

**CISD Campus Data Analysis and Improvement  
Planning Template  
2008-2009**

**Purpose**

The Data Analysis and Improvement Planning Template is provided as a tool to assist the SBDM Team in the development of a campus improvement plan. The template provides a framework for data analysis and for the identification and consideration of strategies that may impact student performance. Findings from this process may lead to the development of a campus improvement objective and/or specific strategies to target an objective.

**Directions**

After completing the data analysis portion of this template to identify issues and findings relevant to performance areas not meeting campus and district standards, the findings should be used to develop the Campus Improvement Plan. The two sections of this document, the Data Analysis and Improvement Template and the Campus Improvement Plan, **are to be submitted according to the district's timeline.** The Data Analysis and Improvement Template will serve as back up to support the Campus Improvement Plan.

## Step 1: Disaggregate Student Performance Results

1. Enter the % of each student group meeting the identified performance standard.
2. Enter the number of students (#s) that did not meet the performance standard.
3. Identify the % of students who achieved the commended rating (C).
4. Place an "X" in the box to the left of the performance area(s) to identify focal points of the Campus Improvement Plan.

X	Performance Areas	Indicate Group Performance for 2007-2008 School Year																				
		All Students			African Americans			Hispanic			White			Econ Disadv.			Spec. Educ.			Gifted		
	AEIS Indicators	%	#	C	%	#	C	%	#	C	%	#	C	%	#	C	%	#	C	%	#	C
	Reading/ELA	99	4	79	100	0	67	96	1	55	99	3	79	100	0	.1	95	3	34	100	0	99
	Writing	99	3	65	100	0	39	100	0	56	99	2	64	100	0	33	93	1	14	100	0	87
	Math	97	20	58	95	1	27	80	4	25	97	17	58	50	4	0	80	11	.1	100	0	89
	Science	96	15	65	100	0	33	73	3	45	97	10	65	40	3	0	72	9	19	100	0	92
	Social Studies	98	7	83	100	0	78	100	0	36	100	0	83	100	0	20	97	1	44	100	0	99
	Completion Rate	100																				
	Annual Drop Out Rate	0																				
	Attendance	97																				

X	Performance Areas	Indicate Group Totals for 2007-2008 and Targeted/Estimated Total for 2008-2009 School Year						
		All Students	African Americans	Hispanic	White	Econ Disadv.	Spec. Educ.	Gifted
	<b>Other Indicators</b>							
	# of students identified as At-Risk according to state criteria 2007-2008:	72						
	Estimated number for 2008-2009:	50						
	# of students eligible for Title I Reading Intervention Program 2007-2008: <b>IF APPLICABLE</b>							
	Estimated number for 2008-2009:							
	# of students eligible for the district's reading intervention program (CARE) in 2007-2008:	46						
	Estimated number for 2008-2009:	39						
	% special education students who passed an on grade level assessment in 2007-2008:	87						
	Targeted number for 2008-2009:	90						

X	Performance Areas	Indicate Group Totals for 2007-2008 and Targeted/Estimated Total for 2008-2009 School Year						
		All Students	African Americans	Hispanic	White	Econ Disadv.	Spec. Educ.	Gifted
	<b>Other Indicators</b>							
	# students in tested population who took TAKS-M in 2007-2008:	19						
	Estimated # in 2008-2009:  Remember only 2% of tested population can take TAKS -M	13						
	% graduates who took the SAT 2007-2008:							
	% graduates who took the ACT 2007-2008:							
	Targeted SAT % 2008-2009:							
	Targeted ACT % 2008-2009:							

X	Performance Areas	Indicate Group Performance for 2007-2008 and Targeted Performance for 2008-2009 School Year						
		All Students	African Americans	Hispanic	White	Econ Disadv.	Spec. Educ.	Gifted
	Other Indicators							
	% students who scored at or above the desired criterion score of _____ for the SAT 2007-2008:							
	% students who scored at or above the desired criterion score of _____ for the ACT 2007-2008:							
	Targeted % of students who will score at or above the desired criterion score of _____ for the SAT in 2008-2009:							
	Targeted % of students who will score at or above the desired criterion score of _____ for the ACT 2008-2009:							

X	Performance Areas	Targeted Performance for 2008-2009 School Year						
	Other Indicators	All Students	African Americans	Hispanic	White	Econ Disadv.	Spec. Educ.	Gifted
	The targeted growth performance % for students taking MAP assessments in 2008-2009 for grade ____:							
	Math:							
	Reading:							
	Language Usage:							
	Science:							
	The targeted growth performance % for students taking MAP assessments in 2008-2009 for grade ____:							
	Math:							
	Reading:							
	Language Usage:							
	Science:							

X	Performance Areas	Indicate Group Performance for 2007-2008 and Targeted Performance for 2008-2009 School Year						
		All Students	African Americans	Hispanic	White	Econ Disadv.	Spec. Educ.	Gifted
	<b>2007-2008 Final Special Education student percentage (end of May enrollment report):</b> % Non-speech % Speech	11%						
	<b>Projected % target for 2008-2009:</b> % Non-speech % Speech	8%						
	<b>2007-2008 % of disciplinary infractions for bullying, physical or verbal aggression, etc. _____</b>	Approx. 20%						
	<b>Projected % target for 2008-2009 _____</b>	Approx. 15%						

		Forethought	Aware	Form Space	Workshop	Lesson Planning	Grade book (Skyward)	
	Current percentage of teachers trained in the use of Skyward and Eduphoria components:		0 %	100 %	100 %	100 %	100 %	
	Targeted percentage for 2008-2009:		100 %	100 %	100 %	100 %	100 %	
	<b>COMPONENTS</b>  (√)	Developed jointly with parents	Scheduled annual meetings to provide information for parents	School/parent compacts with parent teacher conferences (if elementary)	Staff-parent two way communication processes in place	Annual program evaluation to identify barriers to program effectiveness	Funding set aside for parent involvement program	Program design based upon assessed needs
	Parent Involvement Plan:  2007-2008							
	Parent Involvement Plan:  2008-2009							

## Step 2: Consider Contributory Factors for Not Meeting Desired Objectives

When reviewing data that indicates students have not met desired performance goals, consider factors that may play a causal or contributory role. Place an “X” in the box to the left of each area of concern and describe your findings related to the group or group(s) not achieving the desired results. *(The areas of concern articulated below are merely suggestions. You will want to identify your own.)*

X	Area of Concern	Findings
X	Student Mobility	Several at-risk students struggling to maintain acceptable academic performance were move-ins or moved-out mid-year.
	Attendance	
	Professional Development	
X	Parental Support for Learning	Low SES students were found to be accompanied by parents contributing little to the educational partnering process.
X	Curriculum Quality and Rigor	When pressed for intervention following an eighth grade TAKS failure, options are limited and minimally successful.
	Instructional Quality	
	Budgetary Factors	
	Other	
	Other	

### Step 3: Consider Strategies That the Campus May Employ to Improve Student Performance.

Consider the need for and identify changes that campus will make in order to address the area(s) of concern. Changes should be made a part of the Campus Improvement Plan.

Data Disaggregation			YES	NO
Did the campus disaggregate the 2007-2008 performance data in relationship to desired performance standards?				
If yes, put an "X" beside the method(s) used for disaggregation;				
Method	X	Software Name:	Comments:	
1. Computer Software Program other than Eduphoria Aware				
2. Manually	X			
3. Eduphoria Aware	X		Way to go Mr. Brown!	
4. Other				

Staffing Changes			YES	NO
Will the campus make any staffing or assignment changes?				X
If yes, identify the type of change(s) to be made:				
1.				
2.				
3.				
4.				

<b>Curriculum Modifications</b>	<b>YES</b>	<b>NO</b>
Will the campus modify the district's curriculum in any way?	X	
If yes, identify the type of change(s) to be made:		
1. We are looking to reduce the required learning from middle school language arts classes.		
2. GT LA curriculum is being fine-tuned as the course takes shape.		
3. Math Lab curriculum is being developed as the course is new to our campus.		
4.		

<b>Organizational Changes</b>	<b>YES</b>	<b>NO</b>
Will the campus make any organizational changes?		X
If yes, identify the type of change(s) to be made. (Example: modify bell schedule, add or change tutorial framework, adopt a uniform grading policy, revise advisory program, expand library hours, etc.)		
1.		
2.		
3.		
4.		

**Professional Development Activities 2008-2009**

Briefly identify the types of activities/workshops and the projected dates for each as a result of changes in the objectives of the Campus Improvement Plan

Description of Activity	<u>Type of Activity (see descriptions below):</u> 1. Awareness 2. Skill Development 3. Curriculum/Assessment Development 4. Leadership Development 5. Other	Campus Goal being addressed Desired/Expected Outcome	Date
Promethean Board Training	1. 2. 3.	Campus Goal #1 and #2. Teachers will use this technology each week to further engage their students in the instruction.	October 13 Staff Dev.
Eduphoria Aware Training	1. 2. 3.	Campus Goal #1 and #3. Teachers will utilize captured data to better plan for individual students.	Oct. Leadership Meeting
Capturing Kids Hearts	1. 2.	Campus Goal #3. Teachers will apply these concepts to their everyday interaction with our students.	February Staff Dev.
MAP Training	1. 2. 3.	Campus Goal #1. Teachers will learn how to interpret and apply scores received from student MAP testing.	April Staff Dev.

<b>Budgetary Changes - Specific to Student Performance Area(s):</b>		<b>YES</b>	<b>NO</b>
Will any budgetary changes be made at the campus level?		X	
If yes, identify the significant area and amount of increase from previous year			
<b>AREA:</b>		<b>AMOUNT OF INCREASE:</b>	
1. High school allotment funds will help to reduce campus cost of the extended day program.		\$ of campus activity funds move to provide additional staff development opportunities for the staff at DMS.	
2.			
3.			
4.			

<b>Additional Support from Central Office:</b>		<b>YES</b>	<b>NO</b>
Will you request additional support from the Department of Instructional Services?		X	
If yes, briefly describe the additional support to be requested:			
<p>Our Language Arts staff will greatly appreciate the guidance from Lisa Young in helping to adjust the curriculum and bring a better balance to the demands placed on them at the middle level.</p> <p>Our Math Lab teachers will greatly appreciate the guidance from Rene Moses in helping to create a curriculum that will best support identified students at their level of math.</p>			

<b>Special Program Focus</b>		<b>YES</b>	<b>NO</b>
Did the campus disaggregate the 2007-2008 performance data relevant to students served through special programs?		X	
If yes, indicate the programs reviewed;			
<b>Program</b>	<b>X</b>	<b>Findings and Issues</b>	
English as a Second Language	X	Communication issues exist between our ESL lead teacher and the teams of teachers who serve these few students.	
Career and Technology Education			
Special Education	X	Inclusion programs in math and language arts are serving our students well.	
No Child Left Behind (NCLB)			
Gifted and Talented	X	The addition of GT LA was found necessary to better serve students gifted in this area of study.	
Advanced Academics	X	Pre-AP Science and Honors Math courses continue to offer accelerated and in-depth learning for those students suited for such a pace.	
Other:			

**Remember to:**

- a) include the names and roles (teacher, parent, community member) of your Campus Advisory Committee membership with the submitted Campus Improvement Plan;
- b) ensure that your campus level committee annually reviews and revises the Campus Improvement Plan and approves the professional development plan for the current school year (agendas and dates);
- c) hold at least one public meeting after the receipt of your campus rating from TEA to discuss performance and objectives;
- d) **TITLE I CAMPUSES:** Those campuses with Title I Reading programs MUST include the following components within the campus plan:
  - **Goals, strategies and activities for the Title I program**
  - **How parents will be involved in the program and how their involvement will be documented**
- e) strategies and activities to ensure that the campus is 100% compliant regarding teacher quality under NCLB. The Campus Plan will be continuously reviewed and revised to ensure the campus achieves and maintains 100% highly qualified status.