

PLANO INDEPENDENT SCHOOL DISTRICT



Annual Report for 2007-2008 Campus Improvement Plan

**School-Based
Improvement
Committee**

Name of School: Frankford Middle School

School Based Improvement Committee Members

2006-2007

Pam Ryzman
Melissa Van Houten
Bonnie Mueller
Peggy Schmidt
Kathy Letchworth
Kaye St. Peter
Patrick Davis
Carlos Meekins
Renee William
Lois Schock
Janet Greene
Todd McConaughy

Renate Ferraro
Erin Bramblett
Carole Greisdorf
Steve Barrett
Ormie Melton
Susan Modisette
Lisa Barrett
Janice Furra

New members for 2007-2008

Ray Winkler
Robert Eppler
Misty Warren
Susan Rose
Karyn Wynne
Burt Smith
Joy Allington-Baum
Godwin Tsui

Meeting Dates 2007-2008

5-Nov-07
25-Mar-08
20-May-08

Public Meeting 2007-2008

25-Mar-08

Campus		Frankford Middle School 2007 - 2008					
	Goal	Plan Page Reference	Target	Range	Formative Measure	Summative Measure	
Reading							
All students	Proficiency rate will meet targeted expectations	1	93	92-93			
African American	Proficiency rate will meet targeted expectations	2,3	88	87-88			
Hispanic	Proficiency rate will meet targeted expectations	4,5	80	78-80			
White	Proficiency rate will meet targeted expectations	1	96	96-96			
Econ Disadv	Proficiency rate will meet targeted expectations	6,7	79	79-79			
Writing							
All students	Proficiency rate will meet targeted expectations	18,19	97	95-97			
African American	Proficiency rate will meet targeted expectations	20,21	94	89-95			
Hispanic	Proficiency rate will meet targeted expectations	22,23, 26,27	86	81-87			
White	Proficiency rate will meet targeted expectations	18,19	99	98-99			
Econ Disadv	Proficiency rate will meet targeted expectations	24,25	91	87-91			
Social Studies							
All students	Proficiency rate will meet targeted expectations	28	94	80-95			
African American	Proficiency rate will meet targeted expectations	29	89	64-87			
Hispanic	Proficiency rate will meet targeted expectations	30	85	60-92			
White	Proficiency rate will meet targeted expectations	28	97	87-97			
Econ Disadv	Proficiency rate will meet targeted expectations	31	87	66-82			
Mathematics							
All students	Proficiency rate will meet targeted expectations	8,9	92	92-94			
African American	Proficiency rate will meet targeted expectations	10, 11	81	83-90			
Hispanic	Proficiency rate will meet targeted expectations	16,17	80	82-86			
White	Proficiency rate will meet targeted expectations	8,9	95	95-97			
Econ Disadv	Proficiency rate will meet targeted expectations	14,15	74	86-87			
Science							
All students	Proficiency rate will meet targeted expectations	32	94	85-93			
African American	Proficiency rate will meet targeted expectations	33	81	67-84			
Hispanic	Proficiency rate will meet targeted expectations	34	80	73-81			
White	Proficiency rate will meet targeted expectations	32	95	90-96			
Econ Disadv	Proficiency rate will meet targeted expectations	35	74	73-75			
Attendance							
All students	Maintain an annual attendance rate of 96%	37	AEIS	Att Reports			

African American	Maintain an annual attendance rate of 96%	37	AEIS	Att Reports	
Hispanic	Maintain an annual attendance rate of 96%	37	AEIS	Att Reports	
White	Maintain an annual attendance rate of 96%	37	AEIS	Att Reports	
Econ Disadv	Maintain an annual attendance rate of 96%	37	AEIS	Att Reports	
Citizenship					
All students	Frankford students will demonstrate respect and responsibility in their every day actions.	36			

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Goal Indicator: READING: proficiency rate will meet targeted expectations

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Student Group: ALL Students

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Continue to provide Regular, Power, ESL, and Strategic reading classes to meet the instructional needs of all students at Frankford.	Reading, LA, SpEd teachers, counselors	8/07	MSP, variety of leveled reading materials provided by the district	
Support the reading incentive program that uses library resources	Librarian, reading, LA, and SpEd teachers	5/08	Variety of library books, reading log to monitor number of books read	
Continue to provide school-wide silent reading time during advisory to encourage and model reading	All teachers	9/07	magazines, newspapers, books	
Provide Book Talks to stimulate interest in reading	Librarian	1/08	Variety of books	
Utilize professional learning period for data analysis and development of instructional strategies to meet varying student	Renee Godi, Ray Winkler, Peggy	05/08	Professoinal learning material	

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Goal Indicator: Reading: proficiency rate will meet targeted expectations

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Student Group: African American

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Provide Computers@Home Program to students who qualify.	Reading, LA, SpEd teachers, counselors, administrators	2/08	Rebuilt computers from PISD	
Support the reading incentive program that uses library resources	Librarian, reading, LA, and SpEd teachers	5/08	Variety of library books, reading log to monitor number of books read	
Provide Book Talks to stimulate reading	Librarian	12/07	Variety of books	
Continue to provide school-wide silent reading time through advisory to encourage and model reading	All teachers	9/07	magazines, newspapers, books	
Continue to provide yearlong Power Reading classes for students based on district criteria	Reading, LA, SpEd teachers	8/07	MSP, variety of leveled reading materials	
Provide additional TAKS practice to reinforce strategies needed for reading comprehension	Reading, LA, SpEd teachers, Literacy	4/08	TAKS practice booklets	
Increase fluency and accuracy rate through intentional practice opportunities	Reading, LA, SpEd teachers	4/08	Variety of reading materials, fluency kit provided by district and CD.	
Increase the number of books by African American authors	Librarian	2/8	Books by African American authors	
Investigate adding Power 6 for 6th grade students	LA teacher/Literacy Specialist	12/07	Analyze data of 6th Title One Students	

Goal : Reading			2007-08	
Subgroup: Hispanic			Page 3 of 37	
Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Encourage using Recorded Books to enhance reading	reading teachers librarian	March-07	Books on CD or tapes	
Title One Reading for identified TAKS failures/at risk students in grades 6-8	Title One/Lit Specialist	12/07	Use data to identify and PAR materials	
Title One Parent/Child reading night	Title One/Lit Specialist	12/07	materials for parents to use at home	
Provide late Tutorial bus for bus riders who need tutoring	Administrators, Transportation	09/07	Buses available	
PAR training/support for LA teachers in grade 6	District coordinator, Literacy Specialists	09/07	Training materials, substitutes on training day	

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Goal Indicator: Reading: proficiency rate will meet targeted expectations

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Student Group: Hispanic

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Provide Computers@Home Program to students who qualify.	Reading, LA, SpEd teachers, counselors,	2/08	Rebuilt computers from PISD	
Support the reading incentive program that uses library resources	Librarian, reading, LA, and SpEd teachers	5/08	Variety of library books, reading log to monitor number of books read	
Provide Book Talks to stimulate reading	Librarian	12/07	Variety of books	
Continue to provide school-wide silent reading time through advisory to encourage and model reading	All teachers	9/07	magazines, newspapers, books	
Continue to provide yearlong Power Reading classes for students based on district criteria	Reading, LA, SpEd teachers	8/07	MSP, variety of leveled reading materials	
Provide additional TAKS practice to reinforce strategies needed for reading comprehension	Reading, LA, SpEd teachers, Literacy	4/08	TAKS practice booklets	
Increase fluency and accuracy rate through intentional practice opportunities	Reading, LA, SpEd teachers	4/08	Variety of reading materials, fluency kit provided by district and CD.	
Expand the number of books by Latino authors	Librarian	5/08	Books of Latino authors	
Investigate adding Power 6 for 6th grade students	LA teacher/Literacy Specialist	12/07	Analyze data of 6th Title One Students	

Goal : Reading			2007-08	
Subgroup: Hispanic			Page 5 of 37	
Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Encourage using recorded books to enhance fluency	reading teachers librarian	March-07	Books on CD or tapes	
Title One Reading for identified TAKS failures/at risk students in grades 6-8	Title One/Lit Specialist	12/07	Use data to identify and PAR materials	
Title One Parent/Child reading night	Title One/Lit Specialist	12/07	materials for parents to use at home	
Provide late Tutorial bus for bus riders who need tutoring	Administrators, Transportation	09/07	Buses available	
PAR training/support for LA teachers in grade 6	District coordinator, Literacy Specialists	09/07	Training materials, substitutes on training day	

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Goal Indicator: Reading: proficiency rate will meet targeted expectations

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Student Group: Economically Disadvantaged

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Provide Computers@Home Program to students who qualify.	Reading, LA, SpEd teachers, counselors,	2/08	Rebuilt computers from PISD	
Support the reading incentive program that uses library resources	Librarian, reading, LA, and SpEd teachers	Jan-07	Variety of library books, reading log to monitor number of books read	
Provide Book Talks to stimulate reading	Librarian	Dec-07	Variety of books	
Continue to provide school-wide silent reading time in advisory to encourage and model reading	All teachers	9/07	magazines, newspapers, books	
Continue to provide yearlong Power Reading classes for students based on district criteria	Reading, LA, SpEd teachers	8/07	MSP, variety of leveled reading materials	
Provide additional TAKS practice to reinforce strategies needed for reading comprehension	Reading, LA, SpEd teachers, Literacy	4/08	TAKS practice booklets	
Increase fluency and accuracy rate through intentional practice opportunities	Reading, LA, SpEd teachers	4/08	Variety of reading materials, fluency kit provided by district and CD.	
Investigate adding Power 6 to curriculum for 6th grade students	LA teacher/Literacy Specialist	Dec-07	Analyze data of 6th Title One Students	

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Goal Indicator: Reading

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Student Group: Economically Disadvantaged

Encourage using Recorded Books to enhance reading fluency	reading teachers, libra	Mar-08	Books on CD or tapes	
Title One Reading for identified TAKS failures/at risk students in grades 6-8	Title One/Lit Specialist	Dec-07	Use data to identify and PAR materials	
Title One Parent/Child reading night	Title One/Lit Specialist	Dec-07	materials for parents to use at home	

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	Document B		2007-2008	
Goal: Math: proficiency rate will meet targeted expectations				
			Page 8 of 37	
Student Group: All Students				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
Students in grades 6, 7 & 8 who do not show mastery on TAKS, or who have demonstrated marked weaknesses in math skills will be in a math block class which provides more time for instruction as well as remediation.	Jennifer Evans, Teresa Michelsen and Janet Greene	end of year	personnel, TAKS Coach, Better Test Scores, and old TAKS tests	
Teachers in grades 6, 7 & 8 will use SAS to identify the objectives students did not master the previous year. This information will be used to plan instruction that addresses the students' areas of need.	all math teachers	end of year	SAS	
First semester exam results will be analyzed to determine which objectives require further instruction/remediation to attain mastery.	all math teachers	end of year	semester exam results	
All students at FMS will take a TAKS diagnostic test in January. Students will be expected to attend targeted tutorials for any objective on which they failed to show mastery.	all math teachers	end of year	TAKS diagnostic test	
Analysis of MAP test data will be used to identify areas of weakness and appropriate remediation will be provided.	all math teachers	end of year	MAP test results	
TAKS formatted questions will be included on the weekly practice sheets and tests to familiarize students with the types of questions they will encounter on the TAKS test.	all math teachers	end of year	practice sheets	
Entrance requirements for honors classes have been changed to allow more students the opportunity to participate in the honors curriculum.	all math teachers	end of year	SAS, student records	
Students in grades 7 & 8 have the opportunity to participate in the AVID program which allows them the opportunity to participate in an honors course with the support of the AVID teacher and college and teacher tutors.	Kathy Letchworth, Allison Atchley and Karyn Wynne	end of year	AVID curriculum, college and teacher tutors	
Transportation will be available after tutorials Monday through Thursday so all students can attend tutorials.	Renee Godi	end of year	funding obtained through the high school initiative	

Campus Improvement Plan				
		Document B	2007-2008	
Goal: Math				
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Student Group: All Students				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
Adapt master schedule to allow for all math teachers to share professional learning period to tighten vertical alignmnet of instructional strategies	Renee Godi, Ray Winkler, Janet Greene	Aug 2007-on-going prof dev	master schedule, professional learning material	

Campus Improvement Plan				
	Document B		2007-2008	
Goal: Math: proficiency rate will meet targeted expectations				
			Page 10 of 37	
Student Group: African American Students				
Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Students in grades 6, 7 & 8 who do not show mastery on TAKS, or who have demonstrated marked weaknesses in math skills will be in a math block class which provides more time for instruction as well as remediation.	Jennifer Evans, Teresa Michelsen and Janet Greene	end of year	personnel, TAKS Coach, Better Test Scores, and old TAKS tests	
Teachers in grades 6, 7 & 8 will use SAS to identify the objectives students did not master the previous year. This information will be used to plan instruction that addresses the students' areas of need.	all math teachers	end of year	SAS	
First semester exam results will be analyzed to determine which objectives require further instruction/remediation to attain mastery.	all math teachers	end of year	semester exam results	
All students at FMS will take a TAKS diagnostic test in January. Students will be expected to attend targeted tutorials for any objective on which they failed to show mastery.	all math teachers	end of year	TAKS diagnostic test	
Analysis of MAP test data will be used to identify areas of weakness and appropriate remediation will be provided.	all math teachers	end of year	MAP test results	
TAKS formatted questions will be included on the weekly practice sheets and tests to familiarize students with the types of questions they will encounter on the TAKS test.	all math teachers	end of year	practice sheets	
Entrance requirements for honors classes have been changed to allow more students the opportunity to participate in the honors curriculum.	all math teachers	end of year	SAS, student records	
Students in grades 7 & 8 have the opportunity to participate in the AVID program which allows them the opportunity to participate in an honors course with the support of the AVID teacher and college and teacher tutors.	Kathy Letchworth, Allison Atchley and Karyn Wynne	end of year	AVID curriculum, college and teacher tutors	
Transportation will be available after tutorials Monday through Thursday so all students can attend tutorials.	Renee Godi	end of year	funding obtained through the high school initiative	
Computers at Home program offers students access to computers at home to help them with their schoolwork.	Renee Godi	ongoing	computers	

Campus Improvement Plan				
	Document B		2007-2008	
Goal: Math				
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Student Group: African American Students				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
Adapt master schedule to allow for all math teachers to share professional learning period to tighten vertical alignmnet of instructional strategies	Renee Godi, Ray Winkler, Janet Greene	Aug 2007- on-going prof dev	master schedule, professional learning material	
Incorporate Fast Math and other computer programs to faciliate learning of math objectives.	Math Teachers	ongoing	computers	

Campus Improvement Plan				
	Document B		2007-2008	
Goal: Math proficiency rate will meet targeted expectations				
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Student Group: Hispanic Students				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
Students in grades 6, 7 & 8 who do not show mastery on TAKS, or who have demonstrated marked weaknesses in math skills will be in a math block class which provides more time for instruction as well as remediation.	Jennifer Evans, Teresa Michelsen and Janet Greene	end of year	personnel, TAKS Coach, Better Test Scores, and old TAKS tests	
Teachers in grades 6, 7 & 8 will use SAS to identify the objectives students did not master the previous year. This information will be used to plan instruction that addresses the students' areas of need.	all math teachers	end of year	SAS	
First semester exam results will be analyzed to determine which objectives require further instruction/remediation to attain mastery.	all math teachers	end of year	semester exam results	
will be expected to attend targeted tutorials for any objective on which they failed to show mastery.	all math teachers	end of year	TAKS diagnostic test	
Analysis of MAP test data will be used to identify areas of weakness and appropriate remediation will be provided.	all math teachers	end of year	MAP test results	
TAKS formatted questions will be included on the weekly practice sheets and tests to familiarize students with the types of questions they will encounter on the TAKS test.	all math teachers	end of year	practice sheets	
Entrance requirements for honors classes have been changed to allow more students the opportunity to participate in the honors curriculum.	all math teachers	end of year	SAS, student records	
Students in grades 7 & 8 have the opportunity to participate in the AVID program which allows them the opportunity to participate in an honors course with the support of the AVID teacher and college and teacher tutors.	Kathy Letchworth, Allison Atchley and Karyn Wynne	end of year	AVID curriculum, college and teacher tutors	
Transportation will be available after tutorials Monday through Thursday so all students can attend tutorials.	Renee Godi	end of year	funding obtained through the high school initiative	
Computers at Home program offers students access to computers at home to help them with their schoolwork.	Renee Godi	ongoing	computers	
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Goal: Math				
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Student Group: Hispanic Students				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
Adapt master schedule to allow for all math teachers to share professional learning period to tighten vertical alignmnet of instructional strategies	Renee Godi, Ray Winkler, Janet Greene	Aug 2007-on going prof dev	master schedule, professional learning material	
Incorporate Fast Math and other computer programs to faciliate learning of math objectives.	Math Teachers	ongoing	computers	

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Goal: Math proficiency rate will meet targeted expectations				
			Page 14 of 37	
Student Group: Economically Disadvantaged Students				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
Students in grades 6, 7 & 8 who do not show mastery on TAKS, or who have demonstrated marked weaknesses in math skills will be in a math block class which provides more time for instruction as well as remediation.	Jennifer Evans, Teresa Michelsen and Janet Greene	end of year	personnel, TAKS Coach, Better Test Scores, and old TAKS tests	
Teachers in grades 6, 7 & 8 will use SAS to identify the objectives students did not master the previous year. This information will be used to plan instruction that addresses the students' areas of need.	all math teachers	end of year	SAS	
First semester exam results will be analyzed to determine which objectives require further instruction/remediation to attain mastery.	all math teachers	end of year	semester exam results	
All students at FMS will take a TAKS diagnostic test in January. Students will be expected to attend targeted tutorials for any objective on which they failed to show mastery.	all math teachers	end of year	TAKS diagnostic test	
Analysis of MAP test data will be used to identify areas of weakness and appropriate remediation will be provided.	all math teachers	end of year	MAP test results	
TAKS formatted questions will be included on the weekly practice sheets and tests to familiarize students with the types of questions they will encounter on the TAKS test.	all math teachers	end of year	practice sheets	
Entrance requirements for honors classes have been changed to allow more students the opportunity to participate in the honors curriculum.	all math teachers	end of year	SAS, student records	
Students in grades 7 & 8 have the opportunity to participate in the AVID program which allows them the opportunity to participate in an honors course with the support of the AVID teacher and college and teacher tutors.	Kathy Letchworth, Allison Atchley and Karyn Wynne	end of year	AVID curriculum, college and teacher tutors	
Transportation will be available after tutorials Monday through Thursday so all students can attend tutorials.	Renee Godi	end of year	funding obtained through the high school initiative	

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	Document B		2007-2008	
Goal: Math				
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Student Group: Economically Disadvantaged Students				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
Computers at Home program offers students access to computers at home to help them with their schoolwork.	Renee Godi	ongoing	computers	
Adapt master schedule to allow for all math teachers to share professional learning period to tighten vertical alignmnet of instructional strategies	Renee Godi, Ray Winkler, Janet Greene	Aug 2007-on-going prof dev	master schedule, professional learning material	
Incorporate Fast Math and other computer programs to faciliate learning of math objectives.	Math Teachers	ongoing	computers	

Campus Improvement Plan				
	Document B		2007-2008	
Goal: Math proficiency rate will meet targeted expectations				
			Page 16 of 37	
Student Group: ELL/LEP Students				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
Students in grades 6, 7 & 8 who do not show mastery on TAKS, or who have demonstrated marked weaknesses in math skills will be in a math block class which provides more time for instruction as well as remediation.	Jennifer Evans, Teresa Michelsen and Janet Greene	end of year	personnel, TAKS Coach, Better Test Scores, and old TAKS tests	
Teachers in grades 6, 7 & 8 will use SAS to identify the objectives students did not master the previous year. This information will be used to plan instruction that addresses the students' areas of need.	all math teachers	end of year	SAS	
First semester exam results will be analyzed to determine which objectives require further instruction/remediation to attain mastery.	all math teachers	end of year	semester exam results	
All students at FMS will take a TAKS diagnostic test in January. Students will be expected to attend targeted tutorials for any objective on which they failed to show mastery.	all math teachers	end of year	TAKS diagnostic test	
Analysis of MAP test data will be used to identify areas of weakness and appropriate remediation will be provided.	all math teachers	end of year	MAP test results	
TAKS formatted questions will be included on the weekly practice sheets and tests to familiarize students with the types of questions they will encounter on the TAKS test.	all math teachers	end of year	practice sheets	
Entrance requirements for honors classes have been changed to allow more students the opportunity to participate in the honors curriculum.	all math teachers	end of year	SAS, student records	

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	Document B		2007-2008	
Goal: Math				
			Page 17 of 37	
Student Group: ELL/LEP Students				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
Students in grades 7 & 8 have the opportunity to participate in the AVID program which allows them the opportunity to participate in an honors course with the support of the AVID teacher and college and teacher tutors.	Kathy Letchworth, Allison Atchley and Karyn Wynne	end of year	AVID curriculum, college and teacher tutors	
Transportation will be available after tutorials Monday through Thursday so all students can attend tutorials.	Renee Godi	end of year	funding obtained through the high school initiative	
Computers at Home program offers students access to computers at home to help them with their schoolwork.	Renee Godi	ongoing	computers	
ELL/LEP teachers offer math tutorials to give ELL/LEP students extra support.	Texanne McLeish and Mary South	end of year	personnel	
In grades 7 & 8 ELL/LEP teachers co-teach with the math teachers in order to make the ELL/LEP students successful in classroom.	Texanne McLeish and Mary South	end of year	personnel	
First year ELL/LEP students will take a sheltered CMP math class using side-by-side English/Spanish CMP books.	Texanne McLeish	end of year	English/Spanish CMP textbooks	
Adapt master schedule to allow for all math teachers to share professional learning period to tighten vertical alignment of instructional strategies	Renee Godi, Ray Winkler, Janet Greene	Aug 2007- on-going prof dev	master schedule, professional learning material	
Incorporate Fast Math and other computer programs to facilitate learning of math objectives.	Math Teachers	ongoing	computers	

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Goal: proficiency rate will meet targeted expectations

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Student Group: All Students

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Continue to incorporate critical thinking skills and higher level thinking strategies in class instruction and writing assignments	Classroom teacher	ongoing	Bloom's Taxonomy, middle school curriculum, TEKS, AVID Write Path materials.	
Continue to incorporate TAKS formatting and question stems in all tests and writing assignments	Classroom teacher	ongoing	Released TAKS, Region 10 resources, middle school curriculum	
Provide Practice Writing TAKS for all students	FMS staff	Jan. 08	Released TAKS copies, TAKS writing paper	
Analyze TAKS practice results, district, and class writing assessments to determine student strengths/weaknesses	7th grade Language Arts teachers	January/February 2008	Practice TAKS tests and objectives, writing samples, SAS data, and other district assessments	
Maintain writing portfolios in the classroom	Classroom teacher	ongoing	Writing samples, manila folders	
Set goals for student performance	Classroom teacher	ongoing	Writing portfolios	
Continue Cornell note taking system.	All teachers	ongoing	Staff training, middle school curriculum, Bloom's Taxonomy, TEKS, AVID Write Path materials	
Continue Socratic Seminars as discussion tool to generate ideas for writing assignments	All teachers	ongoing	Staff training, middle school curriculum, Bloom's Taxonomy, TEKS, AVID Write Path materials	
Share culturally diverse writing samples from a variety of authors and sources	Classroom teacher	ongoing	Middle school curriculum	
Continue to write on a variety of topics, for a variety of audiences, and for a variety of purposes	Classroom teachers	ongoing	Middle school curriculum, Region 10 resources, AVID Write Path materials	
Offer more students the opportunity to participate in Honors classes.	Classroom teachers	ongoing	Counselors, student records, SAS data, AVID program, tutors	
Strengthen vertical alignment and teacher awareness of prior writing skills	Department Chair and Classroom teachers	ongoing	Middle school curriculum, high school curriculum, SAS data	

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Goal: To improve writing performance

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Student Group: All Students

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Continue tutorials before and after school	Classroom teacher	ongoing	Determined by teacher and student needs	

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Goal: proficiency rate will meet targeted expectations				
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Student Group: African American				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
Continue to incorporate cultural and diverse learning styles and strategies within classroom instruction and writing assignments.	Classroom teacher	ongoing	TEKS, Middle school curriculum, Ruby Payne training, AVID Write Path materials	
Continue to incorporate critical thinking skills and higher level thinking strategies in class instruction and writing assignments	Classroom teacher	ongoing	Bloom's Taxonomy, TEKS, Middle school curriculum, AVID Write Path materials	
Continue to incorporate TAKS formatting and question stems in all tests and writing assignments.	Classroom teacher	ongoing	Released TAKS, TEKS, Region 10 sources	
Provide practice Writing TAKS	FMS staff	Jan-08	Copies of Released TAKS, TAKS style writing paper	
Analyze writing assignments and Practice TAKS results to determine student strengths/weaknesses	7th grade Language Arts teachers	January and February 2008	Writing samples, Practice TAKS, district and classroom exams, SAS data	
Maintain writing portfolios in the classroom	Classroom teacher	ongoing	Manila folders, writing samples	
Set goals for student performance	Classroom teacher	ongoing	Writing portfolios	
Continue to incorporate Cornell note taking system	Classroom teacher	ongoing	Staff training, middle school curriculum, Bloom's Taxonomy, TEKS, AVID Write Path materials	
Continue to incorporate Socratic Seminars as discussion tool to generate ideas for writing assignments	Classroom teacher	ongoing	Staff training, middle school curriculum, Bloom's Taxonomy, TEKS, AVID Write Path materials	
Share culturally diverse writing samples from a variety of authors and sources	Classroom teacher	ongoing	Middle school curriculum, Region 10 resources, AVID Write Path materials	
Continue to write on a variety of topics, for a variety of audiences, and for a variety of purposes	Classroom teacher	ongoing	Middle school curriculum, Region 10 resources, AVID Write Path materials	
Offer more students the opportunity to participate in Honors classes	Classroom teachers	ongoing	Counselors, student records, SAS data AVID program, tutors	

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	Document B		2007-2008	
Goal: To improve student writing skills and proficiency				
			Page 21 of 37	
Student Group: African American				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
Continue after school academic program	FMS staff	ongoing	District and classroom assessments	
Continue Computer at Home Program	Renee Godi	end of year	Computers	
Provide targeted TAKS tutorials	7th grade Language Arts teachers	January/February 2008	TEKS, released TAKS, Practice TAKS, writing samples	
Continue before and after school tutorials	Classroom teacher	ongoing	Determined by teacher and student needs	
Provide bus transportation after tutorials Monday through Thursday	Renee Godi	ongoing	Funding obtained through high school initiative	
Utilize professional learning period to analyze student data and incorporate instructional strategies to address skill gaps	Department Chair and Classroom teachers	ongoing	Middle school curriculum, SAS data, MAP scores, DesCartes Learning Continium	

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Goal: proficiency rate will meet targeted expectations

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Student Group: Hispanic

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Continue to incorporate cultural learning styles and strategies within classroom instruction and writing assignments.	Classroom teacher	ongoing	TEKS, Middle school curriculum, Ruby Payne training, AVID Write Path materials	
Continue to incorporate critical thinking skills and higher level thinking strategies in class instruction and writing assignments	Classroom teacher	ongoing	Bloom's Taxonomy, TEKS, Middle school curriculum, AVID Write Path materials	
Continue to incorporate TAKS formatting and question stems in all tests and writing assignments.	Classroom teacher	ongoing	Released TAKS, TEKS, Region 10 sources	
Provide practice Writing TAKS	FMS staff	Jan. 08	Released TAKS, TAKS style writing paper	
Analyze writing assignments and Practice TAKS results to determine student strengths/weaknesses	7th grade Language Arts teachers and ESL teachers	January/February '08	Writing samples, Practice TAKS, district and classroom exams, SAS data	
Maintain writing portfolios in the classroom	Classroom teacher	ongoing	Manila folders, writing samples	
Set goals for student performance	Classroom teacher	ongoing	Writing portfolios	
Continue to incorporate Cornell note taking system	Classroom teacher	ongoing	Staff training, middle school curriculum, Bloom's Taxonomy, TEKS, AVID Write Path materials	
Continue to incorporate Socratic Seminars as discussion tool to generate ideas for writing assignments	Classroom teacher	ongoing	Staff training, middle school curriculum, Bloom's Taxonomy, TEKS, AVID Write Path materials	
Share culturally diverse writing samples from a variety of authors and sources	Classroom teacher	ongoing	Middle school curriculum, Region 10 resources, AVID Write Path materials	
Continue to write on a variety of topics, for a variety of audiences, and for a variety of purposes	Classroom teacher	ongoing	Middle school curriculum, Region 10 resources, AVID Write Path materials	

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Student Group: Hispanic

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Continue to offer more students the opportunity to participate in Honors classes	Classroom teachers	ongoing	Counselors, student records, SAS data, AVID program, tutors	
Continue after school academic program	FMS staff	ongoing	District and classroom assessments	
Continue Computer at Home Program	Renee Godi	end of year	computers	

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Student Group: Economically Disadvantaged				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
Continue to incorporate cultural and diverse learning styles and strategies within classroom instruction and writing assignments.	Classroom teacher	ongoing	TEKS, Middle school curriculum, Ruby Payne training, AVID Write Path materials	
Continue to incorporate critical thinking skills and higher level thinking strategies in class instruction and writing assignments	Classroom teacher	ongoing	Bloom's Taxonomy, TEKS, Middle school curriculum, AVID Write Path materials	
Continue to incorporate TAKS formatting and question stems in all tests and writing assignments.	Classroom teacher	ongoing	Released TAKS, TEKS, Region 10 sources	
Provide practice Writing TAKS	FMS staff	Jan-08	Copies of Released TAKS, TAKS style writing paper	
Analyze writing assignments and Practice TAKS results to determine student strengths/weaknesses	Language Arts 7 teachers	January/February 2008	Writing samples, Practice TAKS, district and classroom exams, SAS data	
Maintain writing portfolios in the classroom	Classroom teacher	ongoing	Manila folders, writing samples	
Set goals for student performance	Classroom teacher	ongoing	Writing portfolios	
Continue to incorporate Cornell note taking system	Classroom teacher	ongoing	Staff training, middle school curriculum, Bloom's Taxonomy, TEKS, AVID Write Path materials	
Continue to incorporate Socratic Seminars as discussion tool to generate ideas for writing assignments	Classroom teacher	ongoing	Staff training, middle school curriculum, Bloom's Taxonomy, TEKS, AVID Write Path materials	
Share culturally diverse writing samples from a variety of authors and sources	Classroom teacher	ongoing	Middle school curriculum, Region 10 resources, AVID Write Path materials	
Continue to write on a variety of topics, for a variety of audiences, and for a variety of purposes	Classroom teacher	ongoing	Middle school curriculum, Region 10 resources, AVID Write Path materials	
Continue to offer more students the opportunity to participate in Honors classes.	Classroom teachers	ongoing	Counselors, student records, SAS data, AVID program, tutors	

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Student Group: Economically Disadvantaged				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
Continue after school academic program	FMS staff	ongoing	District and classroom assessments	
Continue Computer at Home Program	Renee Godi	year	Computers	
Provide targeted TAKS tutorials	Language Arts 7 teachers	Jan/Feb '08	TEKS, released TAKS, Practice TAKS, writing samples	
Continue before and after school tutorials	Classroom teacher	ongoing	Determined by teacher and student needs	
Provide bus transportation after tutorials Monday through Thursday	Renee Godi	ongoing	Funding obtained through high school initiative	
Utilize professional learning period to analyze student data and incorporate instructional strategies to address skill gaps	Department Chair and Classroom teachers	ongoing	Middle school curriculum, SAS data, MAP scores, DesCartes Learning Continium	

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Student Group: ELL/LEP

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Continue to incorporate cultural learning styles and strategies within classroom instruction and writing assignments.	Classroom teacher	ongoing	District In-Service, TEKS, Region 10 Resources, middle school curriculum, AVID materials for ELL/LEP	
Link writing instruction to prior knowledge	Classroom teacher	ongoing	teacher/student communication, writing samples, student's cumulative folder	
Utilize the writer's workshop model	Classroom teacher	ongoing	District Writer's Workshop training	
Maintain an active writing portfolio per student	Classroom teacher	ongoing	manila folders, student writing samples	
Set goals for student performance	Classroom teacher	ongoing	writing portfolios	
Use culturally diverse literature and writing samples with a theme relevant to the students' lives.	Classroom teacher	ongoing	Writer's Workshop materials, AVID Write Path materials, middle school curriculum	
Use culturally diverse literature that provides opportunities for focus on modeling the writer's craft	Classroom teacher	ongoing	Writer's Workshop materials, AVID Write Path materials, middle school curriculum	
Provide Practice Writing TAKS	FMS staff	January 2008	Released TAKS copies, TAKS writing paper	
Participate in a Writer's Workshop Pull Out Day to work on specific writing skills	Kaye St. Peter	Jan. or Feb. 2008	Writer's Workshop materials, AVID Write Path materials, middle school curriculum	
Continue before and after school tutorials	FMS staff	ongoing	Determined by teacher and student needs	
Offer more students the opportunity to participate in Honors classes	Classroom teachers	ongoing	Counselors, student records, SAS data, AVID program, tutors	
Continue Computer at Home Program	Renee Godi	end of year	computers	
Provide targeted TAKS tutorials	Kaye St. Peter	ongoing	Determined by teacher and student needs	
Provide bus transportation after tutorials Monday through Thursday	Renee Godi	ongoing	funding obtained through high school initiative	

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Student Group: ELL/LEP

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Utilize professional learning period to analyze student data and incorporate instructional strategies to address skill gaps	Department Chair and Classroom teachers	ongoing	Middle school curriculum, SAS data, MAP scores, DesCartes Learning Continium	

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Goal: Social Studies proficiency rate will meet targeted expectations				
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Student Group: All students				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
1) Identify 7th and 8th grade students who need TAKS remediation for social studies	Counselors and teachers	ongoing	staff time and access to student files, TAKS tests	
2) Continue to utilize social studies tests that are formatted in the TAKS format at ALL grade levels	Social Studies staff	ongoing	Middle School curriculum	
3) Emphasize TAKS objectives in each grade level that are vertically aligned and emphasize the lessons that teach objectives	Social Studies staff	ongoing	Middle School curriculum, staff time to meet for vertical teaming and planning	
4) Utilize TAKS item analysis to determine objectives that are student strengths and those that are weaknesses	Social Studies staff	yearly	Previous TAKS test results broken down by objective	
5) 8th grade students identified as needing TAKS remediation will attend required TAKS tutorials January - April	8th grade SS staff, counselor	yearly	staff time, TAKS practice worksheets and tests	
6) Use technology to improve skills and reinforce content	Social Studies staff	ongoing	Technology, Middle School curriculum, library	
7) Implement Exit Strategies to improve summarization skills	Social Studies staff	ongoing	staff time, instruction in methodology, PLP time	

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Goal: Social Studies proficiency rate will meet targeted expectations				
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Student Group: African American				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
1) Identify 7th and 8th grade students who need TAKS remediation for social studies	Counselors and teachers	ongoing	staff time and access to student files, TAKS tests	
2) 8th grade students identified as needing TAKS remediation will attend required TAKS tutorials January - April	8th grade SS staff, counselor	yearly	staff time, TAKS practice worksheets and tests	
3) Use technology to improve skills and reinforce content	Social Studies staff	ongoing	Technology, Middle School curriculum, library	
4) Encourage parent support and involvement to promote success on TAKS	Social Studies staff	ongoing	Staff time, follow-up	
5) Implement Exit Strategies to improve summarization skills	Social Studies staff	ongoing	staff time, instruction in methodology, PLP time	

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Goal: Social Studies proficiency rate will meet targeted expectations				
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Student Group: Hispanic				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
1) Identify 7th and 8th grade students who need TAKS remediation for social studies	Counselors and teachers	ongoing	staff time and access to student files, TAKS tests	
2) Work with ELL teachers for remediation and/or reinforcement of social studies skills and content	ELL and Social Studies staff	ongoing	middle school curriculum and social studies materials on different skill levels	
3) 8th grade students identified as needing TAKS remediation will attend required TAKS tutorials January - April	8th grade SS staff, counselor	yearly	staff time, TAKS practice worksheets and tests	
4) Use technology to improve skills and reinforce content	Social Studies staff	ongoing	Technology, MS curriculum, library	
5) Encourage parent support and involvement to promote success on TAKS	Social Studies staff	ongoing	Staff time, follow-up	
6) Implement Exit Strategies to improve summarization skills	Social Studies staff	ongoing	staff time, instruction in methodology, PLP time	

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Goal: Social Studies proficiency rate will meet targeted expectations				
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Student Group: Economically Disadvantaged				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
1) Identify 7th and 8th grade students who need TAKS remediation for social studies	Counselors and teachers	ongoing	staff time and access to student files, TAKS tests	
2) Review student records on district and state diagnostic tests to assist in identifying those who might be at risk in social studies	Social Studies staff	yearly	staff time and access to student files, access to SAS	
3) 8th grade students identified as needing TAKS remediation will attend required TAKS tutorials January - April	8th grade SS staff, counselor	yearly	staff time, TAKS practice worksheets and tests	
4) Use technology to improve skills and reinforce content	Social Studies staff	ongoing	Technology, MS curriculum, library	
5) Encourage parent support and involvement to promote success on TAKS	Social Studies staff	ongoing	Staff time, follow-up	
6) Implement Exit Strategies to improve summarization skills	Social Studies staff	ongoing	staff time, instruction in methodology, PLP time	

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Goal: Science proficiency rate will meet targeted expectations				
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Student group: all students				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
1. Use vertical teaming to ensure alignment of science skills and content.	Science Teachers	ongoing	TAKs Tests and Science Staff	
2. Use TAKS Item Analysis to determine strengths and areas that need reinforcement.	Science Teachers	yearly	Results of previous TAKs Test Scores	
3. Identify and emphasize lessons at each science grade level that target TAKS objectives.	Science Teachers	ongoing	Middle School Curriculum	
4. TAKs type questions will be integrated into major tests.	Science Teachers	ongoing	Middle School Curriculum	
5. Emphasize graphs/data analysis during post labs.	Science Teachers	ongoing	Middle School Curriculum	
6. Use MAP and CoGAT scores to determine goal performance. (this information will be used to plan	8th grade Science Teachers	yearly	Current MAP and CoGaT scores; PLP time	
7. Students in grades 7 and 8 have the opportunity to participate in AVID program which allows them to participate	Kathy Letchworth and Science Teachers	ongoing	AVID curriculum, college, and teacher tutors.	
8. Allocate a staff member 2 class periods to assess data and align instruction.	Jeff McDonnell	ongoing	Current MAP and CoGaT scores/Middle School Curriculum	
9. Opportunity provided for science department to meet with Student Achievement Specialist for guidance and data	Laura Morgan and Science Teachers	yearly	Current data derived from MAP and CoGAT scores	
10. Provide targeted TAKS tutorials for students in need of strengthening objective areas	Science Teachers	April 2008	TAKS item analysis, MAP data	

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Goal: Science proficiency rate will meet targeted expectations				
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Student Group:African American				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
1. Use post laboratory review to improve science skills and content.	Science Teachers	ongoing	Middle School Curriculum	
2. Use technology to reinforce science skills and content.	Science Teachers	ongoing	Technology and Middle School Curriculum	
3. Promote success in TAKS objectives by encouraging parental support and involvement.	Science Teachers	ongoing	Letters, Email and phone calls	
4. Warm Up lessons incorporated daily into lessons.	Science Teachers	daily	Middle School Curriculum	
5. Provide bus for after school tutorials.	Administration	Mon-Thur	Transportation support	
6. Use TAKs Item Analysis to determine strengths and areas that need reinforcement.	Science Teachers	yearly	Results of previous TAKs Test Scores	
7. Identify and emphasize lessons at each science grade level that target TAKS objectives	Science Teachers	ongoing	Middle School Curriculum	
performance. (this information will be used to plan classroom instruction and grouping strategies)	8th grade Science Teachers	yearly	Current MAP and CoGaT scores	
9. Allocate a staff member 2 class periods to assess data and align instruction.	Jeff McDonnell	ongoing	Current MAP and CoGaT scores/Middle School Curriculum	
10. Opportunity provided for science department to meet with Student Achievement Specialist for guidance	Laura Morgan and Science Teachers	yearly	Current data derived from MAP and CoGAT scores	
11. Provide targeted TAKS tutorials for students in need of strengthening objective areas	Science Teachers	April 2008	TAKS item analysis, MAP data	

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Goal: Science proficiency rate will meet targeted expectations				
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Student Group:Hispanic				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
1. Use post laboratory review to improve science skills and content.	Science Teachers	ongoing	Middle School Curriculum	
2. Use technology to reinforce science skills and content.	Science Teachers	ongoing	Technology and Middle School Curriculum	
3. Promote success in TAKS objectives by encouraging parental support and involvement.	Science Teachers	ongoing	Letters, Email and phone calls	
4. Warm Up lessons incorporated daily into lessons.	Science Teachers	daily	Middle School Curriculum	
5. Provide bus for after school tutorials.	Administration	Mon-Thur	Transportation support	
6. Use TAKs Item Analysis to determine strengths and areas that need reinforcement.	Science Teachers	yearly	Results of previous TAKs Test Scores	
7. Identify and emphasize lessons at each science grade level that target TAKS objectives	Science Teachers	ongoing	Middle School Curriculum	
8. Use item analysis scores to determine year performance. (this information will be used to plan classroom instruction and grouping strategies)	8th grade Science Teachers	yearly	Current MAP and CoGaT scores	
9. Allocate a staff member 2 class periods to assess data and align instruction.	Jeff McDonnell	ongoing	Current MAP and CoGaT scores/Middle School	
10. Opportunity provided for science department to meet with Student Achievement Specialist for guidance and	Laura Morgan and Science Teachers	yearly	Current data derived from MAP and CoGAT scores	
11. Provide targeted TAKS tutorials for students in need of strengthening objective areas	Science Teachers	April 2008	TAKS item analysis, MAP data	

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Student Group: Economically Disadvantaged				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
1. Use post laboratory review to improve science skills and content.	Science Teachers	ongoing	Middle School Curriculum	
2. Use technology to reinforce science skills and content.	Science Teachers	ongoing	Technology and Middle School Curriculum	
3. Promote success in TAKS objectives by encouraging parental support and involvement.	Science Teachers	ongoing	Letters, Email and phone calls	
4. Warm Up lessons incorporated daily into lessons.	Science Teachers	daily	Middle School Curriculum	
5. Provide bus for after school tutorials.	Administration	Mon-Thur	Transportation support	
6. Use TAKs Item Analysis to determine strengths and areas that need reinforcement.	Science Teachers	yearly	Results of previous TAKs Test Scores	
7. Identify and emphasize lessons at each science grade level that target TAKS objectives	Science Teachers	ongoing	Middle School Curriculum	
performance. (this information will be used to plan classroom instruction and grouping strategies)	8th grade Science Teachers	yearly	Current MAP and CoGaT scores	
9. Allocate a staff member 2 class periods to assess data and align instruction.	Jeff McDonnell	ongoing	Current MAP and CoGaT scores/Middle School Curriculum	
10. Opportunity provided for science department to meet with Student Achievement Specialist for guidance and data	Laura Morgan and Science Teachers	yearly	Current data derived from MAP and CoGAT scores	
11. Provide targeted TAKS tutorials for students in need of strengthening objective areas	Science Teachers	April 2008	TAKS item analysis, MAP data	