

**2008-2009  
Campus Improvement Plan  
for  
Watkins Middle School**

**Cypress-Fairbanks Independent School District**

## Area of Focus: Student Safety

**District Priority:**

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

**Campus Objective:**

For 2008 - 2009, discipline referrals for drugs, alcohol, and tobacco will be reduced by **50%** from the previous year.  
 For 2008 – 2009, the discipline referrals for physical contact (including assaults and fighting) will be reduced by **25%** from the previous school year.

**Formative Evaluation:**

District-developed reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Participate in various safety drills: bus evacuation, crisis drills, tornado drills, and fire drills.	VP	All Students	Principal; APs; DI; Teachers; Support Staff	Crisis Management Plan; evacuation routes; "red" sling backpacks	Monthly
	2	Meet with all students to discuss expectations for behavior.	VP	All Students	APs	<i>Student Code of Conduct</i>	Twice a year
	3	Monitor students' tardiness and provide support for students having difficulties.	VP	All Students	APs	Tardy report	Ongoing
	4	Review the discipline referrals each six weeks to determine the percent of referrals for tobacco, alcohol, and other drug use and possession.	VP	All Students	APs	PEIMS data	Every six weeks
	5	Follow rules and practices in place to ensure student safety including one-way directional stairways, entrance and exit only cafeteria doors during lunches, and brightly-colored vests used as hallway passes.	VP	All Students	Principal; APs; Teachers; and Staff	APs	Ongoing
	6	Reinforce <i>Code of Conduct</i> daily through announcements.	VP	All Students	APs	<i>Student Code of Conduct</i>	Ongoing
	7	Participate in advisory lessons on alcohol, drug and tobacco prevention, bullying, physical contact, and gang prevention.	VP	All Students	Prevention Advocate; Family Time Teachers	Prevention Advocate	Every six weeks

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Keep teachers informed through faculty meetings of the important issues.	VP	All Teachers	Principal; APs; Prevention Advocate	PEIMS data	Every six weeks
	2	Strongly encourage all teachers to participate in staff development opportunities that focus on developing healthy student-teacher relationships and classroom management strategies. Such opportunities include: Building Better Relationships and Capturing Kids' Hearts.	SD; VP	All Teachers	Principal; DI; APs; Teachers	DI; Staff Development Liaison; CFLMS	Ongoing
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by phone calls, conferences and/or e-mails.	PI	Parents of identified students	Principal; APs Teachers	Discipline referrals	Weekly
	2	Utilize a gang intervention specialist to speak to community.	PI	Parents	Principal; APs	Gang Intervention Specialist	Once per year
	3	Utilize Hispanic Liaison to promote involvement of Hispanic parents in school activities and the educational process of their children.	PI; AR	Hispanic Parents	Hispanic Liaison	Phone logs; announcement of event; Homework Hotline	Ongoing

## Area of Focus: Science

Group	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	46	75	61	90	75
All	61	75	79	90	83
Eco.Dis.	48	75	69	90	76
Hispanic	50	75	73	90	77
LEP	8	75	20	90	75
LEP M1	--	--	63	90	75
LEP M2	29	75	55	90	75
Spec.Ed.	13	75	29	90	75
White	82	75	95	100	97

**District Priority:**

**Campus Objective:**

**Formative/Summative Evaluation:**

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

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

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Provide meaningful lessons that: <ul style="list-style-type: none"> <li>• focus on TEKS/TAKS objectives</li> <li>• follow the district's scope and sequence</li> <li>• are consistently monitored, evaluated, and adjusted as data dictates</li> <li>• engage learners through research-based instructional strategies</li> </ul>	AR; CE	All Students	Principal; DI; Appraiser; DC/TLs; Science Teachers; AVID Teachers	Curriculum Guide; DC/TLs; Curriculum Coordinator	Daily

Students	2	Align warm-ups vertically per team (6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> ) to focus on TAKS objectives and questions from released TAKS tests.	AR; CE	All Students	Science/ AVID Teachers	Lesson Plans	Daily
	3	Intergrate technology to engage students and increase the depth of students' understanding of content (both students and teachers should use technology).	AR; CE; T	All Students	Principal; DI; Appraiser; DC/TLs; Science/ AVID Teachers	DI; Technology Liaison	Ongoing
	4	Incorporate effective questioning strategies into lessons (high-cognitive level questions, increasing wait time, extending student responses).	AR; CE	All Students	Principal; DI; DC/TLs; Science/ AVID Teachers	DI; Helping Teachers; DC/TLs	Daily
	5	Provide opportunities for students to work collaboratively while using problem-solving strategies to solve real-world, thought-provoking problems.	AR; CE	All Students	Science/ AVID Teachers	DI; Helping Teachers; DC/TLs	Daily
	6	Extend lessons so that students frequently operate at high levels on Bloom's Taxonomy (application, synthesis, analysis, evaluation) and at the complex levels of Erickson's Structure of Knowledge (concepts and principles/generalizations).	AR; CE	All Students	Principal; DI; Appraiser; DC/TLs; Science/ AVID Teachers	DI; DC/TLs	Daily
	7	Design and present lessons that follow research-proven teaching strategies such as those described in <i>Understanding by Design</i> and <i>Classroom Instruction That Works</i> .	AR; CE;	All Students	Principal; DI; Appraiser; DC/TLs; Science/ AVID Teachers	Noted texts	Ongoing

8	Use released TAKS questions with students to analyze problems and answer choices.	AR; CE	All Students	DC/TLs; Science/ AVID Teachers	Released TAKS test	Weekly
9	Provide daily/weekly feedback to students upon completion of assignments/assessments.	AR; CE	All Students	Science/ AVID Teachers	Student work	Daily
10	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district SFAs.	AR; CE	All Students	Principal; DI; Appraiser; Science/AVID Teachers; AAHTs	Gradebook; SFA data	Every 3 or 6 weeks
11	Make data-driven decisions by diagnosing mastery of the TEKS and provide individual students with timely acceleration or remediation through flexible re-grouping and tutorials.	AR; CE	All Students	Principal; DI; Appraiser; Science/AVID Teachers; AAHTs	Gradebook; SFA data	Ongoing
12	Gaps in background knowledge should be addressed with vocabulary instruction as well as with other strategies (enhanced context, collaborative learning, and questioning strategies) that develop student understanding of underlying concepts. These strategies are mentioned in the context of regular instruction. This is intended only as a reminder of the importance of conceptual development, as well as vocabulary instruction, in regard to "catch-up" learning.	AR; CE	Identified Students	Science/ AVID Teachers	CFISD academic vocabulary	Ongoing
13	Provide calculated and planned extended learning opportunities through: <ul style="list-style-type: none"> <li>• advisory</li> <li>• tutorials</li> <li>• AVID and peer tutoring</li> <li>• Retired Science Teacher</li> <li>• Mustang Engineering tutors and mentors</li> <li>• extended-day learning</li> <li>• Science Blitz</li> </ul>	AR; CE	Identified Students	Admin.; AAHT; Science/ AVID Teachers	Student Rosters	Daily and semi- monthly; Spring Semester
14	Implement the X-Cell Program, which is an incentive	AR	All	AAHTs;	Assessments,	Every 6

Parents	1	Keep parents up-to-date on their child's progress through current PIV postings, phone calls, emails, and teacher web pages.	PI; AR; T	Parents of identified students	Teachers; Hispanic Liaison	Samples of student work; PIV; Progress Reports/ Report cards; Webpage training/set-up	Weekly
	2	Encourage parents of at-risk students to attend opportunities provided to enrich their child's education such as SNAPP Meet-the-Mentor Night and Parent Involvement Day.	PI; AR;	Parents of identified students	Teachers; Principal; DI; Counselors; APs; AAHTs; Hispanic Liaison; Mentors	Sign in sheets; automated phone system; Website; newsletter	Ongoing
	3	Utilize VIPS to conduct scientific demonstrations and/or lead/participate in labs.	PI; AR	VIPS	Teachers; Hispanic Liaison	Guest Speaker form	
	4	Utilize Hispanic Liaison to promote involvement of Hispanic parents in school activities and the educational process of their children.	PI; AR	Hispanic Parents	Hispanic Liaison	Phone logs; announcement of event; Homework Hotline	Ongoing
	4	Provide opportunities for teachers to analyze student data, create relevant and aligned lessons, and investigate best practices.	SD	Science PLCs	Principal; DI; Appraiser; DC/TLs	data; teacher tests; district curriculum; TEKS	Ongoing
	5	Strongly encourage all science/AVID teachers to participate in staff development opportunities that focus on rigor, relevance, and relationships. Such opportunities include: District Share Sessions, Building Better Relationships, Capturing Kids' Hearts, PLCs, and Quantum Learning.	SD	All Teachers	Principal; DI; Appraiser; Science/AVID Teachers;	DI; Staff Development Liaison; CFLMS	Ongoing

## 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	66	75	68	90	75	69	76	68	90	75	69	76	73	90	79
All	78	82	76	90	81	80	83	75	90	80	74	79	83	90	85
Eco.Dis.	72	78	66	90	75	76	81	66	90	75	71	77	77	90	81
Hispanic	76	81	69	90	76	77	81	70	90	77	72	78	80	90	83
LEP	53	75	41	90	75	38	75	54	90	75	33	75	37	90	75
LEP M1	60	75	83	90	85	71	77	44	90	75	--	--	63	90	75
LEP M2	88	89	76	90	81	80	83	51	90	75	52	75	70	90	77
Spec.Ed.	58	75	36	90	75	33	75	25	90	75	20	75	31	90	75
White	85	87	86	90	87	91	94	86	90	87	79	83	94	100	96

**District Priority:**

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

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

**Campus Objective:**

By May 2010, we will increase the percentage of students demonstrating proficiency on TAKS math as follows (or greater):

All groups = 90%

**Formative/Summative Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	<p>1 Provide meaningful lessons that:</p> <ul style="list-style-type: none"> <li>focus on TEKS/TAKS objectives</li> <li>follow the district's scope and sequence</li> <li>are consistently monitored, evaluated, and adjusted as data dictates</li> <li>are differentiated to meet the needs of all learners</li> <li>engage learners through the use of research-based instructional strategies</li> <li>engage learners through the use of Explore</li> </ul>	AR; CE; T	All Students	Principal; DI; Appraiser; DC/TLs; Math Helping Teacher; Math/AVID Teachers	Curriculum Guide; DC/TLs; District Math Coach; Technology Helping Teacher; Technology	Daily

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	Learning, Smartboard, Airliner Slates, Powerpoint, Agile Mind, and Math Manipulatives				Liaison	
	2 Incorporate effective questioning strategies into lessons (high-cognitive level questions, increasing wait time, extending student responses).	AR; CE	All Students	Principal; DI; Appraiser; DC/TLs; Math/AVID Teachers	DI; District Math Coach; DC/TLs	Daily
	3 Provide opportunities for students to work collaboratively while using problem-solving strategies to solve real-world, thought-provoking problems.	AR; CE	All Students	Math/AVID Teachers;	DI; Math Coach; DC/TLs	Daily
	4 Extend lessons so that students frequently operate at high levels on Bloom's Taxonomy (application, synthesis, analysis, evaluation) and at the complex levels of Erickson's Structure of Knowledge (concepts and principles/generalizations).	AR; CE	All Students	Principal; DI; Appraiser; DC/TLs; Math/AVID Teachers	DI; Math Coach	Daily
	5 Design and present lessons that follow research-proven teaching strategies such as those described in <i>Understanding by Design</i> and <i>Classroom Instruction That Works</i> .	AR; CE	All Students	DC/TLs; Math/AVID Teachers	Noted texts	Ongoing
	6 Use released TAKS questions with students to analyze problems and answer choices.	AR; CE	All Students	DC/TLs; Math/AVID Teachers	Released TAKS test	Weekly
	7 Provide daily/weekly feedback to students upon completion of assignments/assessments and carefully examine (with students) problems that were incorrect.	AR; CE	All Students	Math/AVID Teachers	Student work	Daily
	8 Identify students who were unsuccessful on the 2008 spring Math TAKS and assign them to a Math Family Time, which is designed to assist students with "catch up" growth.	AR; CE	Identified Students	Counselors; DI; Principal; DC/TLs	Class Rosters; TAKS data	Prior to the first day of school
	9 Analyze TAKS data and recommend TAKS objective strategies for all students.	AR; CE	All Students	AAHTs; Math/AVID Teachers	TAKS data	Aug. – Sept.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	10	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district SFAs.	AR; CE	All Students	Principal; DI; Appraiser; Math/AVID Teachers; AAHTs	Gradebook; SFA data	Every 3 or 6 weeks
	11	Make data-driven decisions by diagnosing mastery of the TEKS following each SFA and provide individual students with timely acceleration or remediation through flexible re-grouping in order to re-teach the students not demonstrating mastery on specific objectives.	AR; CE	All Students	Principal; DI; Appraiser; Math/AVID Teachers	Gradebook; SFA data	Ongoing
	12	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	All Students	Math/AVID Teachers	Gradebook	2-3 times per six weeks
	13	Identify gaps in students' background knowledge in math early in the school year and use direct vocabulary instruction to accelerate growth.	AR; CE	Identified students	Math/AVID Teachers;	CFISD academic vocabulary	Ongoing
	14	Establish goals for the 2009 Math TAKS test by conducting TAKS interviews with all students.	AR; CE	All Students	Family Time Teachers	AMS data	Spring
	15	Provide an adult mentor to students who marginally passed or marginally failed the 2008 Math TAKS test.	AR; CE	Identified Students	AAHTs; Mentors	AMS data	Ongoing
	16	Provide calculated and planned extended learning opportunities through: <ul style="list-style-type: none"> <li>• advisory</li> <li>• AVID and after school tutoring</li> <li>• AMIP</li> <li>• SNAPP Mentors</li> <li>• Mustang Engineering tutors and mentors</li> <li>• Alge-peer tutoring</li> <li>• extended-day learning</li> <li>• Math Super Camp</li> <li>• Math Bowl-A-Rama</li> </ul>	AR; CE	Identified Students	Admin.; AAHTs; Math Teachers; AVID Teachers	Student Rosters	Daily and semi-monthly; Spring Semester

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	17	Implement the X-Cell Program, which is an incentive program designed to encourage student academic and behavioral success by providing award system designed to accelerate over-all achievement.	AR	All Students	AAHTs; Teachers; AVID Teachers	Assessments, grades, and conduct data	Every 6 weeks
Teachers	1	Conduct frequent walk-throughs with teacher feedback of math classrooms to check for the following: <ul style="list-style-type: none"> <li>• Students working collaboratively using discussion strategies while defending their answers.</li> <li>• Challenge students with inquiry and problem-based learning activities that reinforce critical TEKS.</li> <li>• Teachers modeling think-alouds.</li> </ul>	AR; CE	Math Teachers; AVID Teachers	Principal; DI; DC/TLs; Math Coach	Classroom observations	Ongoing
	2	Schedule district math coach to work with grade-level teams on planning and modifying lessons to target identified struggling learners.	SD	Math PLCs	Principal; DI; Math Coach DC/TLs	Coordinator; District Math Coach	Weekly
	3	Schedule math coach and BBR helping teacher/liaison to work with new teachers on improving classroom instruction and management, lab activities, and student engagement for all learners.	SD	New Math Teachers	Principal; DI; Math Coach; BBR Liaison/HT; DC/TLs	Coordinator; Math Coach; Helping Teachers; BBR Liaison	Weekly
	4	Provide opportunities for teachers to analyze student data, create relevant and aligned lessons, and investigate best practices.	SD	Math PLCs	Principal; DI; DC/TLs	TAKS data; SFA data; teacher tests; district curriculum; state TEKS	Ongoing
	5	Strongly encourage all math/AVID teachers to participate in staff development opportunities that focus on rigor, relevance, and relationships. Such opportunities include: District Share Sessions, Building Better Relationships, Capturing Kids' Hearts, PLCs, and Quantum Learning. In addition, math teachers will participate in various math staff development offerings through the CFLMS.	SD	Math Teachers; AVID Teachers	Principal; DI; Math/AVID Teachers	DI; Staff Development Liaison; CFLMS	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Parents	1	Keep parents up-to-date on their child's progress through current PIV postings, phone calls, emails, and teacher web pages.	PI; AR; T	Parents of identified students	Teachers; Hispanic Liaison	Samples of student work; PIV; Progress Reports/ Report cards; Webpage training/set-up	Weekly
	2	Encourage parents of at-risk students to attend opportunities provided to enrich their child's education such as SNAPP Meet-the-Mentor Night and Parent Involvement Day.	PI; AR	Parents of identified students	Teachers; Principal; DI; Counselors; APs; AAHTs; Hispanic Liaison; Mentors	Sign in sheets, automated phone system, website, newsletter	Ongoing
	3	Utilize Hispanic Liaison to promote involvement of Hispanic parents in school activities and the educational process of their children.	PI; AR	Hispanic Parents	Hispanic Liaison	Phone logs; announ. of event; Homework Hotline	Ongoing

## 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	90	93	87	90	88	84	86	78	90	82	87	88	92	100	95
All	91	94	87	90	88	90	93	87	90	88	91	94	97	100	98
Eco.Dis.	89	89	82	90	85	84	86	80	90	83	87	88	95	100	97
Hispanic	90	93	83	90	85	87	88	84	90	86	91	94	96	100	97
LEP	54	75	60	90	75	50	75	46	90	75	50	75	65	90	75
LEP M1	86	87	78	90	82	86	87	44	90	75	--	--	100	100	100
LEP M2	100	100	90	100	93	84	86	79	90	83	95	97	100	100	100
Spec.Ed.	83	85	41	90	75	50	75	36	90	75	89	89	71	90	77
White	94	96	92	100	95	97	98	92	100	95	95	97	99	100	99

**District Priority:**

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

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

**Campus Objective:**

By May 2010, we will increase the percentage of students demonstrating proficiency on TAKS reading as follows (or greater):  
AA, H, W = 100%; ED, SPED, LEP = 90%.

**Formative/Summative Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	<p>1 Provide meaningful lessons that:</p> <ul style="list-style-type: none"> <li>focus on TEKS/TAKS objectives</li> <li>follow the district's scope and sequence</li> <li>emphasize connections between reading and writing</li> </ul>	AR; CE; T; T1	All Students	Principal; DI; Appraiser; DC/TLs; Reading/LA Teachers; AVID Teachers	Curriculum Guide; DC/TLs; Technology Helping Teacher; Technology Liaison	Daily
	<ul style="list-style-type: none"> <li>are consistently monitored, evaluated, and adjusted as data dictates</li> <li>are differentiated to meet the needs of all learners</li> </ul>					

		<ul style="list-style-type: none"> <li>engage learners through the use of research-based instructional strategies</li> <li>integrate the use of technology</li> </ul>					
Students	2	Incorporate effective questioning strategies into lessons (high-cognitive level questions, increasing wait time, extending student responses).	AR	All Students	Principal; DI; Appraiser; DC/TLs; Reading/LA/ AVID Teachers	DI; DC/TLs; LA/Reading Helping Teacher	Daily
	3	Extend lessons so that students frequently operate at high levels on Bloom's Taxonomy (application, synthesis, analysis, evaluation) and at the complex levels of Erickson's Structure of Knowledge (concepts and principles/generalizations).	AR; CE	All Students	Principal; DI; Appraiser; DC/TLs; Reading/LA/ AVID Teachers	DI; Reading Helping Teacher	Daily
	4	Design and present lessons that follow research-proven teaching strategies such as those described in <i>Understanding by Design</i> and <i>Classroom Instruction That Works</i> .	AR; CE	All Students	DC/TLs; Reading/LA Teachers; AVID Teachers	Noted texts	Ongoing
	5	Use released TAKS questions with students to analyze problems and answer choices.	AR; CE	All Students	DC/TLs; Reading/LA/ AVID Teachers	Released TAKS test	Weekly
	6	Provide daily/weekly feedback to students upon completion of assignments/assessments.	AR; CE	All Students	Reading/LA/ AVID Teachers	Student work	Daily
	7	Focus "reading-of-literature" instruction on the critical TEKS, concepts, and process skills taught through reading selections.	AR; CE	All Students	Principal; DI; DC/TLs; Reading/LA/ AVID Teachers	DI; Helping Teachers	Ongoing
	8	Analyze TAKS data and recommend TAKS objective strategies for all students.	AR; CE	All Students	AAHTs; Reading/LA/ AVID Teachers	TAKS data	August – Sept.
Students	9	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district SFAs.	AR	All Students	Principal; DI; Reading/LA/ AVID Teachers; AAHTs	Gradebook; SFA data	Every 3 or 6 weeks
	10	Make data-driven decisions by diagnosing mastery of the TEKS and provide individual students with timely acceleration or remediation through flexible re-grouping and tutorials.	AR; CE	All Students	Principal; DI; Reading/LA/ AVID Teachers; AAHTs	Gradebook; SFA data	Ongoing

Students							
	11	Identify gaps in students' background knowledge in reading and language arts early in the school year and use direct vocabulary instruction to accelerate growth.	AR; CE	All students	Reading/LA/ AVID Teachers	CFISD academic vocabulary	Ongoing
	12	Establish goals for the 2009 Reading TAKS test by conducting TAKS interviews with all students.	AR; CE	All students	Family Time teachers	AMS data	Spring
	13	Provide an adult mentor to students who marginally passed or marginally failed the 2008 Reading TAKS test.	AR; CE	Identified students	AAHTs; Mentors	AMS data	Ongoing
	14	Assign READ 180 to Grade 7 and 8 students who have failed the TAKS test, are first-time TAKS takers, or have been placed in 7 <sup>th</sup> and 8 <sup>th</sup> grade.	AR; T	Identified students	Principal; DI; READ 180 teachers	SRI data	Ongoing
	15	Use the Scholastic Reading Inventory (SRI) to establish a baseline for reading students in grades 6-8. The Teachers will use data from the SRI to conference with students on improving their reading.	AR; T	All students	Principal; DI; Reading/LA teachers	SRI data	4 times per year
	16	Assign Grade 6 students who have failed TAKS, are GPC placements, or first-time TAKS takers to a Grade 6 Reading Workshop class. Use a direct instruction lesson plan to target the areas that have proven difficult for students.	AR	Identified students	Principal; DI; Counselors, Reading teachers	TAKS data, AIP	Ongoing
	17	Provide direct instruction of summarization, inferencing and main idea. Instruction should model strategies to students and include analysis of TAKS questions that address these skills.	AR	All students	Principal; DI; Reading/LA teachers	Data from TAKS, SAM, SRIs, SFAs	Ongoing
	18	Monitor student progress using the Scholastic Achievement System (SAM) and routinely conference with students. Data should inform students about their progress and assist teachers in targeting areas in need of improvement.	AR	All students	Principal; DI; Reading/LA teachers	SAM data	Ongoing
19	Identify students in grade 7 with specific needs by using the Texas Middle School Fluency Assessment System (TMSFA) and provide instruction to address individual student needs.	AR	Identified Students	D.I.; Counselors; AAHTs			

	20	Provide calculated and planned extended learning opportunities through: <ul style="list-style-type: none"> <li>• advisory</li> <li>• tutorials</li> <li>• AVID Tutorials</li> <li>• ARIP</li> <li>• SNAPP Mentors</li> <li>• peer tutoring</li> <li>• extended-day learning</li> </ul>	AR; CE	Identified Students	Admin.; AAHTs; Reading/LA Teachers; AVID Teachers	Student Rosters	Daily and semi-monthly; Spring Semester
	21	Implement the X-Cell Program, which is an incentive program designed to encourage student academic and behavioral success by providing award system designed to accelerate over-all achievement.	AR	All Students	AAHTs; Teachers; AVID Teachers	Assessments, grades, and conduct data	Every 6 weeks
Teachers	1	Conduct frequent walk-throughs with teacher feedback of reading classrooms to check for the following: <ul style="list-style-type: none"> <li>• Students working collaboratively using discussion strategies while defending their answers.</li> <li>• Challenge students with inquiry and problem-based learning activities that reinforce critical TEKS.</li> <li>• Teachers modeling think-alouds.</li> </ul>	AR; CE	Reading Teachers	Principal; DI; Appraiser; DC/TLs; Helping Teachers	Classroom observations	Ongoing
	2	Schedule helping teachers to work with grade-level teams on planning and modifying lessons to target identified struggling learners.	SD	Reading PLCs	Principal; DI; DC/TLs	AA & DI Helping Teachers	Weekly
	3	Schedule BBR helping teacher/liaison to work with new teachers on improving classroom instruction and management, lab activities, and student engagement for all learners.	SD	New Reading Teachers	Principal; DI; Helping Teachers; BBR Liaison; DC/TLs	BBR Helping Teachers; BBR Liaison	Weekly
	4	Provide opportunities for teachers to analyze student data, create relevant and aligned lessons, and investigate best practices.	SD	Reading PLCs	Principal; DI; DC/TLs	TAKS/SFA data; teacher tests; curriculum; TEKS	Ongoing
	5	Strongly encourage all reading/AVID teachers to participate in staff development opportunities that focus on rigor, relevance, and relationships. Such opportunities include: District Share Sessions, Building	SD	Reading/LA Teachers	Principal; DI; Reading/LA Teachers; AVID Teachers	DI; Staff Development Liaison; CFLMS	Ongoing

Teachers		Better Relationships, Capturing Kids' Hearts, PLCs, and Quantum Learning. In addition, LA teachers should attend professional development activities focused on improving students' reading achievement.					
Parents	1	Keep parents up-to-date on their child's progress through current PIV postings, phone calls, emails, and teacher web pages.	PI; AR; T	Parents of identified students	Teachers; AVID Teachers; Hispanic Liaison	Samples of student work; PIV; Progress Reports/ Report cards; Webpage training/set-up	Weekly
	2	Encourage parents of at-risk students to attend opportunities provided to enrich their child's education such as SNAPP Meet-the-Mentor Night and Parent Involvement Day.	PI; AR	Parents of identified students	Teachers; Principal; DI; Counselors; Assistant Principals; AAHTs; Hispanic Liaison; Mentors	Sign in sheets, automated phone system, website, newsletter	Ongoing
	3	Utilize Hispanic Liaison to promote involvement of Hispanic parents in school activities and the educational process of their children.	PI; AR	Hispanic Parents	Hispanic Liaison	Phone logs; announcement of event; Homework Hotline	Ongoing
	4	Use Scholastic Achievement Monitoring reports to inform parents of students' reading progress on SRI tests and READ 180 progress.	PI; AR; T	Parents of identified students	Principal; D.I.; Teachers; AVID Teachers	SAM reports	Ongoing

## Area of Focus: Writing

Group	Gr7 07 Score	Gr7 08 Target	Gr7 08 Score	Gr7 3 Yr Target	Gr7 09 Target
AA	94	96	91	100	94
All	92	95	92	100	95
Eco.Dis.	90	93	89	90	89
Hispanic	90	93	91	100	94
LEP	75	80	69	90	76
LEP M1	85	87	89	90	89
LEP M2	92	95	92	100	95
Spec.Ed.	60	75	52	90	75
White	96	97	94	100	96

**District Priority:**

1A

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

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

**Campus Objective:**

By May 2010, we will increase the percentage of students demonstrating proficiency on TAKS reading as follows (or greater):

AA, H, W, ED = 100%; SPED, LEP = 90%

**Formative/Summative Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	<p>1</p> <p>Provide meaningful lessons that:</p> <ul style="list-style-type: none"> <li>• focus on TEKS/TAKS objectives</li> <li>• follow the district's scope and sequence</li> <li>• are consistently monitored, evaluated, and adjusted as data dictates</li> <li>• are differentiated to meet the needs of all learners</li> <li>• engage learners through the use of research-based instructional strategies</li> <li>• integrate the use of technology</li> </ul>	AR; CE; T	All Students	Principal; DI; Appraiser; DC/TLs; LA Teachers; AVID Teachers	Curriculum Guide; DC/TLs; Curriculum Coordinator	Daily

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	2	<p>Improve students' writing skills by conducting the following practices:</p> <ul style="list-style-type: none"> <li>• Teach the “Six Traits of Writing” to students (ideas, organization, sentence fluency, voice, word choice, and conventions).</li> <li>• Show students models of high-quality compositions.</li> <li>• Provide students with numerous opportunities each six weeks to practice composing.</li> <li>• Make the “Six Traits” the basis for giving students timely, specific feedback during revisions and on final drafts.</li> <li>• Emphasize connections between reading and writing.</li> <li>• Employ technology tools to facilitate the writing process (e.g., Inspiration for mind-mapping during pre-writing, and Word for revising, editing, and publishing).</li> <li>• Structuring writing conferences as to provide specific feedback and guidance throughout the writing process.</li> </ul>	AR; CE; T	All Students	Principal; DI; Appraiser; DC/TLs; LA/ AVID Teachers	DI; DC; Curriculum Coordinator	Ongoing
	3	<p>Help students to become effective writers, capable of publishing final-draft compositions that feature thoughtful and interesting ideas as well as correct grammar, spelling, mechanics, and usage, using appropriate technology and keyboarding when appropriate.</p> <ul style="list-style-type: none"> <li>• Students at all grade-levels will be expected to engage in all stages of the writing process and to produce at least <u>18</u>* writing samples/compositions per year (most of which should be developed through the complete writing process).</li> </ul> <p>* <i>minimum</i> requirement</p> <p>Type of writing (narrative, expository, etc.) and length of composition will be based on the TEKS for the given grade-level to ensure age-appropriate assignments. Include more open-ended response assignments in</p>	AR; CE; T	All Students	Principal; DI; Appraiser; DC/TLs; LA/ AVID Teachers	DI; DC; Curriculum Coordinator	Ongoing

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	language arts classes.					
Students	<p>Improve students' reading achievement in the Language Arts classroom by conducting the following practices:</p> <ul style="list-style-type: none"> <li>Analyze reading assessment data from TAKS, SFAs, and teacher-created quizzes and tests. Create a plan for improvement based on the data.</li> <li>Schedule a data analysis meeting with the language arts curriculum coordinator who will provide campus-specific strategies based on grade-level data. Follow this meeting with an extended time for teachers to plan how to build the suggestions into their curriculum and lesson plans prior to TAKS.</li> <li>Focus on "reading-of-literature" on the critical TEKS, concepts, and process skills taught through the reading selections.</li> <li>Use a direct instruction lesson plan when planning and implementing a lesson for reading skills that have proven difficult for students.</li> <li>Employ the before, during, and after reading strategies that are highly engaging for students.</li> <li>Require students to support their answers to questions, verbal or written, with evidence from the text.</li> <li>Provide direct instruction of summarizing. Scaffold instruction to show students effective models of summaries.</li> </ul>	AR; CE	All Students	Principal; DI; Appraiser; DC/TLs; LA/AVID Teachers	Curriculum Coordinator	Ongoing
	4					
Students	Extend lessons so that students frequently operate at high levels on Bloom's Taxonomy (application, synthesis, analysis, evaluation) and at the complex levels of Erickson's Structure of Knowledge (concepts and principles/generalizations).	AR; CE	All Students	Principal; DI; Appraiser; DC/TLs; LA/AVID Teachers	DI; DC; Curriculum Coordinator	Daily
	4					
Students	Design and present lessons that follow research-proven teaching strategies such as those described in <i>Understanding by Design</i> and <i>Classroom Instruction That</i>	AR; CE	All Students	Principal; DI; Appraiser; DC/TLs;	Noted texts	Ongoing
	5					

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	<i>Works.</i>			LA/ AVID Teachers		
6	Provide daily/weekly feedback to students upon completion of assignments/assessments.	AR; CE	All Students	LA/ AVID Teachers	Student work	Daily
7	Increase the number of 3s and 4s on the written composition by exposing students to sample papers from the scoring guides to become acquainted in the qualities that distinguish a score point 4.	AR	All Students	LA/ AVID Teachers	SFA data, Six Traits and TAKS rubrics	Each 6 weeks
8	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district SFAs.	AR; CE	All Students	Principal; DI; Appraiser LA/ AVID Teachers; AAHTs	Gradebook; SFA data	Every 3 or 6 weeks
10	Make data-driven decisions by diagnosing mastery of the TEKS and provide individual students with timely acceleration or remediation through flexible re-grouping and tutorials.	AR; CE	All Students	LA/ AVID Teachers; AAHTs	Gradebook; SFA data	Ongoing
11	Identify gaps in students' background knowledge in language arts early in the school year and use direct vocabulary instruction to accelerate growth.	AR; CE	All Students	LA/ AVID Teachers	CFISD academic vocabulary	Ongoing
12	Provide calculated and planned extended learning opportunities through: <ul style="list-style-type: none"> <li>• advisory writing pullouts</li> <li>• tutorials</li> <li>• AVID Tutoring</li> <li>• peer tutoring</li> <li>• extended-day learning</li> <li>• Saturday Writing Blitz</li> </ul>	AR; CE	Identified Students	Admin.; AAHT; LA Teachers; AVID Teachers	Student Rosters	Daily and semi-monthly; Spring Semester
13	Implement the X-Cell Program, which is an incentive program designed to encourage student academic and behavioral success by providing award system designed to accelerate over-all achievement.	AR	All Students	AAHTs; Teachers; AVID Teachers	Assessments, grades, and conduct data	Every 6 weeks
1	Conduct frequent walk-throughs with teacher feedback of	AR;	LA	Principal; DI;	Classroom	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers		language arts classrooms to check for the following: <ul style="list-style-type: none"> <li>• Students working collaboratively using discussion strategies while defending their answers.</li> <li>• Challenge students with inquiry and problem-based learning activities that reinforce critical TEKS.</li> <li>• Teachers modeling think-alouds.</li> </ul>	CE	Teachers	Appraiser; DC/TLs; Helping Teachers	observations	
	2	Schedule helping teachers to work with grade-level teams on planning and modifying lessons to target identified struggling learners.	SD	LA PLCs	Principal; DI; DC/TLs	AA & DI Helping Teachers	Weekly
	3	Schedule BBR helping teacher/liaison to work with new teachers on improving classroom instruction and management, lab activities, and student engagement for all learners.	SD	LA Teachers	Principal; DI; Helping Teachers; BBR Liaison; DC/TLs	BBR Helping Teachers; BBR Liaison	Weekly
Teachers	4	Provide opportunities for teachers to analyze student data, create relevant and aligned lessons, and investigate best practices.	SD	LA PLCs	Principal; DI; DC/TLs	TAKS/SFA data; teacher tests; curriculum; TEKS	Ongoing
	5	Participate in grade Level Wikis for greater teacher collaboration on successful teaching strategies.	SD	LA/AVID Teachers	Curriculum Coordinator; DI; Teachers	Wikispaces monitoring	Ongoing
	6	Strongly encourage all language arts teachers to participate in staff development opportunities that focus on rigor, relevance, and relationships. Such opportunities include: District Share Sessions, Building Better Relationships, Capturing Kids' Hearts, PLCs, and Quantum Learning, Writing Institute, and Six Traits of Writing.	SD	LA Teachers	Principal; DI; Teachers	DI; Staff Development Liaison; CFLMS	Ongoing
Parents	1	Keep parents up-to-date on their child's progress through current PIV postings, phone calls, emails, and teacher web	PI; AR;	Parents of identified	Teachers; Hispanic	Samples of student work;	Weekly

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
		pages.	T	students	Liaison	PIV; Progress Reports/ Report cards; Webpage training/set-up	
	2	Encourage parents of at-risk students to attend opportunities provided to enrich their child's education such as SNAPP Meet-the-Mentor Night and Parent Involvement Day.	PI; AR	Parents of identified students	Teachers; Principal; DI; Counselors; Assistant Principals; AAHTs; Hispanic Liaison; Mentors	Sign in sheets, automated phone system, website, newsletter	Ongoing
	3	Utilize Hispanic Liaison to promote involvement of Hispanic parents in school activities and the educational process of their children.	PI; AR	Hispanic Parents	Hispanic Liaison	Phone logs; announcement of event; Homework Hotline	Ongoing

## Area of Focus: Social Studies

Group	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	89	89	86	90	87
All	87	88	90	100	93
Eco.Dis.	82	85	84	90	86
Hispanic	80	83	87	90	88
LEP	51	75	33	90	75
LEP M1	--	--	86	90	87
LEP M2	67	75	82	90	85
Spec.Ed.	59	75	43	90	75
White	94	96	97	100	98

**District Priority:**

1A

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

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

**Campus Objective:**

By May 2010, we will increase the percentage of students demonstrating proficiency on TAKS social studies as follows (or greater):

AA, H, ED = 90%; W = 100%

**Formative/Summative Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	<p>1</p> <p>Provide meaningful lessons that:</p> <ul style="list-style-type: none"> <li>• focus on TEKS/TAKS objectives</li> <li>• follow the district's scope and sequence</li> <li>• are consistently monitored, evaluated, and adjusted as data dictates</li> <li>• are differentiated to meet the needs of all learners</li> <li>• engage learners through the use of research-based instructional strategies</li> <li>• integrate the use of technology</li> </ul>	AR; CE; T	All Students	Principal; DI; Appraiser; DC/TLs; Social Studies Teachers; AVID Teachers	Curriculum Guide; DC/TLs; Technology Helping Teacher; Technology Liaison	Daily

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	2	Incorporate effective questioning strategies into lessons (high-cognitive level questions, increasing wait time, extending student responses).	AR	All Students	Principal; DI; Appraiser; DC/TLs; Social Studies/AVID Teacher	DI; DC/TLs; Helping Teachers	Daily
	3	Extend lessons so that students frequently operate at high levels on Bloom's Taxonomy (application, synthesis, analysis, evaluation) and at the complex levels of Erickson's Structure of Knowledge (concepts and principles/generalizations).	AR; CE	All Students	Principal; DI; Appraiser; DC; TL; Social Studies/AVID Teachers	DI; DC/TLs; Helping Teachers	Daily
	4	Design and present lessons that follow research-proven teaching strategies such as those described in <i>Understanding by Design</i> and <i>Classroom Instruction That Works</i> .	AR; CE	All Students	DC/TLs; Social Studies/AVID Teachers	Noted texts	Ongoing
	5	Provide weekly feedback to students upon completion of assignments/assessments.	AR; CE	All Students	Social Studies/AVID Teachers	Student work	Daily
	6	Utilizing interactive test questions to assess mastery of content and test taking strategies.	AR	All Students	Social Studies/AVID Teachers	Student grades, SFA data	Test days
	7	Use signature lessons as designed and indicated in the curriculum guide.	AR	All 8 <sup>th</sup> Grader Students	8 <sup>th</sup> grade Social Studies Teachers; AVID Teachers	Curriculum Guide; Lesson Plans	As indicated in scope and sequence
	8	Monitor each student's progress using interactive notebooks to ensure effective use of this tool,	AR; CE	All 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> grade	Social Studies/AVID	Interactive student	Ongoing

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	emphasizing and allowing students opportunities to evaluate and synthesize information throughout the learning process.		students	Teachers; DC/TLs; Appraiser; DI;	notebooks; Lesson Plans; PDAS Walk-throughs	
9	Provide flexible regrouping and additional time for students who are struggling with social studies objectives.	AR; CE	Identified 8 <sup>th</sup> grade students	8 <sup>th</sup> grade Social Studies/AVID teachers; AAHT's	Student grades; SFA Data	Every 3 or 6 weeks
10	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district SFAs.	AR; CE	All students	Principal; DI; Social Studies/AVID Teachers; AAHTs	Gradebook; SFA data	Every 3 or 6 weeks
11	Identify gaps in students' background knowledge in social studies early in the school year and use direct vocabulary instruction to accelerate growth.	AR	All students	Social Studies/AVID Teachers	CFISD academic vocabulary	Ongoing
12	Focus on essential questions to gauge prior knowledge and direction of class to identify gaps in student learning.	AR	All students	Social Studies/AVID Teachers	Essential questions	Ongoing
13	Provide calculated and planned extended learning opportunities through: <ul style="list-style-type: none"> <li>• advisory</li> <li>• tutorials</li> <li>• AVID Tutoring</li> <li>• peer tutoring</li> <li>• extended-day learning</li> <li>• Social Studies Blitz</li> </ul>	AR; CE	Identified students	Admin.; AAHT; Social Studies/AVID Teachers	Student Rosters	Daily and semi-monthly; Spring Semester
14	Implement the X-Cell Program, which is an incentive program designed to encourage student academic and behavioral success by providing award system designed to accelerate over-all achievement.	AR	All Students	AAHTs; Teachers; AVID Teachers	Assessments, grades, and conduct data	Every 6 weeks

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Teachers	1	Conduct frequent walk-throughs with teacher feedback of social studies classrooms to check for the following: <ul style="list-style-type: none"> <li>Students working collaboratively using discussion strategies while defending their answers.</li> <li>Challenge students with inquiry and problem-based learning activities that reinforce critical TEKS.</li> <li>Teachers modeling think-alouds.</li> </ul>	AR; CE	Social Studies Teachers	Principal; DI; Appraiser; DC/TLs; Helping Teachers	Classroom observations	Ongoing
	2	Schedule helping teachers to work with grade-level teams on planning and modifying lessons to target identified struggling learners.	SD	Social Studies PLCs	Principal; DI; DC/TLs	AA & DI Helping Teachers	Weekly
	3	Schedule BBR helping teacher/liaison to work with new teachers on improving classroom instruction and management, lab activities, and student engagement for all learners.	SD	New SS Teachers	Principal; DI; Helping Teachers; BBR Liaison; DC/TLs	BBR Helping Teachers; BBR Liaison	Weekly
	4	Provide opportunities for teachers to analyze student data, create relevant and aligned lessons, and investigate best practices.	SD	Social Studies PLCs	Principal; DI; DC/TLs	TAKS/SFA data; teacher tests; curriculum; TEKS	Ongoing
	5	Use SS district Wikispace as a collaborative tool to share ideas and provide feedback on lessons.	SD	Social Studies/ AVID Teachers	Curriculum Coordinator; D.I.; Teachers	Wikispaces monitoring	Ongoing
	6	Strongly encourage all social studies teachers to participate in staff development opportunities that focus on rigor, relevance, and relationships. Such opportunities include: District Share Sessions, Cy-Fair Council for Social Studies, Building Better Relationships, Capturing Kids' Hearts, PLCs, and Quantum Learning, History Alive!, Geography Alive!	SD	Social Studies Teachers; AVID Teachers	Principal; DI; Social Studies Teachers; AVID Teachers	DI; Staff Development Liaison; CFLMS	Ongoing
Parents	1	Keep parents up-to-date on their child's progress through current PIV postings, phone calls, emails, and teacher web pages.	PI; AR; T	Parents of identified students	Teachers; Hispanic Liaison	Samples of student work; PIV; Progress Reports/	Weekly

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Parents						Report cards; Webpage training/set-up	
	2	Encourage parents of at-risk students to attend opportunities provided to enrich their child's education.	PI; AR	Parents of identified students	Teachers; Principal; DI; Counselors; Assistant Principals; AAHTs; Hispanic Liaison; Mentors	Sign in sheets, automated phone system, website, newsletter	Ongoing
	3	Utilize Hispanic Liaison to promote involvement of Hispanic parents in school activities and the educational process of their children.	PI; AR	Hispanic Parents	Hispanic Liaison	Phone logs; announcement of event; Homework Hotline	Ongoing

## \*Legend

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

## CIP PART II: ASSURANCE ADDENDUM

### Watkins Middle School 2008 – 2009 Campus Improvement Plan Cypress-Fairbanks Independent School District

#### Section A

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

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

## CIP PART II: ASSURANCE ADDENDUM

### Section B

<b>Membership Composition of the Campus Performance Objectives Council</b>	
<b>Name of CPOC Member</b>	<b>Position</b>
Martinez, José	Principal
Allen, Deborah	Teacher 1 AVID
Boyle, Kathy	Teacher 2 Electives
Hahn, Walter	Teacher 3 Special Education
Himmatramka, Alka	Teacher 4 Science
Jaronitzky, June	Teacher 5 Social Studies
Luza, Paula	Teacher 6 Physical Education
Roberts, Margaret	Teacher 7 Language Arts
Smith, Talena	Teacher 8 Math
Watzek, Ruth	Teacher 9 Reading
Button, Robin	Non-teaching professional 1 Diagnostician
Follmar, Carrie	Non-teaching professional 2 Counselor
Gamble, Ginger	Non-teaching professional 3 Academic Achievement Helping Teacher
Horner, Glenda	Non-teaching professional 4 Director of Instruction
McLeod, Cindy	Non-teaching professional 6 Nurse
Nguyen, Truc	Non-teaching professional 7 Academic Achievement Helping Teacher
Panettiere, Pamela	Non-teaching professional 8 Media Specialist
Vaglienty, John	Non-teaching professional 9 Assistant Principal
Valdez, Donna	Non-teaching professional 10 Paraprofessional
Heath, Celeste	Parent
Parker, Shelly	Community resident
Sprague, Larry	Business representative 1
Green, Kathy	Business representative 2

**CIP PART II: ASSURANCE ADDENDUM**

<b>CPOC Meetings* for '08 – '09</b>			
<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
1	July 29, 2008	9:00 a.m. – 1:00 p.m.	Watkins Room 109
2	September 17, 2008	3:30 – 4:30 p.m.	Watkins Room 109
3	November 17, 2008	3:30 – 4:30 p.m.	Watkins Room 109
4	January 26, 2009	3:30 – 4:30 p.m.	Watkins Room 109
5	March 30, 2009	3:30 – 4:30 p.m.	Watkins Room 109

\* 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.

## 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
<b>X</b>	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.
<b>X</b>	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.
<b>X</b>	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by <b>25%</b> .	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.
<b>X</b>	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at <b>50%</b> .	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.

## CIP PART II: ASSURANCE ADDENDUM

<b>X</b>	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by <b>25%</b> 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 <b>Watkins Middle School</b> .	Implement and monitor the school-wide safety and security plan.
<b>X</b>	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above <b>70%</b> .	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.
<b>X</b>	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at <b>100%</b> .	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.
<b>X</b>	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be <b>0.2%</b> or less with no student group exceeding <b>0.2%</b> .	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 <b>XX%</b> .	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 <b>XX%</b> .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide

## CIP PART II: ASSURANCE ADDENDUM

					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 <b>XX%</b> .	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 <b>XX%</b> .	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 <b>XX%</b> .	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) <b>XX%</b> .	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

## CIP PART II: ASSURANCE ADDENDUM

### Section D

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

## CIP PART II: ASSURANCE ADDENDUM

<b>Watkins Middle School Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009</b>			
<b>Date</b>	<b>Audience</b>	<b>Responsible for Planning</b>	<b>Purpose/Content</b>
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	
5-Aug (P.M.)	GLT/AMS	Elementary	
4-Aug (P.M.)	GLT/AMS	Secondary	
5-Aug (A.M.)	Safety Conference	District Administrative Staff	
12-Aug	Department Chair and Team Leader		
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Campus	
19-Aug	All Staff	Campus	
20-Aug	All Staff	Campus	
21-Aug	Elementary/Secondary	District Staff	
22-Aug	All Staff	Campus	
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
16-Feb	All Staff	Campus	
13-April *	All Staff	Campus	
4-June	All Staff	Campus	