2007-2008

Campus Improvement Plan

for

Cy-Fair High School

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: CY-FAIR H S
CAMPUS NUMBER: 101907002
Campus Rating: Academically Acceptable
Grade Span: 09 - 12

Analysis groups used to determine ratings are marked with an 'X'.
Academically Acceptable standards are shown in parentheses.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2007 Number Met Std	2007 Number Taking	2007 Pct Met Std	Stu Grp %	2006 Number Met Std	2006 Number Taking	2006 Pct Met Std	Met Min Size	Required Improvement Act Chg	RI	Met RI?
Reading/ELA (65%)											
X All Students	2,124	2,253	94%	100%	2,693	2,810	96%		-2		
X African Amer	195	214	91%	9%	164	174	94%		-3		
X Hispanic	339	377	90%	17%	324	354	92%		-2		
X White	1,439	1,502	96%	67%	2,094	2,167	97%		-1		
X Econ Disadv	212	243	87%	11%	163	184	89%		-2		
Writing (65%)											
All Students	0	0	-	0%	0	0	-		-		
African Amer	0	0	-	0%	0	0	-		-		
Hispanic	0	0	-	0%	0	0	-		-		
White	0	0	-	0%	0	0	-		-		
Econ Disadv	0	0	-	0%	0	0	-		-		
Social Studies (65%)											
X All Students	1,483	1,542	96%	100%	1,592	1,643	97%		-1		
X African Amer	124	136	91%	9%	96	102	94%		-3		
X Hispanic	209	226	92%	15%	172	192	90%		2		
X White	1,048	1,074	98%	70%	1,262	1,284	98%		0		
X Econ Disadv	118	134	88%	9%	79	96	82%		6		
Mathematics (45%)											
X All Students	1,886	2,230	85%	100%	2,410	2,792	86%		-1		
X African Amer	146	212	69%	10%	129	172	75%	Yes	-6	**	No
X Hispanic	289	375	77%	17%	253	354	71%		6		
X White	1,301	1,480	88%	66%	1,921	2,150	89%		-1		
X Econ Disadv	173	242	71%	11%	115	181	64%	Yes	7	6	Yes
Science (40%)											
X All Students	1,308	1,551	84%	100%	1,445	1,647	88%		-4		
X African Amer	87	136	64%	9%	81	102	79%	Yes	-15	**	No
X Hispanic	158	222	71%	14%	135	192	70%	Yes	1	3	No
X White	968	1,086	89%	70%	1,168	1,288	91%		-2		
X Econ Disadv	92	131	70%	8%	62	97	64%	Yes	6	6	Yes

** Met the minimum size requirement, but did not meet the 70% floor for Recognized.

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

SDAA II Results (50%)	2007 # Tests Met ARD	2007 # Tests	2007 Pct Met ARD	Stu Grp %	2006 # Tests Met ARD	2006 # Tests	2006 Pct Met ARD	Met Min Size	Required Improvement Act Chg	RI	Met RI?
X All Students	56	70	80%	100%	78	100	78%		2		

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) used in 2006?	Exceptions Applied
21	N/A	N/A	N/A	N/A	N/A

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: CY-FAIR H S
CAMPUS NUMBER: 101907002

Campus Rating: Academically Acceptable
Grade Span: 09 - 12

Analysis groups used to determine ratings are marked with an 'X'.
Academically Acceptable standards are shown in parentheses.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%)

	Class of 2006					Class of 2005				Required Improvement		
	# Com-pleters	# dropouts	# in Class	Comp Rate	Stu Grp %	# Com-pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
X All Students	702	10	721	97.4%	100%	666	686	97.1%		0.3		
African Amer	44	0	46	95.7%	6%	30	31	96.8%		-1.1		
Hispanic	79	3	82	96.3%	11%	80	84	95.2%		1.1		
X White	552	6	565	97.7%	78%	530	544	97.4%		0.3		
Econ Disadv	40	3	45	88.9%	6%	30	32	93.8%		-4.9		

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.0%)

	2005-06			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %
All Students	-	-	-	-
African Amer	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Econ Disadv	-	-	-	-

Due to definitional changes, Annual Dropout Rate Required Improvement is not calculated in 2007.

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Reading/ELA	CY-FAIR H S	9	All	725	672	93	100	95	189	26	1201	1155	96	445	37
Reading/ELA	CY-FAIR H S	9	AA	86	76	88	90	89	18	21	92	84	91	19	21
Reading/ELA	CY-FAIR H S	9	Hispanic	166	147	89	90	89	41	25	163	152	93	38	23
Reading/ELA	CY-FAIR H S	9	White	417	399	96	100	97	110	26	889	865	97	363	41
Reading/ELA	CY-FAIR H S	9	Eco.Dis.	124	106	85	90	87	17	14	105	96	91	27	26
Reading/ELA	CY-FAIR H S	9	Spec.Ed.	42	30	71	90	77	2	5	75	59	79	6	8
Reading/ELA	CY-FAIR H S	9	LEP	19	8	42	90	75	1	5	13	8	62	0	0
Reading/ELA	CY-FAIR H S	9	LEP M1	3	---	---	---	---	---	---	4	4	100	1	25
Reading/ELA	CY-FAIR H S	9	LEP M2	4	---	---	---	---	---	---	4	4	100	0	0
Reading/ELA	CY-FAIR H S	10	All	720	654	91	100	94	143	20	932	878	94	316	34
Reading/ELA	CY-FAIR H S	10	AA	95	84	88	90	89	10	11	60	55	92	19	32
Reading/ELA	CY-FAIR H S	10	Hispanic	135	115	85	90	87	14	10	118	104	88	26	22
Reading/ELA	CY-FAIR H S	10	White	422	391	93	100	95	97	23	721	686	95	256	36
Reading/ELA	CY-FAIR H S	10	Eco.Dis.	93	77	83	90	85	8	9	67	53	79	11	16
Reading/ELA	CY-FAIR H S	10	Spec.Ed.	60	39	65	90	75	2	3	59	40	68	3	5
Reading/ELA	CY-FAIR H S	10	LEP	11	6	55	90	75	1	9	14	8	57	0	0
Reading/ELA	CY-FAIR H S	10	LEP M1	9	8	89	90	89	0	0	3	2	67	0	0
Reading/ELA	CY-FAIR H S	10	LEP M2	7	6	86	90	87	1	14	4	4	100	1	25
Reading/ELA	CY-FAIR H S	11	All	905	879	97	100	98	354	39	784	751	96	282	36
Reading/ELA	CY-FAIR H S	11	AA	60	56	93	100	95	16	27	52	47	90	17	33
Reading/ELA	CY-FAIR H S	11	Hispanic	109	106	97	100	98	31	28	94	86	91	21	22
Reading/ELA	CY-FAIR H S	11	White	695	676	97	100	98	288	41	605	586	97	224	37
Reading/ELA	CY-FAIR H S	11	Eco.Dis.	51	48	94	100	96	11	22	45	41	91	10	22
Reading/ELA	CY-FAIR H S	11	Spec.Ed.	52	45	87	90	88	3	6	44	33	75	2	5
Reading/ELA	CY-FAIR H S	11	LEP	6	6	100	100	100	1	17	5	2	40	0	0
Reading/ELA	CY-FAIR H S	11	LEP M1	8	6	75	90	80	0	0	1	1	100	1	100
Reading/ELA	CY-FAIR H S	11	LEP M2	3	---	---	---	---	---	---	0	0	0	0	0

CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Math	CY-FAIR H S	9	All	722	550	76	90	81	196	27	1188	999	84	354	30
Math	CY-FAIR H S	9	AA	89	46	52	90	75	12	13	89	55	62	12	13
Math	CY-FAIR H S	9	Hispanic	165	124	75	90	80	28	17	164	116	71	26	16
Math	CY-FAIR H S	9	White	410	330	80	90	83	127	31	876	775	88	293	33
Math	CY-FAIR H S	9	Eco.Dis.	127	75	59	90	75	14	11	101	65	64	14	14
Math	CY-FAIR H S	9	Spec.Ed.	41	13	32	90	75	1	2	68	32	47	3	4
Math	CY-FAIR H S	9	LEP	19	5	26	90	75	1	5	13	5	38	0	0
Math	CY-FAIR H S	9	LEP M1	3	---	---	---	---	---	---	4	3	75	1	25
Math	CY-FAIR H S	9	LEP M2	4	---	---	---	---	---	---	4	2	50	0	0
Math	CY-FAIR H S	10	All	706	550	78	90	82	123	17	927	772	83	233	25
Math	CY-FAIR H S	10	AA	92	56	61	90	75	9	10	62	46	74	7	11
Math	CY-FAIR H S	10	Hispanic	133	86	65	90	75	11	8	115	77	67	19	17
Math	CY-FAIR H S	10	White	411	344	84	90	86	80	19	716	618	86	192	27
Math	CY-FAIR H S	10	Eco.Dis.	89	63	71	90	77	9	10	64	34	53	1	2
Math	CY-FAIR H S	10	Spec.Ed.	50	22	44	90	75	2	4	58	29	50	1	2
Math	CY-FAIR H S	10	LEP	12	5	42	90	75	2	17	15	6	40	0	0
Math	CY-FAIR H S	10	LEP M1	9	6	67	90	75	0	0	3	1	33	0	0
Math	CY-FAIR H S	10	LEP M2	7	4	57	90	75	1	14	4	4	100	1	25
Math	CY-FAIR H S	11	All	909	839	92	100	95	278	31	784	699	89	243	31
Math	CY-FAIR H S	11	AA	61	51	84	90	86	9	15	48	39	81	8	17
Math	CY-FAIR H S	11	Hispanic	110	99	90	100	93	23	21	98	71	72	11	11
Math	CY-FAIR H S	11	White	695	647	93	100	95	223	32	604	556	92	206	34
Math	CY-FAIR H S	11	Eco.Dis.	51	43	84	90	86	7	14	44	31	70	3	7
Math	CY-FAIR H S	11	Spec.Ed.	49	26	53	90	75	2	4	42	18	43	2	5
Math	CY-FAIR H S	11	LEP	6	5	83	90	85	2	33	5	1	20	0	0
Math	CY-FAIR H S	11	LEP M1	8	7	88	90	89	0	0	1	1	100	1	100
Math	CY-FAIR H S	11	LEP M2	3	---	---	---	---	---	---	0	0	0	0	0

CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Social Studies	CY-FAIR H S	9	All												
Social Studies	CY-FAIR H S	9	AA												
Social Studies	CY-FAIR H S	9	Hispanic												
Social Studies	CY-FAIR H S	9	White												
Social Studies	CY-FAIR H S	9	Eco.Dis.												
Social Studies	CY-FAIR H S	9	Spec.Ed.												
Social Studies	CY-FAIR H S	9	LEP												
Social Studies	CY-FAIR H S	9	LEP M1												
Social Studies	CY-FAIR H S	9	LEP M2												
Social Studies	CY-FAIR H S	10	All	701	646	92	100	95	324	46	916	867	95	512	56
Social Studies	CY-FAIR H S	10	AA	93	81	87	90	88	26	28	63	56	89	26	41
Social Studies	CY-FAIR H S	10	Hispanic	132	114	86	90	87	38	29	110	92	84	44	40
Social Studies	CY-FAIR H S	10	White	408	386	95	100	97	221	54	710	688	97	419	59
Social Studies	CY-FAIR H S	10	Eco.Dis.	90	75	83	90	85	28	31	65	48	74	14	22
Social Studies	CY-FAIR H S	10	Spec.Ed.	54	38	70	90	77	8	15	57	44	77	14	25
Social Studies	CY-FAIR H S	10	LEP	12	8	67	90	75	0	0	14	7	50	1	7
Social Studies	CY-FAIR H S	10	LEP M1	9	9	100	100	100	0	0	3	2	67	0	0
Social Studies	CY-FAIR H S	10	LEP M2	7	7	100	100	100	2	29	4	4	100	2	50
Social Studies	CY-FAIR H S	11	All	898	884	98	100	99	536	60	780	767	98	446	57
Social Studies	CY-FAIR H S	11	AA	61	57	93	100	95	26	43	49	47	96	20	41
Social Studies	CY-FAIR H S	11	Hispanic	108	106	98	100	99	52	48	96	89	93	33	34
Social Studies	CY-FAIR H S	11	White	687	680	99	100	99	429	62	601	598	100	371	62
Social Studies	CY-FAIR H S	11	Eco.Dis.	52	49	94	100	96	18	35	45	42	93	19	42
Social Studies	CY-FAIR H S	11	Spec.Ed.	49	44	90	100	93	14	29	44	41	93	8	18
Social Studies	CY-FAIR H S	11	LEP	6	5	83	90	85	1	17	5	4	80	2	40
Social Studies	CY-FAIR H S	11	LEP M1	7	7	100	100	100	1	14	1	1	100	0	0
Social Studies	CY-FAIR H S	11	LEP M2	3	---	---	---	---	---	---	0	0	0	0	0

CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Science	CY-FAIR H S	9	All												
Science	CY-FAIR H S	9	AA												
Science	CY-FAIR H S	9	Hispanic												
Science	CY-FAIR H S	9	White												
Science	CY-FAIR H S	9	Eco.Dis.												
Science	CY-FAIR H S	9	Spec.Ed.												
Science	CY-FAIR H S	9	LEP												
Science	CY-FAIR H S	9	LEP M1												
Science	CY-FAIR H S	9	LEP M2												
Science	CY-FAIR H S	10	All	706	503	71	90	77	122	17	916	761	83	221	24
Science	CY-FAIR H S	10	AA	94	46	49	90	75	7	7	62	43	69	9	15
Science	CY-FAIR H S	10	Hispanic	129	71	55	90	75	8	6	110	69	63	17	15
Science	CY-FAIR H S	10	White	414	329	79	90	83	87	21	711	619	87	183	26
Science	CY-FAIR H S	10	Eco.Dis.	88	52	59	90	75	10	11	65	35	54	6	9
Science	CY-FAIR H S	10	Spec.Ed.	54	18	33	90	75	3	6	57	29	51	2	4
Science	CY-FAIR H S	10	LEP	11	5	45	90	75	0	0	14	3	21	0	0
Science	CY-FAIR H S	10	LEP M1	9	3	33	90	75	0	0	3	0	0	0	0
Science	CY-FAIR H S	10	LEP M2	7	4	57	90	75	1	14	4	3	75	0	0
Science	CY-FAIR H S	11	All	905	834	92	100	95	212	23	784	712	91	138	18
Science	CY-FAIR H S	11	AA	60	49	82	90	85	9	15	49	39	80	5	10
Science	CY-FAIR H S	11	Hispanic	108	92	85	90	87	16	15	97	74	76	8	8
Science	CY-FAIR H S	11	White	695	652	94	100	96	174	25	604	566	94	115	19
Science	CY-FAIR H S	11	Eco.Dis.	51	42	82	90	85	4	8	45	35	78	0	0
Science	CY-FAIR H S	11	Spec.Ed.	48	30	63	90	75	1	2	42	25	60	0	0
Science	CY-FAIR H S	11	LEP	6	4	67	90	75	2	33	5	3	60	0	0
Science	CY-FAIR H S	11	LEP M1	7	7	100	100	100	0	0	1	1	100	1	100
Science	CY-FAIR H S	11	LEP M2	3	---	---	---	---	---	---	0	0	0	0	0

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Cy-Fair	AA	94.9	94.4
Cy-Fair	H	95.1	93.2
Cy-Fair	W	95.4	94
Cy-Fair	NATIVE	97.2	96.1
Cy-Fair	ASIAN	96.8	95.9
Cy-Fair	MALE	95.3	94.2
Cy-Fair	FEMALE	95.4	93.9
Cy-Fair	SPED	91.6	91.8
Cy-Fair	ECD	93.6	92.5
Cy-Fair	LEP	96.2	92.5
Cy-Fair	AT RISK	93.8	92.6
Cy-Fair	GT	97	95.6
Cy-Fair	MIGRANT	0	0

Gold Performance Acknowledgment
Attendance rates
District >= 96.0%
High School >= 95.0%

PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES

Areas to Celebrate (Optional)

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	The Department has a high level of passing scores on TAKS.	2007 TAKS scores
		Writing	The Department increased the number of 3's and 4's on the TAKS essay.	TAKS data
		Math	Overall, 9th, 10th, and 11th grade scores were the highest in the district.	TAKS test data (85%) for all students grades 9,10, and 11 combined
		Science	Economically Disadvantaged TAKS scores improved.	'06 – 64% and '07 – 70% TAKS scores
		Social Studies	The department has a high level of passing scores on TAKS.	99% Exit level passing rate/ 93% 10th grade passing rate/commended level increased overall
		H	We had an overall school focus toward the improvement of TAKS scores for the Hispanic student population.	2007 TAKS H scores
		W		
		ED	We had an overall school focus toward the improvement of TAKS scores for the Economically Disadvantaged student population.	2007 TAKS ED scores
		LEP		
		SE		
Teacher	Professional Development		Cy-Fair teachers participated in professional development in the following areas: UbD, Technology, PBIS, Quantum Learning, Data Analysis, Brain Gains, *Secrets of the Teenage Brain*, and *Classroom Instruction that Works* (book study).	Grades, improved TAKS scores/test scores
	Qualifications			
Parent			A parent meeting was provided for parents of Economically Disadvantaged students. There was an increase in Economically Disadvantaged student populations TAKS scores.	2007 TAKS scores

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, discipline referrals for drugs, alcohol, and tobacco will be reduced by **10**% from the previous year. For 2007 – 2008, the discipline referrals for ie.fighting will be reduced by **10**% from the previous school year.
Formative Evaluation:		District-developed Reports

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students were taught strategies through *Positive Behavior Intervention Systems* training.	VP	Students	Principal/PBIS Leadership Team	Discipline Management Data	August and continue throughout the year
	2	Students were taught the Teaching Matrix with the acronym **CATS** – **Character, Accountability, Tradition, and Success** and learned the intervention strategies which correlate with those areas throughout the year. (i.e., follow dress code guidelines, follow the *Code of Conduct*, utilize appropriate language, attend class regularly, etc.)	VP	Students	All Staff	Discipline Management Data	August and continue throughout the year
	3	Student behaviors will be appropriate in classrooms, common areas, restrooms, and at school-sponsored events, as taught to students from the PBIS Teaching Matrix.	VP	Students	All Staff	Discipline Management Data	Ongoing
	4	Students participate in monthly fire drills and behave appropriately throughout the process.	VP	Students	Administrative Staff, All Staff	Documentation of monthly fire drills	Documentation of monthly fire drills
	5	Students will participate in random metal detector checks throughout the school year.	VP	Students	Assistant Principals	Documentation and results of metal detector investigation	Documentation and results of metal detector investigation throughout the year
Teachers	1	Teachers received training on strategies through *Positive*	VP	Teachers	Principal/PBIS Leadership	Discipline Management	Ongoing

		Behavior Intervention Systems, *Gang/Drug Awareness* training provided by Cy-Fair Security, and *Building Better Relationships* training sessions to better address students' behavior management issues.			Team, All Staff	Data	
	2	Staff will remain visible in the halls before, after, and during school hours. Develop and implement alternative discipline strategies based on the PBIS Teaching Matrix which maintain and improve student behavior in classrooms, common areas, restrooms, and at school-sponsored events.	VP	Teachers	All Staff	Discipline Management Data	Ongoing
	3	Staff developed a Teaching Matrix with the acronym **CATS** – **Character, Accountability, Tradition, and Success** and will teach these intervention strategies which correlate with those areas to students throughout the year. (i.e., dress code, follow the *Code of Conduct*, utilize appropriate language, attend class regularly, etc.)	VP SD	Teachers	All Staff	Discipline Management data	August and continue throughout the year
Parents	1	Parents will be provided information about the *Positive Behavior Intervention Systems* program through various meetings such as Open House, grade-level parent meetings, etc.	VP PI	Parents	Administrative Staff/Teaching Staff	Parent Information about the PBIS Program	August, September and throughout the year
	2	Parents will be notified of occurrences whereby students have not followed the *Code of Conduct* i.e., dress code violations, inappropriate conduct, etc.	VP PI	Parents	Administrative Staff/ Teaching Staff	Documentation of parent phone calls home and parent conferences	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 **96**%.

Formative/Summative Evaluation: District-locally Developed Reports and AEIS

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	As per the Positive Behavior Intervention System (PBIS) Teaching Matrix - **Character, Accountability, Tradition, and Success (CATS)** – under **S** for **Success** students have been instructed and encouraged to attend class regularly.	AR	Students	Administrative Staff/Teaching Staff	Attendance Data	August
	2	Students are expected to arrive on time to class as per the CATS Teaching Matrix and follow the tardy policy established by the campus.	AR	Students	Administrative Staff/Teaching Staff	Data Regarding Tardies	Ongoing
	3	Students are encouraged and instructed to take care of personal issues such as those related to parking, textbook issues, locker issues, etc. before school, during lunch, and after school to ensure that they are not missing instruction and being counted absent.	AR	Students	Administrative and Teaching Staff	Data Regarding Attendance and Tardies	Ongoing
	4	If students have a concern about a specific course, they are encouraged to attend Counselors' Corner at lunch or sign in through the counselors' office before school, during lunch, and after school so counselors may call them in unless there is an emergency.	AR	Students	Administrative Staff	Data Regarding Attendance and Tardies	Ongoing

Teachers	1	Teachers participated in training sessions during August In-service which allowed them to work together as a team to construct the CATS Teaching Matrix which outlines specific guidelines for students to follow regarding attendance procedures.	AR SD	Teachers	Administrative Staff and Teaching Staff	Attendance Data	August
	2	As per the Positive Behavior Intervention System (PBIS) Teaching Matrix – **Character, Accountability, Tradition, and Success (CATS)** – under **S** for **Success** teachers have instructed students to attend class regularly.	AR	Teachers	Teaching Staff	Attendance Data	August and throughout the year
	3	Communicate to the appropriate administrators, parents, etc. issues regarding students who are not attending class regularly, consistently tardy, etc. and follow campus and district policies established to govern attendance issues.	AR	Teachers	Teaching Staff and Attendance Office	Attendance/ Tardy Data	Ongoing
Parents	1	Parents will be notified of issues regarding attendance and excessive tardies in a timely and appropriate manner by Cy-Fair staff. Their assistance will be requested to ensure that their student gets to school and class on time consistently.	AR PI	Parents	Administrative Staff, Teaching, and Attendance Office	Attendance Data and Evidence of Parental Notification	Ongoing
	2	Parents will attend conferences and work with Cy-Fair staff to ensure their child attends class regularly. Provide information to parents on a regular basis about meetings, school events, etc. to ensure they receive information in a timely manner and are able to participate in campus activities	AR PI	Parents	Administrative Staff, Teaching Staff, and Attendance Office	Attendance Data and Parent Conference Data	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 amount noted at right, or greater) Of students demonstrating proficiency on TAKS Science Tests.

	2007	2008
AA	64	80
H	71	80
W	89	95
ED	70	80

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	Students were taught the **CATS Matrix** and will be expected to adhere to behaviors in all areas. **A** for **Accountability** requires that students come to class prepared (with homework completed), complete own assignments, participate positively, etc. S for Success requires that students commit to learning, give input, and be involved, etc.		Students	Teachers	Discipline Data Grades SFA Data	August and Ongoing
	2	Identify gaps in students' background knowledge in science, and use direct vocabulary instruction to accelerate growth as well as processing activities and application opportunities.	AR	Students	Teachers	Vocabulary List/ Processing Activities/ Textbook Ancillaries	Ongoing
	3	SSL science classes should be kept small, with only LEP students assigned to those classes. These students will have experienced science teachers, and a content helping teacher will support these teachers. ESL students will participate in the ESL Academy for science instruction after school. Students struggling with TAKS science objectives will attend Saturday Blitzes. Students will attend Super Camps both on and off campus during the school day.	SD T	Students	Director of Instruction/ Teachers	Lesson Plans/ CRISS Materials/ UbD/ Quantum Learning Materials	Ongoing

	4	Teams will discuss and apply strategies to check for understanding, share successful teaching strategies, ensure use of released TAKS questions, utilize the "think-aloud" strategy to solve problems, utilize flexible regrouping strategies, and ensure that appropriate lesson design is in place. Teams will work with the Science Content Helping Teachers to ensure that all TAKS objectives are addressed in depth i.e., (vertical team planning).	AR T	Students	Teachers/Teams	Grades Assessment Data SFA Data Team meetings	Ongoing
	5	Students who are experiencing difficulty in science or who just want additional information are required to attend tutorials. Parents will be called of students requiring tutorials.	AR	Students	Teachers	Grades Assessment Data SFA Data	Ongoing
Teachers	1	Teachers will continue to utilize a variety of strategies (UbD, Quantum Learning, Collaborative Learning, etc) as they work to improve curriculum, utilize technology in the classroom, & establish a framework for the TAKS objectives to communicate those objectives to students more in depth. (IP&C, Biology and Chemistry) Teachers will work in teams to disaggregate data and make curricular adjustments as appropriate & attend district staff development sessions.	SD T	Students	Teachers DI Science Helping Teacher	Grades Assessment Data SFA Data	Ongoing
	2	Teachers will meet with Principal, Director of Instruction, & Academic Achievement Helping Teacher (AAHT) each six weeks to review SFA & class data, discuss options for curriculum revision, interventions, and/or to re-teach specific concepts to better meet the needs of students. Teachers will stay on track with the district scope & sequence for each subject area to increase SFA scores.	AR	Teachers Students	Principal DI AAHT Teachers/Teams	SFA Data	Each Six Weeks

	3	Teachers will meet with the AAHT to ensure that they are aware of students in the target populations in their classes so that they may better address their individual needs, i.e., specific TAKS objectives that they have not scored well in, etc. Teachers will contact parents of students who are in need of assistance and work with them to ensure student success. Teachers in IP&C have more than one planning period this year so they are able to plan daily and/or tutor students who have been identified as needing additional assistance during the school day. Retired science teachers will team teach with science teachers and/or pull out students during the school day to provide tutorial assistance.	AR	Teachers Students	Teachers AAHT	Grades Assessment Data SFA Data	August-September and Ongoing
Parents	1	Keep parents up-to-date on student triumphs ("Bobcat to Brag About") and struggles by making phone calls, scheduling parent conferences when appropriate, and sending e-mails.	PI	Parents	Teachers	Gradebook/ Bobcat Cards	Ongoing
	2	Each team provides up-to-date information via team and/or school websites.	PI	Parents	Web Site/Team Leaders	Calendars, team calendars, materials	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**

Campus Objective: # By May of 2008, we will increase the percentage (by amount noted at right or greater) of students demonstrating proficiency on TAKS Math tests.

	2007	- 2008
AA	69	85
H	77	80
W	88	95
Ed	71	80

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	Students were taught the **CATS Matrix** and will be expected to adhere to behaviors in all areas. **A** for **Accountability** requires that students come to class prepared (with homework completed), complete own assignments, participate positively, etc. S for Success requires that students commit to learning, give input, and be involved, etc.		Students	Teachers	Discipline Data Grades SFA Data	August and Ongoing
	2	Offer incentives for students to attend tutorials if they are experiencing difficulty in math. Students will attend "Super Camps" both on and off campus so that content and strategies will be reinforced. ESL students will participate in the ESL Academy for math after school. Math TAKS classes have been developed for seniors to attend during the school day. Students struggling with TAKS math objectives will attend Saturday Blitzes.	AR	Students	Teachers	Grades Assessment Data SFA Data	Ongoing

	3	Teams will discuss and apply strategies to check for understanding, share successful teaching strategies, ensure appropriate use of the graphing calculator, ensure use of released TAKS questions, utilize the "think-aloud" strategy to solve problems, utilize flexible regrouping strategies, and ensure that appropriate lesson design is in place. Teams will work with the math helping teacher to ensure that all TAKS objectives are addressed in depth i.e., the geometry leader meets with the Algebra I Helping Teacher.	AR CE	Students	Teachers/Teams	Grades Assessment Data SFA Data	Ongoing
	4	Identify gaps in learning in each student's math background and provide extended learning opportunities for those students. Utilize direct vocabulary instruction for students.		Students	Teachers DI	Grades Assessment Data SFA Data	Ongoing
	5	Students were placed with teachers who have a proven track record of success in accelerating math instruction for students. Math classrooms will be monitored for evidence of implementation of research – proven strategies that address the needs of diverse learners.		Students	Teachers Principal DI	Grades Assessment Data SFA Data	Ongoing
Teachers	1	Teachers will continue to utilize UbD strategies as they work with curriculum, utilize technology in the classroom, utilize Quantum Learning strategies, work in departments and teams to disaggregate data and make curricular adjustments as appropriate, and attend district staff development sessions. Teachers will work in teams to establish a framework for the TAKS objectives so that those objectives may be communicated to students more in depth. (Algebra I, Geometry, MMA, and Algebra II)	SD T	Students	Teachers DI Math Helping Teacher	Grades Assessment Data SFA Data	Ongoing
	2	Teachers will meet with Principal, Director of Instruction, and Academic Achievement Helping Teacher (AAHT) each six weeks to review SFA data, discuss options for curriculum revision to better meet the needs of students, etc. Meet with teams vertically to ensure alignment of vocabulary, and alignment of approach to TAKS objectives.	AR	Teachers Students	Principal DI AAHT Teachers/Teams	SFA Data	Each Six Weeks

	3	Teachers will meet with the Academic Achievement Helping Teacher to ensure that they are aware of students in the target populations in their classes so that they may address their individual needs, i.e., specific TAKS objectives that they have not scored well in, etc. Teachers will contact parents of students who are in need of assistance and work with them to ensure student success. Teachers in Algebra I have more than one planning period this year so they are able to plan daily and/or tutor students in need of assistance who have been identified as needing additional assistance during the school day. Retired math teachers will team teach with math teachers and/or pull out students needing assistance with specific TAKS objectives during the school day.	AR	Teachers Students	Teachers AAHT	Grades Assessment Data SFA Data	August-September and Ongoing
Parents	1	Parents of students who have been identified in need of assistance in order to pass the TAKS test will be notified and encouraged to attend parent meetings with their child's mentor so that they may be made aware of the assistance provided to their child at school as well as any assistance they may provide at home.	AR PI	Parents	Teachers AAHT	Documentation of parent contact Flyers and letters of parent notification	Ongoing
	2	Parents are encouraged to contact their student's teachers and communicate with them regularly in order to stay informed of instructional needs.	AR PI	Parents	Staff	Documentation of Parent Contact	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**

Campus Objective: # By May 2008, we will increase the percentage (by amount noted at right, or greater) of students demonstrating proficiency on TAKS English Language Arts.

	2007	2008
AA	91	95
H	90	95
W	96	97
ED	87	95

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	Students were taught the **CATS** Matrix and will be expected to adhere to behaviors in all areas. **A** for Accountability requires that students come to class prepared (with homework completed), complete own assignments, participate positively, etc. **S** for Success requires that students commit to learning, give input, and be involved, etc.	SD	Students	Teachers	Discipline Data, Grades, SFA Data	August and ongoing
	2	Monitor students' progress in responding appropriately to open-ended/short answer questions based on their independent reading of paired literary and expository selections. Continue to monitor student learning of the critical TEKS by examining results of teacher-made tests and SFA tests. (Visit Principal, DI, and AAHT each six-weeks to study data.)		Students	Rebecca Parsons/Teams/ teachers	Gradebook/ SFA Data/Teacher Observation	Each Six Weeks
	3	Design and present lessons that follow research-proven teaching strategies such as the ones described in Project CRISS, UbD, LoTi, and Quantum Learning. (Enroll as many teachers as possible in these trainings.) Implement the *READ 180* program to assist struggling learners, especially ED and ESL students.	SD T	Students	Director of Instruction/ Teachers	Lesson Plans/ CRISS Materials/ UbD/ Quantum Learning Materials	Ongoing

	4	Ensure all teachers are utilizing instruction and rubric based on the Six Traits of Writing. This instruction includes, but is not limited to, incorporating textual evidence, establishing voice, controlling word choice and conventions, etc. Identify gaps in students' writing ability and use pull-out tutorials to provide individualized instruction.	SD	Students	Teachers	Materials/Textbook Ancillaries	Ongoing
	5	Analyze elements of the curriculum through multiple vertical team forum in order to strengthen the continuum of instruction of critical TEKS.		Students	Teachers	Arnold Middle School Teachers/ Curriculum Guides	Ongoing
Teachers	1	Teachers will continue to utilize UbD strategies as they design lessons, utilize technology in the classroom, implement Quantum Learning strategies, meet in departments and teams to disaggregate data and make curricular adjustments as appropriate, and attend district staff development sessions. Teachers will work in teams to establish a framework for the TAKS objectives so that those objectives may be communicated more clearly to students.	SD T	Students	Teachers DI Math Helping Teacher	Grades Assessment Data SFA Data	Ongoing
	2	Participate in district share sessions and curriculum development activities.		Teachers	Teachers/Team Leaders	Coordinator	Monthly
	3	Design tests formatted like TAKS.		Teachers	Teachers	Teacher Developed Questions/ Released TAKS Questions	Ongoing
Parents	1	Keep parents up-to-date on student triumphs ("Bobcat to Brag About") and struggles by making phone calls, scheduling parent conferences when appropriate, and sending e-mails.	PI	Parents	Teachers	Gradebook/ Bobcat Cards	Ongoing
	2	Each team provides up-to-date information via team websites.	PI	Parents	Web Site/Team Leaders	Calendars, Team Meetings, Materials	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: # By May 2008, we will increase our overall percentage of students demonstrating proficiency on TAKS social studies.

2007	-	2008
AA 91		95
H 92		95
W 98		99
Ed 88		95

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	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and SFA tests. (Visit with Principal, DI, and AAHT each six to study data).		Sudents	Teams/teachers	Gradebook/ SFA Data/Teacher Observation	Each Six Weeks
	2	Design and present lessons that follow research-proven teaching strategies such as the ones described in History Alive, Geography Alive, Project CRISS, UbD, LoTi, and Quantum Learning. (Enroll as many teachers as possible in these trainings).	SD T	Sudents	Director of Instruction/ Teachers	Lesson Plans/History Alive Binders/CRISS Materials/UbD Scope and Sequence/Quantum Learning Materials	Ongoing
	3	Provide extended learning time for students during tutoring sessions and the TAKS push.		Students	Teachers	Student Data/Rosters	Second Semester
	4	Identify gaps in students' background knowledge in social studies, and use direct vocabulary instruction to accelerate growth as well as processing activities and application opportunities.		Sudents	Teachers	Vocabulary List/History Alive Processing Activities/CRISS Materials/Textbook Ancillaries	Ongoing

	5	Create individualized TAKS Skills packets based on classroom and testing results (SFA, CBA, etc.).		Sudents	Teachers/Team Leaders	Student Data/Grade-book/Teacher Observation	Second Semester
Teachers	1	Utilize district-created materials created materials from the “G” drive to assist with class and tutorial instruction.		Teachers	Teachers/Team Leaders	Coordinator	Ongoing
	2	Participate in district share sessions, curriculum development activities, and subject enrichment workshops in and out of district.	SD	Teachers	Teachers/Team Leaders	Coordinator	Monthly
	3	Design tests formatted like TAKS.		Teachers	Teachers	Teacher Developed Questions/Released TAKS Questions	Ongoing
Parents	1	Keep parents up to date on their child’s recent triumphs “Bobcat to Brag About” and struggles by making phone calls, setting up parent conference when appropriate, or sending e-mails.	PI	Parents	Teachers	Gradebook/ Bobcat Cards	Ongoing
	2	Keep parents up to date on classroom activities through the use of the school website and/or a teacher’s website.	PI	Parents	Web Site/Team Leaders	Calendars, team calendars, materials	Ongoing

Areas to Improve

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

Area of Focus: **Completion rate**

Campus Objective: # For 2007-2008, the completion rate will be 98%.

Formative/Summative Evaluation: Locally Developed Reports and AEIS

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Utilize Building Better Relationships skills to strengthen relationships with students.	SD	Students	Staff	BBR Professional Development	Ongoing
	2	Strive to involve students in extracurricular clubs and activities to foster a sense of belonging to Cy-Fair High School.		Students	Club Sponsors	Club information/ participation	Ongoing
Teachers	1	Assign mentors to students with a poor attendance history.	AR	Teachers/ Students	Staff/ AAHF	Roster of students/ mentor list	October-May
Parents	1	Contact parents of those students who do not attend class regularly.	AR PI	Parents	Staff/ Teachers/ counselors/ assistant principals	Attendance data	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

Cy-Fair High School
Darlene Medford
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District

Section A

☑ (1) Cy-Fair High School 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 Cy-Fair High School 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
- ☑ (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).

☑(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**
Diane Hamilton	Teacher 1 CATE Teacher
Cinda Nowak	Teacher 2 Special Education Teacher
Mary Pedrami	Teacher 3 Foreign Language Teacher
Kelly Porter	Teacher 4 English Teacher
Jan Sanders	Teacher 5 Athletics/PE Teacher
Bishop Silmon	Teacher 6 AAS Teacher
Mary Tidwell	Teacher 7 Math Teacher
Radele Walker	Teacher 8 CATE Teacher
Cathy Boyd	Non-teaching professional 1 Cathy Boyd
Caroline Reese	Non-teaching professional 2 Caroline Reese
Mindy Linton	Parent 1 Mindy Linton
Leslie Lawson	Parent 2 Leslie Lawson
Marcy Walker	Community resident 1 Marcy Walker
Hannalore Draehn	Community resident 2 Hannalore Draehn
Sally Kelly	Business representative 1 Sally Kelly
Beverly Nelson	Business representative 2 Beverly Nelson

CPOC Meetings* for '07-'08			
#	**Date**	**Time**	**Location**
1	September 24, 2007	3:30 p.m.	Cy-Fair High School Teaching Theatre
2	November 19, 2007	3:30 p.m.	Cy-Fair High School Teaching Theatre
3	February 11, 2008	3:30 p.m.	Cy-Fair High School Teaching Theatre
4	April 14, 2008	3:30 p.m.	Cy-Fair High School Teaching Theatre
5	May 12, 2008	3:30 p.m.	Cy-Fair High School Teaching Theatre

* 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

CIP PART III: ASSURANCE ADDENDUM

☑(3)

Violence Prevention and Intervention Goal	
For 2007 – 2008, discipline referrals for drugs, alcohol, and tobacco will be reduced by **10**% 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.

☑ (4)

Violence Prevention Goal	
For 2007 – 2008, the discipline referrals for offenses will be reduced by **10**% 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 each teacher.
Strategy	Implement and monitor the school-wide safety and security plan.

☑ (5)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above **80**%.	
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

☑(6)

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.

☑ (7)

Secondary Drop – out Prevention Goal	
For 2007 – 2008, the dropout rate will be ≤**0.7**% or less with no student group exceeding ≤**0.7**%.	
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.

☑ (8)

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 **80**%.	
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

☑(9)

Recommended High School Program	
For 2007 – 2008, the percent of graduates who graduate with RHSP will be at or above **≥80**%.	
Formative	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.
Summative	At the end of the school year, calculate the percent of students who graduated with the RHSP.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

☑ (10)

High School AEIS Goal – Advanced Courses	
For 2007 – 2008, the percent of students who have completed at least one advanced course will be at or above **≥25.0**%.	
Formative	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.
Summative	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

☑ (11)

High School AEIS Goal – Advanced Placement Exams	
For 2007 – 2008, the percent of students who take an AP exam will be at or above **≥15.0**% taking 1+ AP exam and ≥50.0% scoring 3 or better for Gold Performance.	
Formative	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.
Summative	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

CIP PART III: ASSURANCE ADDENDUM

☑(12)

High School AEIS Goal – SAT/ACT Exams	
For 2007 – 2008, the percent of graduates who take SAT/ACT exams will be at or above **≥70.0**% participating and ≥40.0% scoring either 1110 on SAT or 24 on ACT for Gold Performance.	
Formative	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.
Summative	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

☑ (13)

High School CTE Goal	
For 2007 – 2008, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) **≥70.0 reading/ELA, ≥65.0% social studies, ≥50.0% math, ≥45.0% science for PBMAS compliance**.	
Formative	After each SFA, the staff will review the results to determine progress in meeting established performance level.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

CIP PART III: ASSURANCE ADDENDUM

Section D

	10 Components of a Title I Program
☑	1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
☑	2. **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district's list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students' engagement in learning and level of thinking about content and concepts.
☑	3. **Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
☑	4. **High-quality and ongoing, professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers' professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
☑	5. **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district's Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
☑	6. **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus's programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
☐	7. **Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
☑	8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
☑	9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
☑	10. **Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

CIP PART III: ASSURANCE ADDENDUM

Cy-Fair High School Cypress-Fairbanks Independent School District Staff Development Plans 2007 – 2008			
Date	**Audience**	**Responsible for Planning**	**Purpose/Content**
2-Aug	Leadership Conference	District Administrative Staff	Data Analysis/District and Campus Expectations for Success
3-Aug	GLT/AMS	Secondary - P.M.	Data Analysis/CIP Review
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
14-Aug	Department Chair and Team Leader	District Staff	Summarizing and Note Taking
15-Aug.	All staff	Campus	UbD, Quantum Learning, Technology, Data Analysis
16-Aug	New Staff Orientation	District Staff	New Staff Information
20-Aug	All Staff	Campus	PBIS Training /UbD/Data Analysis/ Technology Training/Quantum Learning
21-Aug	All Staff	Campus	PBIS Training/Gang Task Force/ Drug Awareness Training/Quantum Learning
22-Aug	All Staff	Campus	PBIS Training/UbD/Data Analysis/ Technology Training/ Quantum Learning
23-Aug	Elementary/Secondary	District Staff	Content Area Professional Development
24-Aug	All Staff	Campus	PBIS Training
8-Oct	Secondary Staff	District Staff	Content Area Professional Development
22-Oct	All Staff	Burns and Noshari	Using Humor to Motivate Students
3-Jan	Elementary Staff	District Staff	Time Equivalency (UbD/Quantum Learning)
3-Jan	Secondary Staff	Campus	TE Day for staff attendance of training on August 15th

CIP PART III: ASSURANCE ADDENDUM

4-Jan	All Staff	Campus	UbD, Technology, Quantum Learning, PBIS, Data Analysis
18 - Feb	All Staff	Campus	Time Equivalency (Quantum Learning)
30-May	All Staff	Campus	