

**2008-2009
Campus Improvement Plan
for
Hopper 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: Science

Group	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	--	--	63	90	75
All	--	--	73	90	75
Eco.Dis.	--	--	67	90	75
Hispanic	--	--	74	90	75
LEP	--	--	44	90	75
LEP M1	--	--	--	--	--
LEP M2	--	--	71	90	75
Spec.Ed.	--	--	44	90	75
White	--	--	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:

#1

By May 2009, the percentage of students demonstrating proficiency on the TAKS Science Test will increase by the amounts shown on the table above.

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 benchmarks.	AR, CE	All students	AAHT; Teachers	Gradebook; benchmark data	Every 3 or 6 weeks
	2	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen</i> and <i>The Magnificent Seven</i> .	AR, CE	All students	Teachers	<i>The Baker's Dozen</i> booklet; <i>Magnificent Seven</i> materials	Ongoing
	3	Provide extended learning time for students in after-school tutorials based on students whose Science average is lower than 75%, or whose SFA score is 70% or less.	AR, CE	Identified students	Administration; Teachers	Tutorial packets	Tuesdays and Thursdays
	4	Hold extended time labs to address specific TEKS. Students invited to these labs will be those who exhibit 70% or less mastery on specific TEKS or science objectives.	AR, CE	Identified students	Teachers	Lab materials and plans	Every 6 weeks
	5	Organize and implement intramural sports activities, whereby eligibility to play depends on if students are passing their classes, free of discipline referrals, seldom tardy, have no unexcused absences, and attend scheduled tutorials.	AR, CE, VP	All students	AAHT; Teachers, Sports facilitators	Sports equipment; Attendance, discipline, and grade data	Ongoing, monitored every three weeks
	6	Teachers will provide activities including vocabulary instruction, enhanced context, collaborative learning and questioning strategies to address the gaps in background knowledge that develop student understanding of underlying concepts.	AR CE	All students	Science Teachers	Science Curriculum and Instructional Materials	Ongoing
	7	Students who perform significantly behind their peers on TAKS targeted assessments (SFAs) will attend Science pull-out classes, taught by a retired Science teacher.	AR CE	Identified students	Retired Science Teacher	Science Curriculum and Instructional materials	Twice weekly, ongoing
	8	Administration and teachers plan a high-profile, TEKS aligned, culminating, interactive activity to be implemented after TAKS.	AR, CE	All students	Administrators; Teachers	Science Curriculum and Instructional Materials	May 2009
	9	Science teachers will read and analyze SFA data each six weeks and re-teach objectives using flexible regrouping.	AR, CE	Identified students	Teachers	SFA data, supplemental Science review material	Each 6 weeks
Teachers	1	Science helping teachers work with teams to design and	SD	Science Teachers	Science helping	Coordinator	Bi-monthly

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.

		modify lessons for struggling learners.			teachers		
	2	Enroll new teachers in Quantum Learning.	SD	New Teachers	DI; Secretary	Compensatory Funds	Various sessions
	3	Teams will review the TAKS Information Booklet to refresh their knowledge and understanding of the TAKS tests through review.	SD CE	Science Teachers	Team Leaders	TAKS Information Booklets	Ongoing
	4	Science teachers plan together for shared vision and clear focus.	SD	Science Teachers	Team leaders	Science Lesson Plans	Bi-weekly
	5	Teachers will employ the use of technology within science classrooms during TAKS remediation, which will include "ExploreLearning", and "CLB probe-ware.	SD, AR, CE	Science Teachers	Science Teachers and District coordinator	Technology, software, and lesson plans	Ongoing
	6	Science lesson design to include engaging activities, including collaborative activities, problem solving, and developing explanations/constructs.	SD	Science Teachers	Science Teachers	Science Lesson Plans	Ongoing
	7	Teachers will assess student understanding frequently, employing informal classroom questioning focusing on content/concepts, rather than only recall.					
	8	Teachers will work in teams to analyze SFA data and plan for remediation of objectives not mastered by students.	SD	Science Teachers	Science Teachers	SFA data and Remedial resources	Each 6 weeks
Parents	1	Science TIPS are posted on campus website.	PI	Parents	Department Chair	TEKS and Lesson Plans	Every 6 weeks
	2	Students maintain agenda books for parent review and steady communication with teachers.	PI	Parents	Students	Agenda	Daily
	3	Parents may access Parent Internet Viewer.	PI	Parents	AAHT	Internet	Ongoing
	4	Parents of students who fail Science for a six-week grading period, or who score below 75% on SFAs will be contacted by the teacher to plan for their child's after-school tutorials.	PI	Parents and students	Teachers and parents	Student 6-week Science scores and SFA scores	Each 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.

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	--	--	70	90	75	--	--	51	90	75	--	--	66	90	75
All	--	--	78	90	82	--	--	61	90	75	--	--	79	90	83
Eco.Dis.	--	--	75	90	75	--	--	57	90	75	--	--	71	90	75
Hispanic	--	--	77	90	81	--	--	60	90	75	--	--	81	90	84
LEP	--	--	51	90	75	--	--	24	90	75	--	--	44	90	75
LEP M1	--	--	84	90	86	--	--	--	--	--	--	--	--	--	--
LEP M2	--	--	93	100	95	--	--	50	90	75	--	--	86	90	87
Spec.Ed.	--	--	34	90	75	--	--	9	90	75	--	--	47	90	75
White	--	--	91	100	94	--	--	75	90	75	--	--	94	90	96

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, the percentage of students demonstrating proficiency on the TAKS Math will increase by the amounts noted on the table above.

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 benchmarks.	AR, CE	All students	AAHT; Teachers	Grade book; benchmark data	Every 3 or 6 weeks
	2	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen</i> and <i>The Magnificent Seven</i> .	AR, CE	All students	Teachers	<i>The Baker's Dozen</i> booklet; <i>Magnificent Seven</i> materials	Ongoing
	3	Provide extended learning time for students in after-school tutorials, based on students whose class average is below 75 and/or whose SFA scores are 70 or less.	AR, CE	Identified students	Administration; Teachers	Tutorial packets	Tuesdays and Thursdays
	4	Power Math Classes will be required for students who have been unsuccessful in passing the TAKS Math test the previous year. These classes are in addition to the regular math classes and they have fewer students and focus on remediation of critical TEKS which have not been mastered.	AR, CE	Identified students	AAHT; Teachers	Remedial materials	Ongoing
	5	Provide AMIP Program for students who have not mastered TAKS Math.	AR, CE	Identified students	AAHT; AMIP teachers	TAKS study materials	Second semester
	6	Organize and implement intramural sports activities, whereby eligibility to play depends on if students are passing their classes, free of discipline referrals, seldom tardy, have no unexcused absences, and attend scheduled tutorials.	AR, CE, VP	All students	AAHT; Teachers, Sports facilitators	Sports equipment; Attendance, discipline, and grade data	Ongoing, monitored every 3 weeks
	7	Math teachers will read and analyze SFA data each six-weeks and re-teach objectives to groups of students as needed.	AR, CE	Identified students	Teachers	SFA data, supplemental Math review materials.	Each 6 weeks
	8	Incorporate Alternative Assessments intermittently so that students have an opportunity to demonstrate mastery of content in multiple formats.	AR	All students	Teachers	Alternative assessments	2 or 3 times in each grading period
	9	Identify students who are weak in arithmetic operations and enroll them in FastMath.	AR, CE	Identified students	Teachers AAHT DI	Diagnostic test of arithmetic and remedial materials	Ongoing
	10	Ensure that classroom instruction provides all students the opportunity to be engaged cognitively in the learning of	AR, CE	All students	Teachers, District	Math manipulatives, computer	Ongoing

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		mathematics, use manipulatives when appropriate, use technology (Explore Learning, Agile Mind, SmartBoard), work collaboratively (discuss strategies and argue points), and ask and respond to questions at a high level of cognitive rigor.			Coordinator and Helping Teachers	hardware and software, including SmartBoard	
	11	Identify students who are unsuccessful on specific objectives on SFAs (less than 75% of questions correct on specific objective) and require them to attend TAKS Blitz Saturday.	AR, CE	Identified students	Teachers AAHT DI	SFAs, and remedial materials	January
	12	Flexibly re-group students after each SFA in order to re-teach the students not demonstrating mastery on a specific objective.	AR, CE	Identified students	Teachers Math helping teacher	Remedial materials	Each 6-weeks
	13	Students will have TAKS individual interviews with teachers to discuss mastery of specific objectives on last year's TAKS or TAKS Diagnostic Tests. Students will determine what strategies he/she will employ to become more successful on TAKS. The document will be revisited each 6 weeks.	AR, CE	All students	Teachers, AAHT, DI	Interview sheets, TAKS data, conversion charts	November and then each 6 weeks
Teachers	1	Math helping teacher will work with teams to design lesson plans and develop classroom strategies.	SD	Math Teachers	Math helping teachers	Coordinator	Bi-weekly
	2	Enroll new teachers in Quantum Learning	SD	New Teachers	DI; Secretary	Compensatory Funds	Various sessions
	3	Math teachers meet regularly with content team to plan lessons. This planning will include designing questions that promote higher-level thinking, engaging activities, and effective instructional strategies.	SD	Math Teachers	Math Department Chair and team leaders	TEKS and Lesson Plans	Bi-weekly
	4	Teachers will analyze SFA data and plan for remediation of objectives not mastered by students.	SD	Math Teachers	Math Teachers	SFA data and Remedial resources	Each 6 weeks
	5	Teachers will attend district curriculum staff development sessions that provide instructional strategies, resources, and/or activities.	SD	Math Teachers	District Math Coordinator and Team	Math strategies, resources and activities	Ongoing
	6	Principal, DI, Assistant Principals, and math helping teacher will do random Walk-through visits to math classes to monitor the employment of research-driven strategies.	SD	Math Teachers	Principal, DI, Assistant Principals, and math helping teacher	<i>Baker's Dozen, Magnificent Seven</i>	Ongoing
Parents	1	Math TIPS are posted on campus website.	PI	Parents	Math Department Chair	TIPS	Every 6 weeks

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

	2	Students maintain agenda books for parent review and steady communication with teachers.	PI	Parents	Students	Agenda	Daily
	3	Parents may access Parent Internet viewer.	PI	Parents	AAHT	Internet	Ongoing
	4	Parents of at-risk students are invited to attend Parent Intervention Night, when they meet with a teacher and their child and review their grades, TAKS scores, SFA scores and their interview plan devised by the student. This parent dialogue is devised to help monitor student strategies and progress.	PI	Parents and students	Teachers, AAHT, DI	TAKS scores, SFA scores, Student Interview Sheet	November
	5	Parents of students who fail Math for a six-week grading period, or who score below 75% on SFAs will be contacted by the teacher to plan for their child's after-school tutorials	PI	Parents and students	Teachers and parents	6 weeks Math scores, SFA scores	Each 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.

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	--	--	90	100	93	--	--	83	90	85	--	--	90	100	93
All	--	--	92	100	95	--	--	84	90	86	--	--	95	100	97
Eco.Dis.	--	--	89	90	89	--	--	81	90	84	--	--	93	100	95
Hispanic	--	--	90	100	93	--	--	82	90	85	--	--	96	100	97
LEP	--	--	69	90	75	--	--	32	90	75	--	--	72	90	78
LEP M1	--	--	95	100	97	--	--	--	--	--	--	--	--	--	--
LEP M2	--	--	93	100	95	--	--	86	90	87	--	--	100	100	100
Spec.Ed.	--	--	68	90	75	--	--	57	90	75	--	--	81	90	84
White	--	--	99	100	99	--	--	92	100	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:

#3

By May, 2009, the percentage of students demonstrating proficiency on the TAKS Reading will increase (by amounts noted in the table).

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 benchmarks.	AR, CE	All students	AAHT; Teachers	Grade book; benchmark data	Every 3 or 6 weeks
	2	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen</i> and <i>The Magnificent Seven</i> .	AR, CE	All students	Teachers	<i>The Baker's Dozen</i> booklet; <i>Magnificent Seven</i> materials	Ongoing
	3	Provide extended learning time for students in after-school tutorials based on students whose grade is below 75 in class and/or score 70 or below on SFAs.	AR, CE	Identified students	Administration; Teachers	Tutorial packets	Tuesdays and Thursdays
	4	Students receive R-LA instruction through leveled, double-blocked classes.	AR, CE	6 th grade students	6 th grade LA Reading Teachers	District and campus provided resources	Ongoing
	5	Read 180 offered to ESL and Special Ed students.	AR, CE	ESL and Spec Ed students	Teachers	Read 180 materials	Ongoing
	6	Organize and implement intramural sports activities, whereby eligibility to play depends on if students are passing their classes, free of discipline referrals, seldom tardy, have no unexcused absences, and attend scheduled tutorials.	AR, CE, VP	All students	AAHT; Teachers, Sports facilitators	Sports equipment; Attendance, discipline, and grade data	Ongoing, monitored every 3 weeks
	7	Reading and LA teachers will read and analyze SFA data each six weeks and re-teach objectives to groups of students as needed.	AR, CE	Identified students	Teachers	SFA data, supplemental review material	Each 6 weeks
	8	Students will attend ARIP tutorials during the spring during regular school hours.	AR CE	Identified students	ARIP teacher(s)	Resource materials provided by district	Spring
	9	Students will complete the Scholastic Reading Inventory (SRI) to measure current Lexile scores. The SRI will be given four times per year to track student progress. The teachers will use this data to select appropriately challenging reading material, accelerate student learning, and monitor student progress	AR, CE	Identified students	Teachers	SRI data, supplemental reading materials	Each 6 weeks
Teachers	1	New teachers take the Quantum Learning Workshop.	SD	R- LA Teachers	Teachers	Coordinator	Various sessions

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

	2	Language Arts teachers plan together for shared vision and clear focus.	SD	R- LA Teachers	Team leaders	R-LA Lesson Plans	Bi-weekly
	3	Teachers will analyze SFA data and plan for remediation of objectives not mastered.	SD	R-LA Teachers	Teachers	SRA data, and remedial resources	Each 6 weeks
	4	Teachers of Grade 7 students will identify specific student needs by using the Texas Middle School Fluency Assessment System (TMSFA) and provide instruction to address individual student needs.	AR CE	Identified Students	Reading teachers	TMSFA	Fall
	5	Teachers will refresh their knowledge and understanding of Reading TAKS by reviewing TAKS booklet together and revisiting TAKS Reading questions.	SD	R-LA Teachers	Teachers	TAKS booklet, and TAKS diagnostic test	Ongoing
Parents	1	R-LA TIPS are posted on campus website.	PI	Parents	Department Chair	TEKS and Lesson Plans	Every 6 weeks
	2	Students maintain agenda books for parent review and steady communication with teachers.	PI	Parents	Students	Agenda	Daily
	3	Parents may access Parent Internet Viewer	PI	Parents	AAHT	Internet	Ongoing
	4	Use Scholastic Achievement Monitoring reports to inform parents of students' reading progress on SRI tests and READ 180 progress.	PI	Parents	AAHT and Reading teachers	SAM report	Ongoing
	5	Parents of students who fail Reading/Language Arts for a six-week grading period, or who score below 75% on SFAs will be contacted by the teacher to plan for their child's after-school tutorials	PI	Parents and students	Teachers and parents	6 weeks R-LA scores, SFA scores	Each 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.

Area of Focus: Writing

Group	Gr7 07 Score	Gr7 08 Target	Gr7 08 Score	Gr7 3 Yr Target	Gr7 09 Target
AA	--	--	89	90	89
All	--	--	88	90	89
Eco.Dis.	--	--	86	90	87
Hispanic	--	--	87	90	88
LEP	--	--	58	90	75
LEP M1	--	--	--	--	--
LEP M2	--	--	93	100	95
Spec.Ed.	--	--	55	90	75
White	--	--	88	90	89

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, the percentage of students demonstrating proficiency on the TAKS Writing will increase (by the amounts noted in the table).

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 benchmarks.	AR, CE	All students	AAHT; Teachers	Grade book; benchmark data	Every 3 or 6 weeks
	2	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen</i> and <i>The Magnificent Seven</i> .	AR, CE	All students	Teachers	<i>The Baker's Dozen</i> booklet; <i>Magnificent Seven</i> materials	Ongoing
	3	Provide extended learning time in after-school tutorials in the form of writing workshops.	AR, CE	Identified students	Teachers	Tutorial packets	Ongoing
	4	Organize and implement intramural sports activities, whereby eligibility to play depends on if students are passing their classes, free of discipline referrals, seldom tardy, have no unexcused absences, and attend scheduled tutorials.	AR, CE, VP	All students	AAHT; Teachers, Sports facilitators	Sports equipment; Attendance, discipline, and grade data	Ongoing, monitored each week
	5	Participate in writing conferences routinely.	AR	All students	Language Arts Teachers	Writing prompts and activities	Ongoing
	6	Use the Six Traits of Writing in writing assignments.	AR	All students	Language Arts Teachers	Six Traits and writing prompts	Ongoing
	7	Take various writing assignments through the entire writing process each six weeks.	AR	All students	Language Arts Teachers	Writing assignments	Each 6 weeks
	8	Language Arts teachers will provide a Saturday writing workshop for ESL students. Other students demonstrating need in writing skills required for TAKS will be invited according to those scoring "1" or "2" on SFA writing 2 nd 6 weeks.	AR, CE	Identified students	Teachers, AAHT, DI	Writing activities	January and February
Teachers	1	New teachers take the 6 Traits of Writing Workshop	SD	R- LA Teachers	Teachers	Coordinator	Various sessions
	2	Support TAKS Writing Objective 4 by routinely using focused sentence-combining activities with students.	AR	All students	All teachers	Language Arts Teachers	Ongoing
	3	Strive for more 3's and 4's than 2's on the written composition. Use sample papers with students routinely to provide instruction of the qualities that distinguish a 4 paper.	AR	All students	Language Arts Teachers	TAKS Sample Papers	Ongoing
	4	Teachers use Grade level WIKI spaces for collaboration.	SD	Teachers	Teachers	WIKI spaces	Ongoing

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	5	Provide students with quality feedback throughout the writing process by conducting consistent writing conferences.	AR	All students	Language Arts Teachers	Writing prompts, conferences	Ongoing
	6	In addition to Six Traits, participate in other District writing trainings: Writing Institute and Writing Symposium for Experienced Teachers of Writing.	SD	RLA Teachers	District Facilitators	Various writing programs	Ongoing
	7	Language Arts teachers plan together for shared vision and clear focus.	SD	R – LA Teachers	Team leaders	R-LA Lesson Plans	Bi-weekly
Parents	1	R-LA TIPS are posted on campus website.	PI	Parents	Department Chair	TEKS and Lesson Plans	Every 6 weeks
	2	Students maintain agenda books for parent review.	PI	Parents	Students	Agenda	Daily
	3	Parents may access Parent Internet Viewer	PI	Parents	AAHT	Internet	Ongoing

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

Area of Focus: Social Studies

Group	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	--	--	89	90	89
All	--	--	92	100	95
Eco.Dis.	--	--	90	100	93
Hispanic	--	--	92	100	95
LEP	--	--	61	90	75
LEP M1	--	--	--	--	--
LEP M2	--	--	86	90	87
Spec.Ed.	--	--	75	90	80
White	--	--	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:

#5 By May 2009, the percentage of 8th graders passing TAKS Social Studies will increase (by the amount shown in the table).

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 benchmarks.	AR, CE	All students	AAHT; Teachers	Grade book; benchmark data	Every 3 or 6 weeks
	2	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen</i> and <i>The Magnificent Seven</i> .	AR, CE	All students	Teachers	<i>The Baker's Dozen</i> booklet; <i>Magnificent Seven</i> materials	Ongoing
	3	Provide extended time instruction in after-school tutorials based on students whose average is below 75 and/or score 70 or below on SFAs.	AR, CE	ESL and Spec Ed students	Teachers	Read 180 materials	Tuesdays and Thursdays
	4	Students use ISN as a means of compiling and organizing the SS materials, so that they are accessible and easier to	AR, CE	All students	Students	ISN	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.

		study.					
	5	Organize and implement intramural sports activities, whereby eligibility to play depends on if students are passing their classes, free of discipline referrals, seldom tardy, have no unexcused absences, and attend scheduled tutorials.	AR, CE, VP	All students	AAHT; Teachers, Sports facilitators	Sports equipment; Attendance, discipline, and grade data	Ongoing, monitored each week
	6	Students will demonstrate knowledge of established goals and enduring understandings by answering essential questions for each unit.	AR	All students	Social Studies Teachers	Unit questions	Ongoing for each unit covered
	7	Utilize interactive test questions to assess mastery of content and test taking strategies.	AR	All students	Social Studies Teachers	Interactive Test	Ongoing
	8	Social Studies teachers will read and analyze SFA data each six weeks and re-teach objectives to groups of students as needed.	AR, CE	Identified students	Teachers	SFA data, supplemental review material	Each 6 weeks
Teachers	1	New teachers will enroll in Quantum Learning.	SD	SS Teachers	Teachers	Coordinator	Various sessions
	2	Social Studies teachers plan together for shared vision and clear focus.	SD	SS Teachers	Team leaders	SS Lesson Plans	Bi-weekly
	3	Use SS district WIKI as a collaborative tool to share ideas and provide feedback on lessons.	SD	SS Teachers	Content Coordinator	District SS WIKI spaces	Ongoing
	4	Teachers will refresh their knowledge and understanding of Social Studies TAKS by reviewing TAKS booklet together and revisiting TAKS questions.	SD	SS Teachers	SS Teachers	TAKS Booklet	Ongoing
	5	Teachers will analyze SFA data and plan for remediation of objectives not mastered.	SD	SS Teachers	Teachers	SRA data, and remedial resources	Each 6 weeks
Parents	1	SS TIPS are posted on campus website.	PI	Parents	Department Chair	TEKS and Lesson Plans	Every 6 weeks
	2	Students maintain agenda books for parent review.	PI	Parents	Students	Agenda	Daily
	3	Parents may access Parent Internet Viewer	PI	Parents	AAHT	Internet	Ongoing
	4	SS teachers publish Parent Newsletters	PI	Parents	SS Teachers	Teachers	Every 6 weeks
	5	Parents of students who fail Social Studies for a six-week grading period, or who score below 75% on SFAs will be contacted by the teacher to plan for their child's after-school tutorials	PI	Parents and students	Teachers and parents	6 weeks SS scores, SFA scores	Each 6 weeks

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Legend

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

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CIP PART II: ASSURANCE ADDENDUM

Hopper Middle School
Robert Borneman
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	Hopper 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)

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Robert Borneman	Principal:
Stephanie Ellis	Teacher 1:
Courtney Foerester	Teacher 2:
Joan Hinze	Teacher 3:
Kim Mack	Teacher 4:
Melissa McCarter	Teacher 5:
Sonya Mims	Teacher 6:
Angela Panuska	Teacher 7:
Claudia White	Teacher 8:
Patti Domingue	Non-teaching professional 1:
Susan Tyler	Non-teaching professional 2:
Vanessa Alston	Parent 1:
Ruth Charles	Parent 2:
Cherrie Holton	Community resident 1:
Brenda B. Charles	Community resident 2:
Jody Schoth	Business Representative 1:
Jennifer Foster	Business Representative 2:

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	September 16, 2008	6:30 PM	Hopper Middle School Library
2	November 18, 2008	6:30 PM	Hopper Middle School Library
3	January 27, 2009	6:30 PM	Hopper Middle School Library
4	March 10, 2009	6:30 PM	Hopper Middle School Library
5	May 19, 2009	6:30 PM	Hopper 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.

Hopper Middle School

Campus Improvement Plan for 2008-2009

Page 19 of 25

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 25% .	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 01% .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or	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	Implement and monitor the school wide safety and security plan.

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CIP PART II: ASSURANCE ADDENDUM

			possession.	use or possession.	
x	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by 50% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for violent behavior .	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 75% .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
x	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at 100% .	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
x	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be 0% or less with no student group exceeding 0% .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least XX% .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will	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

		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.
	11) High School AEIS – Advanced Courses and Dual Credit	For 2008-2009, the percent of students who have completed at least one advanced course will be at or above XX %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above XX %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above XX %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	14) High School CTE	For 2008-2009, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) XX %.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-

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CIP PART II: ASSURANCE ADDENDUM

					tested areas.
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CIP PART II: ASSURANCE ADDENDUM

Section D

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

CIP PART II: ASSURANCE ADDENDUM

Hopper 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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