



2008-2009
Campus Improvement Plan
for
Truitt Middle School

Cypress-Fairbanks Independent School District

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

Area of Focus: Science

Group	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	42	75	53	90	75
All	63	75	68	90	75
Eco.Dis.	50	75	57	90	75
Hispanic	55	75	60	90	75
LEP	14	75	23	90	75
LEP M1	--	--	57	90	75
LEP M2	36	75	58	90	75
Spec.Ed.	27	75	21	90	75
White	80	75	83	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:

#1 By May, 2009, we will increase the percentage of eighth grade students to the level of Recognized status or higher by the amounts noted at right on the science TAKS test.

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 science TEKS examining results of teacher-made tests and district SFAs.	AR CE	Groups listed	DI; Academic Achievement Specialist; teachers	Gradebook; SFA Data	Every 3 or 6 weeks
	2 Utilize the R4 Hyper-Monitoring Strategies to conduct frequent walk-throughs in science classrooms.	SD	Groups listed	Principal, DI, DI Helping Teacher, Assistant Principals, Counselors; Academic Achievement Specialists	Lesson Plans; Test results;	Ongoing

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

Students cont'd	3	Utilize "Word Up" vocabulary committee to enhance all students' knowledge of unfamiliar frequently-used terminology. Focus words will be in addition to students' content vocabulary terms.	AR CE	Identified students	Department chairs; teachers	CFISD academic vocabulary list	Ongoing
	4	Implement PBIS (Positive Behavior Interventions and Supports)-Level II and develop BEPs (Behavior Education Program Plans) to ensure student success.	AR CE	Targeted Students	PBIS team, all teachers, Administrative team	PBIS data sheets	Ongoing
	5	Utilize "summarizing and note taking" (Marzano) strategies in the science classroom to promote student success.	AR CE SD T	Groups listed	DI; Department Chairs/Team Leaders; teachers	Marzano's <i>Classroom Instruction that Works</i>	Ongoing
	6	Incorporate effective science teaching strategies such as enhanced context strategies, collaborative learning strategies, and questioning strategies into the science instruction.	AR CE SD T	Groups listed	DI; Department Chairs/Team Leaders; teachers	Professional Development	Ongoing
	7	Provide extended learning time for students during after-school tutorials until 4:20.	AR CE T	Identified students	Principal; DI; Academic Achievement Specialist; teachers	Tutorial packets	Weekly
Teachers	1	Focus content planning time to allow for Data Dig analysis and communication among team members, and to ensure interventions and re-teaching of critical concepts are being discussed. Ensure the district scope and sequence is being followed.	SD	6 th , 7 th , and 8 th grade Science Teams	Principal, DI; Science Department Chair, Science Team Leaders; Science teachers, Academic Achievement Helping Teachers	Master Schedule Curriculum Guides	Daily
	2	Additional emphasis shall be placed on teachers increasing rigor in the classrooms and raising expectations for all students.	CE	All teachers	Principal, DI, Administrative Team	TAKS results	Ongoing

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

Teachers cont'd	3	Work vertically between 6 th , 7 th and 8 th grade to align curriculum to ensure students are getting the material necessary to pass the 8 th grade TAKS test.	SD	Science Department	Principal; DI; Science Department	Coordinator	Ongoing
	4	Introduce and implement DATE (District Awards for Teacher Excellence) grant incentive program, focused on increased student achievement and teacher/staff retention.	SD AR CE	All teachers	Principal, DI	TAKS 2009 results, teacher turnover ratio	Ongoing
Parents	1	Keep parents up-to-date on their child's progress through phone calls, emails, progress reports, and the PIV (Parent Internet Viewer).	PI	Parents of Identified Students	Teachers	progress reports; report card, PIV	Ongoing
	2	Offer Parent Curriculum Nights to inform parents of classroom instruction techniques that can be used at home.	PI	All Parents	Academic Achievement Specialist; Department Chairs; Teachers	Handouts	Fall 2008

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

Area of Focus: Mathematics

Group	Gr6 07 Score	Gr6 08 Target	Gr6 08 Score	Gr6 3 Yr Target	Gr6 09 Target	Gr7 07 Score	Gr7 08 Target	Gr7 08 Score	Gr7 3 Yr Target	Gr7 09 Target	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	73	79	79	90	83	67	75	62	90	75	52	75	73	90	79
All	85	87	79	90	83	73	79	72	90	78	70	77	82	90	85
Eco.Dis.	80	83	71	90	77	66	75	64	90	75	61	75	72	90	78
Hispanic	83	85	69	90	76	66	75	65	90	75	66	75	76	90	81
LEP	64	75	54	90	75	36	75	34	90	75	32	75	55	90	75
LEP M1	89	89	64	90	75	65	75	--	--	--	--	--	86	90	87
LEP M2	93	95	95	100	97	68	75	70	90	77	73	79	95	100	97
Spec.Ed.	67	75	65	90	75	56	75	29	90	75	27	75	48	90	75
White	90	93	91	100	94	78	82	82	90	85	81	84	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:

#2

By May, 2009, we will increase the percentage of sixth, seventh, and eighth grade students to the level of Recognized status or higher by the amounts noted at right on the math TAKS test.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

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
Students	1	Monitor each student's progress in learning the critical math TEKS examining results of teacher-made tests and district SFAs.	AR CE	Groups listed	DI; Academic Achievement Specialist; teachers	Gradebook; SFA Data	Every 3 or 6 weeks
	2	Design and present lessons that follow research-proven teaching strategies that address the needs of diverse learners.	AR CE SD T	Groups listed	DI; teachers	<i>The Baker's Dozen</i> Booklet	Ongoing
	3	Utilize the R4 Hyper-Monitoring Strategies to conduct frequent walk-throughs in math classrooms to ensure the following: <ul style="list-style-type: none"> • Students are genuinely engaged. • Students working collaboratively, discussing strategies, and arguing points. • Assignments include real-world opportunities, not just worksheets. • Teachers are engaging, using probing questions. • Students use manipulatives and technology (ExploreLearning, Agile Minds, etc). 	SD	Groups listed	Principal, DI, DI Helping Teacher, Assistant Principals, Counselors; Academic Achievement Specialists	Lesson Plans; Test results;	Ongoing
	4	Utilize "Word Up" vocabulary committee to enhance all students' knowledge of unfamiliar frequently-used terminology. Focus words will be in addition to students' content vocabulary terms.	AR CE	Identified students	"Word Up" Vocabulary Committee; teachers	CFISD academic vocabulary list	Ongoing
	5	Implement PBIS (Positive Behavior Interventions and Supports)-Level II and develop BEPs (Behavior Education Program Plans) to ensure student success.	AR CE	Targeted Students	PBIS team, all teachers	PBIS data sheets	Ongoing

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

Students cont'd	6	Utilize “summarizing and note taking” (Marzano) strategies in the math classroom to promote student success.	SD T	Groups listed	DI; Department Chairs/Team Leaders; teachers	Marzano's <i>Classroom Instruction that Works</i>	Ongoing
	7	Provide extended learning time for students during Math Blocks and after school tutorials until 4:20.	AR CE T	Identified students	Principal; DI; Academic Achievement Specialist; teachers	Tutorial packets	Weekly
	8	Provide opportunities for 6 th , 7 th , and 8 th grade students to attend District Math Super Camps.	AR CE T	Identified students	District Math Coordinator; Academic Ach. Specialists	GPC Lists	Spring 2009
	9	Have every 6 th , 7 th , and 8 th grade student participate in TAKS Talks – individual conferences regarding students' math TAKS scores.	AR SD	All students	Principal; DI; APs; Counselors; Academic Achievement Specialists; Teachers	TAKS data	Spring 2009
	10	Provide selected students the opportunity to participate in the AMIP tutoring program.	AR CE T	Identified students	Academic Achievement Specialists; Math Teachers	AMIP materials	Ongoing

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

Teachers	1	<ul style="list-style-type: none"> Focus content planning time to allow for Data Dig analysis and communication among team members, and to ensure interventions and re-teaching of critical concepts are being discussed. Ensure the district scope and sequence is being followed. 	SD	6 th , 7 th , and 8 th grade math teams	Principal, Director of Instruction; Math Department Chair, Math Team leaders; Math teachers	Master Schedule Curriculum Guides	Daily
	2	Schedule the math helping teacher to work with 6 th , 7 th and 8 th grade math teams.	SD	6 th , 7 th , and 8 th grade math team	Math Helping Teacher, Academic Achievement Specialist; Math Department Chair	Coordinator	Two days per week
	3	Additional emphasis shall be placed on teachers increasing rigor in the classrooms and raising expectations for all students.	CE	All teachers	Principal, DI, Administrative Team	TAKS results, SFA's, R-4	Ongoing
	4	Utilize Quantum Learning Strategies.	SD T	6 th , 7 th , and 8 th grade math teams	Math Teachers	Quantum Learning Training	Ongoing
	5	Introduce and implement DATE (District Awards for Teacher Excellence) grant incentive program, focused on increased student achievement and teacher/staff retention.	SD AR CE	All teachers	Principal, DI	TAKS 2009 results, teacher turnover ratio	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.

Parents	1	Keep parents up-to-date on their child's progress through phone calls, emails, progress reports, and the PIV (Parent Internet Viewer).	PI	Parents of Identified Students	Teachers	Progress Reports; Report Cards; PIV	Ongoing
	2	Offer Parent Curriculum Nights to inform parents of classroom instruction techniques that can be used at home.	PI	All Parents	Academic Achievement Specialist; Department Chairs; Teachers	Handouts	Fall 2008

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	88	89	90	100	93	72	78	70	90	77	88	89	91	100	94
All	90	93	91	100	94	81	84	84	90	86	89	89	95	100	97
Eco.Dis.	85	87	88	90	89	74	79	78	90	82	82	85	92	100	95
Hispanic	86	87	89	90	89	78	82	81	90	84	84	86	94	100	96
LEP	40	75	77	90	81	38	75	46	90	75	44	75	75	90	80
LEP M1	84	86	93	100	95	59	75	--	--	--	--	--	100	100	100
LEP M2	87	88	100	100	100	91	94	84	90	86	64	75	100	100	100
Spec.Ed.	100	100	74	90	79	38	75	47	90	75	64	75	72	90	78
White	97	98	93	100	95	86	87	94	100	96	94	96	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:	#3	By May, 2009, we will increase the percentage of sixth, seventh, and eighth grade students to the level of Recognized status or higher by the amounts noted at right on the reading TAKS test.
Formative/Summative Evaluation:		District-developed Tests and Texas Assessment of Knowledge and Skills

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	
Students	1	Monitor each student's progress in learning the critical reading TEKS examining results of teacher-made tests and district SFAs.	AR CE	Groups listed	DI; Academic Achievement Specialist; teachers	Gradebook; SFA Data	Every 3 or 6 weeks
	2	Utilize the R4 Hyper-Monitoring Strategies to conduct frequent walk-throughs in reading classrooms to ensure the following: <ul style="list-style-type: none"> Teachers working with small groups on specific reading skills. Lessons use fluency and decoding materials. Appropriate curriculum is being used in both general and special education. Showing students how to make connections between and among text selections. Teachers using "Think Alouds" with students. 	SD	Groups listed	Principal, DI, DI Helping Teacher, Assistant Principals, Counselors; Academic Achievement Specialists	Lesson Plans; Test results	Ongoing
	3	Utilize "Word Up" vocabulary committee to enhance all students' knowledge of unfamiliar frequently-used terminology. Focus words will be in addition to students' content vocabulary terms.	AR CE	Identified students	Department chairs; teachers	CFISD academic vocabulary list	Ongoing
	4	Implement PBIS (Positive Behavior Interventions and Supports)-Level II and develop BEPs (Behavior Education Program Plans) to ensure student success.	AR CE	Targeted Students	PBIS team, all teachers	PBIS data sheets	Ongoing
	5	Continue the READ 180 program to assist struggling learners. Provide extended learning time for students during READ 180 blocks and after school tutorials until 4:20.	AR CE T	Identified Students	Principal; DI; Reading teachers, Achievement Specialists	READ 180 materials	Ongoing

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Students cont'd	6	Incorporate DEAR time for 15 minutes per day during 5 th period to encourage pleasure reading for all students.	CE	All students and staff	Principal	Books and magazines	Ongoing
	7	Implement 6 th grade Reading Workshop classes to aid incoming GPC (Grade Placement Committee) students.	AR CE	Identified students	Principal, DI, Reading Department	TAKS scores	Ongoing
	8	Provide selected students the opportunity to participate in the ARIP tutoring program.	AR CE T	Identified students	Academic Achievement Specialists; Reading Teachers	ARIP Materials	Ongoing
Teachers	1	Focus content planning time to allow for Data Dig analysis and communication among team members, and to ensure interventions and re-teaching of critical concepts are being discussed. Ensure the district scope and sequence is being followed.	SD	6 th , 7 th , and 8 th grade Reading and Language Arts teams	Principal, DI; Reading & LA Department Chair, Reading & LA Team leaders; Reading & LA teachers	Master Schedule, Curriculum Guides	Daily
	2	Additional emphasis shall be placed on teachers increasing rigor in the classrooms and raising expectations for all students.	CE	All teachers	Principal, DI, Administrative Team	TAKS results	Ongoing
	3	Introduce and implement DATE (District Awards for Teacher Excellence) grant incentive program, focused on increased student achievement and teacher/staff retention.	SD AR CE	All teachers	Principal, DI	TAKS 2009 results, teacher turnover ratio	Ongoing
Parents	1	Keep parents up-to-date on their child's progress through phone calls, emails, progress reports, and the PIV (Parent Internet Viewer).	PI	Parents of Identified Students	Teachers	Progress Reports; Report Cards; PIV	Ongoing
	2	Offer Parent Curriculum Nights to inform parents of classroom instruction techniques that can be used at home.	PI	All Parents	Academic Achievement Specialist; Department Chairs; Teachers	Handouts	Fall 2008

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

Area of Focus: Writing

Group	Gr7 07 Score	Gr7 08 Target	Gr7 08 Score	Gr7 3 Yr Target	Gr7 09 Target
AA	88	89	82	90	85
All	93	95	91	100	94
Eco.Dis.	89	89	85	90	87
Hispanic	92	95	88	90	89
LEP	80	83	68	90	75
LEP M1	94	96	--	--	--
LEP M2	91	94	100	100	100
Spec.Ed.	73	79	55	90	75
White	96	97	98	100	99

District Priority:

1A

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

Campus Objective:

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By May, 2009, we will increase the percentage of seventh students to the level of Recognized status or higher by the amounts noted at right on the writing TAKS test.

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 writing TEKS examining results of teacher-made tests and district SFAs.	AR CE	Groups listed	DI; Academic Achievement Specialist; teachers	Gradebook; SFA Data	Every 3 or 6 weeks
	2 Utilize the R4 Hyper-Monitoring Strategies to conduct frequent walk-throughs in language arts and reading classrooms to check for: <ul style="list-style-type: none"> • Genuine student engagement • Active monitoring • Varying instructional strategies 	SD	Groups listed	Principal, DI, DI Helping Teacher, Asst. Principals, Counselors; Academic Ach. Spec.	Lesson Plans; Test results;	Ongoing

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

Students cont'd	3	Utilize "Word Up" vocabulary committee to enhance all students' knowledge of unfamiliar frequently-used terminology. Focus words will be in addition to students' content vocabulary terms.	AR CE	Identified students	Department chairs; teachers	CFISD academic vocabulary list	Ongoing
	4	Implement PBIS (Positive Behavior Interventions and Supports)-Level II and develop BEPs (Behavior Education Program Plans) to ensure student success.	AR CE	Targeted Students	PBIS team, all teachers	PBIS data sheets	Ongoing
	5	Provide extended learning time for students during after school tutorials until 4:20.	AR CE	Identified students	Principal; DI; Academic Achievement Specialist; teachers	Tutorial packets	Weekly
	6	Increase the number of 3's and 4's on the written composition through individual writing conferences		All Students	7 th grade Language Arts Teachers	Writing samples	Fall
Teachers	1	<ul style="list-style-type: none"> Focus content planning time to allow for Data Dig analysis and communication among team members, and to ensure interventions and re-teaching of critical concepts are being discussed. Ensure the district scope and sequence is being followed. 	SD	7 th grade LA team	Principal, DI; LA Department Chair, 7 th grade LA teachers	Master Schedule Curriculum Guides	Daily
	2	Additional emphasis shall be placed on teachers increasing rigor in the classrooms and raising expectations for all students.	CE	All teachers	Principal, DI, Administrative Team	TAKS results	Ongoing
	3	Provide opportunity for teachers to score writing papers together to improve consistency among the 7 th grade team.	SD	7 th grade LA team	7 th grade LA teachers	Six Traits of Writing Training	Fall 2008
	4	Introduce and implement DATE (District Awards for Teacher Excellence) grant incentive program, focused on increased student achievement and teacher/staff retention.	SD AR CE	All teachers	Principal, DI	TAKS 2009 results, teacher turnover ratio	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.

Parents	1	Keep parents up-to-date on their child's progress through phone calls, emails, progress reports, and the PIV (Parent Internet Viewer)	PI	Parents of Identified Students	Teachers	Progress Reports; Report Cards; PIV	Ongoing
	2	Offer Parent Curriculum Nights to inform parents of classroom instruction techniques that can be used at home.	PI	All Parents	Academic Achievement Specialist; Department Chairs; Teachers	Handouts	Fall 2008

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	83	85	94	100	96
All	90	93	92	100	95
Eco.Dis.	86	87	88	90	89
Hispanic	86	87	89	90	89
LEP	51	75	63	90	75
LEP M1	--	--	71	90	75
LEP M2	73	79	95	100	97
Spec.Ed.	80	83	75	90	80
White	97	98	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 of eighth grade students to the level of Recognized status or higher by the amounts noted at right on the social studies TAKS test.

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 social studies TEKS, examining results of teacher-made tests and district SFAs.	AR CE	Groups listed	DI; Academic Achievement Specialist; teachers	Gradebook; SFA Data	Every 3 or 6 weeks

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

Students cont'd	2	Utilize the R4 Hyper-Monitoring Strategies to conduct frequent walk-throughs in the social studies classroom to check for the following: <ul style="list-style-type: none"> • Monitor the use of the “Interactive Notebook” • Teachers providing opportunities for students to process and apply their learning. • “Signature lessons” in the 8th grade classrooms are used as designated and where indicated in the curriculum. • Teachers offering lessons that are interactive and engaging. • The integration of technology. 	SD	Groups listed	Principal, DI, DI Helping Teacher, Assistant Principals, Counselors; Academic Achievement Specialists	Lesson Plans; Test results;	Ongoing
	3	Utilize “Word Up” vocabulary committee to enhance all students’ knowledge of unfamiliar frequently-used terminology. Focus words will be in addition to students’ content vocabulary terms.	AR CE	Identified students	Department chairs; teachers	CFISD academic vocabulary list	Ongoing
	4	Implement PBIS (Positive Behavior Interventions and Supports)-Level II and develop BEPs (Behavior Education Program Plans) to ensure student success.	AR CE	Targeted Students	PBIS team, all teachers	PBIS data sheets	Ongoing
	5	Utilize “summarizing and note taking” (Marzano) strategies in the social studies classroom to promote student success.	AR CE SD	Groups listed	DI; Department Chairs/Team Leaders; teachers	Marzano’s <i>Classroom Instruction that Works</i>	Ongoing
	6	Provide extended learning time for students during after-school tutorials until 4:20.	AR CE	Identified students	Principal; DI; Academic Achievement Specialist; teachers	Tutorial packets	Weekly

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

Teachers	1	<ul style="list-style-type: none"> Focus content planning time to allow for Data Dig analysis and communication among team members, and to ensure interventions and re-teaching of critical concepts are being discussed. Ensure the district scope and sequence is being followed. 	SD	6 th , 7 th , and 8 th grade Social Studies Teams	Principal, DI; Social Studies Dept. Chair, Social Studies Team Leaders; Social Studies teachers	Team Leaders, Master Schedule, Curriculum Guides	Daily
	2	Introduce and implement DATE (District Awards for Teacher Excellence) grant incentive program, focused on increased student achievement and teacher/staff retention.	SD AR CE	All teachers	Principal, DI	TAKS 2009 results, teacher turnover ratio	Ongoing
	3	Additional emphasis shall be placed on teachers increasing rigor in the classrooms and raising expectations for all students.	CE	All teachers	Principal, DI, Administrative Team	TAKS results	Ongoing
Parents	1	Keep parents up-to-date on their child's progress through phone calls, emails, progress reports, and the PIV (Parent Internet Viewer).	PI	Parents of Identified Students	Teachers	progress reports; report card, PIV	Ongoing
	2	Offer Parent Curriculum Nights to inform parents of classroom instruction techniques that can be used at home.	PI	All Parents	Academic Achievement Specialist; Department Chairs; Teachers	Handouts	Fall 2008
	3	Introduce and implement DATE (District Awards for Teacher Excellence) grant incentive program, focused on increased student achievement and teacher/staff retention.	SD AR CE	All teachers	Principal, DI	TAKS 2009 results, teacher turnover ratio	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: PE

District Priority:	1C	Ensure that students understand their responsibility to behave in ways that cause them to be physically fit, emotionally healthy, and drug-free.
Campus Objective:	#6	By May, 2009, 95% of the students participating in PE will have mastered the goals of the class.
Formative/Summative Evaluation:		District-developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Monitor each student's progress in learning the critical TEKS examining results of teacher-made tests and district SFAs.	AR CE	Groups listed	DI; Academic Achievement Specialist; teachers	Gradebook; SFA Data	Every 3 or 6 weeks
	2	Utilize the R4 Hyper-Monitoring Strategies to conduct frequent walk-throughs in physical education classrooms to monitor for: <ul style="list-style-type: none"> • Genuine student engagement • Active monitoring • Varying instructional strategies 	SD	Groups listed	Principal, DI, DI Helping Teacher, Assistant Principals, Counselors; Academic Achievement Specialists	Lesson Plans; Test results;	Ongoing
	3	Utilize "Word Up" vocabulary committee to enhance all students' knowledge of unfamiliar frequently-used terminology. Focus words will be in addition to students' content vocabulary terms.	AR CE	Identified students	Department chairs; teachers	CFISD academic vocabulary list	Ongoing
	4	Implement PBIS (Positive Behavior Interventions and Supports)-Level II and develop BEPs (Behavior Education Program Plans) to ensure student success.	AR CE	Targeted Students	PBIS team, all teachers	PBIS data sheets	Ongoing
	5	Continue to analyze results of district fitness tests and encourage all students to reach their fitness zones.	CE AR	All students	Physical Education department	Fitness Tests, Wellness lessons	Ongoing

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

Teachers	1	Ensure the District Scope and Sequence is being followed.	SD	All Students	Principal, DI; Electives and PE Department Chair, Electives and PE teachers	Curriculum Guides	Daily
	2	Focus content planning time to allow for Data Dig analysis and communication among team members, and to ensure interventions and re-teaching of critical concepts are being discussed.	SD	6 th , 7 th , and 8 th grade Science Teams	Principal, DI; Science Department Chair, Science Team Leaders; Science teachers	Master Schedule Curriculum Guides	Daily
	3	Introduce and implement DATE (District Awards for Teacher Excellence) grant incentive program, focused on increased student achievement and teacher/staff retention.	SD AR CE	All teachers	Principal, DI	TAKS 2009 results, teacher turnover ratio	Ongoing
Parents	1	Keep parents up-to-date on their child's progress through phone calls, emails, progress reports, and the PIV (Parent Internet Viewer).	PI	Parents of Identified Students	Teachers	progress reports; report card, PIV	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: Electives

District Goal:	1	Students' academic performance and achievement level will reflect excellence in learning and attainment of both high expectations and high standards.
Campus Objective:	#7	By May, 2009, 95% of the students participating in an Elective class will pass the course.
Formative/Summative Evaluation:		District-developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Monitor each student's progress in learning the critical TEKS examining results of teacher-made tests and district SFAs.	AR CE T	Groups listed	DI; Academic Achievement Specialist; teachers	Gradebook; SFA Data	Every 3 or 6 weeks
	2	Utilize "Word Up" vocabulary committee to enhance all students' knowledge of unfamiliar frequently-used terminology. Focus words will be in addition to students' content vocabulary terms.	AR CE	Identified students	Department chairs; teachers	CFISD academic vocabulary list	Ongoing
	3	Utilize the R4 Hyper-Monitoring Strategies to conduct frequent walk-throughs in elective classrooms.	SD	Groups listed	Principal, DI, DI Helping Teacher, Assistant Principals, Counselors; Academic Achievement Specialists	Lesson Plans; Test results;	Ongoing
	4	Implement PBIS (Positive Behavior Interventions and Supports)-Level II and develop BEPs (Behavior Education Program Plans) to ensure student success.	AR CE	Targeted Students	PBIS team, all teachers	PBIS data sheets	Ongoing
	5	Utilize "summarizing and note taking" (Marzano) strategies in the classroom to promote student success.	AR CE SD	Groups listed	DI; Department Chairs/Team Leaders; teachers	Marzano's <i>Classroom Instruction that Works</i>	Ongoing

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	6	Incorporate effective teaching strategies such as <i>The Baker's Dozen</i> .	AR CE SD T	Groups listed	DI; Department Chairs/Team Leaders; teachers	<i>The Baker's Dozen</i> Booklet	Ongoing
	7	Implement PBIS (Positive Behavior Interventions and Supports)-Level II and develop BEPs (Behavior Education Program Plans) to ensure student success.	AR CE	Targeted Students	PBIS team, all teachers	PBIS data sheets	Ongoing
Teachers	1	Ensure the District Scope and Sequence is being followed.	SD	All Students	Principal, DI; Electives and PE Department Chair, Electives and PE teachers	Curriculum Guides	Daily
	2	Focus content planning time to allow for Data Dig analysis and communication among team members, and to ensure interventions and re-teaching of critical concepts are being discussed.	SD	6 th , 7 th , and 8 th grade Science Teams	Principal, DI; Science Department Chair, Science Team Leaders; Science teachers	Master Schedule Curriculum Guides	Daily
	3	Introduce and implement DATE (District Awards for Teacher Excellence) grant incentive program, focused on increased student achievement and teacher/staff retention.	SD AR CE	All teachers	Principal, DI	TAKS 2009 results, teacher turnover ratio	Ongoing
Parents	1	Keep parents up-to-date on their child's progress through phone calls, emails, progress reports, and the PIV (Parent Internet Viewer).	PI	Parents of Identified Students	Teachers	progress reports; report card, PIV	Ongoing

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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

Truitt Middle School

Robert Hull, Principal

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	Truitt 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)

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CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council			
Name of CPOC Member	Position	Name of CPOC Member	Position
Robert Hull	Principal	Terrie Schexnaider	Non-teaching professional 1
Lanette Bellamy	Director of Instruction	Tracey Bennett	Non-teaching professional 2
Shahana Gopalani	Teacher 1: special education	Deanda Thoman	Parent 1
Trenn Russell	Teacher 2: math	Jill Richardson	Parent 2
Jason Lichman	Teacher 3: p.e.	Van Robertson	Parent 3
Cathy Schell	Teacher 4: science	Misty Baker	Parent 4
Andy Korenek	Teacher 5: social studies	Sarah Kelbe	Parent 5
Cheri Lafferty	Teacher 6: electives	Vanda Simon	Parent 6
Lyn Elkins	Teacher 7: reading	Deepak Lumba	Business representative
Shelly Hickey	Teacher 8: language arts	Harold Rowe	District representative
CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	October 1, 2008	3:15-4:30	Truitt library
2	November 6, 2008	6:30-8:30 p.m.	Truitt library (public hearing)
3	January 14, 2009	3:15-4:30	Truitt library
4	March 25, 2009	3:15-4:30	Truitt library
5	May 6, 2009	3:15-4:30	Truitt 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 20% .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
X	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0% .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug	Implement and monitor the school wide safety and security plan.

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CIP PART II: ASSURANCE ADDENDUM

			possession.	use or possession.	
X	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by 20% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals.	Implement and monitor the school-wide safety and security plan.
X	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above 80% .	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 1/2% .	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	Inform parents and students about graduation requirements and college/career

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CIP PART II: ASSURANCE ADDENDUM

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

Truitt 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	Leadership
5-Aug (P.M.)	GLT/AMS	Elementary	Leadership
4-Aug (P.M.)	GLT/AMS	Secondary	Leadership
5-Aug (A.M.)	Safety Conference	District Administrative Staff	School safety
12-Aug	Department Chair and Team Leader	District Staff	Leadership
14-Aug-15	New Staff Orientation	District Staff	orientation
18-Aug	All Staff	Campus	Campus/Content needs
19-Aug	All Staff	Campus	Campus/Content needs
20-Aug	All Staff	Campus	Campus/Content needs
21-Aug	Elementary/Secondary	District Staff	Campus/Content needs
22-Aug	All Staff	Campus	Campus/Content needs
13-Oct	Secondary Staff	District Staff	Content
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	Campus needs
	Secondary Staff	Campus	Campus needs
16-Feb	All Staff	Campus	Campus needs
13-April *	All Staff	Campus	Time Equivalency
4-June	All Staff	Campus	Campus business

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