

2008-2009
Campus Improvement Plan
for
LABAY MIDDLE SCHOOL
Cheryl Johns, Ed.D.
Cypress-Fairbanks Independent School District



“Going for the Gold”



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 Writing	Exemplary status in all subpopulations 97% met standards reading and writing. The greatest gain in percent passing reading was 31% seen in the M2 group at grade 7. 100% of M1/M2 students met standards in writing at grade 7. A growth of 11% is noted in the ED student group.	TAKS
		Math	Exemplary in W for 6 th and 8 th grade. Gains of 8% in percent passing are noted in AA and ED groups. The greatest gain in percent passing math was 19% seen in the M2 group at grade 8. Increased TAKS scores noted in every sub pop!	TAKS
		Science	Science scores in grade 8 improved in All (10% gain), AA (5% gain), H (16% gain), ED (18% gain) and W (5% gain). The greatest gain in percent passing reading was 67% seen in the M1 group at grade 8.	TAKS
		Social Studies	All sub-pops were exemplary. 57% reached commended. An 8% gain in percent passing is notable in the ED group at grade 8. The greatest gain in percent passing social studies was 25% seen in M2 at grade 8.	TAKS
	Subgroups	All	Reading 97.1%; Math 88.2%; Writing 96.6%; Social Studies 97.1%; Science 85.8%	TAKS
		AA	Reading 96.6%; Math 84.7%; Writing 93.9%, Social Studies 96.5%	TAKS
		H	Reading 94.8%; Math 81.8%; Writing 95.2%; Social Studies 94.7%; Science 80.8%	TAKS
		W	Reading 98.8%; Math 93.2%; Writing 98.3%; Social Studies 98.8%; Science 91%	TAKS
		ED	Reading 94.5%; Math 82.8%; Writing 93.8%; Social Studies 94.4%; Science-ED student scores increased 18%	TAKS
		LEP	LEP students at grade 8 experienced an 18% growth in Reading and a 30% growth in science passing rates.	TAKS
		SE	SE students at grade 8 experienced a 12% growth.	TAKS

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	Social/ Emotional	Discipline	<p>Discipline incidents decreased by 302 infractions year to date.</p> <ul style="list-style-type: none"> • 7th & 8th grade Girls' Volleyball A teams earned the title of South Zone District Champions 2007. • Conference titles were earned by: 7th grade A Football (1st), 7th grade B Basketball (1st), and 7th grade track (3rd). • Adv Speech placed 1st in Lincoln Douglas Debate. • 6th grade choir earned Superior Ratings at Katy Choral Festival. • 7th and 8th grade choirs earned Sweepstakes at UIL Concert and Sightreading Contest. • All choir Solo and Ensemble participants earned Superior Ratings. • 6 Labay choir students were selected for all-region choir, with 2 Labay students placing first chair in their rooms. • In 2008, Labay Boys' Choir was named 2008-2009 Texas Honor Choir and will be performing at TMEA in San Antonio. • In fall 2007, six Orchestra students passed auditions to gain entrance into the Region 27 Orchestra. • All Beginner Orchestra students earned Superior Ratings on their solos; 26 Advanced and Intermediate students earned Superior and 11 earned Excellent Ratings; 3 ensembles received Excellent Ratings, and 3 received Superiors. • In spring 2008, the Philharmonic Orchestra received Superior Ratings on stage at U.I.L. Concert and Sightreading Contest, and the Symphonic Orchestra earned a Sweepstakes award. • 14 students earned positions in the CFISD Honor Band; 6 in the TMEA All-District Band; 20 in the TMEA All-Region B; and 6 in the TMEA All-Region Orchestra • 123 First-Division medals for superior performances were received at the CFISD Solo & Ensemble Contest. • Concert I Band was awarded an Excellent rating in UIL Concert performance, a Superior rating in Sightreading, and a Superior rating at the Festival at the Falls. • Symphonic Band earned Superior ratings in both UIL Concert and Sightreading (Sweepstakes) for the 15th year in a row as well as at the Festival at the Falls with 8 Outstanding Soloist awards and 7 Outstanding Section awards. 	Discipline Incident Reports
		Extracurricular & Co-curricular		

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		Other	0% Dropout Rate	TEA Campus Accountability Report
Teacher	Professional Development		Wikispace Learning Communities were introduced for campus professional development studies, and it prompted increased levels of technology integration with students in classrooms.	Avatar Rosters Lesson Plans Classroom Wikispaces
	Qualifications		All Labay staff meets the HQ requirements.	TEA/SBEC
Parent	Community Awareness & Involvement		Implementation of PIV yielded tremendous success and improved communications with the community. Notable parent involvement was celebrated with Labay's inaugural 8 th Grade TAKS Celebration Field Day.	VIPS Rosters

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Area of Focus: Campus Culture

District Priority:

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

Campus Objective:

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

Formative Evaluation:

OHI Survey, Teacher Retention Data, Formal and informal teacher feedback, etc.

STP	Strategies	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 N/A – This objective ultimately impacts student achievement, but the activities are designed to enhance teacher effectiveness and cohesiveness.				
Teachers	1 Train the following key teams on the six Organizational Health Leadership Beliefs, focusing on Leadership Belief Statement #4. <ul style="list-style-type: none"> • Administrative Team • Department Chairs • Team Leaders • OH Team 	A-Team; DCs; TLs; OH Team	Principal	OH Team – Janett Akerman, Katherine Bargas, Lori Platz, Charlie Muckleroy, Angie Yurch, Carolyn Vines (TL), and TBD.	August and September, 2008
	2 a. Six key faculty members will participate in a district sponsored, two-day Enhancing Leadership Effectiveness Workshop to be held July 22 and 23. b. These six individuals will become the OH Team, advocates for the six Leadership Belief Statements, and the cohesiveness improvement plan. c. Add additional members in August to represent every department in the building.	OH Team	Principal	OH Team – Janett Akerman, Katherine Bargas, Lori Platz, Charlie Muckleroy, Angie Yurch, Carolyn Vines (TL), and TBD.	August 2008

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	3	<p>The OH Team and Administrative Team will help incorporate Leadership Belief Statement #4 into the day-to-day operations of Labay Middle School. Specific strategies will be established for getting open and honest feedback from all members.</p> <ul style="list-style-type: none"> a. August 18th in-service presentation to introduce OH to staff. b. August 18th breakout staff groups to determine strategies to increase cohesiveness. c. August 20th Feedback Presentation regarding staff nominated activities for the year. Staff will vote on activities that each individual can personally support. d. OH Team will compile the activities and present them for approval to CIP at September meeting. e. The OH Team will be available at the request of the DC/TL, to assist in finding healthy ways to resolve “non-cohesiveness” issues on their teams. 		Principal OH Team	Total Staff	<p>2008-2009 school year</p> <p>OHI survey will be taken in Spring of 2008</p> <p>September 2008</p>
Parents	1	N/A – This objective ultimately impacts student achievement, but the activities are designed to enhance teacher effectiveness and cohesiveness.				

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Area of Focus: Student Safety

District Priority:

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Campus Objective:

- #1 For 2008 – 2009, discipline referrals for drugs, alcohol, and tobacco will be reduced by **50%** from the previous year.
- #2 For 2008 – 2009, the discipline referrals for ie. fighting, classroom disruptions, etc. will be reduced by **25%** from the previous school year.

Formative Evaluation:

District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will participate in various safety drills (bus evacuation, crisis drills, fire drills) and random metal detector checks.	SD VP	All Students	Principal, Assistant Principals, DI, Crisis Committee, Teachers/Staff	Crisis Management Plan, Evacuation routes, Yellow crisis folders	Fall and spring semesters; Monthly
	2 Students will engage in Code of Conduct meetings to become acquainted with expectations, policies, and procedures in both August and January.	VP	All Students	Assistant Principals, Teachers	Code of Conduct band signature pages	August January
	3 Students will hear a presentation by guest speaker, Walter Kase--Holocaust survivor-- and his message of celebrating diversity.	VP	8 th Grade Students	Student Council Sponsors, Admin, 8 th Grade Teachers	Guest Speaker Request, Rosters	October
	4 Students will participate in activities during Red Ribbon Week that encourage a drug-free lifestyle.	VP	All Students	Principal, DI, Prevention Advocate, Assistant Principals, Counselors, Nurse, Teachers	Thematic Materials	Spring semester

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STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Labay staff members who are trained in CPR/AED will serve on a Crisis Committee to improve the Crisis Plan and serve as extra hands in emergency situations.	VP	Volunteer Staff	Principal, Assistant Principals, DI, Nurse, Counselors, Crisis Committee	Crisis Management Plan	Fall and spring semesters
	2	Labay staff members will receive training on the Crisis Management Plan, Child Abuse, and Suicide Prevention.	SD VP	All Staff	Principal, Assistant Principals, Counselors	Crisis Management Plan, Department meeting agenda	Initial training: August – September; Updates: fall and spring semesters
	3	Labay staff members will serve on a Crisis/Discipline/Safety (CDS) Committee to analyze Labay's campus discipline data and possibly develop a school-wide expectations matrix. Committee members will also assist with the bus loading and front loading zones to keep students safe.	SD VP	All Staff and Students	Principal, DI, Assistant Principals, CDS Committee	Discipline data, "Going for the Gold" themes, Assigned Zones	Fall and spring semesters
	4	Labay staff members will receive specific training regarding discipline policies and procedures and how to remain in adherence with fire marshal regulations.	SD VP	All Staff	Principal, Assistant Principals	Presentation materials, Attendance roster	August
Parents	1	Parents will be kept up-to-date regarding their students' discipline information through timely phone calls and discipline forms from administration and teachers.	PI	Parents of Identified Students	Administration, Teachers	Discipline forms, Parent Contact Logs	Ongoing

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Area of Focus: Attendance and Dropout Rate

District Priority:

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

Campus Objective:

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

Formative/Summative Evaluation:

District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students with Excessive Absences (EA) will be paired with a 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	Volunteer teachers	Principal, Assistant Principals, Attendance office, Teachers, Attendance Officers	Attendance Officers, Tracking Sheets	Ongoing

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STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
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, Phonemaster	Daily; Fall and spring semesters
	2	Dropout recovery letters will be sent to the parents of all students on the dropout recovery list to their last known address. Phonemaster will duplicate the contact by calling guardian 1 and guardian 2 in both English and Spanish.	AR T PI	Parent of Identified Students	Principal, DI, Assistant Principals, Teachers, Attendance Office	Pinnacle, Phone-master	September

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Area of Focus: Student Physical and Emotional Well-Being

District Priority:

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

Campus Objective:

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

Formative/Summative Evaluation:

Campus-generated reports, surveys, and attendance rosters

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Incoming, new students will continue to be welcomed throughout the year through the <i>Be A Friend</i> program.		Identified Students	Counselors, Buddy Students	List of Student Participants	Ongoing
	2	Behavioral issues of students with special circumstances will be addressed through non-traditional interventions including conflict resolution, small-group counseling, action plans, and mentors.	AR VP	Identified Students	Principal, Assistant Principals, DI, Counselors, AR Specialist, Teachers	Developmental Guidance Program, Discipline data	Ongoing
	3	Students failing foundation courses at progress report and report cards will be pulled for conferences to create individual plans for tutorials and increased use of specific study skills.	AR	Identified Students	Counselors, AR Specialist	Progress Reports and Report Cards	Every 3 or 6 weeks
	4	Students will receive coordinated health instruction by participating in the CYFIT program. A class rotation will be implemented.	AR SD VP	All PE Students	Principal, DI, PE teachers, PDAS Appraiser, Coordinator, Nurse	Curriculum Documents, Lesson Plans, Walk-throughs	Every 6 weeks
Teachers	1	Teachers will create activities in which students and staff can participate to deepen understanding of the 2008-2009 school theme, "Going for the Gold."	AR SD VP	All Students, All staff	Principal, DI, CIP, Assistant Principals, Counselors	Words of Wisdom	Each six weeks

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STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	2 Teachers and staff will improve at-risk students' chances for success and form trusting relationships between school personnel and students by participating in the Mentor Program.	AR SD VP	Volunteer Teachers and Staff, Identified Students	AR Specialist	TAKS/AMS/SFA data, Mentor Activities, Attendance rosters/logs	Kickoff: October; Fall and spring semesters
	3 Teachers will foster students' physical and emotional fitness. <ul style="list-style-type: none"> Introduce them to lifetime sports, activities, practices that promote wellness, and intramural opportunities. Foster students' sense of belonging by encouraging them to enroll in co-curricular and extracurricular activities. Encourage club attendance. Work with P.I.E. for sponsors of clubs for donations and help. 	AR VP	All Students	Principal, Assistant Principals, DI, Counselors, Nurse, Teachers, Coaches, Club sponsors, AR Specialist, Mentors	Attendance, Discipline placements, Athletics, Co-curricular	Ongoing
	4 Physical Education teachers will incorporate the Middle School Coordinated Health Curriculum into their PE classes to improve all areas of fitness—cardio respiratory, endurance, flexibility, muscular strength, and muscular endurance.	SD VP	PE Teachers	Principal, DI, PE teachers, PDAS Appraiser, Coordinator, Nurse	Curriculum Documents, Lesson Plans, Walk-throughs	Every 6 weeks
Parents	1 Parents will be provided opportunities to be involved in the school system to garner greater success for their children through the VIPS program, Eagle Express, Open House, Mentor/Parent Nights, Hispanic Parent Meetings, Electives Fair, and observation of child in any class.	AR PI	All Parents	Principal, Administration, Teachers	VIPS forms, Phone-master, Written invitations	Prior to the start of school; September; Fall and spring semesters

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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	75	75	76	90	81
All	78	75	85	90	87
Eco.Dis.	58	75	74	90	75
Hispanic	65	75	80	90	83
LEP	14	75	44	90	75
LEP M1	33	75	100	100	100
LEP M2	38	75	56	90	75
Spec.Ed.	50	75	55	90	75
White	90	75	91	100	94

District Priority:

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

Campus Objective:

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

Formative/Summative Evaluation:

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

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Each struggling student will be assigned to a teacher who has a proven track record of accelerating students' science achievement.	AR	Identified Students	Principal, DI, Counselors, DC, TLs	Rosters, AMS/SFA data	Prior to first day of school and after each SFA
	2	Each student's progress in learning the critical TEKS will be monitored by examining results of teacher-made tests, grade distributions, and district SFA's.	AR	Identified Students	Principal, DI, Science Teachers	Gradebook SFA data	Every 3 or 6 weeks
	3	Students will experience lessons that follow research-proven teaching strategies such as the ones described in <i>Marzano</i> and UbD using the 8 TSI (Tx. Science Initiative) strategies: <u>enhanced context</u> , <u>collaborative learning</u> , <u>questioning</u> , inquiry, manipulation, testing, instructional technology, and enhanced materials.	AR T SD	All Students	Science Teachers	<i>Marzano</i> , Tx. Science Initiative Strategies, <i>UbD</i>	Ongoing

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STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	4	Students will be provided calculated and planned extended learning time during before and after school tutorials, <u>extended day</u> Labay Super Camps (3 – 10 times), TAKS Intervention and Science Sweet Successes (1 – 2 times). Interventions will include special education students.	AR T	Identified Students	Admin. and Science Teachers	Student Rosters	Daily and semi-monthly; Spring semester
	5	Gaps in background knowledge will be addressed with vocabulary instruction as well as with other strategies (enhanced context, collaborative learning, and questioning strategies) that develop student understanding of underlying concepts.	AR	Identified Students	Science Teachers	CFISD academic vocabulary	Ongoing
	6	Extended Day instruction will be designed and purposefully planned specifically for LEP (Active, M1 and M2) and Economically Disadvantaged (ED) students using research-proven strategies to promote students' deep understanding of content and concepts and increase student success.	SD AR T	Identified 8 th Grade LEP and ED Students	Principal, DI, Science Teachers, AR Specialist	AMS/SFA data	Spring semester
	7	Students will be engaged in Science Boot Camp to review middle school TEKS.	AR	All 8 th grade students	Science teachers	Teacher and District developed Intervention Curriculum	Spring semester
	8	The Retired Science Teacher (RST) program will provide identified 8 th grade science students a bi-monthly opportunity to receive specific, academic intervention as an extension of their classroom learning. Criteria used to determine student placement into the Science Pullout program includes: 1. Math TAKS scores (range 2114 - 2023) 2. Reading TAKS scores (range 2119 - 2009) 3. Economically Disadvantaged 4. Sub-Pop concerns yielded by campus data	AR	Identified 8 th Grade Students	Science Coordinator, Principal, DI, AR Specialist, Science DC	District developed RST Curriculum	October thru April

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Teachers	1	<p>DC and 3 grade level TL's will meet three times in the first semester to vertically align:</p> <ul style="list-style-type: none"> • Vocabulary • Research proven strategies for teaching specific objectives • Participation by all members of the science dept. in Extended Day Labay Super Camps and Sweet Successes 	AR T	ALL Students	Principal, DI, TL's	Minutes from the 3 meetings with action plans	Fall semester; Spring semester
	2	<p>Science teachers will meet three times per week and will incorporate the following activities into planning:</p> <ul style="list-style-type: none"> • Data analysis and strategy planning through six weeks Data Digs so that information concerning attainment of TAKS content (SFA and teacher made assessments) are used to develop re-teaching activities followed by re-assessment. • Planning re-grouping opportunities across the team to target remediation activities to areas of concern specific to student groups when students' needs are not homogeneous within classrooms. • Specific lesson design for week • Department meeting, which must include one component of training (LOTI, Quantum Learning, Understanding by Design, Collaborative Learning, Context Strategies, Questioning Strategies, or whatever the data dictates, etc.) 	AR T SD	ALL Students	Principal, DI, DC, TL, Science Teachers	Science Helping teacher, Technology helping teacher, Share sessions	Three times a week every week

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STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	3 All Science Lesson Plans will: <ul style="list-style-type: none"> • Focus on TEKS/TAKS • Follow the district scope and sequence • Include plans for frequent assessment of student understanding, including informal classroom questioning that focuses on causing students to think about content/concepts beyond the basic recall of information. • Be consistently monitored, evaluated, and adjusted as data dictates • Be 40% Lab based • Include a variety of relevant and rigorous hands-on activities (no more than one worksheet per week) 	AR	ALL students	Principal, DI, DC, TL's, Science Teachers, Science Helping Teacher, Technology Helping Teacher	Attendance at share sessions, Lesson plans, Curriculum Guide, Walkthroughs	Weekly
	4 Through Targeting Student Assistance (TSA), teachers and staff will address the needs of all students who are performing below grade level by conducting assessments, studying the data, selecting targeted strategies to design individualized plans, implementing plans in a timely manner, monitoring progress, and measuring effectiveness.	AR SD	Teachers of Identified Students	Principal, Assistant Principals, DI, Teachers, Counselors, Diagnostician, AR Specialist	ARD Paperwork, TSA Manual, Assessment data, Samples of student work, Progress Reports, Report Cards	Fall and spring semesters
	5 The AR Specialist will assist teachers with gathering, analyzing, and tracking student data. Time will be scheduled for core content teams to work with the AR Specialist to make student-specific plans for acceleration and intervention.	AR	Core Content Teams	DI, AR Specialist, Core Content Teams	Data Digs, AMS Data, E-list updates, Intervention Plans	Every 6 weeks

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STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Parents	1	Parents will be kept up-to-date on their child's recent triumphs and struggles through current PIV postings, phone calls, e-mails, or implementing teacher web pages.	AR T PI	Parents of Identified Students	Science Teachers	Samples of student work, PIV, Progress Reports/Report Cards, Web Page training/set-up	Weekly
	2	Encourage parents of at-risk students to attend the mentor evening, Hispanic Forum, VIPS program, and other opportunities provided to enrich their child's education.	AR PI	Parents of Identified Students	Science Teachers, DI, AR Specialist, Counselors, Assistant Principals, Mentors, VIPS Liaison	Sign in sheets, Phonemaster, Website, Newsletter	Ongoing

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Area of Focus: 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	77	79	90	83	73	79	74	90	79	74	79	83	90	85
All	83	85	84	90	86	84	86	82	90	85	85	87	91	100	94
Eco.Dis.	76	81	80	90	83	74	79	76	90	81	70	77	85	90	87
Hispanic	74	79	77	90	81	78	82	76	90	81	77	81	87	90	88
LEP	63	75	70	90	77	50	75	59	90	75	46	75	57	90	75
LEP M1	75	80	75	90	80	88	90	--	--	--	89	89	100	100	100
LEP M2	70	77	71	90	77	56	75	63	90	75	69	76	88	90	89
Spec.Ed.	74	79	62	90	75	41	75	42	90	75	50	75	58	90	75
White	91	94	90	100	93	91	94	88	90	89	92	95	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:** #1 By May 2009, we will increase the percentage of students demonstrating proficiency on TAKS mathematics by amounts noted above or greater.
- #2 By May 2009, we will increase the number of students earning commended on TAKS math by 5% or greater.
- Formative/Summative Evaluation:** District-developed Tests (SFA) and Texas Assessment of Knowledge and Skills (TAKS)

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will experience lessons that follow research-proven teaching strategies such as the ones described in The Baker's Dozen, <i>Marzano</i> , and Quantum Learning.	AR SD	Identified Students	Math Teachers, AR Specialist	TAKS Data AMS Data	Daily
	2 Various student learning styles in the diverse classroom will be addressed by incorporating student use of technology and manipulatives.	AR T SD	All Students	Math Teachers	The Baker's Dozen, Quantum Learning & Marzano's strategies	Weekly

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STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	3	Students will be engaged by activities that use the adopted textbook and supplemental materials in mathematics.	AR SD CE	All Students	Math Teachers, Technology Helping Teacher, Assistant Principals	Explore Learning, Smartboard, Airliners, PowerPoint, Math Manipulatives	Weekly
	4	Students will be provided calculated and planned extended learning time during before and after school tutoring sessions, Math Mondays (weekly), Saturday Interventions (3 times for 8 th grade and 2 times for 6 th /7 th), and Math Sweet Success (1 time for each grade). Interventions will include special education students.	AR T	Identified Students	Math Teachers, Administrator s, DI, AR Specialist, Helping teachers	Student Rosters, Textbook supplemental materials, Tutorial Packets, G:drive activities, TAKS/SFA/Unit Test Data, AMS Data	Daily; Spring semester
	5	Identified students will be assigned to AR Specialist for extended learning opportunities.	AR	Identified Students	Math Teachers, AR Specialist	AMS Data	Weekly : October - April
	6	Students will be provided activities that allow opportunities to work collaboratively and communicate mathematics on problems that require the use of problem-solving strategies.	AR SD	All Students	Math Teachers, AR Specialist	Performance Assessments, Manipulatives, Technology, Lesson Plans	Weekly
	7	Students will experience flexible regrouping opportunities for reinforcement and re-teaching of critical TEKS.	AR	All Students	Math Teachers, DI, AR Specialist	Student grades, SFA data	Weekly
	8	Each 8 th grade student who was unsuccessful on the 2008 spring Math TAKS will be assigned to a 2 nd period math class to receive extended mathematics instruction during Extended Second Period (ESP). Two 7 th grade sections	AR	Identified Students	Counselors, Math Teachers, DI, Principal, DC,	Class Rosters, TAKS Data	Prior to the first day of school

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		and one 6 th grade section will be created with the same qualifying requirements.			Team Leaders		
	9	Gaps in students' background knowledge in math will be identified early, and direct vocabulary instruction will be used to accelerate growth.	AR	Identified Students	Math Teachers	CFISD academic vocabulary	Ongoing
	10	Students will complete Diagnostic TAKS testing to identify students achieving below grade level in math.	AR T	Identified Students	DI, Counselors, AR Specialist	Diagnostic TAKS materials, Computer labs	September
Teachers	1	Teachers will incorporate Quantum Learning techniques into daily lessons.	SD	Math Teams	Math Teachers, DI	Quantum Learning Techniques	Daily
	2	Math teams will meet two times per week and will incorporate the following activities into planning: <ul style="list-style-type: none"> • Discuss effective teaching strategies and implementation of these strategies. • Data analysis and strategy planning. • Specific lesson design. • design questions that promote higher-level thinking, engaging activities, and effective instructional strategies. 	AR	Math Teams	Department Head, Team Leaders	Sign in sheet, Agenda	Bi-Weekly
	3	Math teams will examine TAKS data, SFA data, and unit tests to make adjustments to lessons and/or incorporate extra time into instruction in order to offer timely interventions for struggling students. This data analysis, the resulting plan, and ongoing evaluation will be tracked using six weeks Data Dig forms.	AR T SD	Math Teams	Department Head, Team Leaders, AR Specialist, PDAS appraiser	Sign in sheet, Agenda, Data Dig Reflection documents, Lesson plans	Bi-weekly; Every 6 weeks
	4	Math teachers will use released TAKS questions with students to analyze problems and answer choices.		Math Teams	Department Head, Team Leaders	Lesson plans, Released TAKS	Weekly
	5	Math teachers will attend staff development and share sessions that provide strategies, resources, and/or activities proven successful to increase student success with Math concepts.	SD CE	Math Teams	Department Head, Curriculum Coordinator	Share session	When Available

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.

	6	New teachers will attend Quantum Learning training.	SD CE	New Math Teachers	Principal, Department Head	Compensatory Funds	Within 1 st teaching year
	7	Through Targeting Student Assistance (TSA), teachers and staff will address the needs of all students who are performing below grade level by conducting assessments, studying the data, selecting targeted strategies to design individualized plans, implementing plans in a timely manner, monitoring progress, and measuring effectiveness.	AR SD	Teachers of Identified Students	Principal, Assistant Principals, DI, Teachers, Counselors, Diagnostician, AR Specialist	ARD Paperwork, TSA Manual, Assessment data, Student work, Progress Reports, Report Cards	Fall and spring semesters
	8	The AR Specialist will assist teachers with gathering, analyzing, and tracking student data. Time will be scheduled for core content teams to work with the AR Specialist to make student-specific plans for acceleration and intervention.	AR	Core Content Teams	DI, AR Specialist, Core Content Teams	Data Digs, AMS Data, E-list updates, Intervention	Every 6 weeks
Parents	1	Parents will be kept up-to-date on their child's progress through current PIV postings, phone calls, emails, implementing grade level web pages, signed tests, grade sheets and averages written on tests.	AR T PI	Parents of Identified Students	Teachers, AR Specialist	Samples of student work, PIV, Progress Reports/ Report cards, Webpage training/set-up	Weekly
	2	Encourage parents of at-risk students to attend the mentor evening, Hispanic Forum, VIPS program, and other opportunities provided to enrich their child's education.	AR PI	Parents of Identified Students	Math Teachers, DI, AR Specialist, Counselors, APs, Mentors, VIPS Liaison	Sign in sheets, Phone-master, Website, Newsletter	Ongoing

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

Area of Focus: Reading

Group	Gr6 07 Score	Gr6 08 Target	Gr6 08 Score	Gr6 3 Yr Target	Gr6 09 Target	Gr7 07 Score	Gr7 08 Target	Gr7 08 Score	Gr7 3 Yr Target	Gr7 09 Target	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	82	85	99	100	99	90	93	83	90	85	93	95	98	100	99
All	93	95	94	100	96	90	93	93	100	95	94	96	98	100	99
Eco.Dis.	86	87	91	100	94	80	83	88	90	89	85	87	96	100	97
Hispanic	91	94	91	100	94	86	87	91	100	94	91	94	96	100	97
LEP	63	75	78	90	82	50	75	60	90	75	58	75	76	90	81
LEP M1	100	100	100	100	100	71	75	--	--	--	100	100	100	100	100
LEP M2	100	100	100	100	100	63	75	94	100	96	94	96	100	100	100
Spec.Ed.	80	83	81	90	84	80	83	54	90	75	67	75	79	90	83
White	95	97	95	100	97	93	95	97	100	98	96	97	99	100	99

District Priority:

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

Campus Objective:

#1

By May 2009, we will increase the percentage of students demonstrating proficiency on TAKS Reading by amounts noted above or greater.

#2

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

Formative Evaluation:

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

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will experience lessons that follow research proven strategies such as the ones described in <i>Marzano</i> to increase student success on the following TAKS reading objectives: 1. Basic Understanding 2. Literary Elements 3. Analysis Using Reading Strategies 4. Analysis using Critical-thinking Skills	AR SD	All Students	Teachers, DI, AR Specialist, ESL Helping Teacher	TAKS/AMS / SFA data/SRI Data	Every 3 or 6 weeks SRI administered 4 times per year
	2 Students will be placed in the Read 180 program to assist struggling learners (those who have failed TAKS, first-time	AR T	Identified Students	Teachers, Helping	TAKS scores,	Fall and spring

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.

		TAKS takers, or who have been placed) to be able to work independently and have appropriate peer interactions.	SD		Teachers, DI, Reading Coordinator	SFA, SRI	semesters
Students	3	Students will engage in enriched, extended learning opportunities through Sweet Success as an after school intervention for on-level learners and SPED who need additional motivation to reach commended status. Level I students will receive intervention during class time to motivate to reach commended status through additional learning opportunities (i.e. flexible regrouping) and direct instruction.	T	Identified students	Reading Teachers, AR Specialist, DI	TAKS scores, SFA data, SRI data	Spring semester
	4	Students who have failed TAKS will be provided calculated and planned extended learning time during before and after school tutorials, Title III, Reading Extended Day and ARIP, with specific focus given to ESL/LEP populations. This tutoring will be in addition to the regular reading class.	AR	Identified Students	Reading Teachers, AR Specialist, DI, ARIP tutor	Student Rosters, AMS/TAKS/SFA data	Daily; Fall semester; Spring semester
	5	Students in grade 6 who have failed TAKS, are GPC placements, or first-time TAKS takers will be assigned to a Grade 6 Reading Workshop class where direct instruction lesson plans will target areas that have proven difficult for students.	AR	Identified Students	Reading Teachers, DI, Counselors, AR Specialist	Student Rosters, AMS/TAKS/SFA data	August and ongoing
	6	Students who did not meet minimum expectations on the 2008 Reading TAKS will be assigned to a reading class in order to receive acceleration and intervention.	AR CE	Identified 7 th and 8 th Grade Students, 6 th grade previous year TAKS failures	Principal, DI, Counselors, Diagnostician, Reading Teachers	TAKS/AMS data, Master Schedule	Prior to the first day of school; Ongoing as new students register
	7	Gaps in students' background knowledge in Reading will be identified early, and direct vocabulary instruction will be used to accelerate growth.	AR	Identified Students	Reading Teachers	Academic vocabulary, SRI	Ongoing
	8	Students will complete the Scholastic Reading Inventory (SRI) to establish a baseline for reading students in grades 6-8 in order to gauge current lexile measures so that teachers can help students select appropriately	AR T	All Reading Students	DI, Reading Teachers	SRI Tests, S.A.M. Reports	Fall semester (2 times); Spring semester (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.

		challenging reading materials, accelerate student learning, and track student progress. The SRI will be given four times per year.					times)
	9	Students will experience flexible regrouping opportunities for reinforcement and re-teaching of critical TEKS and reading TAKS objectives.	AR	All Students	LA and Reading Teachers, DI, AR Specialist	Student grades, SFA data, TAKS, data	Spring semester

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	10	District-identified SSI students (with Reading TAKS scores below 2100 as well as up to 3 questions beyond 2100) who are not enrolled in a reading class will participate in a Reading Rescue program with their Language Arts teachers for an extended intervention.	AR	Identified 7 th and 8 th Grade Students	LA Teachers, AR Specialist, DI	TAKS data	Spring Semester
Teachers	1	Teachers will continue to use SFA, SRI, and Scholastic Achievement Monitor (SAM) data to monitor student progress and routinely conference with students to target student areas in need of improvement by increasing instructional time, providing tutoring, and showing students how to improve their reading and make connections between and among text selections.	AR T	Reading Teachers	DI, AR Specialist	Gradebook, SFA data, SRI, 7 th and 8 th grade teacher made tests	Every 3 or 6 weeks
	2	Through Targeting Student Assistance (TSA), teachers and staff will address the needs of all students who are performing below grade level by conducting assessments, studying the data, selecting targeted strategies to design individualized plans, implementing plans in a timely manner, monitoring progress, and measuring effectiveness. Teachers will strive to find specific strategies.	AR SD	Teachers of Identified Students	Principal, Assistant Principals, DI, Teachers, Counselors, Diagnostician, AR Specialist	ARD Paperwork, TSA Manual, Assessment data, Samples of student work, Progress Reports, Report Cards, SRI, SFA data	Fall and spring semesters

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

3	<p>Teachers will provide direct instruction of summarization, inferencing, and main idea; teachers will scaffold instruction to include:</p> <ul style="list-style-type: none"> • Showing students models of effective summaries. • Writing teacher-led group summaries with think alouds. • Providing multiple opportunities to write summaries. • Conducting analysis of answers for TAKS questions. • Require students to support their answers to questions, verbal and written, with evidence from text. 	AR	Reading and LA Teachers	Reading and LA Teachers, DI, Appraiser	Curriculum Guide, Released TAKS	Ongoing
4	<p>Reading teams will conduct Data Digs to identify students who need additional instruction and target specific learning needs through the use of data.</p> <ul style="list-style-type: none"> • 6th grade reading teachers may use reading SFA data. • 7th and 8th grade reading teachers will collaborate with language arts teachers to review data from the SFAs administered through LA classes. 	AR T SD	Reading Teachers	DI, AR Specialist, Reading and LA Teachers	Data Dig Reflection Sheets, Attendance Log	Every 6 weeks
5	<p>Teachers will attend August staff development featuring Dr. Kate Kinsella to address effective teaching strategies, reading engagement, active involvement, and structured context.</p>	AR SD	All Teachers and Staff	Principal, DI, ISC Staff Development	Training packet and notes, Attendance roster	August
6	<p>Teachers will employ the use of before, during, and after reading strategies that are highly engaging for students in the LA classrooms to improve questioning strategies, and to increase collaboration opportunities for students to talk about texts.</p>	AR	LA Teachers	LA Teachers, DI, Appraisers	Scope and Sequence, Curriculum Documents	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	7	The AR Specialist will assist teachers with gathering, analyzing, and tracking student data. Time will be scheduled for core content teams to work with the AR Specialist to make student-specific plans for acceleration and intervention.	AR	Core Content Teams	DI, AR Specialist, Core Content Teams	Data Digs, AMS Data, E-list updates, Intervention Plans	Every 6 weeks
	8	Teachers will focus reading of literature instruction on critical TEKS, concepts, and process skills taught through the reading selections. Focus will be on the TEKS associated with the literature and reading skills.	AR	LA Teachers	LA Teachers, DI, Appraiser	Curriculum Documents, Literature text	Ongoing
	9	In accordance with HB 2237 regarding Texas Middle School Fluency Assessment (TMSFA), teachers will receive training on how to administer the TMSFA in order to: <ul style="list-style-type: none"> Administer a diagnostic assessment to: students in grade 7 who did not meet passing standard on grade 6 TAKS or TAKS-A Reading and/or students entering CFISD in grade 7 without a TAKS score. *SRI scores may be used for grade 7 missing TAKS scores to determine if they need the TMSFA. Provide intensive reading instruction and intervention to these students based on assessment results and monitor student progress and effectiveness of the interventions every two weeks. *Students not in a reading class will receive their interventions from their LA teachers. Administer the TMSFA during the first six weeks of school to students who scored 2100 and below on the grade 6 TAKS Reading. Test these students three times annually, based on student need determined by the TMSFA results, 	AR SD	Identified Students, LA and Reading Teachers	Principal, DI, LA and Reading Teachers	TMSFA Training and Assessment Materials, Intervention Logs and Data	Fall

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.

		during the first, third, and fifth six weeks periods.					
Parents	1	Keep parents up to date on their child's recent triumphs and struggles through current PIV postings, phone calls, emails, or implementing teacher web pages.	AR T PI	Parents of Identified Students	Reading Teachers	Samples of student work, Parent Contact Logs	Weekly
	2	Encourage parents of at-risk students to attend the mentor evening, Hispanic Forum, VIPS program, and other opportunities provided to enrich their child's education.	AR PI	Parents of Identified students	Reading Teachers, DI, AR Specialist, Counselors, Assistant Principals, Mentors, VIPS Liaison	Sign in sheets, Phone-master, Web site, Newsletter	Ongoing
	3	Use Scholastic Achievement Monitoring reports to inform parents of students' reading progress on SRI tests and READ 180 progress.	AR PI T	Parents of Identified students	Reading Teachers	SAM reports	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: ELA/Writing

Group	Gr7 07 Score	Gr7 08 Target	Gr7 08 Score	Gr7 3 Yr Target	Gr7 09 Target
AA	90	93	89	90	89
All	97	98	94	100	96
Eco.Dis.	95	97	90	100	93
Hispanic	97	98	92	100	95
LEP	80	83	65	90	75
LEP M1	100	100	--	--	--
LEP M2	100	100	100	100	100
Spec.Ed.	92	95	53	90	75
White	99	99	96	100	97

District Priority:

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

Campus Objective:

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

Formative Evaluation:

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

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 To increase the numbers of 3's and 4's on the written composition, students will: <ul style="list-style-type: none"> • review The TAKS Rubric. • analyze sample papers from the scoring guides to become acquainted in the qualities that distinguish a score point 4. • engage in lessons through direct instruction to improve introductions and conclusions. • connect with prewriting and fluency-building strategies to improve idea development 	AR	All students	Teachers, DI, Helping Teacher, LA Coordinators, AR Specialist	AMS Data Dig, SFA data, 6 Traits and TAKS rubrics	August; Each 6 weeks
	2 Gaps in students' background knowledge in writing will be	AR	Identified	LA Teachers	CFISD	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.

		identified early, and direct instruction lesson plans will be used to accelerate growth in writing skills that have proven difficult for students.		Students		academic vocabulary	
	3	Students will engage in enriched, extended learning opportunities through Sweet Success as an after school intervention for students who need additional motivation to reach commended status.	T	Identified Students	7 th Grade LA Teachers, AR Specialist, DI	Intervention logs, TAKS scores, SFA data	Fall and spring semesters
	4	Advanced ELL students will participate in an ESL co-teach model for Language Arts instruction.	AR	6-7-8 Advanced ELLs	Principal, DI, Counselors, LA/ESL Teachers	TELPAS/ LPAC data, Master Schedule	Prior to the first day of school; Ongoing as new students register

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	5	Students will be provided calculated and planned extended learning time during before and after school tutorials, after school extended day programs, before and after school tutorials Title III, Reading Extended Day, Writing Extended Day, ARIP, and Writing Right. Interventions will include special education students.	AR	Identified Students	7 th Grade LA Teachers, AR Specialist, DI	Student Rosters, AMS/TAKS/ SFA data	Daily; Fall semester; Spring semester
Teachers	1	Teachers will continue to use SFA data to target students' needs and address students' weak areas by increasing instructional time, providing tutoring, and showing students how to make connections between and among text selections.	AR T	LA Teachers	DI, AR Specialist	Gradebook, SFA data	Every 3 or 6 weeks
	2	Teachers will improve achievement level on Writing Objective 4, 5, and 6 by: <ul style="list-style-type: none"> providing students with direct instruction and practice of revision strategies through their own compositions. Routinely using focused sentence-combining 	AR SD	6 th & 7 th grade LA Teachers	DI, LA Coordinators	TAKS writing scores and samples	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.

	<p>activities with students.</p> <ul style="list-style-type: none"> providing consistent writing conferences throughout the writing process for all students. 					
3	Through Targeting Student Assistance (TSA), teachers and staff will address the needs of all students who are performing below grade level by conducting assessments, studying the data, selecting targeted strategies to design individualized plans, implementing plans in a timely manner, monitoring progress, and measuring effectiveness.	AR SD	Teachers of Identified Students	Principal, Assistant Principals, DI, Teachers, Counselors, Diagnostician, AR Specialist	ARD Paperwork, TSA Manual, Assessment data, Samples of student work, Progress Reports, Report Cards	Fall and spring semesters
4	Language Arts teams will conduct Data Digs to identify students who need additional instruction and target specific learning needs through the use of data.	AR T SD	LA Teachers	DI, AR Specialist	Data Dig reflection sheets, Intervention logs	Every 6 weeks
5	Use LA district grade level Wiki as a collaborative tool to share ideas and provide feedback on lessons and successful teaching strategies.	T SD	LA Teachers	LA Teachers, DI, PDAS Appraiser	LA District Wiki	Ongoing

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

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	6	The AR Specialist will assist teachers with gathering, analyzing, and tracking student data. Time will be scheduled for core content teams to work with the AR Specialist to make student-specific plans for acceleration and intervention.	AR	Core Content Teams	DI, AR Specialist, Core Content Teams	Data Digs, AMS Data, E-list updates, Intervention Plans	Every 6 weeks
	7	Teachers will employ methods to teach grammar effectively through writing instruction, the use of mentor texts, and engaging activities that require higher-level thinking.	AR T SD	LA Teachers	DI, LA Teachers, Assistant Principals	Curriculum Document and Resources	Ongoing
Parents	1	Keep parents up to date on their child's recent triumphs and struggles through current PIV postings, phone calls, emails, or implementing web pages.	AR T PI	Parents of Identified Students	LA Teachers	Samples of student work, Parent contact logs	Weekly
	2	Encourage parents of at-risk students to attend the mentor evening, Hispanic Forum, VIPS Program, and other opportunities provided to enrich their child's education.	AR PI	Parents of Identified Students	LA Teachers, DI, AR Specialist, Counselors, Assistant Principals, Mentors, VIPS Liaison	Sign in sheets, Phone-master, Web site, Newsletter	Ongoing

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

Area of Focus: Social Studies

Group	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	98	99	97	100	98
All	96	97	97	100	98
Eco.Dis.	88	89	94	100	96
Hispanic	91	94	93	100	95
LEP	67	75	71	90	77
LEP M1	100	100	100	100	100
LEP M2	75	80	100	100	100
Spec.Ed.	92	95	75	90	80
White	99	99	99	100	99

District Priority:

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

Campus Objective:

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

Formative Evaluation:

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

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will be assessed using teacher designed tests that model appropriate TAKS format.	AR T	All Students 6-7-8	Social Studies Teachers	Student grades, SFA data	Test days
	2	Students will experience signature lessons as designed and where indicated in the curriculum.		8	8 th grade Social Studies Teachers, DI	Curriculum Guide, Lesson Plans	As indicated in scope and sequence
	3	Each student's progress using interactive notebooks will be monitored to ensure effective use of this tool,	SD	All Students	Social Studies Teachers,	Interactive student	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.

		emphasizing and allowing students opportunities to evaluate and synthesize information throughout the learning process.		6-7-8	PDAS Appraiser, DI	notebooks, Lesson Plans, PDAS walkthroughs	
	4	Flexible regrouping will be used to provide additional time for students who are struggling with social studies objectives.	AR	Identified 8 th grade Students	8 th grade Social Studies Teachers, AR Specialist, DI	Student grades, SFA Data	Every 3 or 6 weeks

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	5	Students will be provided calculated and planned extended learning time during before and after school tutorials, ESP, and History Academies (2), one for students who need additional instruction to pass TAKS and one for students identified as close to commended.	AR T	Identified 8 th Grade Students	Social Studies Teachers, Administrators, DI, AR Specialist	Student Rosters, AMS/SFA data	Daily; Spring semester
	6	Gaps in students' background knowledge in Social Studies will be identified early, and direct vocabulary instruction will be used to accelerate growth.	AR	Identified Students	Social Studies Teachers	CFISD academic vocabulary	Ongoing
	7	Students will utilize district supplied TAKS interactive warm-ups	T	All Social Studies Students	Social Studies teachers	Curriculum Guide, lesson plans	Ongoing
	8	Provide Social Studies infusion day before TAKS, including special education students		All 8 th grade students	Social Studies teachers	Student rosters	Spring semester
Teachers	1	All new teachers will attend History Alive training.	SD	New Social Studies Teachers	Principal, Department Head, Curriculum Coordinator	Certificate, PDR	Within 1 st year of teaching
	2	Teachers will perform Data Digs to disaggregate formative and summative assessment data (i.e. SFA, TAKS, teacher generated tests, etc.) and incorporate their findings into subsequent lesson planning, reteaching, spiraling, identifying students for intervention, etc.	AR T SD	Social Studies Teams 6-7-8	Social Studies Teachers, DI, PDAS Appraiser, AR Specialist	Data Dig forms, SFA, TAKS, and Test data	September; Every 3 or 6 weeks

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

	3	Teachers will plan activities that reflect the UbD enduring understandings in a manner that is relevant and engaging to students with increased rigor, integrating technology at high levels of thinking where appropriate.	T	Social Studies Teachers	Social studies Teachers, District Technology Helping Teacher, DI, PDAS Appraiser	Curriculum Guide, Technology Resources, Lesson Plans, Walk through forms	Every 6 weeks
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STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Teachers	4	Through Targeting Student Assistance (TSA), teachers and staff will address the needs of all students who are performing below grade level by conducting assessments, studying the data, selecting targeted strategies to design individualized plans, implementing plans in a timely manner, monitoring progress, and measuring effectiveness.	AR SD	Teachers of Identified Students	Principal, Assistant Principals, DI, Teachers, Counselors, Diagnostician, AR Specialist	ARD Paperwork, TSA Manual, Assessment data, Samples of student work, Progress Reports, Report Cards	Fall and spring semesters
	5	Teachers will utilize the SFA results from the preceding year in the next grade at the beginning of the year to guide instruction.	AR T	Social Studies Teachers	Social Studies Teachers, DI, AR Specialist	AMS Data Digs, Teacher Viewer, SFA data	September ; Every 6 weeks
	6	Use SS district Wiki as a collaborative tool to share ideas and provide feedback on lessons.	T PD	Social Studies Teachers	Social Studies Teachers, DI, Appraiser	District Wiki	Ongoing

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

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Parents	1	Parents will be kept up-to-date on their child's progress through current PIV postings, phone calls, emails, or implementing teacher web pages.	AR T PI	Parents of Identified Students	Social Studies Teachers	Samples of student work, PIV, Progress Report/Report Cards, Web page training/setup	Weekly
	2	Encourage parents of at-risk students to attend the mentor evening, Hispanic Forum, VIPs Program, and other opportunities provided to enrich their child's education.	AR PI	Parents of Identified Students	Social Studies Teachers, DI, AR Specialist, Counselors, Assistant Principals, Mentors, VIPs Liaison	Sign in sheets, Phone-master, Website, Newsletter	Ongoing

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

* 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

Labay 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	Labay 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	
Cheryl Johns		Principal	
Tamara Meldahl		Director of Instruction	
Janett Akerman		Teacher 1	
Suzanne Baker		Teacher 2	
Alicia Cavazos		Teacher 3	
Rebecca Demski		Teacher 4	
Nancy Hill		Teacher 5	
Rhonda Fitzgerald		Teacher 6	
Amy Moore		Teacher 7	
Angie Yurch		Teacher 8	
Delia Baker Cindy Hansen Jennifer Klaus Jenny Peter		Non-teaching professionals	
Sharon Halliburton		Parent 1	
Charlotte Jordan		Parent 2	
Laura Meares		Community resident 1	
Tina Weightman		Community Resident 2	
Jeff Adams		Business representative 1	
Hugo Sanchez		Business representative 2	
CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	September 17, 2008	4:00 p.m.	Labay Library
2	January 21, 2009	4:00 p.m.	Labay Library
3	March 25, 2009	4:00 p.m.	Labay Library
4	May 27, 2009	4:00 p.m.	Labay Library
5	AEIS Review	4:00 p.m.	TBA

* 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 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 50% .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.

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X	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by 25% 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 XXX .	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 85% .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
X	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at 100% .	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
X	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be 0% or less with no student group exceeding 0% .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least XX% .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above XX% .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and

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CIP PART II: ASSURANCE ADDENDUM

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

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CIP PART II: ASSURANCE ADDENDUM

Section D

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

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Labay 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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