

**FORT BEND ISD  
CAMPUS IMPROVEMENT PLAN**

MS1

**CAMPUS BASED LEADERSHIP TEAM (CBLT)**

<b>CAMPUS: Baines Middle School</b>	<b>2008-09 SCHOOL YEAR</b>
<b>PRINCIPAL: David Yaffie</b>	<b>DATE: September 2, 2008</b>

NAME	POSITION
David Yaffie	Principal
Nancy Jones/ Jacob Nichols/ Keith Fickel	Assistant Principals
Lee Debetaz	Parent
Rita Willis	Parent
Tammy Caldwell	Parent
Helen Amsler	Teacher
Zinia Bayona	Teacher
Maria Brockie	Counselor
Cindy Dremely	Parent
Laura Downes	Librarian
Dr. Carrie Pisklak	Community business partner
Linda Flaxman	Teacher
April Lambert	Teacher
Shannon Hattic	Teacher
Zack Bigner	District Representative

**FORT BEND ISD  
CAMPUS IMPROVEMENT PLAN**

MS2

**DISTRICT STRATEGIC GOALS (DSP)  
DISTRICT PERFORMANCE INDICATORS (DPI) CORRELATION CHART**

<b>CAMPUS: Baines Middle School</b>	<b>2008-09 SCHOOL YEAR</b>
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<b>DSP Goal 1: FBISD will implement strategies that result in students meeting high standards of achievement.</b>		
DPI 1.1 Percentage of campuses achieving AEIS Accountability Rating of <i>Recognized</i> or better <input type="checkbox"/>	DPI 1.2 Percentage of students scoring <i>Proficient</i> and higher in English/language arts <input type="checkbox"/>	DPI 1.3 Percentage of students scoring <i>Proficient</i> and higher in mathematics <input checked="" type="checkbox"/>
DPI 1.4 Percentage of students scoring <i>Proficient</i> and higher in science <input checked="" type="checkbox"/>	DPI 1.5 Percentage of students scoring <i>Proficient</i> and higher in social studies <input type="checkbox"/>	DPI 1.6 Percentage of campuses meeting AYP <input type="checkbox"/>
DPI 1.7 Percentage of students with <i>Commended</i> performance <input type="checkbox"/>	DPI 1.8 Percentage of students enrolled in Advanced Placement courses <input type="checkbox"/>	DPI 1.9 Percentage of students scoring 3 or higher on Advanced Placement examinations <input type="checkbox"/>
DPI 1.10 Percentage of high school seniors graduating <input type="checkbox"/>		
<b>DSP Goal 2: FBISD will foster partnerships with the community to support our students and school system.</b>		
DPI 2.1 Number of parent/community partnerships <input type="checkbox"/>	DPI 2.2 Number of parent volunteers <input type="checkbox"/>	
<b>DSP Goal 3: FBISD will attract, develop, and retain quality staff for all district jobs.</b>		
DPI 3.1 Percentage of "highly qualified" instructional staff <input type="checkbox"/>	DPI 3.2 Percentage of non-instructional staff holding appropriate certifications/licenses <input type="checkbox"/>	
<b>DSP Goal 5: FBISD will implement technology to meet the educational and administrative requirements of the district.</b>		
DPI 5.1 Percentage of students scoring <i>Proficient</i> or higher in technology literacy <input checked="" type="checkbox"/>		
<b>DSP Goal 7: FBISD will foster character development of students and create a safe and healthy environment for all students.</b>		
DPI 7.1 Percentage of students without discipline referrals <input checked="" type="checkbox"/>	DPI 7.2 Percentage of schools fully compliant with security and safety standards <input type="checkbox"/>	

**FORT BEND ISD  
CAMPUS IMPROVEMENT PLAN**

MS3

**DATA SOURCES FOR DISTRICT PERFORMANCE INDICATORS (DPI)**

<b>DPI</b>	<b>Indicator</b>	<b>Source of Data</b>	<b>DATA Disaggregated</b>	<b>Timeline</b>	<b>Responsibility for Reporting</b>
1.1	Percentage of campuses achieving an AEIS Accountability Rating of <i>Recognized</i> or better	AEIS	Yes	August	Accountability
1.2	Percentage of students scoring <i>Proficient</i> or higher in English/language arts	TAKS	Yes	August	Accountability
1.3	Percentage of students scoring <i>Proficient</i> or higher in math	TAKS	Yes	August	Accountability
1.4	Percentage of students scoring <i>Proficient</i> or higher in science	TAKS	Yes	August	Accountability
1.5	Percentage of students scoring <i>Proficient</i> or higher in social studies	TAKS	Yes	August	Accountability
1.6	Percentage of campuses meeting Adequate Yearly Progress (AYP)	NCLB	Yes	October	Accountability
1.7	Percentage of students achieving <i>Commended</i> performance	TAKS	Yes	August	Accountability
1.8	Percentage of students enrolled in Advanced Placement courses	College Board/SASI Report	Yes	November	Testing
1.9	Percentage of students scoring 3 or higher on Advanced Placement examinations	College Board Report	Yes	November	Testing
1.10	Percentage of high school seniors graduating	Campus Report	Yes	January	Individual Campuses
2.1	Number of parent/community partnerships	Department List	N/A	June	Community Relations & Partnerships
2.2	Number of parent volunteers	Department List	N/A	June	Community Relations & Partnerships
3.1	Percentage of “highly qualified” instructional staff	SBEC/ Human Resources	N/A	June	Human Resources
3.2	Percentage of non-instructional staff holding appropriate certification/licenses	Human Resources	N/A	June	Human Resources
5.1	Percentage of students scoring <i>Proficient</i> or higher in technology literacy	District Assessment	Yes	June	Educational Technology
7.1	Percentage of students without discipline referrals	SASI	Yes	June	Safe and Secure Schools
7.2	Percentage of schools fully compliant with security and safety standards	Safety Audit	N/A	June	Safe and Secure Schools

**FORT BEND ISD  
CAMPUS IMPROVEMENT PLAN  
SIXTH GRADE DATA CHART**

MS4

<b>CAMPUS: Baines Middle School</b>				<b>2008-09 SCHOOL YEAR</b>		
<b>STATE RATING FOR YEAR:</b>				<b>AYP RATING FOR YEAR:</b>		
<b>PRINCIPAL: David Yaffie</b>				<b>DATE: September 2, 2008</b>		
STATE RATING LEGEND					TBD	
		08	09	10	11	12
ELA / SS / WR	A	70	70	70	70	70
	R	75	80	80	80	80
MATH	A	50	55	60	60	60
	R	75	80	80	80	80
SCIENCE	A	45	50	55	55	55
	R	75	80	80	80	80

DEMOGRAPHICS	<b>6<sup>th</sup> GRADE READING</b>											
	Percent Meeting Panel Recommendation Standard											
	2007		2008		2009		2010		2011		2012	
	PR*	A*	PR	A	PR	A	PR	A	PR	A	PR	A
African American	89	90	90	93.5	95		96		97		97-100	
Hispanic	94	94	95	88	96		97		98		97-100	
White	100	99	97-100	99.3	97-100		97-100		97-100		97-100	
Economically Disadvantaged	90	91	91	86	92		96		97		97-100	
All	94	95	95	94.9	96		97-100		97-100		97-100	

DEMOGRAPHICS	<b>6<sup>th</sup> GRADE MATH</b>											
	Percent Meeting Panel Recommendation Standard											
	2007		2008		2009		2010		2011		2012	
	PR	A	PR	A	PR	A	PR	A	PR	A	PR	A
African American	61	63	75	88.4	88		89		90		91	
Hispanic	70	70	75	85.7	84		86		90		94	
White	93	93	94	95.7	95		97-100		97-100		97-100	
Economically Disadvantaged	60	60	75	70.8	80		85		90		93	
All	74	75	85	88.4	90		91		92		95	

\* PR – Projection, A – Actual

Source: TAKS Data – TEA Report

**FORT BEND ISD  
CAMPUS IMPROVEMENT PLAN  
SEVENTH GRADE DATA CHART**

MS5

<b>CAMPUS: Baines Middle School</b>					<b>2008-09 SCHOOL YEAR</b>								
<b>STATE RATING FOR YEAR:</b>					<b>AYP RATING FOR YEAR:</b>								
<b>PRINCIPAL: David Yaffie</b>					<b>DATE: September 2, 2008</b>								
<b>STATE RATING LEGEND</b>						<b>TBD</b>							
			<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>						
<b>ELA / SS / WR</b>	<b>A</b>		<b>70</b>	<b>70</b>	<b>70</b>	<b>70</b>	<b>70</b>						
	<b>R</b>		<b>75</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>						
<b>MATH</b>	<b>A</b>		<b>50</b>	<b>55</b>	<b>60</b>	<b>60</b>	<b>60</b>						
	<b>R</b>		<b>75</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>						
<b>SCIENCE</b>	<b>A</b>		<b>45</b>	<b>50</b>	<b>55</b>	<b>55</b>	<b>55</b>						
	<b>R</b>		<b>75</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>						
<b>DEMOGRAPHICS</b>	<b>7<sup>th</sup> GRADE READING</b>												
	Percent Meeting Panel Recommendation Standard												
	<b>2007</b>		<b>2008</b>		<b>2009</b>		<b>2010</b>		<b>2011</b>		<b>2012</b>		
	PR*	A*	PR	A	PR	A	PR	A	PR	A	PR	A	
	African American	86	86	90	81.9	95		96		97		97-100	
	Hispanic	86	86	95	83.2	90		91		92		93	
	White	97	98	97-100	97.2	97-100		97-100		97-100		97-100	
	Economically Disadvantaged	79	80	92	76.7	88		89		90		91	
	All	90	91	96	87.5	96		97		97-100		97-100	
	<b>DEMOGRAPHICS</b>	<b>7<sup>th</sup> GRADE MATH</b>											
		Percent Meeting Panel Recommendation Standard											
		<b>2007</b>		<b>2008</b>		<b>2009</b>		<b>2010</b>		<b>2011</b>		<b>2012</b>	
		PR	A	PR	A	PR	A	PR	A	PR	A	PR	A
		African American	67	68	75	68.8	89		90		91		92
Hispanic		68	68	75	79.1	79		80		81		82	
White		88	90	94	95.4	97-100		97-100		97-100		97-100	
Economically Disadvantaged		63	62	75	68.3	72		73		74		75	
All		77	78	80	81	90		91		92		93	
<b>DEMOGRAPHICS</b>		<b>7<sup>th</sup> GRADE WRITING</b>											
		Percent Meeting Panel Recommendation Standard											
		<b>2007</b>		<b>2008</b>		<b>2009</b>		<b>2010</b>		<b>2011</b>		<b>2012</b>	
		PR	A	PR	A	PR	A	PR	A	PR	A	PR	A
		African American	97	97	92	85.8	88		90		91		93
	Hispanic	95	96	95	88.7	90		92		93		94	
	White	98	98	97-100	95.4	97-100		97-100		97-100		97-100	
	Economically Disadvantaged	96	97	95	83.3	85		87		90		91	
	All	97	97	97-100	89.9	91		92		93		94	

\* PR – Projection, A – Actual

Source: TAKS Data – TEA Report

**FORT BEND ISD  
CAMPUS IMPROVEMENT PLAN  
EIGHTH GRADE DATA CHART**

MS6

<b>CAMPUS: Baines Middle School</b>					<b>2008-09 SCHOOL YEAR</b>							
<b>STATE RATING FOR YEAR:</b>					<b>AYP RATING FOR YEAR:</b>							
<b>PRINCIPAL: David Yaffie</b>					<b>DATE: September 2, 2008</b>							
<b>STATE RATING LEGEND</b>							<b>TBD</b>					
		<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>						
<b>ELA / SS / WR</b>	<b>A</b>	<b>70</b>	<b>70</b>	<b>70</b>	<b>70</b>	<b>70</b>						
	<b>R</b>	<b>75</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>						
<b>MATH</b>	<b>A</b>	<b>50</b>	<b>55</b>	<b>60</b>	<b>60</b>	<b>60</b>						
	<b>R</b>	<b>75</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>						
<b>SCIENCE</b>	<b>A</b>	<b>45</b>	<b>50</b>	<b>55</b>	<b>55</b>	<b>55</b>						
	<b>R</b>	<b>75</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>						
<b>DEMOGRAPHICS</b>	<b>8<sup>th</sup> GRADE READING</b>											
	Percent Meeting Panel Recommendation Standard											
	<b>2007</b>		<b>2008</b>		<b>2009</b>		<b>2010</b>		<b>2011</b>		<b>2012</b>	
	PR*	A*	PR	A	PR	A	PR	A	PR	A	PR	A
African American	82	84	90	94.9	89		90		91		92	
Hispanic	92	91	95	97.1	85		86		87		90	
White	97	99	97-100	100	97-100		97-100		97-100		97-100	
Ec. Disadvantaged	79	92	91	94	79		80		81		82	
All	90	92	95	97.7	90		91		92		93	
<b>DEMOGRAPHICS</b>	<b>8<sup>th</sup> GRADE MATH</b>											
	Percent Meeting Panel Recommendation Standard											
	<b>2007</b>		<b>2008</b>		<b>2009</b>		<b>2010</b>		<b>2011</b>		<b>2012</b>	
	PR	A	PR	A	PR	A	PR	A	PR	A	PR	A
African American	67	77	75	81.7	71		72		73		74	
Hispanic	68	76	75	82.4	81		82		83		85	
White	88	94	94	93.5	96		97		97-100		97-100	
Ec. Disadvantaged	63	71	75	76.2	71		72		73		75	
All	77	84	80	87.3	83		85		86		87	
<b>DEMOGRAPHICS</b>	<b>8<sup>th</sup> GRADE SCIENCE</b>											
	Percent Meeting Panel Recommendation Standard											
	<b>2007</b>		<b>2008</b>		<b>2009</b>		<b>2010</b>		<b>2011</b>		<b>2012</b>	
	PR	A	PR	A	PR	A	PR	A	PR	A	PR	A
African American	55	55	75	64.3	67		68		69		70	
Hispanic	61	61	75	63.9	66		67		68		70	
White	87	88	90	91.4	94		95		96		97	
Ec. Disadvantaged.	51	51	75	59.6	62		63		65		67	
All	68	69	80	75.2	77		79		80		81	
<b>DEMOGRAPHICS</b>	<b>8<sup>th</sup> GRADE SOCIAL STUDIES</b>											
	Percent Meeting Panel Recommendation Standard											
	<b>2007</b>		<b>2008</b>		<b>2009</b>		<b>2010</b>		<b>2011</b>		<b>2012</b>	
	PR	A	PR	A	PR	A	PR	A	PR	A	PR	A
African American	84	86	85	88.1	90		92		94		96	
Hispanic	85	86	88	84.8	86		87		90		91	
White	99	99	97-100	98.1	97-100		97-100		97-100		97-100	
Ec. Disadvantaged	82	83	83	80.9	83		84		85		86	
All	90	91	91	91.1	92		94		95		97	

\* PR – Projection, A – Actual

Source: TAKS Data – TEA Report

**FORT BEND ISD  
CAMPUS IMPROVEMENT PLAN**

**SECTION 1: PLANNING – ACADEMIC (*District Strategic Plan Goal 1*)**

2008-09 SCHOOL YEAR

<b>CAMPUS:</b> Baines Middle School	<b>DATE:</b> September 2, 2008
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<b>A: COMPREHENSIVE NEEDS ASSESSMENT – Academic (<i>Reflects all relevant academic data sources</i>)</b>	
<b>STRENGTHS – Student Results</b>	<b>Adult Actions Leading to Results</b>
<b>Reading:</b> <ul style="list-style-type: none"> <li>• A 4 percentage point increase occurred from 7<sup>th</sup> to 8<sup>th</sup> grade reading from the cohort groups</li> <li>• All subpopulations increased from the common 7<sup>th</sup> to 8<sup>th</sup> grade group.</li> <li>• The largest increase was the economically disadvantaged group (11 percentage points).</li> </ul>	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Use of Inform for data analysis in conjunction with collaborative grade level planning</li> </ul>
<b>Writing:</b> The number of rated 4 compositions increased by 54% compared to 2007 (25 to 54)	<b>Writing:</b> More collaborative planning among grade level in addition to periodic vertical meetings
<b>Math:</b> <ul style="list-style-type: none"> <li>• Overall campus improved by 12% points</li> <li>• Three out of four subpopulations increased by a minimum of 10% points compared to 2007</li> <li>• All subpopulations except African American showed improvement in 7<sup>th</sup> grade</li> </ul>	<b>Math:</b> <ul style="list-style-type: none"> <li>• Teachers trained in Navigator system</li> <li>• Before/ After school tutorials</li> <li>• “Closing the Distance” TAKS remediation</li> </ul>
<b>Science:</b> <ul style="list-style-type: none"> <li>• Campus overall score surpasses district average by 3% points</li> <li>• 15% increase in commended scores compared to 2007</li> <li>• Most subpopulations increased compared to 2007.</li> <li>• Economically disadvantaged increased most with 6%</li> <li>• Campus overall score increased by 14% points compared to 2007</li> </ul>	<b>Science:</b> <ul style="list-style-type: none"> <li>• Grade level analysis of common assessments</li> <li>• Consistent grade level meetings and reflective planning</li> <li>• Warm ups focus on TAKS objectives and questions</li> <li>• Revisit previous years’ TAKS questions twice per week.</li> </ul>
<b>Social Studies:</b> <ul style="list-style-type: none"> <li>• Campus improved from 90 to 91.</li> <li>• Subpopulation commended percentages increased in all tested areas</li> </ul>	<b>Social Studies:</b> <ul style="list-style-type: none"> <li>• Online QUIA review games</li> <li>• Online release TAKS test with immediate feedback</li> <li>• TAKS flashcards</li> <li>• Used TAKS workbooks in small groups</li> <li>• Extended TAKS tutorials</li> </ul>
<b>NEEDS – Student Results:</b>	<b>Adult Actions Leading to Results:</b>
<b>Reading:</b> Improvements in objective 4 for all grade levels (critical thinking/ inferences)	<b>Reading:</b> Created assessments that focus on weaknesses in the area

**FORT BEND ISD  
CAMPUS IMPROVEMENT PLAN**

<b>A: COMPREHENSIVE NEEDS ASSESSMENT – Academic</b> <i>(Reflects all relevant academic data sources)</i>	
<b>Writing:</b> <ul style="list-style-type: none"> <li>• Improve passing percentage on the written composition of the Writing TAKS (60%)</li> </ul>	<b>Writing:</b> <ul style="list-style-type: none"> <li>• Encouragement of writing process through cross curricular activities</li> <li>• Weekly writing lab</li> </ul>
<b>Math:</b> <ul style="list-style-type: none"> <li>• Increase in the subpopulations of both 7<sup>th</sup> and 8<sup>th</sup> grade which will lead to overall increased TAKS scores</li> </ul>	<b>Math:</b> <ul style="list-style-type: none"> <li>• Concentration on subpopulation growth specifically African American and Hispanic</li> <li>• Effective use of collaboration within the department (data teams)</li> <li>• Increase number of TAKS classes</li> <li>• Before/ After school tutorials</li> <li>• Data Teams/ Data Analysis</li> </ul>
<b>Science:</b> <ul style="list-style-type: none"> <li>• Increase in Objective 4 and 5 in all areas/ subpopulations</li> </ul>	<b>Science:</b> <ul style="list-style-type: none"> <li>• Grade level analysis of common assessments</li> <li>• Consistent grade level meetings and reflective planning (data teams)</li> <li>• Warm ups focus on TAKS objectives and questions</li> <li>• Revisit previous years' TAKS questions twice per week.</li> </ul>
<b>Social Studies:</b> <ul style="list-style-type: none"> <li>• Ensure vocabulary awareness that vertically transfers throughout the department</li> </ul>	<b>Social Studies:</b> <ul style="list-style-type: none"> <li>• Use of TAKS study guides for vocabulary</li> <li>• Vertical planning</li> </ul>

<b>B. SUMMARY OF FINDINGS AND AREAS OF FOCUS – Academic</b>
<b>Adult Actions Planned For:</b>
<b>Reading:</b> Teacher created common formative assessments in conjunction with data analysis will provide necessary and immediate feedback for instruction.
<b>Writing:</b> Common planning period among seventh grade ELA teachers will aid in improved writing strategies and common formative assessments. The CIS will provide necessary data analysis for improved instructional focus.
<b>Math:</b> With the addition of the Math Specialist position to the campus, improvements in data analysis, common formative

**FORT BEND ISD  
CAMPUS IMPROVEMENT PLAN**

**B. SUMMARY OF FINDINGS AND AREAS OF FOCUS – Academic**

assessments and commonality should yield immediate increases in TAKS scores and instructional strategies.

The common planning period for seventh and eighth grade will continue as with previous years.

**Science:**

Science has established a vertical plan that focuses on the concepts assessed at the 8<sup>th</sup> grade level based on the prior two science courses. The specialist will provide support in all grade levels focusing on data driven instruction.

**Social Studies:**

Social studies is continuing the assessment program created in the 2007-08 school year which involves released TAKS test, small groups and extend TAKS tutorials.

**FORT BEND ISD  
CAMPUS IMPROVEMENT PLAN**

**SECTION 1: PLANNING – COMMUNITY, QUALITY STAFF, TECHNOLOGY, CHARACTER DEVELOPMENT (*District Strategic Plan Goals 2, 3, 5, 7*)**

2008-09 SCHOOL YEAR

<b>CAMPUS:</b> Baines Middle School	<b>DATE:</b> September 2, 2008
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<b>A: COMPREHENSIVE NEEDS ASSESSMENT – Community, Quality Staff, Technology, Character Development (<i>Reflects all relevant data sources</i>)</b>	
<b>STRENGTHS – Results</b>	<b>Adult Actions Leading to Results</b>
<b>Community:</b> <ul style="list-style-type: none"> <li>• Strong Parent / Teacher Organization and Volunteers in Public Schools</li> <li>• Teacher Appreciation incentives</li> <li>• Parent organization directed Career Day and provisions</li> <li>• FBISD Community Mentor Program</li> </ul>	<b>Community:</b> 2700+ volunteer hours
<b>Quality Staff:</b> <ul style="list-style-type: none"> <li>• Consistent retention of staff members</li> <li>• Campus technology and instructional staff developments</li> <li>• Campus book studies</li> <li>• Average years of teaching experience</li> <li>• District finalist Teacher of the Year</li> <li>• District Rookie of the Year</li> <li>• Teacher mentor program for new teachers to BMS</li> </ul>	<b>Quality Staff:</b> <ul style="list-style-type: none"> <li>• Leadership, teacher support and constant success</li> <li>• Large number of “Highly Qualified” staff members by NCLB standards</li> </ul>
<b>Technology:</b> There are a number of educational technology tools on campus which include but are not limited to: <ul style="list-style-type: none"> <li>• SMART Board</li> <li>• E Instruction</li> <li>• Navigator</li> <li>• 3 computer labs</li> <li>• Campus adheres to LoTi principles</li> </ul>	<b>Technology:</b> <ul style="list-style-type: none"> <li>• Campus technology staff development</li> <li>• Core teachers participate in review of lesson plans</li> </ul>
<b>Character Development:</b> <ul style="list-style-type: none"> <li>• Number of discipline referrals decreased</li> <li>• The number of out of school suspensions decreased by 28% from 2006- 2007</li> <li>• Implementation of student mentor program which includes community partners</li> </ul>	<b>Character Development:</b> <ul style="list-style-type: none"> <li>• Character development activities during advisory</li> <li>• No Place For Hate campus recognition</li> <li>• Various student organizations programs such as Talking About Belief, Franklin Society, PALS</li> </ul>
<b>NEEDS – Results:</b>	<b>Adult Actions Leading to Results:</b>
<b>Community:</b> Increased staff involvement in PTO	<b>Community:</b> PTO officers and PTO members will encourage staff connection through campus membership “drives”
<b>Quality Staff:</b> Commitment to teacher growth through mentoring and other instructional resources	<b>Quality Staff:</b> Mentoring for teachers new to Baines MS despite years of experience

**FORT BEND ISD  
CAMPUS IMPROVEMENT PLAN**

<b>A: COMPREHENSIVE NEEDS ASSESSMENT – Community, Quality Staff, Technology, Character Development (Reflects all relevant data sources)</b>	
<b>Technology:</b> Consistent use and implementation of technology on campus for improved instruction and enhanced learning.	<b>Technology:</b> Campus training during random conference periods
<b>Character Development:</b> Additional programs to encourage specific traits beyond those emphasized in health education	<b>Character Development:</b> Parent volunteer funded programs

<b>B. SUMMARY OF FINDINGS AND AREAS OF FOCUS – Community, Quality Staff, Technology, Character Development</b>
<b>Adult Actions Planned For:</b>
<b>COMMUNITY</b>
Expand the PTO membership through continued campus parental involvement activities. In addition, encouragement of the campus staff to become active members of PTO.
Continue programs that promote community pride and student character development such as <ul style="list-style-type: none"> <li>• Advisory activities</li> <li>• No Place For Hate</li> <li>• Culturally themed assemblies and programs</li> </ul> Increase community participation in mentor program
<b>QUALITY STAFF</b>
Baines Middle School will continue to improve instruction based on the latest research based instructional strategies and data driven instruction.
Staff developments and trainings will be provided by a variety of personnel for the advancement of student performance.
<b>TECHNOLOGY</b>
With a variety of instructional technology at BMS, the ITS and Librarian provide a number of trainings to ensure the resources are being used for an assortment of teaching methods.
<b>CHARACTER DEVELOPMENT</b>

**FORT BEND ISD  
CAMPUS IMPROVEMENT PLAN**

MS12

**B. SUMMARY OF FINDINGS AND AREAS OF FOCUS – Community, Quality Staff, Technology,  
Character Development**

Character development is an ongoing process that includes a number of school and parent sponsored programs. As an official No Place For Hate school, awareness for topics such as peer mediation and mentoring are important to further improve the atmosphere.

**FORT BEND ISD  
CAMPUS IMPROVEMENT PLAN**

MS13

**SECTION 2: IMPLEMENTATION (ACADEMIC)  
DSP GOAL 1**

**IMPLEMENTATION FOR THE ACADEMIC AREA OF Mathematics**

2008-09 SCHOOL YEAR

<b>CAMPUS:</b> Baines Middle School	<b>DATE:</b> September 2, 2008
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**CAMPUS GOAL**

By 2009, 88% of all Baines Middle School students will be proficient in mathematics according to TAKS standards.

**A. STUDENT INDICATORS:** *(Academic)*

- Increase in proficiency scores on DA which is aligned with the state assesement
- Increase in student achievement at 80% and above on campus CFAs

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**DATA COLLECTED ABOUT STUDENTS:** *(Academic)*

- Student data will come from a variety of sources:
- CFAs
- Classroom assignments/ projects
- TI Navigator

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**WHEN AND WHAT WAS COLLECTED AS INDICATED IN CHART BELOW:**

Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
	CFAs	CFAs	CFA DA	CFA	DAs	CFAs	TAKS	TAKS	

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<p><b>WHO COLLECTS DATA:</b> Analysis and distribution to grade level teacher by campus specialist.</p>	<p><b>WITH WHOM DATA WILL BE SHARED:</b> Assessment data will be shared among great level/ department teachers</p>
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**B. RESEARCH-BASED INSTRUCTIONAL STRATEGIES:** *(Best strategies for improving student achievement in this area)*

- The use of manipulatives for reinforcement of concepts.
- Non verbal representations from classroom questioning
- Use of technology to provide immediate feedback
- Questioning strategies; to elicit higher level student responses

**C. ADULT INDICATORS:** *(Academic)*

Weekly CFAs designed and implemented by grade level teams in correlation with the district curriculum

**FORT BEND ISD  
CAMPUS IMPROVEMENT PLAN**

**DATA COLLECTED ABOUT ADULTS (Academic):**  
**CWTs will used for administrative feedback/ evaluation**  
**Minutes and agendas from weekly planning meetings attended by an assigned administrator and/ or campus specialist**

**WHEN AND WHAT WAS COLLECTED AS INDICATED IN CHART BELOW:**

Aug	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly

**WHO COLLECTS DATA:**  
**Data from CWTs are collected by the administration team**

**WITH WHOM DATA WILL BE SHARED:**  
**The data from CWTs will be shared with administration and specialists.**

**D. PROFESSIONAL DEVELOPMENT PLAN (Academic):**

**\*(Professional Development Level: K = Knowledge; P = Practicing; M = Modeling/Coaching; R = Reflecting)**

Professional Development Activity	PD Level*	Date(s)	Audience	Trainer/Provider	Cost	Funding Source
Campus Trainings	K, R, M	September 2, 2008- May 25, 2009	BMS math and science department	Specialist		
Data Team/ Decision Making	P, M, R	August 21, 2008	All BMS teachers	CIS, Specialists, Campus Data Team		
District- Power Standards	K, P, M, R	August 18, 2008	BMS Core teachers	District Personnel		
Teacher Book Reviews	K, P, M	August 14- May 29, 2009	All BMS teachers	Administration		
Monthly Faculty Training	K, P, M, R	September 2, 2008- May 28- 2009	All BMS teachers	Various Faculty		

**E. PARENTAL INVOLVEMENT (Academic)**

Activity	When it will be offered	Who will be providing activity	Cost	Funding Source
PTO sponsored Field Trips	TBA	BMS staff/ PTO	TBA	PTO
Parent Volunteers	August 25, 2008- June 5, 2009	VIPS organization	N/A	
High school tutors	August 25, 2008- June 5, 2009	HHS NHS	N/A	
Campus Career Day	October 2009	PTO/ VIPS	N/A	FBISD/ BMS PTO

**FORT BEND ISD  
CAMPUS IMPROVEMENT PLAN**

MS15

**SECTION 2: IMPLEMENTATION – COMMUNITY, QUALITY STAFF, TECHNOLOGY,  
CHARACTER DEVELOPMENT  
DSP GOALS 2, 3, 5, 7**

**IMPLEMENTATION FOR THE AREA OF**

2008-09 SCHOOL YEAR

<b>CAMPUS:</b> Baines Middle School	<b>DATE:</b> September 2, 2008
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<b><u>CAMPUS GOAL</u></b>
By the completion of the 2009 school year, the number of campus discipline referrals will decrease 20% as compared to 2008.
By the completion of the 2009 school year, the 8 <sup>th</sup> grade students will show an increase of at least 3% on the Technology Literacy Assessment.

<b>A. STUDENT INDICATORS: (<i>Technology and character development only</i>)</b>									
The number of students receiving discipline referrals for tardiness will decrease by 20% compared to the 2008 school year.									
The number of students receiving discipline referrals for disruptive behavior will decrease by 30% compared to 2007 school year.									
The 8 <sup>th</sup> grade students will show an increase of at least 3% (from last year's score of 77%) on the Technology Literacy Assessment.									
<b>DATA COLLECTED ABOUT STUDENTS:</b>									
SASI is essential for recording tardies and discipline documentation.									
The Technology Literacy Assessment is given to 8 <sup>th</sup> graders in May.									
<b>WHEN AND WHAT WAS COLLECTED AS INDICATED IN CHART BELOW:</b>									
Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
			Discipline data			Discipline data			Discipline data
			AEIS report						TLA
<b>WHO COLLECTS DATA:</b>					<b>WITH WHOM DATA WILL BE SHARED:</b>				
Discipline data is accumulated by the campus administrative team and counseling department.					Data is distributed to administrators, campus counselors, specialists and department heads. Data is shared with the community in late January or early February at the "State of the School" presentation delivered by the building principal.				
TLA data is recorded by the district and reported to the campuses.									

<b>B. RESEARCH-BASED INSTRUCTIONAL STRATEGIES: (<i>Technology and character development only</i>)</b>
Campus level consequences such as lunch detention, before/ after school detention, and Saturday detention are conveyed to students to deter negative behavior resulting in additional discipline referrals.
Class assemblies
Advisory activities about character development.

**FORT BEND ISD  
CAMPUS IMPROVEMENT PLAN**

**Constant parent volunteers encourage positive behavior.  
Integrating technology into instruction and learning.**

**C. ADULT INDICATORS: (Community, Quality Staff, Technology, Character Development)**

**Increased parental involvement and membership**  
**8<sup>th</sup> grade dance party, career day, faculty incentive (gift certificates), classroom assistance, judges for Open House activities, campus goal setting, Campus Based Leadership, fundraisers**  
**On-going staff development for technology skills.**

**DATA COLLECTED ABOUT ADULTS: (Community, Quality Staff, Technology, Character Development)**

The agenda from PTO meetings and volunteer hours logged in RAPTOR to provide documentation.  
 Use of technology is assessed via classroom observations and with the LoTi scale.

**WHEN AND WHAT WAS COLLECTED AS INDICATED IN CHART BELOW:**

Aug	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
	VIPS sign in	VIPS sign in	PTO minutes	PTO minutes	PTO minutes	PTO minutes	PTO minutes	PTO minutes	PTO minutes
		PTO hours	VIPS hours	VIPS hours	VIPS hours	VIPS hours	VIPS hours	VIPS hours	VIPS hours

**WHO COLLECTS DATA:**

Front desk receptionist and VIPS coordinator collect the sign in sheets.  
 Administrators via CWT's.

**WITH WHOM DATA WILL BE SHARED:**

The data is provided to the campus principal and Special Programs in the FBISD administration building.

**D. PROFESSIONAL DEVELOPMENT PLAN: (Community, Quality Staff, Technology, Character Development)**

\*(Professional Development Level: K = Knowledge; P = Practicing; M = Modeling/Coaching; R = Reflecting)

Professional Development Activity	PD Level*	Date(s)	Audience	Trainer/Provider	Cost	Funding Source
Achieve Fort Bend Career Cluster	K, P, M	August 14-21	BMS Parents	TBA	N/A	
FBISD Community Conference	K,	March 2009	FBISD Parents	Various Community Partners	N/A	
FBISD Community Mentor Program	P, M	August 14- May 29, 2009	Community	FBISD	N/A	
Periodic training for instructional technology skills.	P, M, R	On-going	Teachers	ITS	N/A	

**FORT BEND ISD  
CAMPUS IMPROVEMENT PLAN**

MS17

<b>E. PARENTAL INVOLVEMENT (<i>Community, Quality Staff, Technology, Character Development</i>):</b>				
<b>Activity</b>	<b>When it will be offered</b>	<b>Who will be providing activity</b>	<b>Cost</b>	<b>Funding Source</b>
FBISD Community Mentor Program	October- May	FBISD	N/A	



**FORT BEND ISD  
CAMPUS IMPROVEMENT PLAN**

MS19

**SECTION 3: MONITORING AND PROGRESS REPORTING**

2008-09 SCHOOL YEAR

Each campus principal will complete this report and submit a copy to the appropriate assistant superintendent at the end of each month.

<b>CAMPUS: Baines Middle School</b>	<b>MONTH:</b>
<b>AREA(S) OF FOCUS</b>	<b>DATE</b>
<b>PERSON(S) RESPONSIBLE FOR COMPLETION OF THIS REPORT</b>	

**MONTHLY PROGRESS REPORT**

<b>CAMPUS GOAL (Narrative Format)</b>
<b>A: SUMMARY OF ATTACHED DATA SOURCES</b> <i>(Student Results; Adult Actions)</i>
<b>B: REFLECTION</b> <i>(Inferences/conclusions that can be drawn about progress toward the stated goals)</i>
<b>C: STUDENT RESULTS</b>
<b>D: ADULT ACTIONS</b>

**FORT BEND ISD  
CAMPUS IMPROVEMENT PLAN**

MS20

**SECTION 4: SPECIAL PROGRAMS  
(TEA Required)**

2008-09 SCHOOL YEAR

List the methods for addressing the needs of students through the use of special programs.

<b>A: STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE (State of Texas requirements):</b>
<p><b>SUICIDE PREVENTION</b> It is addressed initially via health education. If additional situations arise, counseling intervention with student and parents is implemented. Necessary paperwork is completed and filed by proper school officials. When appropriate, referrals for professional psychiatric assistance are employed.</p>
<p><b>CONFLICT RESOLUTION</b> Health Education focuses on peaceful resolutions to conflicts. Through this class, several videos such as Resolving Conflicts Peacefully and Social, Mental and Emotional Traits are shown from Unitedstreaming and DVD.</p>
<p><b>VIOLENCE PREVENTION/INTERVENTION</b> Baines Middle School is an official No Place for Hate school through awareness programs and assemblies. In addition, students are encouraged to report potential acts of violence to the campus officer.</p> <ul style="list-style-type: none"><li>• PALS for local high schools discuss unhealthy relationships in health classes.</li><li>• Crime Stoppers Club</li><li>• SOS boxes</li></ul>
<p><b>DYSLEXIA TREATMENT</b> Students will be regularly monitored by the district provided reading specialist. Including but not limited to the following strategies</p> <ul style="list-style-type: none"><li>• Direct instruction in syllable patterns</li><li>• Direct instruction of word attack/ word parts</li><li>• Systematic structured approach to language instruction</li><li>• Spelling strategies</li><li>• Direct instruction of writing (sentence structure/ paragraph structure)</li><li>• Language and language families/</li><li>• Broaden language relationships</li></ul>
<b>B: STRATEGIES FOR PROVIDING SPECIALIZED INFORMATION TO MIDDLE AND HIGH SCHOOL STUDENTS, TEACHERS, COUNSELORS, AND PARENTS</b>
<p><b>HIGHER EDUCATION ADMISSIONS AND FINANCIAL AID OPPORTUNITIES</b> Annual Baines Career Day</p>

**FORT BEND ISD  
CAMPUS IMPROVEMENT PLAN**

MS21

**B: STRATEGIES FOR PROVIDING SPECIALIZED INFORMATION TO MIDDLE AND HIGH SCHOOL STUDENTS, TEACHERS, COUNSELORS, AND PARENTS**

**TEXAS GRANT PROGRAM**  
Not applicable to Baines Middle School

**TEACH FOR TEXAS GRANT PROGRAM**  
Not applicable to Baines Middle School

**FORT BEND ISD  
CAMPUS IMPROVEMENT PLAN**

MS22

**SECTION 5: REFLECTIONS AND ACTIONS**

2008-09 SCHOOL YEAR

Each campus principal will complete this one-page qualitative summary report and submit a copy to the appropriate assistant superintendent at the end of each month.

<b>CAMPUS: Baines Middle School</b>	<b>DATE:</b>
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<b>We Planned:</b>	<b>We Achieved:</b>
<b>1. What factors influenced our ability to improve on our targeted indicators?</b>	
<b>2. What was our performance compared to last year?</b>	
<b>3. What strategies improved student achievement and which ones did not? Why?</b>	
<b>4. What changes will we make to improve student achievement?</b>	
<b>5. What are we doing to foster continuous improvement?</b>	
<b>6. What are we learning about learning?</b>	
<b>7. What are our next steps based on what we learned?</b>	
<b>8. This is how our school contributed in a positive way to the district-wide indicators:</b>	
<b>OTHER COMMENTS:</b>	