

**2007-2008**  
**Campus Improvement Plan**  
**for**  
**Cypress Falls High School**

**Cypress-Fairbanks Independent School District**

# **PART I : DATA SUPPLEMENT**

DISTRICT NAME: CYPRESS-FAIRBANKS  
CAMPUS NAME: CYPRESS FALLS H S  
CAMPUS NUMBER: 101907007

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				2006			Required Improvement			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
<b>Reading/ELA (65%)</b>											
X All Students	1,999	2,263	88%	100%	2,078	2,315	90%		-2		
X African Amer	317	369	86%	16%	279	329	85%		1		
X Hispanic	604	750	81%	33%	498	598	83%		-2		
X White	810	862	94%	38%	1,018	1,096	93%		1		
X Econ Disadv	476	608	78%	27%	343	437	78%		0		
<b>Writing (65%)</b>											
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	-		-		
<b>Social Studies (65%)</b>											
X All Students	1,303	1,401	93%	100%	1,392	1,519	92%		1		
X African Amer	203	230	88%	16%	194	227	85%		3		
X Hispanic	343	396	87%	28%	305	356	86%		1		
X White	585	596	98%	43%	697	734	95%		3		
X Econ Disadv	255	307	83%	22%	215	259	83%		0		
<b>Mathematics (45%)</b>											
X All Students	1,696	2,240	76%	100%	1,810	2,295	79%		-3		
X African Amer	227	368	62%	16%	219	331	66%	Yes	-4	**	No
X Hispanic	462	738	63%	33%	386	582	66%	Yes	-3	**	No
X White	745	853	87%	38%	934	1,093	85%		2		
X Econ Disadv	355	597	59%	27%	280	426	66%	Yes	-7	**	No
<b>Science (40%)</b>											
X All Students	1,083	1,404	77%	100%	1,210	1,534	79%		-2		
X African Amer	140	229	61%	16%	147	226	65%	Yes	-4	**	No
X Hispanic	253	399	63%	28%	219	361	61%	Yes	2	**	No
X White	534	596	90%	42%	664	746	89%		1		
X Econ Disadv	184	310	59%	22%	157	261	60%	Yes	-1	**	No

\*\* 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				2006			Required Improvement			
	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %	# Tests Met ARD	# Tests	Pct Met ARD	Met Min Size	Act Chg	RI	Met RI?
X All Students	44	70	63%	100%	64	91	70%	Yes	-7	**	No

\*\* Met the minimum size requirement, but did not meet the 65% floor for Recognized.

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: CYPRESS FALLS H S                      Campus Rating: Academically Acceptable  
 CAMPUS NUMBER: 101907007                              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	689	20	713	96.6%	100%	682	700	97.4%		-0.8		
African Amer	85	3	89	95.5%	12%	90	91	98.9%		-3.4		
X Hispanic	167	14	181	92.3%	25%	130	132	98.5%		-6.2		
White	343	3	349	98.3%	49%	370	385	96.1%		2.2		
X Econ Disadv	90	11	102	88.2%	14%	80	83	96.4%		-8.2		

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	CYPRESS FALLS H	9	All	882	742	84	90	86	258	29	811	739	91	230	28
Reading/ELA	CYPRESS FALLS H	9	AA	149	122	82	90	85	33	22	124	108	87	22	18
Reading/ELA	CYPRESS FALLS H	9	Hispanic	362	275	76	90	81	63	17	237	203	86	37	16
Reading/ELA	CYPRESS FALLS H	9	White	269	247	92	100	95	113	42	359	339	94	133	37
Reading/ELA	CYPRESS FALLS H	9	Eco.Dis.	306	226	74	90	79	45	15	194	155	80	29	15
Reading/ELA	CYPRESS FALLS H	9	Spec.Ed.	43	25	58	90	75	2	5	36	29	81	1	3
Reading/ELA	CYPRESS FALLS H	9	LEP	59	16	27	90	75	1	2	34	19	56	0	0
Reading/ELA	CYPRESS FALLS H	9	LEP M1	19	17	89	90	89	1	5	3	3	100	1	33
Reading/ELA	CYPRESS FALLS H	9	LEP M2	15	11	73	90	79	1	7	7	6	86	1	14
Reading/ELA	CYPRESS FALLS H	10	All	720	619	86	90	87	122	17	833	724	87	149	18
Reading/ELA	CYPRESS FALLS H	10	AA	121	99	82	90	85	15	12	143	112	78	11	8
Reading/ELA	CYPRESS FALLS H	10	Hispanic	264	207	78	90	82	20	8	213	173	81	16	8
Reading/ELA	CYPRESS FALLS H	10	White	256	240	94	100	96	64	25	379	346	91	87	23
Reading/ELA	CYPRESS FALLS H	10	Eco.Dis.	198	151	76	90	81	15	8	158	118	75	7	4
Reading/ELA	CYPRESS FALLS H	10	Spec.Ed.	31	16	52	90	75	0	0	47	23	49	1	2
Reading/ELA	CYPRESS FALLS H	10	LEP	35	12	34	90	75	0	0	22	8	36	0	0
Reading/ELA	CYPRESS FALLS H	10	LEP M1	10	7	70	90	77	0	0	11	4	36	0	0
Reading/ELA	CYPRESS FALLS H	10	LEP M2	5	---	---	---	---	---	---	5	4	80	0	0
Reading/ELA	CYPRESS FALLS H	11	All	770	715	93	100	95	248	32	796	713	90	177	22
Reading/ELA	CYPRESS FALLS H	11	AA	133	120	90	100	93	19	14	113	97	86	20	18
Reading/ELA	CYPRESS FALLS H	11	Hispanic	174	156	90	100	93	30	17	179	144	80	27	15
Reading/ELA	CYPRESS FALLS H	11	White	356	337	95	100	97	147	41	391	362	93	80	20
Reading/ELA	CYPRESS FALLS H	11	Eco.Dis.	136	118	87	90	88	23	17	134	103	77	17	13
Reading/ELA	CYPRESS FALLS H	11	Spec.Ed.	35	21	60	90	75	3	9	28	15	54	0	0
Reading/ELA	CYPRESS FALLS H	11	LEP	16	5	31	90	75	0	0	19	7	37	0	0
Reading/ELA	CYPRESS FALLS H	11	LEP M1	10	7	70	90	77	0	0	7	5	71	0	0
Reading/ELA	CYPRESS FALLS H	11	LEP M2	9	7	78	90	82	0	0	10	9	90	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	CYPRESS FALLS H	9	All	875	597	68	90	75	203	23	814	599	74	185	23
Math	CYPRESS FALLS H	9	AA	150	87	58	90	75	15	10	129	71	55	16	12
Math	CYPRESS FALLS H	9	Hispanic	357	199	56	90	75	43	12	233	151	65	29	12
Math	CYPRESS FALLS H	9	White	263	215	82	90	85	97	37	362	293	81	96	27
Math	CYPRESS FALLS H	9	Eco.Dis.	300	165	55	90	75	29	10	193	114	59	22	11
Math	CYPRESS FALLS H	9	Spec.Ed.	33	6	18	90	75	1	3	40	11	28	3	8
Math	CYPRESS FALLS H	9	LEP	53	12	23	90	75	2	4	32	9	28	2	6
Math	CYPRESS FALLS H	9	LEP M1	20	13	65	90	75	1	5	3	1	33	0	0
Math	CYPRESS FALLS H	9	LEP M2	14	10	71	90	77	3	21	6	5	83	1	17
Math	CYPRESS FALLS H	10	All	715	504	70	90	77	136	19	831	596	72	165	20
Math	CYPRESS FALLS H	10	AA	122	59	48	90	75	8	7	145	80	55	10	7
Math	CYPRESS FALLS H	10	Hispanic	258	160	62	90	75	25	10	210	121	58	14	7
Math	CYPRESS FALLS H	10	White	256	215	84	90	86	65	25	377	308	82	101	27
Math	CYPRESS FALLS H	10	Eco.Dis.	198	108	55	90	75	24	12	154	85	55	11	7
Math	CYPRESS FALLS H	10	Spec.Ed.	31	7	23	90	75	0	0	49	18	37	3	6
Math	CYPRESS FALLS H	10	LEP	36	6	17	90	75	1	3	22	8	36	1	5
Math	CYPRESS FALLS H	10	LEP M1	9	3	33	90	75	0	0	11	4	36	0	0
Math	CYPRESS FALLS H	10	LEP M2	5	---	---	---	---	---	---	4	2	50	1	25
Math	CYPRESS FALLS H	11	All	770	650	84	90	86	202	26	787	670	85	207	26
Math	CYPRESS FALLS H	11	AA	135	100	74	90	79	9	7	112	86	77	14	13
Math	CYPRESS FALLS H	11	Hispanic	175	124	71	90	77	26	15	173	126	73	30	17
Math	CYPRESS FALLS H	11	White	354	324	92	100	95	118	33	391	353	90	112	29
Math	CYPRESS FALLS H	11	Eco.Dis.	131	95	73	90	79	11	8	131	97	74	14	11
Math	CYPRESS FALLS H	11	Spec.Ed.	34	15	44	90	75	5	15	23	10	43	1	4
Math	CYPRESS FALLS H	11	LEP	15	5	33	90	75	0	0	18	8	44	0	0
Math	CYPRESS FALLS H	11	LEP M1	10	5	50	90	75	1	10	8	5	63	0	0
Math	CYPRESS FALLS H	11	LEP M2	9	5	56	90	75	0	0	10	8	80	2	20

**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	CYPRESS FALLS H	9	All												
Social Studies	CYPRESS FALLS H	9	AA												
Social Studies	CYPRESS FALLS H	9	Hispanic												
Social Studies	CYPRESS FALLS H	9	White												
Social Studies	CYPRESS FALLS H	9	Eco.Dis.												
Social Studies	CYPRESS FALLS H	9	Spec.Ed.												
Social Studies	CYPRESS FALLS H	9	LEP												
Social Studies	CYPRESS FALLS H	9	LEP M1												
Social Studies	CYPRESS FALLS H	9	LEP M2												
Social Studies	CYPRESS FALLS H	10	All	696	611	88	90	89	278	40	809	699	86	329	41
Social Studies	CYPRESS FALLS H	10	AA	120	94	78	90	82	28	23	143	111	78	35	24
Social Studies	CYPRESS FALLS H	10	Hispanic	247	202	82	90	85	64	26	200	160	80	46	23
Social Studies	CYPRESS FALLS H	10	White	250	241	96	100	97	142	57	369	338	92	190	51
Social Studies	CYPRESS FALLS H	10	Eco.Dis.	190	147	77	90	81	47	25	147	115	78	31	21
Social Studies	CYPRESS FALLS H	10	Spec.Ed.	29	19	66	90	75	4	14	45	27	60	7	16
Social Studies	CYPRESS FALLS H	10	LEP	33	9	27	90	75	1	3	20	9	45	2	10
Social Studies	CYPRESS FALLS H	10	LEP M1	9	4	44	90	75	1	11	11	5	45	0	0
Social Studies	CYPRESS FALLS H	10	LEP M2	5	---	---	---	---	---	---	4	4	100	1	25
Social Studies	CYPRESS FALLS H	11	All	769	744	97	100	98	392	51	785	754	96	311	40
Social Studies	CYPRESS FALLS H	11	AA	134	127	95	100	97	45	34	113	106	94	26	23
Social Studies	CYPRESS FALLS H	11	Hispanic	175	163	93	100	95	54	31	172	156	91	43	25
Social Studies	CYPRESS FALLS H	11	White	355	351	99	100	99	226	64	388	381	98	186	48
Social Studies	CYPRESS FALLS H	11	Eco.Dis.	131	119	91	100	94	40	31	131	115	88	27	21
Social Studies	CYPRESS FALLS H	11	Spec.Ed.	34	28	82	90	85	8	24	28	23	82	5	18
Social Studies	CYPRESS FALLS H	11	LEP	15	11	73	90	79	0	0	18	11	61	0	0
Social Studies	CYPRESS FALLS H	11	LEP M1	10	8	80	90	83	1	10	8	6	75	0	0
Social Studies	CYPRESS FALLS H	11	LEP M2	8	6	75	90	80	1	13	10	8	80	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	CYPRESS FALLS H	9	All												
Science	CYPRESS FALLS H	9	AA												
Science	CYPRESS FALLS H	9	Hispanic												
Science	CYPRESS FALLS H	9	White												
Science	CYPRESS FALLS H	9	Eco.Dis.												
Science	CYPRESS FALLS H	9	Spec.Ed.												
Science	CYPRESS FALLS H	9	LEP												
Science	CYPRESS FALLS H	9	LEP M1												
Science	CYPRESS FALLS H	9	LEP M2												
Science	CYPRESS FALLS H	10	All	700	462	66	90	75	113	16	825	586	71	153	19
Science	CYPRESS FALLS H	10	AA	119	51	43	90	75	11	9	144	78	54	9	6
Science	CYPRESS FALLS H	10	Hispanic	249	143	57	90	75	17	7	206	110	53	16	8
Science	CYPRESS FALLS H	10	White	253	204	81	90	84	62	25	378	321	85	94	25
Science	CYPRESS FALLS H	10	Eco.Dis.	191	99	52	90	75	13	7	152	80	53	9	6
Science	CYPRESS FALLS H	10	Spec.Ed.	28	11	39	90	75	1	4	49	15	31	4	8
Science	CYPRESS FALLS H	10	LEP	33	5	15	90	75	1	3	22	3	14	1	5
Science	CYPRESS FALLS H	10	LEP M1	9	2	22	90	75	0	0	11	2	18	0	0
Science	CYPRESS FALLS H	10	LEP M2	5	---	---	---	---	---	---	4	3	75	1	25
Science	CYPRESS FALLS H	11	All	768	655	85	90	87	145	19	790	664	84	94	12
Science	CYPRESS FALLS H	11	AA	135	99	73	90	79	9	7	113	80	71	5	4
Science	CYPRESS FALLS H	11	Hispanic	175	124	71	90	77	14	8	173	115	66	9	5
Science	CYPRESS FALLS H	11	White	352	336	95	100	97	85	24	393	363	92	57	15
Science	CYPRESS FALLS H	11	Eco.Dis.	133	91	68	90	75	8	6	132	83	63	4	3
Science	CYPRESS FALLS H	11	Spec.Ed.	33	17	52	90	75	4	12	26	14	54	2	8
Science	CYPRESS FALLS H	11	LEP	16	7	44	90	75	0	0	18	5	28	0	0
Science	CYPRESS FALLS H	11	LEP M1	10	4	40	90	75	1	10	8	5	63	0	0
Science	CYPRESS FALLS H	11	LEP M2	8	3	38	90	75	0	0	10	6	60	0	0

## CIP PART I: DATA SUPPLEMENT

<b>Cypress-Fairbanks ISD</b>			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Cy-Falls	AA	95.3	95.1
Cy-Falls	H	94	93.6
Cy-Falls	W	95.1	94.3
Cy-Falls	NATIVE	92.9	97.3
Cy-Falls	ASIAN	97.2	96.8
Cy-Falls	MALE	95.2	94.5
Cy-Falls	FEMALE	95	94.6
Cy-Falls	SPED	92.6	92
Cy-Falls	ECD	94.2	93.6
Cy-Falls	LEP	93.5	93.8
Cy-Falls	AT RISK	93.5	93.2
Cy-Falls	GT	97.2	96.9
Cy-Falls	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
<b>Students</b>	<b>Subjects</b>	Reading/ELA	11 <sup>th</sup> grade sub groups (African American, Hispanic, White, Economically Disadvantage) scored recognized on TAKS	TAKS data
		Writing		
		Math		
		Science		
		Social Studies	11 <sup>th</sup> grade sub groups (African American, Hispanic, White, Economically Disadvantage) scored exemplary on TAKS	TAKS data
		Other		
	<b>Subgroups</b>	All		
		AA		
		H		
		W		
		ED		
		LEP		
		SE		
<b>Social/ Emotional</b>	Discipline	Student Behavior Committee formed	Tardy / Attendance data	
	Extracurricular			
	Other			
<b>Teacher</b>	Professional Development		Dr. Cathy Block – Generation Y / Reading Training	TAKS data
	Qualifications		100% are highly qualified	CIP – Part I
	New Staff			
	Retention			
<b>Parent</b>				

## 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**  
 By May, 2008, Cypress Falls will increase the percentage of students meeting standards on the TAKS **science** test by the amounts listed below in the given demographic groups.

- Growth percentages are determined by taking the difference between present value and goal value and allowing for equal growth over 3 years.  

$$90 - \text{percentage achieved in '07 divided by 3}$$

**Campus Objective:** #

	10			11		
	'07	'08	Goal	'07	'08	Goal
AA	43	75	+32	73	79	+6
H	57	75	+18	71	77	+6
ED	52	75	+23	68	75	+7

**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	Check rosters to ensure that each struggling student has been assigned to a teacher who has a proven track record of accelerating students' science achievement. Change schedules as needed. Senior science TAKS classes will be offered.	AR CE	Identified students	R. Worthy L. Wood C. Stanton Counselors N. Thorleifson	Class Rosters, AMS Data	Prior to 1 <sup>st</sup> day; throughout 1 <sup>st</sup> six -weeks
	2	Monitor each student's progress in learning the critical TEKS in biology, IPC, chemistry, physics, environmental, and aquatic courses by examining results of teacher-made tests and district SFA tests and adjust lessons accordingly.	AR CE	Groups listed	R. Worthy L. Wood C. Stanton Science Teachers Special Ed Staff	Gradebook, SFA data	Every 3 or 6 weeks

	3	Design and present lessons that follow research proven teaching strategies, such as those described in <i>The Baker's Dozen, The Magnificent Seven, Understanding by Design, Classroom Instruction that Works, and Improving Comprehension Instruction</i> . Technology will be integrated to promote high level thinking.	AR CE T	Identified students	R. Worthy L. Wood Science Teachers	Baker's Dozen booklet, Mag 7 materials, UBD & Classroom Instruction that Works books & Dr. Block strategies	Ongoing
	4	Provide extended learning time for students during advisory, Saturday classes, and before and after school tutoring sessions.	AR CE	Identified students	Science Teachers Special Ed Teachers	TAKS packets	Ongoing
	5	Identify gaps in students' background knowledge in science and use direct vocabulary instruction to accelerate growth.	AR CE	Identified students	Science Teachers	CFISD academic vocabulary list	Ongoing
	6	Provide academic and social interventions for identified students such as mentoring, peer tutoring, advisory tutoring, home visits, after school tutoring	AR CE	Identified students	Entire staff	TAKS Prep materials	Ongoing
	7	Science SSL courses will have limited enrollment.	AR CE	Identified students	Counselors R. Worthy B. Denton L. Wood	TAKS Prep materials	Prior to 1 <sup>st</sup> day of class
Teachers	1	Science Team Leaders will direct planning periods emphasizing successful teaching strategies, data analysis, important concepts that students must master. Multiple methods for teaching critical concepts will be employed.	SD	Science teachers	G. Brock Team Leaders Science Teachers	Unit tests SFA data Quantum Learning Strategies ISC Science Support Staff	Weekly

	2	Science teachers will employ the following strategies: Accessing prior knowledge, labs and problem solving, Metacognitive awareness, flexible regrouping, higher level questioning strategies. Worksheets will only be used as a supplemental tool.	SD	Science teachers	Science teachers	Science support staff Lab materials & Written materials as stated above	Ongoing
	3	Science teachers will closely adhere to district scope and sequence.	SD	Science teachers	Science teachers	G. Brock Team Leaders	Ongoing
	4	Science teachers will participate in professional development activities that provide strategies, resources, and activities relevant to the TAKS tests.	SD	Science teachers	ISC Science staff	ISC Science Support staff	Ongoing
	5	Science teachers will receive training on strategies proven to produce success on science TAKS tests, and specific tutoring strategies.	SD	Science teachers	Science helping teachers	ISC Science support staff, TAKS material	Fall 07
Parents	1	Inform parents of students' progress with regular phone calls, emails, and/or meetings.	PI	Parents of identified	Teachers	Samples of student work	Weekly

## 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**

By May, 2008, Cypress Falls will increase the percentage of students meeting standards on the TAKS **mathematics** test by the amounts listed below in the given demographic groups.

- Growth percentages are determined by taking the difference between present value and goal value and allowing for equal growth over 3 years.

$$90 - \text{percentage achieved in '07 divided by 3}$$

**Campus Objective:** #

	9			10			11		
	'07	'08	Goal	'07	'08	Goal	'07	'08	Goal
AA	58	75	+17	**48	**75	+27	74	79	+5
H	56	75	+19	62	75	+13	71	77	+6
ED	55	75	+20	55	75	+20	73	79	+6

\*\* Adequate Yearly Progress accountability measure.

**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	Check rosters to ensure that each struggling student has been assigned to a teacher who has a proven track record of accelerating students' math achievement. Change schedules as needed. Senior math TAKS classes will be offered.	AR CE	Identified Students	R. Worthy L. Wood C. Stanton N. Thorleifson Counselors	Class rosters; AMS data	Prior to first day of school; throughout the year
	2	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district SFA tests and adjust lessons accordingly. Teachers will use the think-aloud strategy to model the thinking process necessary to solve problems.	AR CE	Identified students	R. Worthy L. Wood C. Stanton Math teachers Special Ed teachers	Gradebook SFA data	Every 3 or 6 weeks

3	Design and present lessons that follow research proven teaching strategies, such as those described in <i>The Baker's Dozen</i> , <i>The Magnificent Seven</i> , <i>Understanding by Design</i> , <i>Classroom Instruction that Works</i> , and <i>Improving Comprehension Instruction</i> . Technology will be integrated to promise promote high level thinking.	AR CE T	Identified students	R. Worthy L. Wood Math teachers	Baker's Dozen booklet, Mag 7 materials, UBD Classroom Instruction that Works & Dr. Block strategies	Ongoing
4	Provide extended learning time for students during advisory, Saturday classes, and before and after school tutoring sessions.	AR CE	Identified students	Math teachers Special Ed teachers	TAKS tutorial packets	Ongoing
5	Identify gaps in students' background knowledge in math and use direct vocabulary instruction to accelerate growth.	AR CE	Identified students	Math teachers	CFISD academic vocabulary list	Ongoing
6	Use flexible regrouping in math classes to provide additional practice for struggling students.	AR CE	Identified students	Math teachers	TAKS Prep material	Ongoing
7	Adequate Yearly Progress percentage requirements will be closely monitored in all subgroups.	AR CE	Identified students	R. Worthy L. Wood C. Stanton	District Data	Ongoing
8	Provide academic and social interventions for identified students such as mentoring, peer tutoring, advisory tutoring, home visits, and after school tutoring.	AR CE	CATE AA, H, ED	Entire staff	TAKS Materials	Ongoing
9	Walk students to tutorials after school	AR CE	Identified students	Teachers Administrators	TAKS packets	Ongoing

Teachers	1	Algebra I teachers will use additional planning period to monitor and adjust instruction as necessary, and ensure the use of successful teaching strategies based on data.	SD	Algebra I teachers	Algebra I teachers C. Heldring M. Rogers	SFA data, Unit tests, Quantum Learning Strategies, ISC Math Support Staff	Weekly
	2	Math teachers will be trained on strategies related to all math TAKS tests and specific tutoring strategies.	SD	Math teachers	ISC Staff	ISC Math Support Staff, TAKS Prep material	Fall 07
	3	Geometry teachers will receive training and will then incorporate algebra instruction throughout the geometry curriculum.	SD	Geometry teachers	Geometry teachers	Title II Funds ISC Math Support Staff, TAKS Prep materials	Fall 07
	4	Teachers will participate in professional development activities that provide strategies, resources, and activities relevant to the TAKS tests.	SD	Math teachers	Math teachers	ISC Math Support Staff	Ongoing
Parents	1	Inform parents of students' progress with regular phone calls, emails, and/or meetings	PI	Parents of identified students	Teachers	Samples of student work	Weekly

## 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**

By May, 2008, Cypress Falls will increase the percentage of students meeting standards on the TAKS **reading/ELA** tests by the amounts listed below in the given demographic groups. Eleventh grade percentages reflect growth towards 100% students meeting standards.

- Growth percentages are determined by taking the difference between present value and goal value and allowing for equal growth over 3 years.  

$$90 - \text{percentage achieved in '07} \div 3$$

**Campus Objective:** #

	9			10			11		
	'07	'08	Goal	'07	'08	Goal	'07	'08	Goal
AA	82	85	+3	82	85	+3	90	93	+3
H	76	81	+5	78	82	+4	90	93	+3
ED	74	79	+5	76	81	+5	87	88	+1

**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 district SFA tests and adjust lessons accordingly. Teachers will use the think-aloud strategy to model the thinking process necessary to read critically and write with fluency.	AR CE	Identified students	R. Worthy L. Wood C. Stanton English teachers Special Ed staff	Gradebook SFA data	Every 3-6 weeks

2	Design and present lessons that follow research proven teaching strategies, such as those described in <i>The Baker's Dozen, The Magnificent Seven, Understanding by Design, and Classroom Instruction that Works, and Improving Comprehension Instruction</i> . Technology will be integrated to promote high level thinking.	AR CE T	Identified students	R. Worthy L. Wood English teachers	Baker's Dozen, Mag 7 materials, UBD, Classroom Instruction that Works & Dr. Block Strategies	Ongoing
3	Identify gaps in students' background knowledge related to ELA TEKS and use direct vocabulary and applied grammar instruction to accelerate growth.	AR CE	Identified students	English teachers	CFISD Academic Vocabulary lists	Ongoing
4	Provide extended learning time for students during advisory, Saturday classes, and before and after school tutoring sessions.	AR CE	Identified students	English teachers Special Ed Teachers	TAKS packets	Ongoing
5	Use flexible regrouping and think-pair-share in English classes to provide additional practice for struggling students.	AR CE	Identified students	English teachers	TAKS material	Ongoing
6	Increase student success on short answer questions related to literary elements and techniques (obj. 2) and analysis and critical evaluation (obj. 3) by ensuring that students practice triplets on a regular basis. Promote independent reading of literary and expository pairs.	AR CE	Identified students	English teachers	TAKS Prep material	Ongoing
7	Struggling students (especially LEP, H, ED, and AA subgroups) will be scheduled in READ 180.	AR CE	Identified students	L. Wood N. Thorleifson Counselors Reading teachers	Read 180 materials	Ongoing
8	Students will be provided with a list of critical TEKS and allowed ample time to master close reading skills, and the writing of high level analytical essays.	AR CE	Identified students	English teachers	TEKS and TAKS Prep materials	Ongoing

	9	Provide students with numerous samples of compositions which scored 3 or 4 on the TAKS test. Emphasize word choice, voice, coherence, fluency, and organization.	AR CE	Identified students	English teachers	TAKS Compositions	Ongoing
Teachers	1	New teachers will attend pullout training related to the English TAKS tests.	SD	New teachers	Curriculum coordinator	Federal funds, TAKS material	Fall 07
	2	English teachers will use additional planning period to monitor and adjust instruction as necessary, and ensure the use of successful teaching strategies based on data	SD	English teachers	English teachers Team Leaders	SFA data, Unite tests, Quantum Learning Strategies, ISC English Support Staff	Weekly
	3	Teachers will participate in professional development activities that provide strategies, resources, and activities relevant to the TAKS tests including The Writing Institute and CRISS training.	SD	English teachers	English teachers	ISC English support staff	Ongoing
Parents	1	Inform parents of students' progress with regular phone calls, emails, and/or meetings	PI	Parents of identified students	Teachers	Samples of student work	Weekly

## 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**

By May, 2008, Cypress Falls will increase the percentage of students meeting the standards on the TAKS **social studies** test by the amounts listed below in the given demographic groups. Eleventh grade percentages reflect growth towards 100% students meeting standards.

- Growth percentages are determined by taking the difference between present value and goal value and allowing for equal growth over 3 years.  

$$90 - \text{percentage achieved in '07} \div 3$$

**Campus Objective:** #

	10			11		
	'07	'08	Goal	'07	'08	Goal
AA	78	82	+4	95	97	+2
H	82	85	+3	93	95	+2
ED	77	81	+4	91	94	+3

**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 district SFA tests and adjust lessons accordingly.	AR CE	Identified students	R. Worthy L. Wood C. Stanton Social Studies teachers Special Ed staff	Gradebook, SFA data	Every 3-6 weeks

	2	Design and present lessons that follow research proven teaching strategies, such as those described in <i>The Baker's Dozen, The Magnificent Seven, Understanding by Design, Classroom Instruction that Works, and Improving Comprehension Instruction</i> . Technology will be integrated to promote high level thinking.	AR CE T	Identified Students	R. Worthy L. Wood Social Studies teachers	Baker's Dozen booklet, Mag 7 materials, UBD & Classroom Instruction that Works & Dr. Block Strategies	Ongoing
	3	Identify gaps in students' background knowledge related to social studies TEKS and employ strategies that reflect the UBD enduring understandings.	AR CE	Identified students	Social Studies teachers	Under- standing by Design TEKS	Ongoing
	4	Provide extended learning time for students during advisory, Saturday classes, and before and after school tutoring sessions.	AR CE	Identified students	Social Studies teachers Special Ed teachers	TAKS packets	Ongoing
	5	Curriculum will be spiraled and concepts retaught as necessary. Post test, SFA items will be used to teach test-taking skills.	AR CE	Identified students	Social Studies teachers	SFA data	Ongoing
	6	Tests will be TAKS formatted.	AR CE	Identified students	Social Studies teachers	TAKS materials	Ongoing
	7	Continue to employ strategies that have garnered commended performance at both the 10 <sup>th</sup> grade and exit levels!	AR CE	Identified students	Social Studies teachers	ISC Social Studies Support Staff	Ongoing
Teachers	1	Teachers will participate in professional development activities that provide strategies, resources, and activities relevant to the TAKS tests, particularly those impacting LEP students.	SD	Social Studies teachers	ISC staff History teachers	ISC Social Studies support staff	Ongoing

Parents	1	Inform parents of students' progress with regular phone calls, emails, and/or meetings.	PI	Parents of identified students	Teachers	Samples of student work	Weekly
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# Areas to Improve

**District Priority:** Students' academic performance and achievement level will reflect excellence in learning and attainment of both high expectations and high standards.

**Area of Focus:** **Elective Academic Focus**

**Campus Objective:** # By May, 2008, Cypress Falls' elective courses will have a passing rate of at least 90%.

**Formative/Summative Evaluation:** Locally Developed Reports and AEIS

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 district SFA tests and adjust lessons accordingly.	AR CE	All students	Elective teachers Special Ed staff	Gradebook, SFA data,	Every 3-6 weeks
	2	Design and present lessons that follow research proven teaching strategies, such as those described in <i>The Baker's Dozen</i> , <i>The Magnificent Seven</i> , <i>Understanding by Design</i> , <i>Classroom Instruction that Works</i> , and <i>Improving Comprehension Instruction</i> . Technology will be integrated to promote high level thinking.	AR CE T	All students	Elective teachers	Baker's Dozen booklet, Mag 7 materials, UBD & Classroom Instruction that Works, & Dr. Block Strategies	Ongoing
	3	Provide extended learning time for struggling students as necessary.	AR CE	Identified students	Elective teachers	Course materials	Ongoing

	4	Identify gaps in students' background knowledge and use direct vocabulary instruction to accelerate growth.	AR CE	All students	Elective teachers	CFISD academic vocabulary list	Ongoing
	5	Provide instruction using strategies proven to promote success of all student populations.	AR CE	All students	Elective teachers	ISC support staff	Ongoing
Teachers	1	Teachers will participate in professional development activities that provide strategies, resources, and activities relevant to their curriculum areas.	SD	Elective teachers	All elective teachers	ISC support staff	Ongoing
Parents	1	Inform parents of students' progress with regular phone calls, emails, and/or meetings.	PI	Parents of all students	Elective teachers	Samples of student work	Weekly

## Areas to Improve

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

**Area of Focus:** **Discipline referrals on skipping**

**Campus Objective:** # By May, 2008, Cypress Falls will reduce the number of students skipping class by 30%. Office referrals for skipping will decrease by 352.

**Formative/Summative Evaluation:** Locally Developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Form a behavior intervention committee to address student misconduct both within and outside of classes.	AR CE VP	All students	S. Farrah B. Denton Committee of teachers	Discipline data	Ongoing
	2	Encourage students to establish or maintain 95% attendance at school.	AR CE	All students	Entire staff	Attendance report	Ongoing
	3	Return students to class after signing in to tardy sweep.	AR CE VP	All students	Administrators Teachers	Tardy sweep data Attendance report	Ongoing
Teachers	1	Monitor daily tardy sweep and daily school attendance data and follow up by meeting with and phoning students and parents.	AR	All students	Attendance staff Administrators	Tardy sweep data Attendance report	Ongoing
Parents	1	Keep parents up to date on their child's attendance by making phone calls, sending emails, and/or meetings.	PI	All students	Administrators Teachers	Attendance data	Ongoing

**\* Legend**

<b>Code</b>	<b>Plan</b>	<b>Indicates that the strategy addresses...</b>
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

**CYPRESS FALLS HIGH SCHOOL  
DR. ROBERT WORTHY  
2007 – 2008  
Campus Improvement Plan  
Cypress-Fairbanks Independent School District**

### Section A

- (1) Cypress Falls 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 Cypress Falls 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	Name of CPOC Member	Position
Rick Arnold	P.E.	Elaine McInvale	AAS
Dennis Dawson	English	Tim Nichols	ROTC
Beth Freeman	Business	Bryan Reese	Visual Arts
David Hallmark	Math	Betty Smith	Foreign Language
Laurie Heron-Beaulieu	Science	Crystal Vest	Fine Arts
Amy Hightower	Special Ed	Sue Warwick	Career & Tech
Linda Hudson	Social Studies		
Becky Denton	Associate Principal	Diana Villareal	Counselor
Christy Stanton	Academic Achievement Specialist	Liz Wood	Director of Instruction
Susan Seiffert	Library	Robert Worthy	Princippal
		Linda Sams	District Office
Michael Bolton	Parent 1	Tracy Webb	Parent 2
Renee Maniscalco	Community resident 1	Mary Alice Barrett-Jones	Community resident 2
Georgann Francis	Business representative 1	D. Dwight Dawson	Business representative 1
Laura Arbeiter	Student	Sara Meghji	Student
Shuai Fang	Student	Kari Smith	Student

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 26, 2007	2:45 – 4:00	Cy-Falls Library Classroom
2	October 25, 2007	2:45 – 4:00	Cy-Falls Teaching Theater
3	January 17, 2008	2:45 – 4:00	Cy-Falls Teaching Theater
4	May 22, 2008	2:45 – 4:00	Cy-Falls Teaching Theater
5			

\* 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 PAC meetings will increase by 50%.	
Formative	At the end of the first semester, the percent of parents and community members attending PAC meetings will be reviewed to determine progress.
Summative	At the end of the school year, the percent of parents and community members attending PAC meetings 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 decrease by 10% from the previous year, a decrease of seven referrals.	
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 offenses will be reduced by 10% from the previous school year, which equals a decrease of 465 referrals.	
Formative	Discipline referrals will be reviewed each grading period to determine the percent of referrals in targeted areas of skipping, fighting, and illegal substances.
Summative	At the end of the school year, discipline referral percentages will be reviewed to determine whether the targets were met.
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 75%, an increase of 12 percent.	
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)	<b>Highly Qualified Teacher Goal</b>	
For 2007 – 2008, the percent of highly qualified teachers in the core academic areas will remain <b>100%</b> .		
Formative	At the end of the first semester, the percent of highly qualified teachers in the core academic areas who are highly qualified will be reviewed.	
Summative	At the end of the school year, the percent of highly qualified teachers in the core academic areas who are highly qualified will be reviewed to determine whether the objective was met.	
Strategy	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.	
☑ (8)	<b>Secondary Drop – out Prevention Goal</b>	
For 2007 – 2008, the dropout rate will be .7% or less with no student group exceeding .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.	
☑ (9)	<b>High School AEIS Goal – Ninth Graders</b>	
The percent of 2007 – 2008 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least 95%.		
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 advancing to the tenth grade will be reviewed to the objective was met.	
Strategy	Provide students with models of completed assignments to promote understanding of academic expectations. Guide students to appropriate testing, classes, and programs.	

## CIP PART III: ASSURANCE ADDENDUM

- (10) 

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 opt out of the RHSP program by grade level.
Summative	At the end of the school year, calculate the percent of students who graduate 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.
- (11) 

High School AEIS Goal – Advanced Courses	
For 2007 – 2008, the percent of students who have completed at least one advanced or dual credit course will be at or above 25%.	
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 determine whether 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.
- (12) 

High School AEIS Goal – Advanced Placement Exams	
For 2007 – 2008, the percent of students taking an AP exam will be at or above 15%, and at least 50% will earn a score of 3 or higher.	
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 determine whether 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

☑ (13)	<b>High School AEIS Goal – SAT/ACT Exams</b>	
For 2007 – 2008, the percent of graduates taking the SAT/ACT exams will be at or above 70% and at least 40% will earn a score of 1110 on the SAT or 24 on the ACT.		
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 or ACT at least once to determine whether 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.	
☑ (14)	<b>High School CTE Goal</b>	
For 2007 – 2008, the percent of LEP CTE students passing TAKS will be at or above 70% for Reading/ELA, 65% for Social Studies, 50% for Math, and 45% for Science.		
Formative	After each SFA, the staff will review the results to determine progress in meeting the established performance level.	
Summative	TAKS results will be reviewed to determine whether 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.	
☑ (15)	<b>High School Attendance Goal</b>	
For 2007 – 2008, the ADA student attendance will be at or above 96%		
Formative	Monthly attendance rates by grade level and total school will be reviewed in addition to a list of students with more that three absences per month.	
Summative	The year end ADA will be reviewed to determine if the annual attendance objective was met.	
Strategy	Send letters to parents of students with three or more unexcused absences. Initiate attendance referrals for students with more that five unexcused absences.	

## 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

Cypress Falls 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	
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	