

**2007-2008**  
**Campus Improvement Plan**  
**for**  
**Adaptive Behavior Center**

**Cypress-Fairbanks Independent School District**

# **PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES**

## Areas to Improve

**District Priority:**

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

**Area of Focus:**

**Student Safety /Behavioral IEP Goals**

**Campus Objective:** #

By the date of each student's annual ARD and after at least 12 weeks of attendance at the Adaptive Behavior Center, we will improve the student's behavioral performance as indicated through a decreased number of behavioral interventions.

**Formative Evaluation:**

Daily Point Sheet totals, Crisis Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Structure a safe school environment through the use of escorting and monitoring of students upon entry into school and classrooms, emergency phones in classrooms, and controlled dismissal of students at the end of the day.	AR VP	Students	All Staff	Metal detector, cameras, Staff, emergency phones	Ongoing
	2	Implement the Behavior Management System to encourage self-management and appropriate discipline.	AR VP	Students	All Staff	Student Handbook	Ongoing
	3	Enforce standardized dress code.	AR VP	Students	All Staff	Student Handbook	Ongoing
	4	Classrooms will be secured to prevent outside interruptions.	AR VP	Students	All Staff	Keys for all staff	Ongoing
	5	Incorporate Personal Development Curriculum into classroom interactions.	AR VP	Students	PDL Teachers	PDL curriculum materials, Counselors	Ongoing
	6	Maintain a schedule of psychological services and individual counseling services.	AR VP	Students	Psychologist, Counselors	IEP documents	Ongoing
	7	Maintain a low student to staff ratio and continue with team-teaching model.	AR VP	Students	Director	Master Schedule	Ongoing
Teachers	1	Designee will attend Drug Safety Training and will share information with staff at weekly meetings.	AR VP SD	All Staff	Designee, Staff Dev. Personnel	Staff Dev. Facilitators	Ongoing

	2	All staff will be trained in Non-threatening Crisis Intervention techniques through CPI training.	AR VP SD	All Staff	Director, Staff Dev. Personnel	Staff Dev. Facilitators	Annually
	3	Monthly staffings will be held for each team; individual staffings will be held as needed.	AR VP	All Staff	Director, Team Leaders, Designated Staff	IEPs, Level Record Sheets, Crisis referrals	Ongoing
Parents	1	Keep parents up-to-date on their child's academic progress through daily TPS sheets, phone calls, progress reports, report cards, and ARD meetings.	AR VP PI	Parents	All Staff	IEPs, Level Record Sheets, Crisis referrals	Ongoing
	2	Family Activity Night will be held twice a year.	AR PI	Parents	All Staff	Psych. Services, Counseling staff, Teachers Director	Twice yearly
	3	A campus newsletter composed of information about upcoming events at the AB Center and within CFISD, as well as parenting tips and samples of student products will be sent home several times throughout the school year.	AR PI VP	Parents	Director, Counselors	District publications, Counseling information, Staff	Monthly

## Areas to Improve

**District Priority:**

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

**Area of Focus:**

**Attendance**

**Campus Objective:**

# For 2007 – 2008, the ADA student attendance will be at or above **90%**.

**Formative/Summative Evaluation:**

District-locally Developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Motivate students to attend school daily through the development of an engaging and supportive learning environment.	AR PI	Students	All Staff	Attendance reports, Staff Development	Ongoing
	2	Investigate reasons for absenteeism.	AR PI	Students	All Staff	Attendance reports, Phone call logs	Ongoing
	3	Build rapport with parents through phone calls and daily TPS sheets.	AR PI	Students	All Staff	Attendance reports, Phone call logs	Ongoing
	4	Provide door-to-door transportation.	AR PI	Students	Transportation staff	Attendance reports, Transportation logs	Ongoing
	5	Give attendance awards after each six weeks grading period.	AR PI	Students	Counselors	Attendance reports	Ongoing
Teachers	1	Provide supplies and support for teachers to create a caring and supportive classroom environment.	AR PI	All Staff	All Staff	Classroom supplies, Art teacher	Ongoing
Parents	1	Build rapport with parents through phone calls and daily TPS sheets.	AR PI	Parents	All Staff	Attendance reports,	Ongoing

PI

						Phone call logs	
	2	Personal contact with each parent each time a student is absent.	AR PI	Parents	All Staff	Attendance reports, Phone call logs	Ongoing

## Areas to Improve

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

**Area of Focus:** **Science**

**Campus Objective:** # By May 2008, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS or TAKS-I science.

	8 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
2007	1/2	1/1	0/1
2008	≥ 70%	≥ 70%	≥ 70%

**Formative/Summative Evaluation:** Campus-based Criterion Referenced Tests, IEP evaluation/progress reports, District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Design and present lessons to pinpoint specific gaps in student background knowledge.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	2	Provide extended learning time through TAKS rotation during 7 <sup>th</sup> period SSSME.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	3	Use Quantum Learning strategies, "Gizmos", and a variety of teaching strategies to meet the diverse learning needs of students.	AR T	Students	Teachers	Curriculum materials, Quantum Learning materials, Curriculum	Ongoing

						coordinators Online resources, IEPs	
	4	Maintain a low student/staff ratio.	AR	Students	Director	Master Schedule	Ongoing
	5	Continue team teaching model.	AR	Students	Teachers Director	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	6	Maintain a team planning schedule to promote sharing of ideas and strategies to meet the diverse needs of students.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
Teachers	1	Provide technology support to teachers for the use of Smartboards, laptops, and specific software in the classroom.	AR SD T	All Staff	IT Staff, Curriculum staff, Technology Liaison	Software, hardware	Ongoing
	2	Provide information about Quantum Learning updates and support attendance.	AR SD	All Staff	Staff Dev. Personnel, Director, Helping Teacher	texts	Ongoing
Parents	1	Keep parents up-to-date on their child's academic progress through daily TPS sheets, phone calls, progress reports, report cards, and ARD meetings.	AR PI VP	Parents	All Staff	IEPs, Level Record Sheets, Crisis referrals	Ongoing

## Areas to Improve

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

**Area of Focus:** **Mathematics**

<b>Campus Objective:</b> #	By May 2008, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS or TAKS-I mathematics.		7th	8th	9th	10th	11th
		2007	0/0	1/1	0/4	0/1	NA
		2008	≥ 70%	≥ 70%	≥ 70%	≥ 70%	≥ 70%

Campus-based Criterion Referenced Tests, IEP evaluation/progress reports, District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Ongoing evaluation by math team through examination of results on teacher made tests and classroom performance.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs, tests and data from results	Ongoing
	2	Design and present lessons to pinpoint specific gaps in student background knowledge.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	3	Provide extended learning time through TAKS rotation during 7 <sup>th</sup> period SSSME.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online	Ongoing

						resources, IEPs	
	4	Use Quantum Learning strategies, "Gizmos", and a variety of teaching strategies to meet the diverse learning needs of students.	AR T	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
Teachers	1	Provide technology support to teachers for the use of Smartboards, laptops, and specific software in the classroom.	AR SD T	All Staff	IT Staff, Curriculum staff, Technology Liaison	Software, hardware	Ongoing
	2	Provide information about Quantum Learning updates and support attendance.	AR SD	All Staff	Staff Dev. Personnel, Director, Helping Teacher	Professional	Ongoing
	3	Schedule team planning time and promote the movement of students between math teams as teachers deem appropriate to accelerate student academic growth.	AR	All Staff	Director	Master Schedule	Ongoing
Parents	1	Keep parents up-to-date on their child's academic progress through daily TPS sheets, phone calls, progress reports and report cards.	AR PI VP	Parents	All Staff	IEPs, Level Record Sheets, Crisis referrals	Ongoing

## Areas to Improve

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

**Area of Focus:** **Reading/English Language Arts**

<b>Campus Objective:</b> #	By May 2008, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS or TAKS-I Reading/English Language Arts.		7th	8th	9th	10th	11th
		2007	NA	1/2	3/7	4/4	1/1
		2008	≥ 70%	≥ 70%	≥ 70%	≥ 70%	≥ 70%

**Formative/Summative Evaluation:** District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Provide instructional opportunities for reteaching and retesting of critical TEKS for students who demonstrate weakness in critical skills.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	2	Provide extended learning time through TAKS rotation during 7 <sup>th</sup> period SSSME.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	3	Use Quantum Learning strategies, "Gizmos", and a variety of teaching strategies to meet the diverse learning needs of students.	AR T	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources,	Ongoing

						IEPs	
	4	Enroll students in Read 180 and gather data from the program to monitor students' reading improvement.	AR T	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	5	Provide routine classroom instructional opportunities for students to support their written and verbal responses to literature with text evidence to strengthen their short answers.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	6	Analyze assessment data from TAKS, SFAs and teacher created quizzes and tests and create a plan for reading improvement based on the data.	AR	Students	Teachers	IEPs, tests and data from results	Ongoing
	7	Employ the use of before-, during- and after-reading strategies that are highly engaging for students.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
Teachers	1	Provide technology support to teachers for the use of Smartboards, laptops, and specific software in the classroom.	AR SD T	All Staff	IT Staff, Curriculum staff, Technology Liaison	Software, hardware	Ongoing
	2	Provide information about Quantum Learning updates and support attendance.	AR SD	All Staff	Staff Dev. Personnel, Director, Helping Teacher	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	3	Attend Read 180 training and share sessions.	AR	All Staff	Read 180	Curriculum	Ongoing

			SD T		teachers	materials, Curriculum coordinators Online resources, IEPs	
Parents	1	Keep parents up-to-date on their child's academic progress through daily TPS sheets, phone calls, progress reports, report cards, and ARD meetings.	AR PI VP	Parents	All Staff	IEPs, Level Record Sheets, Crisis referrals	Ongoing

## Areas to Improve

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

**Area of Focus:** **Social Studies**

<b>Campus Objective:</b> #	By May 2008, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS or TAKS-I Social Studies.		8th	10th	11th
		2007	1/1	2/3	0/1
		2008	≥ 70%	≥ 70%	≥ 70%

**Formative/Summative Evaluation:** District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Design and present lessons to pinpoint specific gaps in student background knowledge.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	2	Provide extended learning time through TAKS rotation during 7 <sup>th</sup> period SSSME.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	3	Use Quantum Learning strategies, "Gizmos", and a variety	AR	Students	Teachers	Curriculum	Ongoing

		of teaching strategies to meet the diverse learning needs of students.	T			materials, Curriculum coordinators Online resources, IEPs	
	4	Integrate technology lessons that are at a higher level of thinking when appropriate.	AR T	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	5	Implement a variety of strategies such as non-linguistic representations for vocabulary, direct vocabulary instruction, cooperative learning, and group skill-building activities.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
Teachers	1	Provide technology support to teachers for the use of Smartboards, laptops, and specific software in the classroom.	AR SD T	All Staff	IT Staff, Curriculum staff, Technology Liaison	Software, hardware	Ongoing
	2	Provide information about Quantum Learning updates and support attendance.	AR SD	All Staff	Staff Dev. Personnel, Director, Helping Teacher	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	3	Promote staff development training in History Alive! and monitor use of strategies after training.	AR SD	All Staff	Staff Dev. Personnel, Director, Helping Teacher	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing

Parents	1	Keep parents up-to-date on their child's academic progress through daily TPS sheets, phone calls, progress reports, report cards, and ARD meetings.	AR PI VP	Parents	All Staff	IEPs, Level Record Sheets, Crisis referrals	Ongoing
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## Areas to Improve

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

**Area of Focus:** **Academic IEP Goals**

**Campus Objective:** # By the date of each student's annual ARD and after at least one semester of attendance at the Adaptive Behavior Center, we will improve the student's academic performance level by a minimum of one grade level.

**Formative/Summative Evaluation:** Classroom performance, Teacher made tests, Campus-based criterion referenced tests

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Integrate technology in lessons whenever possible to stimulate interest and higher level thinking.	AR T	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	2	Utilize Marzano's strategies for summarization, note taking, and similarities and differences to increase student achievement.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators	Ongoing

						Online resources, IEPs	
	3	Provide classroom instructional opportunities for reteaching and retesting critical TEKS for students who demonstrate weakness in critical skills.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	4	Design content lessons to encourage student-centered classrooms that focus on collaborative learning.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	5	Incorporate effective questioning strategies into lessons.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	6	Provide timely feedback to students upon completion of assignments/assessments.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
Teachers	1	Attend training for teachers to increase level of complexity of questioning/assessment strategies.	AR SD	All Staff	Staff Dev. Personnel, Director, Helping Teacher	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	2	Request staff development on the incorporation of	AR	All Staff	IT Staff,	Curriculum	Ongoing

		technology into lessons.	SD T		Curriculum staff, Technology Liaison	materials, Curriculum coordinators Online resources, IEPs	
Parents	1	Keep parents up-to-date on their child's academic progress through daily TPS sheets, phone calls, progress reports, report cards, IEP progress reports, and ARD meetings.	AR PI VP	Parents	All Staff	IEPs, Level Record Sheets, Crisis referrals	Ongoing

## Legend

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

# **PART III: ASSURANCE ADDENDUM**

## CIP PART III: ASSURANCE ADDENDUM

**Adaptive Behavior Center  
Maybelline Carpenter  
2007 – 2008  
Campus Improvement Plan  
Cypress-Fairbanks Independent School District**

### Section A

√ (1) The Adaptive Behavior Center has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])

√ (2) The Adaptive Behavior Center CPOC has

- √ (a) completed a needs assessment which serves as the basis for the CIP.
- √ (b) reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
- √ (c) identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
- √ (d) included in the CIP these elements.
  - Resources allocated
  - Staff responsible for activities and strategies
  - Formative and summative evaluation criteria
- √ (e) addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, dyslexia treatment programs, and pregnancy-related services.
- √ (f) included strategies for dropout prevention and reduction. (middle school and high school)
- √ (g) included strategies for improving student attendance.
- √ (h) included strategies for improving the campus's completion rate. (high school)
- √ (i) provided for a program to encourage parental and community involvement at the campus.
- √ (j) included goals and methods for violence prevention and intervention on campus.

√ (3) Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.

√ (4) Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach for Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)

**CIP PART III: ASSURANCE ADDENDUM**  
**Section B**

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Arthur Teed	Teacher 1
Mayra Cruz-Williams	Teacher 2
Jeff Jackson	Teacher 3
Jeanine Smith	Teacher 4
Mona Gayle Timko	Teacher 5
Ron Esch	Teacher 6
Arianne Edmundson	Teacher 7
Rhonda Sneed	Teacher 8
Angela King	Non-teaching professional 1
Lisa Hubbard	Non-teaching professional 2
Lori Heydon	Parent 1
Leslie Martone	Business representative 1

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	August 21, 2007	9:00 AM	Adaptive Behavior Center
2	September 17, 2007	2:30 PM	Adaptive Behavior Center
3	October 4, 2007	5:00 PM	Adaptive Behavior Center
4	April 14, 2008	2:30 PM	Adaptive Behavior Center
5	May 12, 2008	2:30 PM	Adaptive Behavior Center

\* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

## CIP PART III: ASSURANCE ADDENDUM

### Section C

√(1)

Texas Assessment of Knowledge and Skills Recognized or Exemplary Goal	
For 2007-2008, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	
Formative	After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.

√(2)

Texas Assessment of Knowledge and Skills Commended Performance Goal	
For 2007-2008, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	
Formative	After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.

### Other Legal Requirements

√(3)

Parent and Community Involvement Goal	
For 2007 – 2008, the percent of parents and community members attending Family Activity Nights will increase by <b>10%</b> .	
Formative	At the end of the first semester, the percent of parents and community members attending Family Activity Nights will be reviewed to determine progress.
Summative	At the end of the school year, the percent of parents and community members attending Family Activity Nights will be reviewed to determine if the objective was met.
Strategy	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.

## CIP PART III: ASSURANCE ADDENDUM

√(4)

Violence Prevention and Intervention Goal	
For 2007 – 2008, discipline referrals for drugs, alcohol, and tobacco will be reduced by <b>50%</b> from the previous year.	
Formative	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Strategy	Implement and monitor the school wide safety and security plan.

√(5)

Violence Prevention Goal	
For 2007 – 2008, the discipline referrals for out of class consequences will be reduced by <b>10%</b> from the previous school year.	
Formative	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for <b>out of class consequences</b> .
Strategy	Implement and monitor the school-wide safety and security plan.

√(6)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above <b>70%</b> .	
Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the TAKS A and/or TAKS Alt tests will be reviewed to determine if the ARD objectives were met.
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.

## CIP PART III: ASSURANCE ADDENDUM

√(7)

Highly Qualified Teacher Goal	
For 2007 – 2008, the percent of highly qualified teachers in the core academic areas will be at <b>100%</b> .	
Formative	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.
Summative	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.
Strategy	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

√(8)

Secondary Drop – out Prevention Goal	
For 2007 – 2008, the dropout rate will be <b>5%</b> or less with no student group exceeding <b>5%</b> .	
Formative	Each grading period, the documentation will be reviewed for students who have checked out of school.
Summative	The 2007 – 2008 drop-out data will be reviewed.
Strategy	Monitor school leavers bi-weekly, contact parents, and implement intervention plans.

√(9)

High School AEIS Goal – Ninth Graders	
The percent of 2007 – 2008 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least <b>90%</b> .	
Formative	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.
Summative	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.
Strategy	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.

### CIP PART III: ASSURANCE ADDENDUM

Adaptive Behavior Center Cypress-Fairbanks Independent School District Staff Development Plans 2007 – 2008			
Date	Audience	Responsible for Planning	Purpose/Content
2-Aug	Leadership Conference	District Administrative Staff	
3-Aug	GLT/AMS	Elementary – A.M.	
	GLT/AMS	Secondary - P.M.	
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
14-Aug	Department Chair and Team Leader	District Staff	
16-Aug-17	New Staff Orientation	District Staff	
20-Aug	All Staff	Director	Campus Handbook
21-Aug	All Staff	Director	Campus Handbook
22-Aug	All Staff	Director	
23-Aug	Elementary/Secondary	District Staff	
24-Aug	All Staff	Director	
11&18-Sep	AB Center Staff	Director	CPI
8-Oct	Secondary Staff	District Staff	Content Day
	Elementary Staff	Campus Staff	Parent Conferences
Fall	AB Center Staff	Director/Helping Teacher	Book Study – Quantum Learning
3-Jan	Elementary Staff	District Staff	
	AB Center Staff	Director/Nurse	CPR Training
4-Jan	AB Center Staff	Director/Nurse	CPR Training
Spring	AB Center Staff	Director/Helping Teacher	Book Study – Activating the Desire to Learn
April 28 *	All Staff	Campus	TE Day
30-May	All Staff	Director	Campus Close-out