

2007-2008
Campus Improvement Plan
for
Alternative Learning Center/Secondary Alternative 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

Campus Objective:

For 2007 – 2008, a baseline for future program improvement will be established by monitoring the percentage of students referred to ALC/SAC, who complete their placement in the minimum length of time required compared to the percentage of students whose return dates are extended for behavioral reasons.

Formative Evaluation:

District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Examine research to determine the best methods for addressing substance abuse, and implement programs as feasible. Offer counseling for: <ul style="list-style-type: none"> • Substance abuse • Gang involvement • Teen pregnancy 	AR,VP	All Students	Principal, Assistant Principals, Special Education Administrator, Counselors, CYS Worker, Prevention Advocate	Teen Leadership, Skills Curriculum	Ongoing
	2 Structure a safe school environment through the use of surveillance cameras, escorting and monitoring of student controlled entry into school and classrooms, monitoring students' passing between each class, emergency phones in classrooms, and individual dismissal of students at the end of the school day.	AR, VP	All Students	All Staff	Cameras, Emergency Phones, Personnel, Metal Detector	Ongoing
	3 Implement the Behavior Management System to encourage self-management and appropriate discipline.	All Staff	All Students	All Staff	Level Sheet System, ALC/SAC Handbooks	Ongoing
	4 Incorporate social, health, and lifestyle decision-making into SAC Physical Education classes.	AR, VP	All Students Enrolled in SAC Physical Education	Physical Education Teachers, Counselors	<u>Choices Magazine</u>	One class session per week

	5	Emphasize training in anger and aggression management strategies, bullying prevention, and conflict resolution.	AR, VP	All Students Enrolled In Teen Leadership and Skills	Counselors, Skills and Teen Leadership Teachers	Teen Leadership and Skills Curriculum	Ongoing
Teachers	1	Staff Development:-- <u>Discipline Without Stress, Punishments or Rewards: How Teachers and Parents Promote Responsibility & Learning</u> by Marvin L. Marshall	AR, VP, SD	All Staff	Assistant Principals, Instructional Specialist	Text, Power Point Presentation	Before the End of the 2 ND Six Weeks
	2	Promote/provide staff development in the areas of conflict resolution, students' relationships (BBR), violence prevention, gang awareness, substance abuse prevention, CPI, CPR, Capturing Kids' Hearts, etc.	AR, VP, SD	All Staff	Principal, Special Education Administrator, Staff Development Personnel, Counselors, Nurse	Building, District, Region, and Private Facilitators	Ongoing
	3	Provide additional academic and behavioral support in classrooms through the scheduling of teachers and teaching assistants.	AR, VP	All Staff	Principal	Master Schedule	Ongoing
Parents	1	Increase awareness and understanding of the <u>Cy-Fair I.S.D. Student Code of Conduct and ALC/SAC Parent/Student Handbook</u> with parents.	AR, VP, PI	All Parents of ALC/SAC Students	Principal, Assistant Principals, Special Education Administrator, Bridge Staff, Counselors	<u>Student Code of Conduct</u> , Intake Orientation, Level Sheet, ARDs, Handbook Quiz	Ongoing
	2	Develop and implement alternative discipline strategies, which increase parent involvement and improve student behavior. Implement an Action Plan for those students, who are not progressing on the level system.	AR, VP, PI,	All Parents of ALC/SAC Students	Principal, Assistant Principals, Special Education Administrator, Counselors	Intake, ARDs, BIPs, Phone Calls To Parents, Staffings, Behavior Action Plans	Ongoing

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%--ALC and 83%--SAC.

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—create an engaging and supportive learning environment.	AR	All Students	All Staff	Level System, Teen Leadership and Skills Curriculum, Building Better Relationships Principles, <u>The First Days of School</u> by Harry K. Wong and Rosemary T. Wong	Ongoing

2	Study the cases of absenteeism—analyze semester “Excessive Absences” reports.	AR	All Students	Principal, Assistant Principal, Special Education Administrator, Counselors, Attendance Secretary, School Nurse, Instructional Staff	Absentee Data	Ongoing
3	Implement an action plan of targeted strategies such as flexible scheduling, attendance incentive plans, and enhanced communication with parents, community, and health professionals.	AR	All Students	Principal, Assistant Principals, Special Education Administrator, Counselors, Attendance Secretary, School Nurse, Instructional Staff	Level System Incentives, Advisory Stickers, Student Store Rewards, Attendance Incentives	Ongoing
4	Utilize the a.m. and p.m. Advisory classes to monitor student progress, both academic and behavioral.	AR	All Students	Advisory Teachers,	Access to Progress Reports, Report Cards, Level Sheets	Ongoing
5	Monitor students during passing time and greet them by name at the door each class period.	AR	All Students	Teachers, Teaching Assistants	<u>The First Days of School</u> by Harry K. Wong and Rosemary T. Wong, Building Better Relationships	Ongoing

Teachers	1	Engage in research-based teaching/learning strategies to increase the success of all students. Attend in-house staff development in <u>Building Background Knowledge for Academic Achievement</u> .	AR SD	Instruc- tional Staff, Teaching Assistants	Instructional Specialist	Text by Robert Marzano, Power Point Presentation, Handouts	By the End of the 1st Six Weeks
	2	Utilize the most effective teaching strategies for student success. Attend in-house staff development in <u>Handbook for Classroom Instruction That Works</u> .	AR SD	Instruc- tional Staff, Teaching Assistants	Instructional Specialist	Text by Robert Marzano, Power Point Presentation, Handouts	By the End of the 2nd Six Weeks
	3	Improve strategies used to introduce new concepts, vocabulary, etc.	AR SD	Instruc- tional Staff, Teaching Assistants	Instructional Specialist	Power Point Presentation, Handouts	By the End of the 3 rd Six Weeks
Parents	1	Attend intake to determine relationship between attendance and length of time students attend ALC/SAC. Attend educational seminars for parents covering topics such as drug awareness, gangs, violence prevention, and parenting skills.	AR PI	Parents	Principal, Assistant Principals, Counselors	ALC/SAC Parent/Stu- dent Handbook, Presentation	Ongoing
	2	Take advantage of opportunities to monitor student attendance by examining progress reports, report cards, and by maintaining contact with Teachers, Counselors, Administrators, Attendance Secretary, and Prevention Staff.	AR PI VP	Parents	All Staff	Progress Reports, Report Cards, Contact Numbers for Staff in Parent/Stu- dent Handbook, E-mail	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**

(stated in "SMART goal" format)

Campus Objective: 90% of all ALC/SAC students will be passing Science classes by their scheduled review dates and 100% before returning to their home campus.

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	Challenge students with inquiry and problem-based learning activities that reinforce critical TEKS.	AR	All students	Science Teachers	Curriculum Guides, TE's TEKS listed in texts.	Ongoing
	2	Provide students with opportunities to be reflective about their learning.	AR	All Students	Science Teachers	Time Allotment	Ongoing
	3	Incorporate activities in which students manipulate physical objects, as in laboratory activities. Stress vocabulary development specific to Science by utilizing Marzano recommended strategies. Practice direct vocabulary instruction critical to science academic content by using research-based methods, such as imagery, Frayer models, cubing, and other nonlinguistic and hands-on techniques.	AR	All Students	Science Teachers	Scope and Sequence, Curriculum Guides, TE's, Laboratory Supplies, Safety Contracts	Ongoing

	4	Design content lessons to encourage student-centered classrooms that focus on collaborative learning.	AR	All Students	Science Teachers	Staff Development in Student-Centered Classrooms and Collaborative Learning	Ongoing
	5	Incorporate effective questioning strategies into lessons, stressing high-cognitive level questions, increasing wait time, and extending student responses. Encourage student discussion/dialogue of science content.	AR	All Students	Science Teachers	Bloom's Taxonomy, Writing Objectives Handout	Ongoing
Teachers	1	Integrate technology to engage students and increase the depth of students' understanding of content.	T	Science Teachers	Appraisers, Technology Liason, Instructional Specialist	Instructional Specialist, Technology Liason	Ongoing
	2	Attend district professional development sessions to enhance understanding of content and pedagogy. Attend training for teachers to increase the level of questioning/assessment strategies. Follow the scope and sequence and grading plans provided at the campus level.	SD	Science Teachers	Staff Development Personnel, Science Coordinator, Instructional Specialist	District and In-house Staff Development	Ongoing
	3	Request staff development on the incorporation of technology, such as computers, laboratory equipment, etc., into science lessons.	SD	Science Teachers	District and Building Staff Development Personnel, Technology Liason, Instructional Specialist	District and In-House Staff Development	Ongoing

Parents	1	Monitor results of teacher-made tests, SFA's, authentic assessments, etc.	PI	Parents	Instructional Staff	Gradebook, Progress Reports, Report Cards	Ongoing
	2	Monitor students' completion of daily homework, preparation for major tests, semester exams, and major projects, such as research papers.	PI	Parents	Instructional Staff	Gradebook, Progress Reports, Report Cards	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**

(stated in "SMART goal" format)

Campus Objective: 90% of all ALC/SAC students will be passing mathematics courses by their scheduled review dates and 100% before students return to home campus.

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 Give students opportunities to work collaboratively on problems that require the use of problem-solving strategies and thought-provoking, real world problems.	AR	All Students	Math Teachers	Scope and Sequence, Curriculum Guides, TE's, Newspapers & Magazines	Ongoing
	2 Provide students with opportunities to dialogue with each other and teachers about mathematics.	AR	All Students	Math Teachers	Time Allotment	Ongoing
	3 Incorporate the use of manipulatives by students and teachers to develop concepts concretely.	AR	All Students	Math Teachers	Manipulatives	Ongoing
	4 Utilize technology to actively engage students and teachers in mathematics.	AR T	All Students	Math Teachers	Technology Tools	Ongoing
	5 Provide additional time for struggling students by utilizing flexible grouping, peer tutoring, team problem-solving, etc.	AR	All Students	Math Teachers	Time Allotment	Ongoing

Teachers	1	Attend share sessions within their campus and in the district to improve the effectiveness of teaching strategies.	AR SD	Math Teachers	Math Coordinator, Instructional Specialist	Power Point Presentations of 5 Marzano Titles, Handouts, Strategies For Success Manual	Ongoing
	2	Analyze SFA data, daily understanding, teacher-made test data, and authentic assessments to adjust lessons, pace, and make decisions regarding the need to re-teach.	AR	Math Teachers	Math Teachers, Instructional Specialist	Assessment Results	Ongoing
	3	Attend note-taking and test-taking staff development at the campus level. Follow the scope and sequence and grading plans provided at the campus level.	AR SD	Math Teachers	Math Teachers, Instructional Specialist	Marzano Titles, Power Point Presentations, Handouts	Ongoing
Parents	1	Encourage students to share information regarding results of tests, homework, and daily class assignments. Monitor closely written communication from teachers in the form of progress reports and report cards.	AR PI	Parents	Parents	Communications Sent Home	Ongoing
	2	Display interest in classroom topics and engage in dialogue concerning real-world applications, including exploration and discovery.	AR PI	Parents	Parents	Time Allotment	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**

(stated in "SMART goal" format)

Campus Objective: 90% of all ALC/SAC students will be passing Reading/Language Arts courses by their scheduled review dates and 100% before students return to home campus.

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

STP	Strategies		Code	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Monitor student progress on teacher-made assessments and SFA's to pinpoint TEKS needing enhanced instruction, and respond to individual students whose scores indicate a need for remediation.	AR	All Students	Reading/ Language Arts Teachers	Assessment Data	Ongoing
	2	Provide students with extensive short-answer responses following independent reading of paired literary and expository selections.	AR	All Students	Reading/ Language Arts Teachers	Curriculum Materials, Teacher-Made Materials	Ongoing
	3	Give students the opportunity to support their responses, both verbally and in writing, to literature with text evidence to strengthen their short-answer skills and prepare for TAKS.	AR	All Students	Reading/ Language Arts Teachers	Time Allotment, Textbooks, Novels	Ongoing
	4	Ensure that struggling students and/or target groups are benefiting from focused re-teaching when needed.	AR	Target Groups	Reading/ Language Arts Teachers	Curriculum Materials, Teacher-Made Materials	Ongoing

	5	Employ all facets of the Six Traits of Writing, and implement writing rubrics compatible with the state's TAKS writing rubric.	AR	All Students	Reading/ Language Arts Teachers	Six Traits Training Materials, TAKS Rubric	Ongoing
Teachers	1	Attend training on the Six Traits of Writing.	AR SD	Reading/ Language Arts Teachers	District Staff Development Personnel, Reading/ Language Arts Coordinator	Online staff Develop- ment Registration	As Offered
	2	Attend training on <u>Understanding by Design</u> by Grant Wiggins and Jay McTighe.	AR SD	Reading/ Language Arts Teachers	District Staff Development Personnel, Reading/ Language Arts Coordinator	Online staff Develop- ment Registration	As Offered
	3	Attend district sponsored share sessions and staff development, especially those which address target groups, slow learners, low achievers, etc.	AR SD	Reading/ Language Arts Teachers	District Staff Development Personnel, Reading/ Language Arts Coordinator	Offerings by E-mail	As Offered
Parents	1	Monitor progress reports and report card grades. Model the importance of reading in the home. Make leisure reading material available to students. Utilize district resources, such as the Summer Reading List.	AR PI	Parents	Parents	Documents Sent Home	Ongoing
	2	Maintain contact with teachers and counselors regarding homework, grades, expectations, reading and writing requirements, etc.	AR PI	Parents	Parents Teachers Counselors	Telephone Contact List in Parent/ Student Handbook	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
Campus Objective:		<i>(stated in "SMART goal" format)</i> 90% of all ALC/SAC students will be passing Social Studies courses by their scheduled review dates and 100% before students return to home campus.
Formative/Summative Evaluation:		District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Coes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	AR	All Students	Social Studies Teachers	Inservice on <u>UBD</u> , Text	Ongoing
	2	AR SD	All Students	Social Studies Teachers, Instructional Specialist	Inservice on Marzano Strategies (5), Texts	Ongoing
	3	AR	All Students	Social Studies Teachers	Marzano Strategies, Texts	Ongoing
	4	AR	All Students	Social Studies Teachers	Curriculum Guides, TE's	Ongoing
	5	AR SD	All Students	Social Studies Teachers	<u>History Alive! Kits</u> <u>Geography Alive! Kits</u>	Ongoing

Teachers	1	Attend sessions dealing with use/integration of technology, reading strategies, <u>History Alive!</u> , <u>Geography Alive!</u> , share sessions, and TAKS strategies workshops.	AR SD	Social Studies Teachers	District Coordinator, Staff Development Personnel	Handouts/ Notes From Sessions	Ongoing
	2	Design TAKS-formatted questions, and provide students with practice in verbalizing the cognitive steps taken to arrive at a test answer. Return to concepts not mastered on SFA's by re-teaching.	AR	Social Studies Teachers	Social Studies Teachers, Instructional Specialist	TAKS Preparation Materials. Curriculum Guides, Scope and Sequence	Ongoing
	3	Implement materials acquired through the "George to George" grant. Provide students with opportunities to view and evaluate primary sources and respond to document-based questions. To increase students' ability to acquire enduring understandings through the use of the grant curriculum and its applications in <u>History Alive!</u>	AR	Social Studies Students Enrolled in U.S. History and Government	Social Studies Teacher, Laura Nolen	"George to George" Curriculum, i.e., Online Web Lessons, Access to Lectures, Original Documents, Lesson Plans, and Primary Sources	Ongoing
Parents	1	Communicate with students regarding historical events which occurred during your lifetime, including sharing geneology, family trees, old photos, and ethnic heritage.	AR PI	Parents	Parents Counselors Teachers Administrators	Time Allotment Photos Keepsakes Oral Histories	Ongoing
	2	Discuss with students written documents, such as progress reports and report cards. Maintain communication with teachers, counselors, and administrators regarding academic progress.	AR PI	Parents	Parents Counselors Teachers Administrators	Documents Sent home	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

ALTERNATIVE LEARNING CENTER/SECONDARY ALTERNATIVE CENTER LAURIE SNYDER 2007 – 2008 Campus Improvement Plan Cypress-Fairbanks Independent School District

Section A

X (1) Alternative Learning Center/Secondary Alternative 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 [school name] 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.
 - African American
 - Hispanic
 - White
 - Economically Disadvantaged
 - Special Education
 - Limited English Proficient
- * Focused on district assessments
- (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.
- (k) reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).

X (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.

X (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
PAUL BLUME	Teacher 1
NYDIA GARCIA	Teacher 2
JENNIFER LEBLANC	Teacher 3
SARA WINKELMANN	Teacher 4
SHARON COWLES	Paraprofessional
WENDI WITTHAUS	Non-teaching professional
LAUREN PRIMOFF	Parent
LYNDA ZELENKA	Community resident
DAVID BYDALEK	Business representative

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	9/11/07	3:10	Room 107
2	10/9/07	3:10	Room 107
3	11/6/07	3:10	Room 107
4	12/11/07	3:10	Room 107
5	1/8/08	3:10	Room 107

* 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

X

Highly Qualified Teacher Goal	
For 2007 – 2008, the percent of highly qualified teachers in the core academic areas will be at 100% .	
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.

Alternative Learning Center/Secondary Alternative 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	Campus	
21-Aug	All Staff	Campus	
22-Aug	All Staff	Campus	
23-Aug	Elementary/Secondary	District Staff	
24-Aug	All Staff	Campus	
8-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
3-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
4-Jan	All Staff	Campus	
April 28 *	All Staff	Campus	
30-May	All Staff	Campus	