	96	100	100	100
White	99	99	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:

By May 2009, we will meet (or exceed) the projected 2009 target percentage (as noted above) of students demonstrating mastery of the TEKS.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Implement direct vocabulary instruction such as the Frayer's Model	AR	All students	Social Studies teachers	Curriculum Guide	Every three weeks
	2	Teach the district vocabulary words in such a way that mastery is achieved	AR	All students	Social Studies teachers	Curriculum Guide, Coordinator	Every three weeks
	3	Implement a variety of strategies such as non-linguistic representations for vocabulary, cooperative learning and group skill-building activities as seen in <i>History Alive!</i> Programs by using Interactive Student Notebook	AR	All students	Social Studies teachers	<i>History Alive!</i> & Curriculum Guide	Ongoing
	4	Reteach concepts that were not mastered on the SFAs in a novel and timely manner	AR	All students	Social Studies teachers, AAHT	SFA data	Once a six weeks
	5	Students will demonstrate knowledge of established goals and enduring understandings by answering essential questions for each unit	AR	All students	Social Studies teachers, Coordinator	Curriculum guide, UbD	Ongoing
	6	Utilize interactive test questions to assess mastery of content and test-taking strategies	AR	All students	Social Studies teachers, Coordinator	Curriculum guide	Ongoing

	7	Design TAKS-formatted questions	AR	All students	Social Studies teachers	Released TAKS tests	Ongoing
	8	Teachers will mentor students who need assistance in gaining the skills and confidence to be successful day-to-day class work, periodic assessments and life outside of school.	AR	All students	AAHT, Teachers	Assessment Data	Ongoing
	9	Practice having students verbalize the cognitive steps taken to arrive at a test answer	AR	All students	Social Studies teachers	Think Aloud strategies	Ongoing

Teachers	1	Implement technology throughout the six weeks for technology training and integrations ideas	SD	SS teachers	Social Studies teachers	Donna Pahmiyer	Once a six weeks
	2	Attend <i>History Alive!</i> training	SD	New Teachers	Social Studies teachers	Coordinator	When offered
	3	Use pullouts as an opportunity for reteaching.	SD	SS teachers	Social Studies teachers	Assessment data	Ongoing
	4	Attend share sessions	SD	SS Teachers	Social Studies teachers	Coordinator	When offered
	5	Use Social Studies district Wiki as a collaborative tool to share ideas and provide feedback on lessons	SD	SS Teachers	Social Studies teachers, Coordinator	Curriculum guide	Ongoing
	5	Participate in TAKS-strategy workshops presented by the social studies coordinator	SD	SS Teachers	Social Studies teachers	Coordinator	When offered
	6	Backload curriculum	SD	SS Teachers	Social Studies teachers	Assessment data, lesson plans	Weekly
Parents	1	Keep parents up-to-date with regard to classroom activities, assignments, assessments by sending weekly e-mails.	PI	All parents	Teachers	Lesson plans, 6-week plans	Weekly
	2	Parents are encouraged to access Parent Internet Viewer to monitor child's progress.	PI	All parents	Social Studies teachers	Internet, teacher gradebooks	Ongoing

* **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.

CIP PART II: ASSURANCE ADDENDUM

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

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council			
Name of CPOC Member		Position	
Phyllis Hamilton		Principal:	
Lisa Millenbah		Director of Instruction	
Delores Cox		Teacher 1: Electives/Language Arts	
Diane Deily		Teacher 2: Math	
Joni Seifert		Teacher 3: Special Education/PBIS Facilitator	
Nancy Daues		Teacher 4: Social Studies	
Nicole Babendure		Teacher 5: Electives	
Rebecca Holloway		Teacher 6: Science/PBIS Facilitator	
Jan Vidis		Teacher 7: Reading	
Susan Tyler		Non-teaching professional 1: District representative	
Debra Steenhard/Chrissy Reyna		Non-teaching professional 2: Goodson representative	
Samuel Aguocha, Robin Hall, Melissa Hardy, Kristine Hare, Brigitte Rothenbucher, Elizabeth Torres		Parent 1:	
Onzie Jones, Desiree LeBlanc, Adrienne McPherson, Pam O'Neal, Nikki Payne, Shon Poteet		Parent 2:	
Awaiting response		Community resident 1:	
Awaiting response		Community resident 2:	
Marian Nossaman		Business representative 1:	
Marie Holmes, Greg Todd		Business representative 2:	
CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	September 2, 2008	6:00 p.m.	Goodson Middle School Library
2	October 14, 2008	6:00 p.m.	Goodson Middle School Library
3	November 18, 2008	6:00 p.m.	Goodson Middle School Library
4	January 20, 2009	6:00 p.m.	Goodson Middle School Library
5	February 17, 2009	6:00 p.m.	Goodson Middle School Library
6	March 24, 2009	6:00 p.m.	Goodson Middle School Library

* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

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Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
X	1) TAKS Recognized or Exemplary	For 2008-2009, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
X	2) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
X	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by 50% .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.

CIP PART II: ASSURANCE ADDENDUM

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 10% 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.	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.

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	9) High School AEIS – Ninth Graders	The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least XX% .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above XX% .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	11) High School AEIS – Advanced Courses and Dual Credit	For 2008-2009, the percent of students who have completed at least one advanced course will be at or above XX% .	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above XX% .	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above XX% .	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide

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					students to appropriate testing, classes, and programs.
	14) High School CTE	For 2008-2009, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) XX% .	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

CIP PART II: ASSURANCE ADDENDUM

Section D

1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
2. **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
3. **Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
4. **High-quality and ongoing professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
5. **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
6. **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
7. **Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
10. **Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

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Goodson 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	