

2009-2010
Campus Improvement Plan
for
LABAY MIDDLE SCHOOL
Cypress-Fairbanks Independent School District

Learn. Love. Lead. Labay.



Mission Statements

Cypress-Fairbanks Independent School District Mission Statement

The district will provide the environment and learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society and in the workplace. The Cypress-Fairbanks ISD graduate will exhibit the following attributes:

- Effective Communicator;
- Competent Problem-solver;
 - Self-directed Learner;
- Responsible Citizen; and
 - Quality Producer.

Labay Middle School Mission Statement

We as Labay Eagles,
Envision everything worth having is worth working hard for
Accept our mistakes and learn from them
Give thanks for the positive things in our lives
Live and think at the highest levels
Eagerly overcome challenges standing between us and success
Show respect for ourselves, our peers, our families, our school, and our community
Celebrate our differences
Realize we are each responsible for our own actions and no one else's
Encourage each other
Embrace learning
Dedicate ourselves to excellence

Labay Middle School 2009-10 Comprehensive Needs Assessment Summary

The staff at Labay Middle School includes 97 teachers, 26 paraprofessionals, and 12 administrators. The student population is 32% White, 17% African American, 41% Hispanic, 10% Asian, and .06% Native American. Forty percent of students who attend Labay Middle School qualify for free or reduced lunch. The mobility rate for Labay Middle School students is 11.6%.

In accordance with Texas state legislative requirements, the staff at Labay Middle School conducted a comprehensive needs assessment for the 2009-10 school year. The needs assessment was conducted to identify gaps in student achievement and other areas for improvement. The information used to conduct the needs assessment included the data from the 2009 Texas Assessment of Knowledge and Skills (TAKS), mobility, discipline, attendance, and teacher retention data.

A student group with fewer than seventy-five percent students passing in a given TAKS-tested content area is identified as a priority. Based on the review of the data, several priority areas were identified that will be addressed in the 2009-10 school year including: African American students in 7th grade math (74%) and 8th grade science (71%); Hispanic students in 7th grade math (74%) and 8th grade science (69%); students who are economically disadvantaged in 6th grade math (74%) and 7th grade math (74%); students who are receiving special education services in 6th grade math (58%), 7th grade math (54%), 7th grade reading (54%), 7th grade ELA/W (45%), 8th grade math (68%), and 8th grade science (22%); and students with limited English proficiency (LEP) in 6th grade reading (73%), 6th grade math (57%), 7th grade reading (48%), 7th grade math (51%) with M1 (73%), and 8th grade science (33%) with M1 (67%) . Best practices will be used to address the areas of need in the content area(s) and student group(s) identified. Strategies to address the need in these areas are delineated in Part I of the campus improvement plan.

Labay Middle School staff will implement behavioral strategies to reduce the number of discipline incidents related to inappropriate physical contact in the 2009-10 school year. Additionally, efforts will be made to improve the rate of attendance for all student groups including, African American (96.4%), Hispanic (96.3%), White (96.2%), and students who are economically disadvantaged (96.1%). Efforts will also be made to increase teacher retention at Labay Middle School.

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA Writing	Percentile increase in TAKS reading commended student performance: 6 th grade AA (3%), H (1%), SpEd (5%); 7 th grade AA (1%) and H (2%); and 8 th grade AA (1%) and LEP (1%) Percentile increase in 7 th grade TAKS writing commended student performance: W 92%) and SpEd (12%)	TAKS
		Math	Percentile increase in TAKS math commended student performance: 6 th grade AA (4%), H (5%), ED (6%); 7 th grade SpEd (5%) and LEP (10%); and 8 th grade LEP (6%)	TAKS
		Science	Percentile increase in 8 th grade TAKS science commended student performance: AA (8%) and ED (3%)	TAKS
		Social Studies	Percentile increase in 8 th grade TAKS social studies commended student performance: AA (2%), ED (2%); W (1%) and LEP/M1 (7%)	TAKS
	Subgroups	All	8 th grade SS 97%; 8 th grade math 90%; 6 th grade reading 95%; 8 th grade reading 98%; 7 th grade writing 95%	TAKS
		AA	8 th grade SS 98%; 6 th grade reading 96%; 7 th grade reading 90%; 8 th grade reading 95%; 7 th grade writing 94%	TAKS
		H	8 th grade SS 93%; 6 th grade reading 92%; 8 th grade reading 95%; 7 th grade writing 93%	TAKS
		W	8 th grade SS 98%; 6 th grade math 92%; 7 th grade math 93%; 8 th grade math 95%; 6 th grade reading 97%; 7 th grade reading 96%; 8 th grade reading 98%; 7 th grade writing 96%	TAKS
		ED	8 th grade SS 93%; 6 th grade reading 92%; 8 th grade reading 97%; 7 th grade writing 93%	TAKS
		LEP	8 th grade reading 92%	TAKS
SE	8 th grade SS 96%	TAKS		

STP	Area	Indicator	Description of Activity	Evidence of Success
	Social/ Emotional	Discipline		
		Extracurricular & Co-curricular	<ul style="list-style-type: none"> • 8th “A” Football-South Zone Champions; undefeated for 2 years • 8th Boys’ Track-3rd at District • 7th Girls’ Track-2nd at District • Girls’ 8th “B” Basketball and 7th “A” Basketball-South Zone Champions • Girls’ 7th “B” and “C”-South Zone Champions • 8th Grade Cross Country • 10 student positions in the CFISD Honor Band • 6 student positions in the TMEA All-District Band • 9 student positions in the TMEA All-Region Band • 1 student position in the TMEA All-Region Orchestra • 113 First-Division medals for superior performances at the CFISD Solo & Ensemble Contest • Houston Livestock Show and Rodeo School Art Competition: 2nd place, 5 finalists, Best of Show, and Gold Medal Winner • Concert I Band - Superior ratings in both Concert and Sightreading (Sweepstakes) • Symphonic Band - Superior ratings in both Concert and Sightreading (Sweepstakes) for the 16th year in a row • Concert I Band - Superior rating at the Festival at the Falls with 6 Outstanding Section awards • Symphonic Band - Superior rating at the Festival at the Falls with 6 Outstanding Section awards • 55 division one Choir medals earned at solo and ensemble • 10 all region choir members • 2 choirs earning sweepstakes ratings at UIL Concert & Sightreading Contest • 6th Grade Choir earned division one rating at Choral Festival • Boys’ Choir named 2009 Honor Choir by Texas Music Education Association • 7 students selected for the 2009 Texas Choral Directors Association Honor Choir • Philharmonic and Symphonic Orchestra earned UIL Superior ratings in Sign Reading • 6 students positions in All Region Orchestra; two students made first alternates. • 60% of the orchestra students earned Superior Ratings on their solos and ensembles; 35% earned Excellent ratings. • One violinist won a spot to perform in a Masterclass with the famous violinist, Leila Josefowicz at Jones Hall. 	District, Zone, and State Recognitions & Titles
		Other		

STP	Area	Indicator	Description of Activity	Evidence of Success
Teacher	Professional Development		Labay continued its pursuit of digital staff development through the use of wikispace professional learning communities. Teachers were able to earn 40+ hours of staff development on our home campus.	Labay Eagles Wikispace
	Qualifications		100% of Labay Teachers are Highly Qualified in their content areas.	SBEC Certification and HQ Reports
Parent	Community Awareness & Involvement		Prepared to start the 2009-2010 school year, Schoolwires teacher web pages were created by all teachers in June, 2009.	Schoolwires Teacher Web Pages and Training Logs

Area of Focus: Campus Culture

District Priority:

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

Campus Performance Objective:

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

Formative Evaluation:

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

STP	Strategies		Target Group	Person(s) Responsible	Resources	Timeline
Students	1	PBIS will be incorporated into the campus culture for students to ensure a safe, well-managed school environment.	All Students	Principal, Teachers, Staff, and PBIS Leadership Team	PBIS Training Materials, Matrix, Acknowledgements	Ongoing
Teachers	1	Train the following key teams on the six Organizational Health Leadership Beliefs, focusing on Adaptation. <ul style="list-style-type: none"> • Administrative Team • Department Chairs • Team Leaders • OH Team 	A- Team; DCs; TLs; OH Team	Principal	OH Team – Janett Akerman, Katherine Bargas, Lori Platz, Charlie Muckleroy, Angie Yurch, Carolyn Vines (TL), and TBD.	August and September, 2009
	2	PBIS will be incorporated into the campus culture for teachers, and staff to gain a unified understanding and approach to a safe, well-managed school environment. Students, teachers, and staff will develop an understanding of the PBIS Matrix through varied instructional opportunities and activities to earn acknowledgments.	All Staff	Principal, Teachers, Staff, and PBIS Leadership Team	PBIS Training Materials, Matrix, Acknowledgements	Ongoing
	3	a. Six key faculty members will participate in a district sponsored, one-day Enhancing Leadership Effectiveness Workshop to be held in July, 2009. Team will review OHI principles and beginning planning for the 2009-2010 school year.	OH Team	Principal	OH Team – Janett Akerman, Katherine Bargas, Lori Platz, Charlie Muckleroy, Angie Yurch, Carolyn Vines (TL), and TBD.	July, 2009
	4	The OH Team and Administrative Team will help incorporate Adaptation skills into the day-to-day operations of Labay Middle School. Specific strategies will be established for getting open and honest feedback from all members. <ul style="list-style-type: none"> a. August in-service presentation to introduce Adaptation to staff. b. Breakout staff groups to determine strategies to increase adaptation skills. c. Feedback Presentation regarding staff nominated activities for the year. Staff will vote on activities that each individual can personally support. d. OH Team will compile the activities and present them for approval to CIP at September meeting. e. The OH Team will be available at the request of the DC/TL, to assist in finding healthy ways to resolve “adaptation” issues on their teams. 	All teachers and staff	Principal OH Team	Total Staff	2009-2010 school year September 2009
Parents	1	PBIS expectations will be shared with parents on a weekly basis to assist in making a home/school connection related to a safe, well-managed school environment.	A- Team;	Principal, Assistant Principals, DI,	PBIS Training Materials, Matrix, Acknowledgements	Ongoing

Area of Focus: Student Safety and Health

District Priority:

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

Health: Ensure that students understand their responsibility to behave in ways that cause them to be physically fit emotionally healthy, and drug free.

Campus Performance Objective:

- #1 Safety: For 2009-2010, discipline referrals for drugs, alcohol, and tobacco will be reduced by **50%** from the previous year.
- #2 Safety: For 2009-2010, the discipline referrals for i.e., excessive talking, acting out, classroom disruptions, language/refusing, etc will be reduced by **25%** from the previous school year.
- #2 Health: For 2009-2010, the campus will provide a coordinated school health and physical activity program in which 100% of the students participate.

Formative Evaluation:

Safety: District-developed Reports

Health: Fitnessgram Reports and Student Survey

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will participate in various safety drills (bus evacuation, crisis drills, fire drills) and random metal detector checks.	SD VP	All Students	Principal, Assistant Principals, DI, Crisis Committee, Teachers/Staff	Crisis Management Plan, Evacuation routes, Yellow crisis folders	Fall and spring semesters; Monthly
	2 Students will engage in Code of Conduct meetings to become acquainted with expectations, policies, and procedures in both August and January.	VP	All Students	Assistant Principals, Teachers	Code of Conduct band signature pages	August January
	3 Students will hear a presentation by guest speaker, Walter Kase--Holocaust survivor-- and his message of celebrating diversity.	VP	8 th Grade Students	Student Council Sponsors, Admin, 8 th Grade Teachers	Guest Speaker Request, Rosters	October
	4 Students will participate in activities during Red Ribbon Week that encourage a drug-free lifestyle.	VP	All Students	Principal, DI, Prevention Advocate, Assistant Principals, Counselors, Nurse, Teachers	Thematic Materials	Spring semester
	5 Health: Participate in SPARK and Healthy and Wise programs.	AR	All Students	Teachers	SPARK and Healthy and Wise Materials	Ongoing
Teachers	1 Labay staff members who are trained in CPR/AED will serve on a Crisis Committee to improve the Crisis Plan and serve as extra hands in emergency situations.	VP	Volunteer Staff	Principal, Assistant Principals, DI, Nurse, Counselors, Crisis Committee	Crisis Management Plan	Fall and spring semesters
	2 Labay staff members will receive training on the Crisis Management Plan, Child Abuse, and Suicide Prevention.	SD VP	All Staff	Principal, Assistant Principals, Counselors	Crisis Management Plan, Department meeting agenda	Initial training: August – September; Updates: fall and spring semesters
	3 Labay staff members will serve on a Crisis/Discipline/ Safety (CDS) Committee to analyze Labay's campus discipline data and possibly develop a school-wide expectations matrix. Committee members will also assist with the bus loading and	SD VP	All Staff and Students	Principal, DI, Assistant Principals, CDS Committee	Discipline data, "Going for the Gold" themes, Assigned	Fall and spring semesters

		front loading zones to keep students safe.				Zones	
	4	Labay staff members will receive specific training regarding discipline policies and procedures and how to remain in adherence with fire marshal regulations.	SD VP	All Staff	Principal, Assistant Principals	Presentation materials, Attendance roster	August
	5	Health: Present SPARK and Healthy and Wise lessons to students.	AR	All	Teachers	SPARK and Healthy and Wise Materials	Ongoing
Parents	1	Parents will be kept up-to-date regarding their students' discipline information through timely phone calls and discipline forms from administration and teachers.	PI	Parents of Identified Students	Administration, Teachers	Discipline forms, Parent Contact Logs	Ongoing

Area of Focus: Attendance and Dropout Rate

District Priority:

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

Campus Performance Objective:

- #1 For 2009-2010, the ADA student attendance will be at or above **97%**.
- #2 For 2009-2010, the dropout rate will be **0%** with no student group exceeding **0%**.

Formative/Summative Evaluation:

District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students with Excessive Absences (EA) will be paired with a teacher to track attendance to make up absences.	AR	Identified Students	Principal, Assistant Principals, Attendance Office, Attendance Committee Teachers	Tracking Sheets	Ongoing
Teachers	1	Teachers will maintain prompt and accurate attendance records.	T	All teachers	Principal, DI, Attendance Office	Pinnacle	Daily
	2	Teachers will serve on an Attendance Committee to work with individual students at risk of excessive absences (EA) to get them back on track.	AR	Volunteer teachers	Principal, Assistant Principals, Attendance office, Teachers, Attendance Officers	Attendance Officers, Tracking Sheets	Ongoing
Parents	1	Parents will be kept up-to-date on their child's attendance record (absences and/or tardies) through PIV, Phonemaster, and Compulsory attendance letters.	AR T PI T1	All Parents	Principal, DI, Assistant Principals, Teachers, Attendance Office	Pinnacle, Phonemaster	Daily; Fall and spring semesters
	2	Dropout recovery letters will be sent to the parents of all students on the dropout recovery list to their last known address. Phonemaster will duplicate the contact by calling guardian 1 and guardian 2 in both English and Spanish.	AR T PI T1	Parent of Identified Students	Principal, DI, Assistant Principals, Teachers, Attendance Office	Pinnacle, Phone-master	September

Area of Focus: Student Physical and Emotional Well-Being

District Priority:	Motivate students to strive for physical and emotional fitness and to embrace a drug-free lifestyle.
Campus Performance Objective:	#1 For the 2009-2010 school year, students will be motivated to strive for physical and emotional fitness and experience an increased connection to the school as a support system.
Formative/Summative Evaluation:	Campus-generated reports, surveys, and attendance rosters

STP	Strategies	Code s*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Incoming, new students will continue to be welcomed throughout the year through the <i>Be A Friend</i> program.	AR	Identified Students	Counselors, Buddy Students	List of Student Participants	Ongoing
	2	Behavioral issues of students with special circumstances will be addressed through non-traditional interventions including conflict resolution, small-group counseling, action plans, and mentors.	AR VP T1	Identified Students	Principal, Assistant Principals, DI, Counselors, AR Specialist, Teachers	Develop-mental Guidance Program, Discipline data	Ongoing
	3	Students failing foundation courses at progress report and report cards will be pulled for conferences to create individual plans for tutorials and increased use of specific study skills.	AR T1	Identified Students	Counselors, AR Specialist	Progress Reports and Report Cards	Every 3 or 6 weeks
	4	PBIS will be incorporated into the campus culture for students, teachers, and staff to gain a unified understanding and approach to a safe, well-managed school environment. Students will develop an understanding of the PBIS Matrix through varied instructional opportunities and activities to earn acknowledgments.	AR SD VP	All Students, All Staff	Principal, Teachers and Staff, PBIS Leadership Team	PBIS District and Campus Training Materials	Ongoing

STP	Strategies		Code s*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Teachers will create activities in which students and staff can participate to deepen understanding of the 2009-2010 school theme, "Learn. Love. Lead. Labay."	AR SD VP	All Students, All staff	Principal, DI, CIP/ CPOC, Assistant Principals, Counselors	Campus Committee Plans	Each six weeks
	2	Teachers and staff will improve at-risk students' chances for success and form trusting relationships between school personnel and students by participating in the Mentor Program.	AR SD VP T1	Volunteer Teachers and Staff, Identified Students	AR Specialist	TAKS/AMS/SFA data, Mentor Activities, Attendance rosters/logs	Kickoff: October; Fall and spring semesters
	3	Teachers will foster students' physical and emotional fitness. <ul style="list-style-type: none"> Introduce them to lifetime sports, activities, practices that promote wellness, and intramural opportunities. Foster students' sense of belonging by encouraging them to enroll in co-curricular and extracurricular activities. Encourage club attendance. Work with P.I.E. for sponsors of clubs for donations and help. 	AR VP	All Students	Principal, Assistant Principals, DI, Counselors, Nurse, Teachers, Coaches, Club sponsors, AR Specialist, Mentors	Attendance, Discipline placements, Athletics, Co-curricular	Ongoing
	4	Physical Education teachers will incorporate the Middle School Coordinated Health Curriculum into their PE classes to improve all areas of fitness—cardio respiratory, endurance, flexibility, muscular strength, and muscular endurance.	SD VP	PE Teachers	Principal, DI, PE teachers, PDAS Appraiser, Coordinator, Nurse	Curriculum Documents, Lesson Plans, Walk-throughs	Every 6 weeks
	5	Teachers and staff will receive PBIS training to successfully implement the components of the PBIS Matrix (S.O.A.R.: Safety, Ownership, Achievement, and Respect).	AR SD VP	All Staff	Principal, Teachers and Staff, PBIS Leadership Team	PBIS District and Campus Training Materials	August, Fall and spring semesters
Parents	1	Parents will be provided opportunities to be involved in the school system to garner greater success for their children through the Title I meetings, VIPS program, Eagle Express, Open House, Mentor/Parent Nights, Hispanic Parent Meetings, Electives Fair, and observation of child in any class.	AR PI T1	All Parents	Principal, Administration, Teachers, Title I Committee	VIPS forms, Phone-master, Written invitations. Title I Documents	Prior to the start of school; September; Fall and spring semesters

Area of Focus: College and Career Readiness

District Priority:

Help students plan for life beyond graduation (1B-7)

Campus Performance Objective:

Create a culture that prepares all students for a full-range of post-secondary options (2 or 4-year college, trade or technical school, the military or skilled employment) through structural, motivational, and experiential college and career preparatory opportunities

Formative Evaluation:

Reclassification, AP, Dual Credit, College-ready Graduate, and PGP Completion reports, PSAT, SAT and ACT data

STP	Strategies	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	The H2C program, in conjunction with Lone Star College, will offer a 2 year scholarship program geared toward the academic advancement of Hispanic and African American males.	H and AA Males	Counselors	Pamphlets	August
	2	Students will create a 4 year plan to satisfy their career objectives by making informed curriculum choices to be prepared for success beyond high school.	All Students	AAS Teachers, Counselors	District-generated AAS Curriculum	Fall and Spring Semesters
	3	Students will participate in the COIN program to gauge student strengths in order to best determine possible career options.	8 th grade Students	Counselors	COIN Program	Ongoing
	4	Students will be provided 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. Counselors and AAS teachers will work with students to determine possible career clusters for high school course work to ready them for college entrance and/or trades.	All Students	Counselors, AAS Teachers	District and Public Information Materials	Ongoing
Teachers	1	Teachers will incorporate components of the PBIS SOAR matrix with students as it applies to readying student for high school and beyond.	All Teachers	Principal, DI, APs, Counselors, Teachers	PBIS Training & Matrix, Teacher Materials	Ongoing
	2	AAS teachers will tie their content area curriculum (i.e. 4 year plans and college days) to relevant aspects of students' lives as it applies beyond the classroom.	All Teachers	AAS Teachers, Principal, DI, APs	Curriculum Planning Documents	Ongoing
Parents	1	Parents will be provided opportunities to be involved in the school system to garner greater success for their children through the Title I meetings, VIPS program, Eagle Express, Open House, Mentor/Parent Nights, Hispanic Parent Meetings, Electives Fair, and observation of child in any class.	All Parents	Principal, Administration, Teachers, Title I Committee	VIPS forms, Phone-master, Written invitations. Title I Documents	Prior to the start of school; September; Fall and spring semesters
	2	Parents will be provided information at parent meetings to foster and assist with sound curriculum choices to prepare students beyond high school. Information will include: <ul style="list-style-type: none"> • higher education admissions, • financial aid opportunities, 	All Parents	Counselors	District and Public Information Materials	Ongoing

	<ul style="list-style-type: none">• the TEXAS and Teach of Texas grant program,• COIN information results and website,• Participation in Duke University Talent Search,• Merit awards, and• Scholarships (athletic and merit).				
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Area of Focus: Science

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
8	All	478	80	33	443	85	32	83
8	AA	83	71	23	66	76	15	77
8	Hispanic	166	69	13	158	80	20	76
8	White	176	89	46	169	91	46	89
8	Eco. Dis.	137	75	17	133	74	14	80
8	SpEd	23	22	4	20	55	15	75
8	LEP	24	33	--	16	44	13	75
8	LEP M1	6	67	17	7	100	--	75
8	LEP M2	--	--	--	16	56	13	--

District Priority:

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

Campus Performance Objective:

#1 By May 2010, we will increase the percentage of students demonstrating proficiency on TAKS science by the amounts noted above or greater.

#2 By May 2010, we will increase the number of students earning commended on TAKS science by 5% or greater.

Formative/Summative Evaluation:

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

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Each struggling student will be assigned to a highly-qualified teacher who is fully certified and has a proven track record of accelerating students' science achievement.	AR T1	Identified Students	Principal, DI, APs, Counselors, DC, TLs	Rosters, TAKS and AMS/SFA data	Prior to first day of school and after each SFA
	2 Each student's progress in learning the critical TEKS will be monitored by examining results of teacher-made tests, grade distributions, and district SFA's.	AR T1	Identified Students	Principal, DI, APs, Science Teachers and Coach	Gradebook SFA data	Every 3 or 6 weeks
	3 Students will experience lessons that follow research-proven teaching strategies such as the ones described in <i>Marzano</i> and UbD using the 8 TSI (Tx. Science Initiative) strategies: <u>enhanced context</u> , <u>collaborative learning</u> , <u>questioning</u> , inquiry, manipulation, testing, instructional technology, and enhanced materials.	AR T SD T1	All Students	Science Teachers and Coach	<i>Marzano</i> , Tx. Science Initiative Strategies, <i>UbD</i>	Ongoing
	4 Students will be provided calculated and planned extended learning time through flexible regrouping and during the school day interventions during identified coaching periods with support from the department appraiser, content area teachers, and the department coach. Interventions will include special education students.	AR T T1	Identified Students	Admin., Science Teachers, and Coach	Student Rosters, TAKS and SFA Data	Daily and semi-monthly; Fall and Spring semester

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students Cont'd	5	Gaps in background knowledge will be addressed with vocabulary instruction as well as with other strategies (enhanced context, collaborative learning, and questioning strategies) that develop student understanding of underlying concepts.	AR T1	Identified Students	Admin., Science Teachers, and Coach	CFISD academic vocabulary	Ongoing
	6	Instruction and intervention efforts will be designed and purposefully planned specifically for LEP (Active, M1 and M2) and Economically Disadvantaged (ED) students using research-proven strategies to promote students' deep understanding of content and concepts and increase student success.	SD AR T T1	Identified LEP and ED Students	Principal, DI, Science Teachers, Coach, AR Specialist	TAKS and AMS/SFA data	Ongoing
	7	Students will be engaged in Science Boot Camp to review middle school TEKS.	AR T1	All 8 th grade students	Science teachers, Coach, AR Specialist	Teacher and District developed Intervention Curriculum	Spring semester
	8	The Retired Science Teacher (RST) program will provide identified 8 th grade science students weekly opportunities to receive specific, academic intervention as an extension of their classroom learning. Criteria used to determine student placement into the Science Pullout program includes: 1. Math TAKS scores (range 2114 - 2023) 2. Reading TAKS scores (range 2119 - 2009) 3. Economically Disadvantaged 4. Sub-Pop concerns yielded by campus data	AR T1	Identified 8 th Grade Students	Science Coordinator, Principal, DI, AR Specialist, Science DC	District developed RST Curriculum	October thru April
Teachers	1	DC, 3 grade level TL's, and Coach will meet three times in the first semester to vertically align: <ul style="list-style-type: none"> Critical academic vocabulary Research proven strategies for teaching specific objectives Use of data to identify learning gaps and plan activities for students who experience difficulty mastering concepts so that assistance is effective and timely Participation by all members of the science dept. in Extended Day Labay Super Camps and Sweet Successes 	AR T T1	ALL Students	Principal, DI, TL's, Science Coach	Minutes from the 3 meetings with action plans	Fall semester; Spring semester
	2	Science teachers and Coach will meet three times per week and will incorporate the following activities into planning: <ul style="list-style-type: none"> Data analysis and strategy planning through six weeks Data Digs so that information concerning attainment of TAKS content (SFA and teacher made assessments) are used to develop re-teaching activities followed by re-assessment. Planning re-grouping opportunities across the team to target remediation activities to areas of concern specific to student groups when students' needs are not homogeneous within classrooms. Specific lesson design for week Department meeting, which must include one component of training (LOTI, Quantum Learning, Understanding by Design, Collaborative Learning, Context Strategies, Questioning Strategies, or whatever the data dictates, etc.) 	AR T SD T1	ALL Students	Principal, DI, DC, TL, Science Teachers, Science Coach	Science Helping teacher, Technology helping teacher, Share sessions	Three times a week every week

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers Cont'd	All Science Lesson Plans will: <ul style="list-style-type: none"> • Focus on TEKS/TAKS • Follow the district scope and sequence • Include plans for frequent assessment (including pre-assessment strategies) of student understanding, including informal classroom questioning that focuses on causing students to think about content/concepts beyond the basic recall of information. • Be consistently monitored, evaluated, and adjusted as data dictates • Be 40% Lab based • Rely heavily on and include a variety of relevant and rigorous hands-on activities rather than worksheets 	AR T1	ALL students	Principal, DI, DC, TL's, Science Teachers, Science Helping Teacher, Technology Helping Teacher, Science Coach	Attendance at share sessions, Lesson plans, Curriculum Guide, Walkthroughs	Weekly
	Through Targeting Student Assistance (TSA), teachers and staff will address the needs of all students who are performing below grade level by conducting assessments, studying the data, selecting targeted strategies to design individualized plans, implementing plans in a timely manner, monitoring progress, and measuring effectiveness.	AR SD T1	Teachers of Identified Students	Principal, Assistant Principals, DI, Teachers, Science Coach, Counselors, Diagnostician, AR Specialist	ARD Paperwork, TSA Manual, Assessment data, Samples of student work, Progress Reports, Report Cards	Fall and spring semesters
	The AR Specialist and Science Coach will assist teachers with gathering, analyzing, and tracking student data. Time will be scheduled for core content teams to make student-specific plans for acceleration and intervention.	AR T1	Core Content Teams	DI, AR Specialist, Core Content Teams, Coach	Data Digs, AMS Data, Cognos reports, Intervention Plans	Every 6 weeks
	Teacher leaders will be selected from core content departments (reading, LA, math, science, and social studies) to lead the school-wide differentiated instruction (DI) efforts. Responsibilities include: <ul style="list-style-type: none"> ➤ Professional learning (workshops, planning meetings, classroom observations and feedback, coaching sessions, etc) provided by an ASCD faculty member and/or the campus level coach. ➤ Completion of classroom implementation activities. ➤ Maintain a reflective journal. ➤ Develop a classroom into a DI demonstration room so that peers can observe the DI strategies in action. ➤ Participate in professional learning activities with school-based subject area teams. ➤ Participate in self-assessments using the DI implementation rubric. ➤ Gather data of classroom-based student results to determine the impact DI has on student learning, disposition, and other student indicators of success. ➤ Collaborate with identified personnel to plan and lead school-based job-embedded professional learning focused on DI. ➤ Serve as a DI expert for ongoing DI integration into the teaching, learning, and leadership school culture including mentoring teachers new to the school. 	AR SD T1 T	All teachers	Principal, DI, APs, Core Content Teams, Coaches, ASCD, Content Coordinators, DI Leadership Team	DI Training and Implementation Materials	Ongoing

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Teachers Cont'd	7	A district-appointed content coach will work with teachers and students 4 days per week to improve students success through the following methods: <ul style="list-style-type: none"> Targeted Data Analysis Weekly Team Meetings Peer Coaching/Observations Modeling Highly Effective Instructional Strategies Flexible Student Regrouping and Intervention for reteaching and spiraling curriculum as well as providing extension activities Technology Integration Provide training and research to assist teams in the development of activities and strategies to enhance curriculum 	AR T1	Science Teachers	Admin., AR Specialist, Science Teachers, Coach	Data Digs, AMS Data, Cognos reports, Intervention Plans, Lesson Plans	Weekly
	8	Teachers will have access to newly-purchased library books to serve as instructional resources to enhance and deepen student connections with curriculum. Books purchased are specifically tied to and correlate with science TEKS in grades 6,7, and 8 with publication dates from 2006 to present.	T1	Science Teachers	Librarian, Title I Committee, Science Teachers	Title I Funds	October-purchase; Use-ongoing
Parents	1	Parents will be kept up-to-date on their child's recent triumphs and struggles through current PIV postings, phone calls, e-mails, and implementation of Schoolwires.	AR T PI	Parents of Identified Students	Science Teachers	Samples of student work, PIV, Progress Reports/ Report Cards, Web Page training/set-up	Weekly
	2	Encourage parents of at-risk students to attend Title I meetings, the mentor evening, Hispanic Forum, VIPS program, and other opportunities provided to enrich their child's education.	AR PI T1	Parents of Identified Students	Science Teachers, DI, AR Specialist, Counselors, Assistant Principals, Mentors, VIPS Liaison	Sign in sheets, Phonemaster, Website, Newsletter	Ongoing

Area of Focus: Mathematics

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
6	All	459	84	38	477	84	36	86
6	AA	69	77	28	67	79	24	81
6	Hispanic	187	78	26	183	77	21	82
6	White	158	92	46	178	90	47	95
6	Eco. Dis.	158	74	27	171	80	21	79
6	SpEd	19	58	5	21	62	19	75
6	LEP	35	57	9	44	70	16	75
6	LEP M1	11	91	18	12	75	17	94
6	LEP M2	6	83	33	14	71	21	85
7	All	482	83	23	473	82	25	85
7	AA	69	74	10	80	74	13	79
7	Hispanic	182	74	11	157	76	13	79
7	White	182	93	32	184	88	31	95
7	Eco. Dis.	170	74	12	144	76	14	79
7	SpEd	13	54	8	36	42	3	75
7	LEP	41	51	17	27	59	7	75
7	LEP M1	11	73	--	--	--	--	79
7	LEP M2	10	80	10	16	63	19	83
8	All	480	90	30	440	91	35	93
8	AA	84	86	20	64	83	20	87
8	Hispanic	165	83	18	157	87	25	85
8	White	177	95	37	170	95	47	97
8	Eco. Dis.	140	85	21	132	85	22	87
8	SpEd	19	68	5	19	58	11	75
8	LEP	24	58	13	14	57	7	75
8	LEP M1	6	100	--	7	100	29	100
8	LEP M2	--	--	--	16	88	19	--

District Priority:

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

Campus Performance Objective:

#1 By May 2010, we will increase the percentage of students demonstrating proficiency on TAKS mathematics by amounts noted above or greater.

#2 By May 2010, we will increase the number of students earning commended on TAKS math by 5% or greater.

Formative/Summative Evaluation:

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

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Each struggling student will be assigned to a highly-qualified teacher who is fully certified and has a proven track record of accelerating students' math achievement.	AR T1	Identified Students	Principal, DI, APs, DC, TLs Counselors,	Rosters, TAKS and AMS/SFA data	Prior to first day of school
	2 Students will experience lessons that follow research-proven teaching strategies such as the ones described in The Baker's Dozen, <i>Marzano</i> , Quantum Learning, and Differentiated Instruction (DI).	AR SD T1	Identified Students	Math Teachers, Coach AR Specialist, DI Teacher Leaders	The Baker's Dozen, Quantum Learning, DI, and Marzano's strategies; ASCD coaching materials	Daily
	3 Students will be provided activities that allow opportunities to work collaboratively and communicate mathematics on problems that require the use of problem-solving strategies.	AR SD T1	All Students	Math Teachers, Coach AR Specialist	Performance Assessments, Manipulatives Technology, Lesson Plans	Weekly
	4 Various student learning styles in the diverse classroom will be addressed by incorporating student use of technology and manipulatives. The district-appointed math coach and ASCD Differentiated Instruction coach will provide training and model these strategies with math teachers.	AR T SD T1	All Students	Math Teachers and Coach	Manipulatives DI materials	Weekly
	5 Students will be engaged by activities that use the adopted textbook and supplemental materials in mathematics.	AR SD CE T1	All Students	Math Teachers, Coach Technology Helping Teacher, Assistant Principals	Explore Learning, Smartboard, Airliners, PowerPoint, Math Manipulatives	Weekly
	6 Students will experience flexible regrouping opportunities that are effective and timely for reinforcement and additional assistance with re-teaching of critical TEKS. Activities will ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement provide meaningful opportunities for growth so that needs will be specifically targeted.	AR T T1	Identified Students	Admin., Math Teachers, and Coach	Student Rosters, TAKS and SFA Data, G:drive activities	Daily and semi-monthly; Fall and Spring semester

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students Cont'd	7	Identified students will be assigned to AR Specialist for extended learning opportunities.	AR T1	Identified Students	Math Teachers, AR Specialist	AMS Data	Weekly : October - April
	8	Students will be provided calculated and planned extended learning time through flexible regrouping and during the school day interventions during identified coaching periods with support from the department appraiser, content area teachers, and the department coach. Interventions will include special education students.	AR T1	All Students	Math Teachers, Coach, DI, AR Specialist	Student grades, SFA data	Weekly
	9	Students in grades 6-8 who were unsuccessful on the 2009 spring Math TAKS will be enrolled in Math Labs as a second, additional math course. One 6 th grade section, three 7 th grade sections, and five 8 th grade sections exist in the master schedule.	AR T1	Identified Students	Counselors, Math Teachers, Coach, DI, Principal, DC, Team Leaders	Class Rosters, TAKS Data	Prior to the first day of school
	10	Gaps in students' background knowledge in math will be identified early, and direct vocabulary instruction will be used to accelerate growth.	AR T1	Identified Students	Math Teachers and Coach	CFISD academic vocabulary	Ongoing
	11	Students will complete an on-line Diagnostic TAKS test to identify students achieving below grade level in math. Specific plans will be put into place to fill in individual student gaps and ensure greater student success and mastery of critical TEKS.	AR T T1	Identified Students	DI, Counselors, AR Specialist	Diagnostic TAKS materials, Computer labs	September
	12	Each student's progress in learning the critical TEKS will be monitored by examining results of teacher-made tests, grade distributions, and district SFA's.	AR T1	Identified Students	Principal, DI, APs, Science Teachers and Coach	Gradebook SFA data	Every 3 or 6 weeks
Teachers	1	Teachers will incorporate Quantum Learning techniques into daily lessons. Teachers new to the district will attend Quantum Learning training.	AR SD T1 CE	Math Teams and New Math Teachers	Math Teachers, Coach, DI	Quantum Learning Techniques, Compensatory Funds	Daily; Within first year of teaching
	2	Math teams will meet two times per week and will incorporate the following activities into team planning: <ul style="list-style-type: none"> Discuss effective teaching strategies and implementation of these strategies. Data analysis and strategy planning. Specific lesson design including the Differentiated Instruction model. Design questions that promote higher-level thinking, engaging activities, and effective instructional strategies. 	AR T1	Math Teams	Department Head, Team Leaders, Coach	Sign in sheet, Agenda	Bi-Weekly

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers Cont'd	3 A district-appointed content coach will work with teachers and students 4 days per week to improve students success through the following methods: <ul style="list-style-type: none"> Targeted Data Analysis Weekly Team Meetings Peer Coaching/Observations Modeling Highly Effective Instructional Strategies Flexible Student Regrouping for reteaching and spiraling curriculum as well as providing extension activities through interventions such as SFA Knockouts Technology integration and training Provide training and research to assist teams in the development of activities and strategies to enhance curriculum 	AR T1	Math Teachers and students	Admin., AR Specialist, Math Teachers, Coach	Data Digs, AMS Data, Cognos reports, Intervention Plans, Lesson Plans	Weekly
	4 Math teams will examine TAKS data, SFA data, and unit tests to make adjustments to lessons and/or incorporate extra time into instruction in order to offer timely interventions for struggling students. This data analysis, the resulting plan, and ongoing evaluation will be tracked using six weeks Data Dig forms.	AR T T1 SD	Math Teams and Coach	Department Head, Team Leaders, AR Specialist, PDAS appraiser	Sign in sheet, Agenda, Data Dig Reflection documents, Lesson plans	Bi-weekly; Every 6 weeks
	5 Math teachers will use released TAKS questions with students to analyze problems and answer choices.	T1	Math Teams	Department Head, Team Leaders, Coach	Lesson plans, Released TAKS	Weekly
	6 Math teachers will attend staff development and share sessions that provide strategies, resources, and/or activities proven successful to increase student success with Math concepts.	SD CE T1	Math Teams and Coach	Department Head, Curriculum Coordinator	Share session	When Available
	7 Various student learning styles in the diverse classroom will be addressed by incorporating student use of technology and manipulatives. The district-appointed math coach and ASCD Differentiated Instruction coach will provide training and model these strategies with math teachers.	AR T SD T1	All Students	Math Teachers and Coach	The Baker's Dozen, Quantum Learning & Marzano's strategies	Weekly
	8 Through Targeting Student Assistance (TSA), teachers and staff will address the needs of all students who are performing below grade level by conducting assessments, studying the data, selecting targeted strategies to design individualized plans, implementing plans in a timely manner, monitoring progress, and measuring effectiveness.	AR SD T1	Teachers of Identified Students	Principal, Assistant Principals, DI, Teachers, Coach, Counselors, Diagnostician, AR Specialist	ARD Paperwork, TSA Manual, Assessment data, Student work, Progress Reports, Report Cards	Fall and spring semesters

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Teachers Cont'd	9	Teacher leaders will be selected from core content departments (reading, LA, math, science, and social studies) to lead the school-wide differentiated instruction (DI) efforts. Responsibilities include: <ul style="list-style-type: none"> ➤ Professional learning (workshops, planning meetings, classroom observations and feedback, coaching sessions, etc) provided by an ASCD faculty member and/or the campus level coach. ➤ Completion of classroom implementation activities. ➤ Maintain a reflective journal. ➤ Develop a classroom into a DI demonstration room so that peers can observe the DI strategies in action. ➤ Participate in professional learning activities with school-based subject area teams. ➤ Participate in self-assessments using the DI implementation rubric. ➤ Gather data of classroom-based student results to determine the impact DI has on student learning, disposition, and other student indicators of success. ➤ Collaborate with identified personnel to plan and lead school-based job-embedded professional learning focused on DI. ➤ Serve as a DI expert for ongoing DI integration into the teaching, learning, and leadership school culture including mentoring teachers new to the school. 	AR SD T1 T	All teachers	Principal, DI, APs, Core Content Teams, Coaches, ASCD, Content Coordinators, DI Leadership Team	DI Training and Implementation Materials	Ongoing
	10	The AR Specialist and math coach will assist teachers with gathering, analyzing, and tracking student data. Time will be scheduled for core content teams to make student-specific plans for acceleration and intervention.	AR T1	Core Content Teams	DI, AR Specialist, Core Content Teams, Coach	Data Digs, AMS Data, E-list updates, Intervention	Every 6 weeks
Parents	1	Parents will be kept up-to-date on their child's recent triumphs and struggles through current PIV postings, phone calls, e-mails, and implementation of Schoolwires.	AR T PI T1	Parents of Identified Students	Math Teachers	Samples of student work, PIV, Progress Reports/Report Cards, Web Page training/set-up	Weekly
	2	Encourage parents of at-risk students to attend Title I meetings, mentor evening, Hispanic Forum, VIPS program, and other opportunities provided to enrich their child's education.	AR PI T1	Parents of Identified Students	Math Teachers, DI, AR Specialist, Counselors, APs, Mentors, VIPS Liaison	Sign in sheets, Phone-master, Website, Newsletter	Ongoing

Area of Focus: Reading

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
6	All	458	95	47	474	94	49	97
6	AA	69	96	39	67	99	36	97
6	Hispanic	186	92	37	181	91	36	95
6	White	159	97	55	177	95	59	98
6	Eco. Dis.	155	92	34	170	91	35	95
6	SpEd	21	81	19	21	81	14	84
6	LEP	33	73	15	41	78	20	79
6	LEP M1	11	100	27	12	100	33	100
6	LEP M2	6	100	33	14	100	29	100
7	All	481	88	36	470	93	38	89
7	AA	69	90	25	78	83	24	93
7	Hispanic	181	80	23	155	91	21	83
7	White	182	96	48	185	97	50	97
7	Eco. Dis.	169	79	20	143	88	23	83
7	SpEd	13	54	--	35	54	11	75
7	LEP	40	48	15	25	60	--	75
7	LEP M1	11	82	18	--	--	--	85
7	LEP M2	10	90	10	16	94	6	93
8	All	485	98	52	445	98	62	99
8	AA	85	95	45	63	98	44	97
8	Hispanic	167	98	39	160	96	54	99
8	White	179	98	59	171	99	75	99
8	Eco. Dis.	145	97	39	132	96	46	98
8	SpEd	22	82	23	19	79	37	85
8	LEP	24	92	21	17	76	20	95
8	LEP M1	6	100	33	7	100	14	100
8	LEP M2	--	--	--	16	100	31	--

District Priority:

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

Campus Performance Objective:

#1

By May 2010, we will increase the percentage of students demonstrating proficiency on TAKS Reading by amounts noted above or greater.

#2

By May 2010 we will increase the number of students earning commended on TAKS reading by 5% or greater.

Formative Evaluation:

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

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will experience lessons that follow research proven strategies (such as Quantum Learning, <i>Marzano</i> , and Differentiated Instruction) to increase student success on the following TAKS reading objectives: 1. Basic Understanding 2. Literary Elements 3. Analysis Using Reading Strategies 4. Analysis using Critical-thinking Skills	AR SD T1	All Students	Teachers, DI, AR Specialist, ESL Helping Teacher	TAKS/AMS / SFA data/SRI Data	Every 3 or 6 weeks SRI administered 4 times per year
	2 Students will be placed in the Read 180 program to assist struggling learners (those who have failed TAKS, first-time TAKS takers, or who have been placed) to be able to work independently and have appropriate peer interactions.	AR T SD T1	Identified Students	Teachers, Helping Teachers, DI, Reading Coordinator	TAKS scores, SFA, SRI	Fall and spring semesters
	3 Students will engage in enriched, extended learning opportunities through Sweet Success for on-level learners and SPED who need additional motivation to reach commended status. Level I students will receive intervention during class time to motivate to reach commended status through additional learning opportunities (i.e. flexible regrouping) and direct instruction.	T T1	Identified students	Reading Teachers, AR Specialist, DI	TAKS scores, SFA data, SRI data	Spring semester
	4 Students who have failed TAKS will be provided calculated and planned extended learning time during before and after school tutorials, Title III, Reading Extended Day and ARIP, with specific focus given to ESL/LEP populations. This tutoring will be in addition to the regular reading class.	AR T1	Identified Students	Reading Teachers, AR Specialist, DI, ARIP tutor	Student Rosters, AMS/TAKS/SFA data	Daily; Fall semester; Spring semester
	5 Students in grade 6 who have failed TAKS, are GPC placements, or first-time TAKS takers will be assigned to a Grade 6 Reading Workshop class where direct instruction lesson plans will target areas that have proven difficult for students.	AR T1	Identified Students	Reading Teachers, DI, Counselors, AR Specialist	Student Rosters, AMS/TAKS/SFA data	August and ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students Cont'd	6	Students who did not meet minimum expectations on the 2008 Reading TAKS will be assigned to a reading class in order to receive acceleration and intervention.	AR CE T1	Identified 7 th and 8 th Gr Students, 6 th gr previous year TAKS failures	Principal, DI, Counselors, Diagnostician, Reading Teachers	TAKS/AMS data, Master Schedule	Prior to the first day of school; Ongoing as new students register
	7	Each struggling student will be assigned to a highly-qualified teacher who is fully certified and has a proven track record of accelerating students' reading achievement.	AR T1	Identified Students	Principal, DI, APs, DC, TLs Counselors,	Rosters, TAKS and AMS/SFA data	Prior to first day of school
	8	Gaps in students' background knowledge in Reading will be identified early, and direct vocabulary instruction will be used to accelerate growth.	AR T1	Identified Students	Reading Teachers	Academic vocabulary, SRI	Ongoing
	9	Students will complete the Scholastic Reading Inventory (SRI) to establish a baseline for reading students in grades 6-8 in order to gauge current lexile measures so that teachers can help students select appropriately challenging reading materials, accelerate student learning, and track student progress. The SRI will be given four times per year.	AR T SD	All Reading Students	DI, Reading Teachers	SRI Tests, S.A.M. Reports	Fall semester (2 times); Spring semester (2 times)
	10	Students will experience flexible regrouping opportunities for reinforcement and re-teaching of critical TEKS and reading TAKS objectives.	AR T1	All Students	LA and Reading Teachers, DI, AR Specialist	Student grades, SFA data, TAKS, data	Spring semester
	11	District-identified SSI students (with Reading TAKS scores below 2100 as well as up to 3 questions beyond 2100) who are not enrolled in a reading class will participate in a Reading Rescue program with their Language Arts teachers for an extended intervention.	AR T1	Identified 7 th and 8 th Grade Students	LA Teachers, AR Specialist, DI	TAKS data	Spring Semester
Teachers	1	Teachers will continue to use SFA, SRI, and Scholastic Achievement Monitor (SAM) data to monitor student progress and routinely conference with students to target student areas in need of improvement by increasing instructional time, providing tutoring, and showing students how to improve their reading and make connections between and among text selections.	AR T T1	Reading Teachers	DI, AR Specialist	Gradebook, SFA data, SRI, 7 th and 8 th grade teacher made tests	Every 3 or 6 weeks
	2	Through Targeting Student Assistance (TSA), teachers and staff will address the needs of all students who are performing below grade level by conducting assessments, studying the data, selecting targeted strategies to design individualized plans, implementing plans in a timely manner, monitoring progress, and measuring effectiveness. Teachers will strive to find specific strategies.	AR SD T1	Teachers of Identified Students	Principal, Assistant Principals, DI, Teachers, Counselors, Diagnostician, AR Specialist	ARD Paperwork, TSA Manual, Assessment data, Samples of student work, PR, RC, SRI, SFA data	Fall and spring semesters

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers Cont'd	3 Teachers will provide direct instruction of summarization, inferencing, and main idea; teachers will scaffold instruction to include: <ul style="list-style-type: none"> • Showing students models of effective summaries. • Writing teacher-led group summaries with think alouds. • Providing multiple opportunities to write summaries. • Conducting analysis of answers for TAKS questions. • Require students to support their answers to questions, verbal and written, with evidence from text. 	AR T1	Reading and LA Teachers	Reading and LA Teachers, DI, Appraiser	Curriculum Guide, Released TAKS	Ongoing
	4 Reading teams will conduct Data Digs to identify students who need additional instruction and target specific learning needs through the use of data. <ul style="list-style-type: none"> • 6th grade reading teachers may use reading SFA data. • 7th and 8th grade reading teachers will collaborate with language arts teachers to review data from the SFAs administered through LA classes. 	AR T SD T1	Reading and LA Teachers	DI, AR Specialist, Reading and LA Teachers	Data Dig Reflection Sheets, Attendance Log	Every 6 weeks
	5 Teachers will attend district staff development to address effective teaching strategies, reading engagement, active involvement, and structured context.	AR SD	All Teachers and Staff	Principal, DI, ISC Staff Development	Training packet and notes, Attendance roster	August
	6 A reading technology coach will serve Labay as part of the Differentiated Instruction team in order to work with teachers in the reading department with district, state, and campus goals and student programs involving technology.	AR SD T T1	Reading Teachers	Principal, DI, APs, Coach	Department Minutes and Training Materials	Ongoing
	7 Teachers will employ the use of before, during, and after reading strategies that are highly engaging for students in the ELAR classrooms to improve questioning strategies, and to increase collaboration opportunities for students to talk about texts.	AR T1	Reading and LA Teachers	LA Teachers, DI, Appraisers	Scope and Sequence, Curriculum Documents	Ongoing
	8 The AR Specialist will assist teachers with gathering, analyzing, and tracking student data. Time will be scheduled for core content teams to work with the AR Specialist to make student-specific plans for acceleration and intervention.	AR T1	Core Content Teams	DI, AR Specialist, Core Content Teams	Data Digs, AMS Data, E- list updates, Intervention Plans	Every 6 weeks

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers Cont'd	<p>Teacher leaders will be selected from core content departments (reading, LA, math, science, and social studies) to lead the school-wide differentiated instruction (DI) efforts. Responsibilities include:</p> <ul style="list-style-type: none"> ➤ Professional learning (workshops, planning meetings, classroom observations and feedback, coaching sessions, etc) provided by an ASCD faculty member and/or the campus level coach. ➤ Completion of classroom implementation activities. ➤ Maintain a reflective journal. ➤ Develop a classroom into a DI demonstration room so that peers can observe the DI strategies in action. ➤ Participate in professional learning activities with school-based subject area teams. ➤ Participate in self-assessments using the DI implementation rubric. ➤ Gather data of classroom-based student results to determine the impact DI has on student learning, disposition, and other student indicators of success. ➤ Collaborate with identified personnel to plan and lead school-based job-embedded professional learning focused on DI. ➤ Serve as a DI expert for ongoing DI integration into the teaching, learning, and leadership school culture including mentoring teachers new to the school. 	AR SD T1 T	All teachers	Principal, DI, APs, Core Content Teams, Coaches, ASCD, Content Coordinators, DI Leadership Team	DI Training and Implementation Materials	Ongoing
	<p>Teachers will focus reading of literature instruction on critical TEKS, concepts, and process skills taught through the reading selections. Focus will be on the TEKS associated with the literature and reading skills.</p>	AR	LA Teachers	LA Teachers, DI, Appraiser	Curriculum Documents, Literature text	Ongoing
	<p>In accordance with HB 2237 regarding Texas Middle School Fluency Assessment (TMSFA), teachers will receive training on how to administer the TMSFA in order to:</p> <ul style="list-style-type: none"> • Administer a diagnostic assessment to: students in grade 7 who did not meet passing standard on grade 6 TAKS or TAKS-A Reading and/or students entering CFISD in grade 7 without a TAKS score. *SRI scores may be used for grade 7 missing TAKS scores to determine if they need the TMSFA. • Provide intensive reading instruction and intervention to these students based on assessment results and monitor student progress and effectiveness of the interventions every two weeks. *Students not in a reading class will receive their interventions from their LA teachers. • Administer the TMSFA during the first six weeks of school to students who scored 2100 and below on the grade 6 TAKS Reading. • Test these students three times annually, based on student need determined by the TMSFA results, during the first, third, and fifth six weeks periods. 	AR SD T1	Identified Students, LA and Reading Teachers	Principal, DI, LA and Reading Teachers	TMSFA Training and Assessment Materials, Intervention Logs and Data	Fall

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Parents	1	Keep parents up to date on their child's recent triumphs and struggles through current PIV postings, phone calls, emails, or Schoolwires.	AR T PI T1	Parents of Identified Students	Reading Teachers	Samples of student work, Parent Contact Logs	Weekly
	2	Encourage parents of at-risk students to attend Title I meetings, mentor evening, Hispanic Forum, VIPS program, and other opportunities provided to enrich their child's education.	AR PI T1	Parents of Identified students	Reading Teachers, DI, AR Specialist, Counselors, Assistant Principals, Mentors, VIPS Liaison	Sign in sheets, Phone-master, Web site, Newsletter	Ongoing
	3	Use Scholastic Achievement Monitoring reports to inform parents of students' reading progress on SRI tests and READ 180 progress.	AR PI T T1	Parents of Identified students	Reading Teachers	SAM reports	Ongoing

Area of Focus: ELA/Writing

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
7	All	474	95	37	472	94	43	97
7	AA	69	94	23	79	89	28	96
7	Hispanic	176	93	18	156	92	28	95
7	White	180	96	54	185	96	52	97
7	Eco. Dis.	166	92	19	147	90	26	95
7	SpEd	11	45	18	36	53	6	75
7	LEP	40	78	10	26	65	12	82
7	LEP M1	11	100	9	--	--	--	100
7	LEP M2	9	100	--	16	100	6	100

District Priority:

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

Campus Performance Objective:

- #1 By May 2010, we will increase the percentage of students demonstrating proficiency on TAKS Reading/ELA by amounts noted above or greater.
- #2 By May 2010, we will increase the number of students earning commended on TAKS writing by 5% or greater.

Formative Evaluation:

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

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	<p>To increase the numbers of 3's and 4's on the written composition, students will:</p> <ul style="list-style-type: none"> • review The TAKS Rubric. • analyze sample papers from the scoring guides to become acquainted in the qualities that distinguish a score point 4. • engage in lessons through direct instruction to improve introductions and conclusions. • connect with prewriting and fluency-building strategies to improve idea development 	AR	All students	Teachers, DI, Helping Teacher, LA Coordinators, AR Specialist	AMS Data Dig, SFA data, 6 Traits and TAKS rubrics	August; Each 6 weeks
	Gaps in students' background knowledge in writing will be identified early, and direct instruction lesson plans will be used to accelerate growth in writing skills that have proven difficult for students.	AR T1	Identified Students	LA Teachers	CFISD academic vocabulary	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students Cont'd	3	Students who need additional motivation to reach commended status will engage in enriched, extended learning opportunities through Sweet Success.	T T1	Identified Students	7 th Grade LA Teachers, AR Specialist, DI	Intervention logs, TAKS scores, SFA data	Fall and spring semesters
	4	Students will be provided calculated and planned extended learning time during before and after school tutorials, Title III intervention programs, Reading and Writing Intervention programs, ARIP, and Writing Right. Interventions will include special education students.	AR T1	Identified Students	7 th Grade LA Teachers, AR Specialist, DI	Student Rosters, AMS/TAKS/ SFA data	Daily; Fall semester; Spring semester
	5	Advanced ELL students will participate in an ESL co-teach model for Language Arts instruction. Activities will be linguistically accommodated specific to the individual students' needs.	AR T1	6-7-8 Advanced ELLs	Principal, DI, Counselors, LA/ESL Teachers	TELPAS/ LPAC data, Master Schedule	Prior to the first day of school; Ongoing as new students register
Teachers	1	Teachers will continue to use SFA data to target students' needs and address students' weak areas by increasing instructional time, providing tutoring, and showing students how to make connections between and among text selections.	AR T T1	LA Teachers	DI, AR Specialist	Gradebook, SFA data	Every 3 or 6 weeks
	2	Teachers will improve achievement level on Writing Objective 4, 5, and 6 by: <ul style="list-style-type: none"> providing students with direct instruction and practice of revision strategies through their own compositions. Routinely using focused sentence-combining activities with students. providing consistent writing conferences throughout the writing process for all students. 	AR SD T1	6 th & 7 th grade LA Teachers	DI, LA Coordinators	TAKS writing scores and samples	Every 6 weeks
	3	<ul style="list-style-type: none"> Through Targeting Student Assistance (TSA), teachers and staff will address the needs of all students who are performing below grade level by conducting assessments, studying the data, selecting targeted strategies to design individualized plans, implementing plans in a timely manner, monitoring progress, and measuring effectiveness. 	AR SD T1	Teachers of Identified Students	Principal, Assistant Principals, DI, Teachers, Counselors, Diagnostician, AR Specialist	ARD Paperwork, TSA Manual, Assessment data, Samples of student work, Progress Reports, Report Cards	Fall and spring semesters
	4	Language Arts teams will conduct Data Digs to identify students who need additional instruction and target specific learning needs through the use of data.	AR T SD T1	LA Teachers	DI, AR Specialist	Data Dig reflection sheets, Intervention logs	Every 6 weeks
	5	Use LA district grade level Wiki as a collaborative tool to share ideas and provide feedback on lessons and successful teaching strategies.	T SD	LA Teachers	LA Teachers, DI, PDAS Appraiser	LA District Wiki	Ongoing

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Teachers Cont'd	6	The AR Specialist will assist teachers with gathering, analyzing, and tracking student data. Time will be scheduled for core content teams to work with the AR Specialist to make student-specific plans for acceleration and intervention.	AR T1	Core Content Teams	DI, AR Specialist, Core Content Teams	Data Digs, AMS Data, E-list updates, Intervention Plans	Every 6 weeks
	7	Teacher leaders will be selected from core content departments (reading, LA, math, science, and social studies) to lead the school-wide differentiated instruction (DI) efforts. Responsibilities include: <ul style="list-style-type: none"> ➤ Professional learning (workshops, planning meetings, classroom observations and feedback, coaching sessions, etc) provided by an ASCD faculty member and/or the campus level coach. ➤ Completion of classroom implementation activities. ➤ Maintain a reflective journal. ➤ Develop a classroom into a DI demonstration room so that peers can observe the DI strategies in action. ➤ Participate in professional learning activities with school-based subject area teams. ➤ Participate in self-assessments using the DI implementation rubric. ➤ Gather data of classroom-based student results to determine the impact DI has on student learning, disposition, and other student indicators of success. ➤ Collaborate with identified personnel to plan and lead school-based job-embedded professional learning focused on DI. ➤ Serve as a DI expert for ongoing DI integration into the teaching, learning, and leadership school culture including mentoring teachers new to the school. 	AR SD T1 T	All teachers	Principal, DI, APs, Core Content Teams, Coaches, ASCD, Content Coordinators, DI Leadership Team	DI Training and Implementation Materials	Ongoing
	8	Teachers will employ methods to teach grammar effectively through writing instruction, the use of mentor texts, and engaging activities that require higher-level thinking.	AR T SD	LA Teachers	DI, LA Teachers, Assistant Principals	Curriculum Document and Resources	Ongoing
	9	Teachers will employ the use of before, during, and after reading strategies that are highly engaging for students in the LA classrooms to improve questioning strategies, and to increase collaboration opportunities for students to talk about texts.	AR T1	LA Teachers	LA Teachers, DI, Appraisers	Scope and Sequence, Curriculum Documents	Ongoing
	Parents	1	Keep parents up to date on their child's recent triumphs and struggles through current PIV postings, phone calls, emails, or Schoolwires.	AR T PI T1	Parents of Identified Students	LA Teachers	Samples of student work, Parent contact logs
2		Encourage parents of at-risk students to attend Title I meetings, mentor evening, Hispanic Forum, VIPS Program, and other opportunities provided to enrich their child's education.	AR PI T1	Parents of Identified Students	LA Teachers, DI, AR Specialist, Counselors, Assistant Principals, Mentors, VIPS Liaison	Sign in sheets, Phone-master, Web site, Newsletter	Ongoing

Area of Focus: Social Studies

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
8	All	478	97	57	437	97	57	98
8	AA	84	98	43	66	97	41	99
8	Hispanic	164	93	41	155	93	50	95
8	White	176	98	67	167	99	66	99
8	Eco. Dis.	138	93	44	132	94	42	95
8	SpEd	23	96	13	20	75	20	97
8	LEP	24	75	21	14	71	14	80
8	LEP M1	6	100	50	7	100	43	100
8	LEP M2	--	--	--	16	100	31	--

District Priority:

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

Campus Performance Objective:

- #1 By May 2010, we will increase the percentage of students demonstrating proficiency on TAKS social studies by amounts noted above or greater.
- #2 By May 2010, we will increase the number of students earning commended on TAKS social studies by 5% or greater.

Formative Evaluation:

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

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will be assessed using teacher designed tests that model appropriate TAKS format.	AR T	All Students 6-7-8	Social Studies Teachers	Student grades, SFA data	Test days
	2 Students will experience signature lessons as designed and where indicated in the curriculum.	SD	8	8 th grade Social Studies Teachers, DI	Curriculum Guide, Lesson Plans	As indicated in scope and sequence
	3 Each student's progress using interactive notebooks will be monitored to ensure effective use of this tool, emphasizing and allowing students opportunities to evaluate and synthesize information throughout the learning process.	SD	All Students 6-7-8	Social Studies Teachers, PDAS Appraiser, DI	Interactive student notebooks, Lesson Plans, PDAS walkthroughs	Ongoing
	4 Students will experience timely flexible regrouping opportunities to reinforce critical TEKS. Activities will ensure that specific, individual student needs will be targeted.	AR T1	Identified Students	Social Studies Teachers, AR Specialist, DI	Student grades, SFA Data	Every 3 or 6 weeks

Students Cont'd	5	Students will be provided calculated and planned extended learning time during before and after school tutorials, ESP, and History Academies (2), one for students who need additional instruction to pass TAKS and one for students identified as close to commended.	AR T T1	Identified 8 th Grade Students	Social Studies Teachers, Administrators, DI, AR Specialist	Student Rosters, AMS/SFA data	Daily; Spring semester
	6	Gaps in students' background knowledge in Social Studies will be identified early, and direct vocabulary instruction will be used to accelerate growth.	AR T1	Identified Students	Social Studies Teachers	CFISD academic vocabulary	Ongoing
	7	Students will utilize district supplied TAKS interactive warm-ups	T T1	All Social Studies Students	Social Studies teachers	Curriculum Guide, lesson plans	Ongoing
	8	Students will be provided an opportunity to attend a Social Studies Boot Camp day before TAKS, including special education students	T1	All 8 th grade students	Social Studies teachers	Student rosters	Spring semester
Teachers	1	All new teachers will attend History Alive training.	SD	New Social Studies Teachers	Principal, Department Head, Curriculum Coordinator	Certificate, PDR	Within 1 st year of teaching
	2	Teachers will perform Data Digs to disaggregate formative and summative assessment data (i.e. SFA, TAKS, teacher generated tests, etc.) and incorporate their findings into subsequent lesson planning, reteaching, spiraling, identifying students for intervention, etc.	AR T SD T1	Social Studies Teams 6-7-8	Social Studies Teachers, DI, PDAS Appraiser, AR Specialist	Data Dig forms, SFA, TAKS, and Test data	September; Every 3 or 6 weeks
	3	Teachers will plan activities that reflect the UbD enduring understandings in a manner that is relevant and engaging to students with increased rigor, integrating technology at high levels of thinking where appropriate.	T	Social Studies Teachers	Social studies Teachers, District Technology Helping Teacher, DI, PDAS Appraiser	Curriculum Guide, Technology Resources, Lesson Plans, Walk through forms	Every 6 weeks
	4	Through Targeting Student Assistance (TSA), teachers and staff will address the needs of all students who are performing below grade level by conducting assessments, studying the data, selecting targeted strategies to design individualized plans, implementing plans in a timely manner, monitoring progress, and measuring effectiveness.	AR SD T1	Teachers of Identified Students	Principal, Assistant Principals, DI, Teachers, Counselors, Diagnostician, AR Specialist	ARD Paperwork, TSA Manual, Assessment data, Samples of student work, Progress Reports, Report Cards	Fall and spring semesters
	5	Teachers will utilize the SFA results from the preceding year in the next grade at the beginning of the year to guide instruction. Through this effort, teachers will infuse strategies from the Differentiated Instructional model.	AR T T1	Social Studies Teachers	Social Studies Teachers, DI, AR Specialist	AMS Data Digs, Teacher Viewer, SFA data	September; Every 6 weeks

Teachers Cont'd	6	<p>Teacher leaders will be selected from core content departments (reading, LA, math, science, and social studies) to lead the school-wide differentiated instruction (DI) efforts. Responsibilities include:</p> <ul style="list-style-type: none"> ➤ Professional learning (workshops, planning meetings, classroom observations and feedback, coaching sessions, etc) provided by an ASCD faculty member and/or the campus level coach. ➤ Completion of classroom implementation activities. ➤ Maintain a reflective journal. ➤ Develop a classroom into a DI demonstration room so that peers can observe the DI strategies in action. ➤ Participate in professional learning activities with school-based subject area teams. ➤ Participate in self-assessments using the DI implementation rubric. ➤ Gather data of classroom-based student results to determine the impact DI has on student learning, disposition, and other student indicators of success. ➤ Collaborate with identified personnel to plan and lead school-based job-embedded professional learning focused on DI. ➤ Serve as a DI expert for ongoing DI integration into the teaching, learning, and leadership school culture including mentoring teachers new to the school. 	AR SD T1 T	All teachers	Principal, DI, APs, Core Content Teams, Coaches, ASCD, Content Coordinators, DI Leadership Team	DI Training and Implementation Materials	Ongoing
	7	Use SS district Wiki as a collaborative tool to share ideas and provide feedback on lessons.	T PD	Social Studies Teachers	Social Studies Teachers, DI, Appraiser	District Wiki	Ongoing
Parents	1	Parents will be kept up-to-date on their child's progress through current PIV postings, phone calls, weekly emails, Schoolwires, and/or wikispace as collaborative tools to share ideas and provided/illicit feedback.	AR T PI T1	Parents of Identified Students	Social Studies Teachers	Samples of student work, PIV, Progress Report/Report Cards, Web page training/set up	Weekly
	2	Encourage parents of at-risk students to attend Title I meetings, mentor evening, Hispanic Forum, VIPS Program, and other opportunities provided to enrich their child's education.	AR PI T1	Parents of Identified Students	Social Studies Teachers, DI, AR Specialist, Counselors, Assistant Principals, Mentors, VIPS Liaison	Sign in sheets, Phone-master, Website, Newsletter	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

Labay Middle School

Patricia Mooney

2009-2010

Campus Improvement Plan

Cypress-Fairbanks Independent School District

Section A

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

X	Labay Middle School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
X	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
	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 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)
	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.

CIP PART II: ASSURANCE ADDENDUM

X	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
X	The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Patty Mooney	Principal:
Tamara Meldahl	Director of Instruction
Chantelle Oswalt	Teacher 1: Science
Kristen Dunn	Teacher 2: Special Education
Alicia Cavazos	Teacher 3: PE
Rebecca Sliman	Teacher 4: Social Studies
Amber Singleton	Teacher 5: Language Arts
Rhonda Fitzgerald	Teacher 6: Math
Glenda Morrison	Teacher 7: Electives
Fran Cook	Teacher 8: Reading
Delia Baker	Non-teaching professional 1:
Cindy Hansen	Non-teaching professional 2:
Sharon Halliburton	Parent 1:
Charlotte Jordan	Parent 2:
Tina Weightman	Community resident 1:
Laura Meares	Community resident 2:
Danielle Adams	Business representative 1:
	Business representative 2:

CPOC Meetings* for '09 – '10			
#	Date	Time	Location
1	September 22, 2009	4:00 pm	Labay Library
2	November 18, 2009	4:00 pm	Labay Library
3	February 17, 2010	4:00 pm	Labay Library
4	April 14, 2010	4:00 pm	Labay Library
5	June 3 rd or 4 th , 2010	8:00-2:00 pm	Labay 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.

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 2009-2010, 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 2009-2010, 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 2009-2010, the percent of parents and community members attending VIPS meetings will increase by 10%.	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 2009-2010, 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 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.
X	5) Violence Prevention	For 2009-2010, the discipline referrals for offenses will be reduced by 50% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for excessive talking,	Implement and monitor the school-wide safety and security plan.

CIP PART II: ASSURANCE ADDENDUM

				acting out, classroom disruptions. language/refusing.	
X	6) Special Education	For 2009-2010, the percent of students meeting ARD expectations will be at or above 90%.	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 2009-2010, 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 2009-2010, the dropout rate will be 0% or less with no student group exceeding 0%.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2009-2010 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.

CIP PART II: ASSURANCE ADDENDUM

Section D

10 Components of a Title I Program

- ✓ 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

Labay Middle School Cypress-Fairbanks Independent School District Staff Development Plans 2009-2010			
Date	Audience	Responsible for Planning	Purpose/Content
August 3	Leadership Conference (8-10)	District Administrative Staff	
August 3	GLT/AMS (10-4)	District Administrative Staff	
August 4	Legal Conference (8-10)	District Administrative Staff	
August 11	Department Chair & Team Leader	Secondary Curriculum Staff	
August 13 & 14	New Staff Orientation	District & Campus Administrative Staff	
August 17	**Elementary and Secondary Campus	Campus Administrative Staff	
August 18	**Elementary and Secondary Campus	Campus Administrative Staff	
August 19	Secondary Campus	Campus Administrative Staff	
August 19	Elementary District (Adam-Keith)	Elementary Curriculum Staff	
August 20	Secondary District	Secondary Curriculum Staff	
August 20	Elementary District (Kirk-Yeager)	Elementary Curriculum Staff	
August 21	Elementary and Secondary Campus	Campus Administrative Staff	
October 12	Elementary Parent Conferences	Campus Administrative Staff	
October 12	Secondary District	Secondary Curriculum Staff	
January 4	Elementary District	Elementary Curriculum Staff	
January 4	**Secondary Campus	Campus Administrative Staff	
January 5	**Elementary and Secondary Campus	Campus Administrative Staff	
*February 15	Elementary and Secondary Campus	Campus Administrative Staff	
*June 3	Elementary and Secondary Campus	Campus Administrative Staff	

* Inclement Weather Days MAY NOT BE USED AS CTE.

** A campus may choose a maximum of two Campus Time Equivalency Days. No waiver is required; however, please notify the Staff Development office with the dates of your planned CTE days, if any.