

2008-2009
Campus Improvement Plan
for
Thornton 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.

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	Reading all grades	Exemplary performance in all 6 th and 8 th grade categories on the 2008 TAKS. Recognized and exemplary performance in all 7 th grade categories on the 2008 TAKS.
		Writing	7 th grade LA	Gains in AA and white on the 2008 TAKS.
		Math	Math all grades	Overall increase on the 2008 TAKS scores.
		Science	8 th grade science	Gains in all, AA, white and ED on the 2008 TAKS.
		Social Studies	8 th grade US History	Exemplary performance in all categories on the 2008 TAKS.
	Subgroups	All	Professional Learning Communities – A Beginning Pullouts – ARIP/AMIP/Science Saturday School Mentoring Parent Nights	TAKS 2008 Reading 8% increase Math 15% increase Social Studies 8% increase Science 4% increase
		AA		TAKS 2008 Reading 12% increase Math 24% increase Writing 6% increase Social Studies 15% increase Science 17% increase
		H		TAKS 2008 Reading 7% increase Math 12% increase Social Studies 6% increase
		W		TAKS 2008 Reading 5% increase Math 11% increase Writing 3% increase Social Studies 7% increase Science 7% increase
		ED		TAKS 2008 Reading 8% increase Math 14% increase Social Studies 9% increase Science 3% increase
	Social/	Discipline	PBIS	Reduction in fights by 70%

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	Emotional			Reduction in office referrals by 60%
		Extracurricular	Sports teams/Music program/Clubs	Success rate in competitions and number of students participating.
		Other	Mentoring Program	Participation Rate
Teacher	Professional Development		For TE focus on Ruby Payne Training	Increase in TAKS scores for subpops
	Qualifications			
	New Staff		BTIM Grant – New Teacher Mentoring Program	Retention Rate
	Retention		Retention of staff	Smaller percent hired for 2008 school year
Parent			Spanish Speaking Parent Night	Large attendance for the event
			Subject Area Parent Nights	Large attendance for the first time events

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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	34	75	61	90	75
All	49	75	64	90	75
Eco.Dis.	44	75	59	90	75
Hispanic	48	75	58	90	75
LEP	6	75	6	90	75
LEP M1	50	75	88	90	89
LEP M2	47	75	--	--	--
Spec.Ed.	24	75	4	90	75
White	69	75	86	90	87

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, noted in the Grade 8 09 Target, of students demonstrating proficiency on TAKS science.

Formative/Summative Evaluation:

District-developed SFA's 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 Secondary Formative Assessments.	AR CE	Groups listed	DI; PLC facilitator; DC; TL; Teacher	Grade book; General assessments; SFA data	Ongoing
	2	Provide extended learning time for students during ESP, pullouts with retired science teacher, and before and after school tutoring.	AR CE	Identified students	Administration; Teachers	Tutorial Packets	Weekly
	3	Identify gaps in students' background knowledge in science, and use direct vocabulary instruction to accelerate growth.	AR CE	Identified students	Teachers	CFISD academic vocabulary lists	Ongoing
	4	Display "Vocabulary Word Wall" of critical vocabulary.	AR CE	All	PLC facilitator; Teachers	Curriculum	Ongoing
Teachers	1	Monitor team planning and assist when needed. Team will meet with PLC leader to review/analyze ongoing instruction and SFA's. The analysis includes reviewing district, building, and teacher subpops,	SD	All teams	Principal; DI; PLC facilitators A-team	Building training	Ongoing

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		three most missed questions, how students will be retaught/remediated and how students will be reassessed. Based upon student need and instructional need, students will be regrouped across the team to best facilitate mastery of learning.					
	2	Participate in a team "pull-out" to analyze 2008 TAKS and study actual students in classrooms. The student analysis includes identifying commended students and "bubble" commended with Thornton's goal to increase commended by 2%. Additionally time will be spent working on the facilitation of student regrouping for the "learning for all" in our Professional Learning Communities.	SD	8 th grade teachers	DI	Building training	September 2008
	3	Attend district curriculum professional development sessions that provide instructional strategies, resources, and/or activities.	SD	8 th Grade science teachers	DI; DC	District	Ongoing
	4	Confer with science helping teachers and teams about best strategies: <ul style="list-style-type: none"> Instructing students in the critical TEKS Reteaching concepts and content to struggling learners Engagement of students with collaborative work, problem solving activities, etc. High level questioning strategies to informally assess students on content and concepts Use of technology within the math classrooms and during remediation including but not limited to Explore Learning and CBL probe-ware 	SD	8 th Grade science teachers	PLC facilitator; TL; Teachers	Coordinator and helping teachers	Once a six weeks
Parents	1	Keep parents up-to-date on their child's recent accomplishments and challenges by making phone calls and sending e-mails.	PI	Parents	Teachers	Grade book; Samples of student work	Weekly
	2	Science Parent Night	PI	Parents	Principal; DI; Teachers	Building collaboration	January 2009
	3	Send home TAKS study guides for all students not meeting success on the 2008 TAKS assessment, with a letter explaining how parents can help their child. Follow up with a telephone call.	PI	Identified Parents	AAHT; Teachers	Study guides	Prior to September 15, 2008
	4	Open communication via multiple methods such as: Cy-Fair web page, Key Communicator List, Parent Internet Viewer, newsletter and flyers, and progress reports mailed home. Additionally, our parents on the Key Communicator List will receive the daily student power point announcements via a PDF file.	PI	Parents	Principal; DI	Multiple sources	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: Science

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, 90% of all 6 th and 7 th grade science students will demonstrate proficiency on the Secondary Formative Assessment at 80% or greater.
Formative/Summative Evaluation:		District-developed SFA's

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 Secondary Formative Assessments.	AR CE	Groups listed	DI; PLC facilitator; DC; TL; Teacher	Grade book; General assessments; SFA data	Ongoing
	2	Provide extended learning time for students during ESP and before and after school tutoring.	AR CE	Identified students	Administration; Teachers	Tutorial Packets	Weekly
	3	Identify gaps in students' background knowledge in science, and use direct vocabulary instruction to accelerate growth.	AR CE	Identified students	Teachers	CFISD academic vocabulary lists	Ongoing
	4	Display "Vocabulary Word Wall" of critical vocabulary.	AR CE	All	PLC facilitator; Teachers	Curriculum	Ongoing
Teachers	1	Monitor team planning and assist when needed. Team will meet with PLC leader to review/analyze ongoing instruction and SFA's. The analysis includes reviewing district, building, and teacher subpops, three most missed questions, how students will be retaught/remediated and how students will be reassessed. Based upon student need and instructional need, students will be regrouped across the team to best facilitate mastery of learning.	SD	All teams	Principal; DI; PLC facilitators A-team	Building training	Ongoing
	2	Attend district curriculum professional development sessions that provide instructional strategies, resources, and/or activities.	SD	6 th and 7 th grade science teachers	DI; DC	District	Ongoing
	3	Confer with science helping teachers and teams about best strategies: <ul style="list-style-type: none"> • Instructing students in the critical TEKS • Reteaching concepts and content to struggling learners • Engagement of students with collaborative work, problem solving activities, etc. • High level questioning strategies to informally assess students on content and concepts • Use of technology within the science classrooms and during remediation including but not limited to Explore Learning and 	SD	6 th and 7 th grade science teachers	PLC facilitator; TL; Teachers	Coordinator and helping teachers	Once a six 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.

CBL probe-ware							
Parents	1	Keep parents up-to-date on their child's recent accomplishments and challenges by making phone calls and sending e-mails.	PI	Parents	Teachers	Grade book Samples of student work	Weekly
	2	Science Parent Night	PI	Parents	Principal; DI; Teachers	Building collaboration	January 2009
	3	Open communication via multiple methods such as: Cy-Fair web page, Key Communicator List, Parent Internet Viewer, newsletter and flyers, and progress reports mailed home. Additionally, our parents on the Key Communicator List will receive the daily student power point announcements via a PDF file.	PI	Parents	Principal; DI	Multiple sources	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	41	75	69	90	76	43	75	56	90	75	48	75	71	90	77
All	56	75	74	90	79	53	75	60	90	75	59	75	74	90	79
Eco.Dis.	50	75	69	90	76	49	75	53	90	75	56	75	71	90	77
Hispanic	58	75	74	90	79	53	75	56	90	75	58	75	72	90	78
LEP	22	75	53	90	75	19	75	18	90	75	28	75	31	90	75
LEP M1	56	75	73	90	79	67	75	50	90	75	42	75	88	90	89
LEP M2	64	75	87	90	88	47	75	53	90	75	65	75	--	--	--
Spec.Ed.	23	75	42	90	75	5	75	15	90	75	19	75	27	90	75
White	69	76	81	90	84	66	75	73	90	79	72	78	82	90	85

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, we will increase the percentage, noted in the 09 Target, of students demonstrating proficiency on TAKS math.
Formative/Summative Evaluation:		District-developed SFA's and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Design an extended second period for "bubble" students in math to have extended math during the school day. Classes will be kept at 15 or less.	AR CE	TAKS failures	Principal; DI; Teachers	Principal; DI	August 2008
	2	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district Secondary Formative Assessments.	AR CE	Groups listed	DI; PLC facilitator; DC; TL; Teacher	Grade book; General assessments; SFA data	Ongoing
	3	Provide extended learning time for students during ESP, AMIP tutoring, before and after school tutoring.	AR CE	Identified students	Administration; Teachers	Tutorial Packets	Weekly
	4	Identify gaps in students' background knowledge in math, and use direct vocabulary instruction to accelerate growth.	AR CE	Identified students	Teachers	CFISD academic vocabulary lists	Ongoing
	5	Display "Vocabulary Word Wall" of critical vocabulary. This can include vibrant visualization of the vocabulary.	AR CE	All	PLC facilitators; Teachers	Curriculum	Ongoing

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	6	Provide opportunities for vocabulary self assessment.	AR CE	All	TL; Teachers	Teacher made	Weekly
	7	Utilize the Explore Learning, Agile Mind and FASST math programs thereby offering other methods of instruction and practice to assist students in mastering math.	AR CE	All	Teachers	CFISD	Ongoing
	8	Create TAKS formulated problems to expose students to TAKS testing situation.	AR CE	All	Coaches; TL; Teachers	TAKS Information Booklet; Released TAKS	Weekly
	9	Incorporate alternative assessments two to three times within a grading period so that students have an opportunity to demonstrate mastery of content in multiple formats.	AR CE	All	PLC facilitators; Teachers	Curriculum Teacher made	Ongoing
Teachers	1	Monitor team planning and assist when needed. Team will meet with PLC leader to review/analyze ongoing instruction and SFA's. The analysis includes reviewing district, building, and teacher subpops, three most missed questions, how students will be retaught/remediated and how students will be reassessed. Based upon student need and instructional need, students will be regrouped across the team to best facilitate mastery of learning.	SD	All teams	Principal; DI; PLC facilitators; A-team	Building training	Ongoing
	2	Participate in a team "pull-out" to analyze 2008 TAKS and study actual students in classrooms. The student analysis includes identifying commended students and "bubble" commended with Thornton's goal to increase commended by 2%. Additionally time will be spent working on the facilitation of student regrouping for the "learning for all" in our Professional Learning Communities.	SD	All teams	DI	Building training	September 2008
	3	Attend district curriculum professional development sessions that provide instructional strategies, resources, and/or activities.	SD	All	DI; DC	District	Ongoing
	4	Confer with math coaches and teams about best strategies: <ul style="list-style-type: none"> Utilize the expertise in lesson planning Instructing students in the critical TEKS Reteaching concepts and content to struggling learners Engagement of students with collaborative work, problem solving activities, etc. High level questioning strategies to informally assess students on content and concepts 	SD	All	PLC facilitators; TL; Teachers	Coordinator and helping teachers	Once a six weeks
Parents	1	Keep parents up-to-date on their child's recent accomplishments and challenges by making phone calls and sending e-mails.	PI	Parents	Teachers	Grade book Samples of student work	Weekly
	2	Math Parent Night	PI	Parents	Principal; DI; Teachers	Building collaboration	January 2009
	3	Send home TAKS study guides for all students not meeting success on the 2008 TAKS assessment, with a letter explaining how parents can help their child. Follow up with a telephone call.	PI	Identified Parents	AAHT; Teachers	Study guides	Prior to September 15, 2008
	4	Open communication via multiple methods such as: Cy-Fair web page,	PI	Parents	Principal; DI	Multiple sources	Ongoing

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		Key Communicator List, Parent Internet Viewer, newsletter and flyers, and progress reports mailed home. Additionally, our parents on the Key Communicator List will receive the daily student power point announcements via a PDF file.					
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Area of Focus: Reading/English Language Arts

Group	Gr6 07 Score	Gr6 08 Target	Gr6 08 Score	Gr6 3 Yr Target	Gr6 09 Target	Gr7 07 Score	Gr7 08 Target	Gr7 08 Score	Gr7 3 Yr Target	Gr7 09 Target	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	86	87	91	100	94	70	77	83	90	85	79	83	96	100	97
All	87	88	92	100	95	79	83	87	90	88	88	89	95	100	97
Eco.Dis.	83	85	91	100	94	74	79	79	90	83	85	87	94	100	96
Hispanic	86	87	92	100	95	79	83	86	90	87	91	94	95	100	97
LEP	46	75	78	90	82	32	75	39	90	75	65	75	64	90	75
LEP M1	91	94	100	100	100	78	82	67	90	75	92	95	100	100	100
LEP M2	86	87	96	100	97	71	77	87	90	88	100	100	--	--	--
Spec.Ed.	55	75	57	90	75	15	75	62	90	75	61	75	62	90	75
White	91	94	94	100	96	86	87	94	100	96	93	95	96	100	97

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	4	By May 2009, we will increase the percentage, noted in the 09 Target, of students demonstrating proficiency on TAKS reading.
Formative/Summative Evaluation:		District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district Secondary Formative Assessments.	AR CE	Groups listed	DI; PLC facilitator; DC; TL; Teacher	Grade book; General assessments; SFA data	Ongoing
	2	Provide extended learning time for students during ESP, ARIP tutoring, and before and after school tutoring.	AR CE	Identified students	Administration; Teachers	Tutorial Packets	Weekly
	3	Continue the Read 180 program for 7 th and 8 th graders needing reading improvement determined by the TAKS scores. This includes all 7 th and 8 th grade advanced ESL students, all 7 th and 8 th grade intermediate ESL students and SPED education students needing basic reading and language arts classes. Students will be tracked and monitored for progress.	AR CE	Identified students	DI; Read 180 Teachers	Scholastic training District personnel	Ongoing
	4	6 th grade students not meeting success on the 5 th grade reading TAKS	AR	Identified	DI; Teachers	Curriculum	Ongoing

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		and placed into 6 th grade will take Reading Workshop with 15 students or less.		students			
	5	Students will complete the Scholastic Reading Inventory (SRI) to measure current Lexile scores. The SRI will be given four times per year to track student progress. The teachers will use this data to select appropriately challenging reading materials, accelerate student learning, and monitor student progress.	AR CE	All	Teachers	Training DC Pam Dunn	Ongoing
	6	Teachers of grade seven 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 CD	Students with 2100 scale score and below	DI; AAHT; reading and LA teachers	Training Pam Dunn	Ongoing
	7	Identify gaps in students' background knowledge in reading, and use direct vocabulary instruction to accelerate growth.	AR CE	Identified students	Teachers	CFISD academic vocabulary lists	Ongoing
	8	Display "Vocabulary Word Wall" of critical vocabulary.	AR CE	All	PLC facilitators; Teachers	Curriculum	Ongoing
	9	Incorporate Drop Everything and Read into the ESP program with all adults in the building also reading to model reading.	AR CE	All	Administration; Teachers		Weekly
Teachers	1	Monitor team planning and assist when needed. Team will meet with PLC leader to review/analyze ongoing instruction and SFA's. The analysis includes reviewing district, building, and teacher subpops, three most missed questions, how students will be retaught/remediated and how students will be reassessed. Based upon student need and instructional need, students will be regrouped across the team to best facilitate mastery of learning.	SD	All teams	Principal; DI; PLC facilitators; A-team	Building training	Ongoing
	2	Participate in a team "pull-out" to analyze 2008 TAKS and study actual students in classrooms. The student analysis includes identifying commended students and "bubble" commended with Thornton's goal to increase commended by 2%. Additionally time will be spent working on the facilitation of student regrouping for the "learning for all" in our Professional Learning Communities.	SD	All teams	DI	Building training	September 2008
	3	Attend district curriculum professional development sessions that provide instructional strategies, resources, and/or activities. This includes but is not limited to Six Traits of Writing, the Writing Symposium and the Writing Institute for Experienced Teachers of Writing. Additionally DC's and TL's are encouraged to utilize the Wiki for greater teacher collaboration on teaching strategies.	SD	All	DI; DC	District	Ongoing
	4	Confer with reading and language arts helping teachers and teams about best strategies: <ul style="list-style-type: none"> Instructing students in the critical TEKS Reteaching concepts and content to struggling learners Engagement of students with collaborative work, problem solving activities, etc. 	SD	All	PLC facilitators; TL; Teachers	Coordinator and helping teachers	Once a six weeks

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		<ul style="list-style-type: none"> High level questioning strategies to informally assess students on content and concepts Use of technology within reading and language arts classrooms and during remediation 					
	5	Offer mini lessons and/or professional development on instructional strategies to teaching reading strategies.	SD	All	DI	Building training	By February 2009
Parents	1	Keep parents up-to-date on their child's recent accomplishments and challenges by making phone calls and sending e-mails.	PI	Parents	Teachers	Grade book Samples of student work	Weekly
	2	Reading/Language Arts Parent Night	PI	Parents	Principal; DI; Teachers	Building collaboration	January 2009
	3	Send home TAKS study guides for all students not meeting success on the 2008 TAKS assessment, with a letter explaining how parents can help their child. Follow up with a telephone call.	PI	Identified Parents	AAHT; Teachers	Study guides	Prior to September 15, 2008
	4	Open communication via multiple methods such as: Cy-Fair web page, Key Communicator List, Parent Internet Viewer, newsletter and flyers, and progress reports mailed home. Additionally, our parents on the Key Communicator List will receive the daily student power point announcements via a PDF file.	PI	Parents	Principal; DI	Multiple sources	Ongoing

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Area of Focus: Writing

Group	Gr7 07 Score	Gr7 08 Target	Gr7 08 Score	Gr7 3 Yr Target	Gr7 09 Target
AA	83	85	86	90	87
All	90	93	89	90	89
Eco.Dis.	88	89	84	90	86
Hispanic	92	95	88	90	89
LEP	61	75	59	90	75
LEP M1	78	82	100	100	100
LEP M2	98	99	88	90	89
Spec.Ed.	58	75	44	90	75
White	93	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:

5 By May 2009, we will increase the percentage, noted in the Grade 7 09 Target, of students demonstrating proficiency on TAKS writing.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	AR CE	TAKS failures	Principal; DI; Teachers	Principal; DI	August 2008
	2	AR CE	Groups listed	DI; PLC facilitator; DC; TL; Teacher	Grade book; General assessments; SFA data	Ongoing
	3	AR CE	Identified students	Administration; Teachers	Tutorial Packets	Weekly
	4	AR CE	Identified students	Teachers	CFISD academic vocabulary lists	Ongoing
	5	AR CE	All	PLC facilitators; Teachers	Curriculum	Ongoing

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	6	Promote opportunities for students to publish their works.	AR CE	All	DC; TL; Teachers		Ongoing
Teachers	1	Monitor team planning and assist when needed. Team will meet with PLC leader to review/analyze ongoing instruction and SFA's. The analysis includes reviewing district, building, and teacher subpops, three most missed questions, how students will be retaught/remediated and how students will be reassessed. Based upon student need and instructional need, students will be regrouped across the team to best facilitate mastery of learning.	SD	All teams	Principal; DI; PLC facilitators; A-team	Building training	Ongoing
	2	Participate in a team "pull-out" to analyze 2008 TAKS and study actual students in classrooms. The student analysis includes identifying commended students and "bubble" commended with Thornton's goal to increase commended by 2%. Additionally time will be spent working on the facilitation of student regrouping for the "learning for all" in our Professional Learning Communities.	SD	All teams	DI	Building training	September 2008
	3	Attend district curriculum professional development sessions that provide instructional strategies, resources, and/or activities. This includes but is not limited to Six Traits of Writing, the Writing Symposium and the Writing Institute for Experienced Teachers of Writing. Additionally DC's and TL's are encouraged to utilize the Wiki for greater teacher collaboration on teaching strategies.	SD	All	DI; DC	District	Ongoing
	4	Confer with reading and language arts helping teachers and teams about best strategies: <ul style="list-style-type: none"> Instructing students in the critical TEKS Reteaching concepts and content to struggling learners Engagement of students with collaborative work, problem solving activities, etc. High level questioning strategies to informally assess students on content and concepts Use of technology within reading and language arts classrooms and during remediation 	SD	All	PLC facilitators; TL; Teachers	Coordinator and helping teachers	Once a six weeks
Parents	1	Keep parents up-to-date on their child's recent accomplishments and challenges by making phone calls and sending e-mails.	PI	Parents	Teachers	Grade book Samples of student work	Weekly
	2	7 th Grade Language Arts Parent Night	PI	Parents	Principal; DI; Teachers	Building collaboration	January 2009
	3	Send home TAKS study guides for all students not meeting success on the 2008 TAKS assessment, with a letter explaining how parents can help their child. Follow up with a telephone call.	PI	Identified Parents	AAHT; Teachers	Study guides	Prior to September 15, 2008
	4	Open communication via multiple methods such as: Cy-Fair web page, Key Communicator List, Parent Internet Viewer, newsletter and flyers, and progress reports mailed home. Additionally, our parents on the Key Communicator List will receive the daily student power point announcements via a PDF file.	PI	Parents	Principal; DI	Multiple sources	Ongoing

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Area of Focus: Social Studies

Group	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	75	80	86	90	87
All	83	85	91	100	94
Eco.Dis.	82	85	91	100	94
Hispanic	85	87	91	100	94
LEP	57	75	66	90	75
LEP M1	75	80	100	100	100
LEP M2	76	81	--	--	--
Spec.Ed.	55	75	50	90	75
White	88	89	96	100	97

District Priority:

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

Campus Objective:

6 By May 2009, we will increase the percentage, noted in the Grade 8 09 Target, of students demonstrating proficiency on TAKS social studies.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district Secondary Formative Assessments.	AR CE	Groups listed	DI; PLC facilitator; DC; TL; Teacher	Grade book; General assessments; SFA data	Ongoing
	2 Provide extended learning time for students during ESP and before and after school tutoring.	AR CE	Identified students	Administration; Teachers	Tutorial Packets	Weekly
	3 Identify gaps in students' background knowledge in social studies, and use direct vocabulary instruction to accelerate growth.	AR CE	Identified students	Teachers	CFISD academic vocabulary lists	Ongoing
	4 Display "Vocabulary Word Wall" of critical vocabulary.	AR CE	All	PLC facilitators; Teachers	Curriculum	Ongoing
	5 Daily historical tidbits displayed on the daily student announcements via power point.	AR CE	All	Teachers	Textbooks Internet	Daily
Teachers	1 Monitor team planning and assist when needed. Team will meet with	SD	All teams	Principal; DI;	Building	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.

		PLC leader to review/analyze ongoing instruction and SFA's. The analysis includes reviewing district, building, and teacher subpops, three most missed questions, how students will be retaught/remediated and how students will be reassessed. Based upon student need and instructional need, students will be regrouped across the team to best facilitate mastery of learning.			PLC facilitators; A-team	training	
	2	Participate in a team "pull-out" to analyze 2008 TAKS and study actual students in classrooms. The student analysis includes identifying commended students and "bubble" commended with Thornton's goal to increase commended by 2%. Additionally time will be spent working on the facilitation of student regrouping for the "learning for all" in our Professional Learning Communities.	SD	All teams	DI	Building training	September 2008
	3	Attend district curriculum professional development sessions that provide instructional strategies, resources, and/or activities. Additionally DC's and TL's are encouraged to utilize the Wiki for greater teacher collaboration on teaching strategies.	SD	All	DI; DC	District	Ongoing
	4	Confer with social studies coordinator and teams about best strategies: <ul style="list-style-type: none"> Instructing students in the critical TEKS Reteaching concepts and content to struggling learners Engagement of students with collaborative work, problem solving activities, etc. High level questioning strategies to informally assess students on content and concepts Use of technology within social studies classrooms and during remediation 	SD	All	PLC facilitators; TL; Teachers	Coordinator and helping teachers	Once a six weeks
	4	Use resources that are proven and available in lesson planning – district signature lessons, History Alive strategies including the Interactive Student Notebook.	SD	All	DI; DC; TL; Teachers	Curriculum History Alive materials	Weekly
Parents	1	Keep parents up-to-date on their child's recent accomplishments and challenges by making phone calls and sending e-mails.	PI	Parents	Teachers	Grade book Samples of student work	Weekly
	2	Social Studies Parent Night	PI	Parents	Principal; DI; Teachers	Building collaboration	January 2009
	3	Send home TAKS study guides for all students not meeting success on the 2008 TAKS assessment, with a letter explaining how parents can help their child. Follow up with a telephone call.	PI	Identified Parents	AAHT; Teachers	Study guides	Prior to September 15, 2008
	4	Open communication via multiple methods such as: Cy-Fair web page, Key Communicator List, Parent Internet Viewer, newsletter and flyers, and progress reports mailed home. Additionally, our parents on the Key Communicator List will receive the daily student power point announcements via a PDF file.	PI	Parents	Principal; DI	Multiple sources	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

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	7	By May 2009, 90% of all 6 th and 7 th grade social studies students will demonstrate proficiency on the Secondary Formative Assessment at 85% or greater.
Formative/Summative Evaluation:		District-developed SFA's

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 Secondary Formative Assessments.	AR CE	Groups listed	DI; PLC facilitator; DC; TL; Teacher	Grade book; General assessments; SFA data	Ongoing
	2	Provide extended learning time for students during ESP and before and after school tutoring.	AR CE	Identified students	Administration; Teachers	Tutorial Packets	Weekly
	3	Identify gaps in students' background knowledge in social studies, and use direct vocabulary instruction to accelerate growth.	AR CE	Identified students	Teachers	CFISD academic vocabulary lists	Ongoing
	4	Display "Vocabulary Word Wall" of critical vocabulary.	AR CE	All	PLC facilitators; Teachers	Curriculum	Ongoing
Teachers	1	Monitor team planning and assist when needed. Team will meet with PLC leader to review/analyze ongoing instruction and SFA's. The analysis includes reviewing district, building, and teacher subpops, three most missed questions, how students will be retaught/remediated and how students will be reassessed. Based upon student need and instructional need, students will be regrouped across the team to best facilitate mastery of learning.	SD	All teams	Principal; DI; PLC facilitators; A-team	Building training	Ongoing
	2	Attend district curriculum professional development sessions that provide instructional strategies, resources, and/or activities. Additionally DC's and TL's are encouraged to utilize the Wiki for greater teacher collaboration on teaching strategies.	SD	All	DI; DC	District	Ongoing
	3	Confer with social studies coordinator and teams about best strategies: <ul style="list-style-type: none"> • Instructing students in the critical TEKS • Reteaching concepts and content to struggling learners • Engagement of students with collaborative work, problem solving activities, etc. • High level questioning strategies to informally assess students on content and concepts 	SD	All	PLC facilitators; TL; Teachers	Coordinator and helping teachers	Once a six weeks

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		<ul style="list-style-type: none"> Use of technology within social studies classrooms and during remediation 					
	4	Use resources that are proven and available in lesson planning – district signature lessons, History Alive strategies including the Interactive Student Notebook.	SD	All	DI; DC; TL; Teachers	Curriculum History Alive materials	Weekly
Parents	1	Keep parents up-to-date on their child's recent accomplishments and challenges by making phone calls and sending e-mails.	PI	Parents	Teachers	Grade book Samples of student work	Weekly
	2	Social Studies Parent Night	PI	Parents	Principal; DI; Teachers	Building collaboration	January 2009
	3	Open communication via multiple methods such as: Cy-Fair web page, Key Communicator List, Parent Internet Viewer, newsletter and flyers, and progress reports mailed home. Additionally, our parents on the Key Communicator List will receive the daily student power point announcements via a PDF file.	PI	Parents	Principal; DI	Multiple sources	Ongoing

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Area of Focus: Electives/PE/Athletics Support of Thornton

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	8	By May of 2009, 98% of Thornton students will pass their elective/PE/athletic course(s) (70%) as determined by their six weeks grades and SFA/end of course exams.
Formative/Summative Evaluation:		Grade book SFA/End of course exams

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Provide multiple opportunities for students to meet success in the Coordinated School Health Program for the end result of 50% improvement on the Fitness Gram at the end of the year	AR CE	All	Principal; DI; PE Teachers	Curriculum	Ongoing
	2	Provide opportunities for students to write short answers to content relevant questions at least once a six weeks.	AR CE	All	DC; Teachers	LA Teachers	Once a six weeks
	3	Provide extended learning time for students before and after school tutoring.	AR CE	Identified students	Administration; Teachers	Tutorial Materials	Weekly
	4	Display "Vocabulary Word Wall" of critical vocabulary.	AR CE	All	PLC facilitators; Teachers	Curriculum	Ongoing
	5	Demonstrate the relevance of the classroom to the real world.	AR CE	All	DC; Teachers	Curriculum; Coordinators A-team	Ongoing
Teachers	1	Monitor each student and their progress in learning the critical TEKS by examining results of teacher made assessments and projects.	SD	All	DI; DC; Teachers	Curriculum Grade book	Each assessment/project with minimum every three weeks
	2	Identify struggling students and develop individual plans for success.	SD	All	DI; AAHT; DC; Teachers	Grade book	Each six weeks
	3	Identify and encourage individuals that failed a portion or portions of the TAKS. Offer incentive opportunities within the elective/PE program for improved effort towards areas of weakness.	SD	All	DI; AAHT; DC; Teachers	TAKS Scores	Identification by October 2008 and then ongoing
	4	Departments will collaborate and support the whole school program. This can be facilitated with interdepartmental share sessions to exchange effective strategies that are meeting success.	SD	All	DI; DC; Teachers	DI; DC	Ongoing
Parents	1	Keep parents up-to-date on their child's recent accomplishments and challenges by making phone calls and sending e-mails.	PI	Parents	Teachers	Grade book Samples of student work	Weekly
	2	Electives Parent Night	PI	All	Principal; DI; Counselors; Teachers		By February 2009

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Area of Focus: Positive Behavioral Interventions and Support

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	#	By May of 2009, 100% of the Thornton Middle School staff will model respectfulness, accountability and preparedness to all Thornton stakeholders as described in the adult Patriot RAP.
Formative/Summative Evaluation:		Building discipline record Building academic record – passing rates, etc.

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Direct teaching of the Patriot RAP (Respectfulness/Accountability/Preparedness) in all settings as described in the Thornton PBIS matrix during ESP and as needed in classes.	AR CE	All	Principal; DI; PBIS Coach; BSHT; AAHT; Teachers	PBIS	Daily as scheduled
	2	Provide and monitor opportunities for student to practice the Patriot RAP such as assemblies, concerts, etc. Provide positive feedback.	AR CE	All	Principal; DI; PBIS Coach; BSHT; AAHT; Teachers	PBIS	As scheduled
	3	Monitoring of all students and praise of the students with rewards (compliment/handshake/tickets/bucks/celebrations/etc.)for those portraying the RAP, and mini-lessons for those needing redirection.	AR CE	All	A-team; PBIS Coach Teachers	PBIS PBIS Committee	Daily
	4	Creation of a peer mediation class allowing students to mediate situations between other students to peacefully resolve conflicts.	AP VP	All	Principal; DI; AP's; Counselors; Peer Mediator Teacher	Peer Mediation Training	Daily
	5	Train and know that the on-line confidential reporting system, AnComm and Crime Stoppers is available to report issues regarding student safety.	AP VP	All	Principal; AP's	AnComm Software Crime Stoppers	Fall Semester
Teachers	1	During professional development throughout the school year the staff will have refresher "spots" and updates of the entire PBIS program and the effectiveness of PBIS.	SD	All	Principal; DI; PBIS Coach	PBIS District	August 2008 Ongoing
	2	During all faculty meetings we will offer a Reflection Flash to discuss the praises and questions of working will all stakeholders	SD	All	Principal; DI	Principal; DI	Monthly
	3	By modeling the adult Patriot RAP student will have demonstrated to them the concepts of Respect, Accountability, and Preparedness.	SD	All	Principal; DI; PBIS Committee Teachers	Building collaboration	Daily
Parents	1	Keep parents up-to-date on their child's recent accomplishments and challenges by making phone calls and sending e-mails.	PI	Parents	Teachers	Grade book Samples of student work	Weekly

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Area of Focus: Campus Culture

District Priority:	The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.
Campus Objective:	# By May 2009, we will see an increase in an overall positive environment based upon student data, following of grant guidelines, teacher retention, to name a few.
Formative Evaluation:	Surveys, Teacher Retention Data, Grant Guidelines followed

STP	Strategies	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Creation of a college bound culture through implementation of the DREAM grant. Thornton is displaying our universities throughout the building. Additionally, our 7 th and 8 th grade history classes are creating a weekly focus on colleges and universities.	All	Principal; DI; Lead Counselor	Grant	Ongoing
	2 Student needs will be addressed through special programming and groups. Examples include dyslexia classes, peer mediation, groups for students effected by loss, PALS, etc.	Those needing services	Principal; DI; Counselors; Specific teachers;	Curriculum; District	Ongoing; as needed
Teachers	1 Recruit, develop and retain highly qualified staff through the implementation of the BTIM and DATE grants.	New teachers and all staff	Principal; DI; Lead Mentors; BSHT	Grants	Before August 2008 and then ongoing
	2 Implement the R4 – Rigor/Relevance/Relationships/Results in monitoring teachers using the data to facilitate strong instruction in all classrooms.	All	Principal; DI; AP's	District R4 Company	September on
Parents	1				
	2				

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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.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.

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CIP PART II: ASSURANCE ADDENDUM

Thornton Middle School
Ralph McCord
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	Thornton 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.
NA	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.
NA	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
Ralph McCord	Principal
Michele Houtchens	Language Arts Teacher
Lakeysa Hobson	Reading Teacher
Nikeitha Brown	Math Teacher
Frank Fraley and Terry Maury	Science Teacher
Pankti Kapadia	Social Studies Teacher
Kathryn Katzenberger	Special Education Teacher
Gina Holcomb	PE/Athletics Teacher
Lori Townsend	Electives Teacher
Polly Braun	Director of Instruction - Non-teaching professional
Diana Hindt	Assistant Principal - Non-teaching professional
Tammi Deaton	Counselor – Non-teaching professional
Alycea Lewis	Parent
Coni Schelnick	Parent
Ryan Kern	Community resident 1
Ed Hardin	Community resident 2
Jennifer Snider-Batula (HEB)	Business representative 1
Greg Hully (Kroger)	Business representative 2
David Anthony	District Representative

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	October 22, 2008	3:15 PM	Thornton Middle School Library
2	November 14, 2008	8:30 AM	Thornton Middle School Library
3	February 23, 2009	3:30 PM	Thornton Middle School Library
4	March 30, 2009	3:15 PM	Thornton Middle School Library
5	April 30, 2009	3:15 PM	Thornton Middle School Library
6	May 27, 2009	3:15 PM	Thornton Middle School Library

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

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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 100% .	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 3% .	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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CIP PART II: ASSURANCE ADDENDUM

X	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by 5% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for assault, fighting and inappropriate physical contact.	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 70% .	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 1% or less with no student group exceeding 1% .	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.

CIP PART II: ASSURANCE ADDENDUM

Thornton 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	Update for 2008
5-Aug (P.M.)	GLT/AMS	Elementary	NA
4-Aug (P.M.)	GLT/AMS	Secondary	Data dissemination for 2008
5-Aug (A.M.)	Safety Conference	District Administrative Staff	Crisis planning for 2008
12-Aug	Department Chair and Team Leader	Content Area Coordinators	Leadership strategies
14-Aug-15	New Staff Orientation	District Staff	All about CFISD and content area
18-Aug	All Staff	Campus	Thornton Beginnings for 2008 PBIS/PLC/BTIM/DATE/DREAM
19-Aug	All Staff	Campus	Team Development
20-Aug	All Staff	Campus	Rotations – AP's/Coun/Comp/Special pops
21-Aug	Elementary/Secondary	District Staff	Content area development
22-Aug	All Staff	Campus	Preparation for students
13-Oct	Secondary Staff	District Staff	Content area development
	Elementary Staff	Campus Staff	Parent Conferences
4-Nov	Elementary/Secondary	District Staff	Content area development/Classroom Management
19-Jan	All Staff	Campus	PBIS/PLC/Content Area May earn TE
4-June	All Staff	Campus	Thornton Closure

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