

2007-2008
Campus Improvement Plan
for
Cypress Springs High School

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: CYPRESS SPRINGS H S
CAMPUS NUMBER: 101907009

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?
Reading/ELA (65%)											
X All Students	2,259	2,574	88%	100%	2,387	2,672	89%		-1		
X African Amer	536	610	88%	24%	510	556	92%		-4		
X Hispanic	869	1,064	82%	41%	884	1,077	82%		0		
X White	708	744	95%	29%	828	866	96%		-1		
X Econ Disadv	790	967	82%	38%	769	910	85%		-3		
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	1,477	1,641	90%	100%	1,408	1,557	90%		0		
X African Amer	329	378	87%	23%	273	302	90%		-3		
X Hispanic	550	649	85%	40%	487	582	84%		1		
X White	491	505	97%	31%	544	565	96%		1		
X Econ Disadv	499	594	84%	36%	403	481	84%		0		
Mathematics (45%)											
X All Students	1,679	2,518	67%	100%	1,659	2,581	64%	Yes	3	**	No
X African Amer	338	592	57%	24%	293	526	56%	Yes	1	**	No
X Hispanic	595	1,026	58%	41%	562	1,042	54%	Yes	4	**	No
X White	608	743	82%	30%	665	838	79%		3		
X Econ Disadv	537	938	57%	37%	460	874	53%	Yes	4	**	No
Science (40%)											
X All Students	1,068	1,635	65%	100%	1,078	1,569	69%	Yes	-4	**	No
X African Amer	214	377	57%	23%	177	303	58%	Yes	-1	**	No
X Hispanic	346	647	53%	40%	340	595	57%	Yes	-4	**	No
X White	420	502	84%	31%	478	563	85%		-1		
X Econ Disadv	311	591	53%	36%	258	488	53%	Yes	0	**	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	133	159	84%	100%	210	277	76%		8		

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 SPRINGS H S Campus Rating: Academically Acceptable
 CAMPUS NUMBER: 101907009 Grade Span: 09 - 12

Analysis groups used to determine ratings are marked with an 'X'.
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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	756	18	785	96.3%	100%	671	700	95.9%		0.4		
X African Amer	139	8	147	94.6%	19%	113	116	97.4%		-2.8		
X Hispanic	266	7	276	96.4%	35%	202	214	94.4%		2.0		
White	309	3	320	96.6%	41%	313	327	95.7%		0.9		
X Econ Disadv	216	9	226	95.6%	29%	146	156	93.6%		2.0		

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 SPRINGS	9	All	978	832	85	90	87	275	28	1172	1008	86	225	19
Reading/ELA	CYPRESS SPRINGS	9	AA	247	209	85	90	87	55	22	283	244	86	49	17
Reading/ELA	CYPRESS SPRINGS	9	Hispanic	421	332	79	90	83	79	19	513	408	80	75	15
Reading/ELA	CYPRESS SPRINGS	9	White	258	243	94	100	96	120	47	305	290	95	87	29
Reading/ELA	CYPRESS SPRINGS	9	Eco.Dis.	376	298	79	90	83	73	19	460	373	81	56	12
Reading/ELA	CYPRESS SPRINGS	9	Spec.Ed.	38	31	82	90	85	6	16	49	31	63	3	6
Reading/ELA	CYPRESS SPRINGS	9	LEP	63	26	41	90	75	0	0	69	29	42	0	0
Reading/ELA	CYPRESS SPRINGS	9	LEP M1	14	9	64	90	75	1	7	11	8	73	0	0
Reading/ELA	CYPRESS SPRINGS	9	LEP M2	11	10	91	100	94	1	9	11	8	73	0	0
Reading/ELA	CYPRESS SPRINGS	10	All	830	703	85	90	87	86	10	957	849	89	152	16
Reading/ELA	CYPRESS SPRINGS	10	AA	211	175	83	90	85	14	7	213	187	88	18	8
Reading/ELA	CYPRESS SPRINGS	10	Hispanic	330	261	79	90	83	26	8	379	311	82	41	11
Reading/ELA	CYPRESS SPRINGS	10	White	237	221	93	100	95	37	16	309	298	96	84	27
Reading/ELA	CYPRESS SPRINGS	10	Eco.Dis.	313	249	80	90	83	21	7	327	271	83	31	9
Reading/ELA	CYPRESS SPRINGS	10	Spec.Ed.	29	20	69	90	76	0	0	30	22	73	1	3
Reading/ELA	CYPRESS SPRINGS	10	LEP	44	12	27	90	75	0	0	42	14	33	0	0
Reading/ELA	CYPRESS SPRINGS	10	LEP M1	17	10	59	90	75	0	0	16	13	81	0	0
Reading/ELA	CYPRESS SPRINGS	10	LEP M2	3	---	---	---	---	---	---	20	17	85	1	5
Reading/ELA	CYPRESS SPRINGS	11	All	934	848	91	100	94	214	23	775	694	90	170	22
Reading/ELA	CYPRESS SPRINGS	11	AA	217	196	90	100	93	30	14	164	152	93	29	18
Reading/ELA	CYPRESS SPRINGS	11	Hispanic	379	325	86	90	87	46	12	280	228	81	37	13
Reading/ELA	CYPRESS SPRINGS	11	White	278	268	96	100	97	120	43	274	259	95	81	30
Reading/ELA	CYPRESS SPRINGS	11	Eco.Dis.	324	278	86	90	87	34	10	226	191	85	34	15
Reading/ELA	CYPRESS SPRINGS	11	Spec.Ed.	25	19	76	90	81	1	4	20	16	80	0	0
Reading/ELA	CYPRESS SPRINGS	11	LEP	53	18	34	90	75	0	0	33	6	18	0	0
Reading/ELA	CYPRESS SPRINGS	11	LEP M1	11	8	73	90	79	0	0	11	9	82	0	0
Reading/ELA	CYPRESS SPRINGS	11	LEP M2	17	13	76	90	81	0	0	15	10	67	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 SPRINGS	9	All	960	577	60	90	75	158	16	1133	586	52	132	12
Math	CYPRESS SPRINGS	9	AA	247	125	51	90	75	18	7	268	107	40	16	6
Math	CYPRESS SPRINGS	9	Hispanic	404	206	51	90	75	38	9	501	218	44	39	8
Math	CYPRESS SPRINGS	9	White	255	199	78	90	82	83	33	292	210	72	55	19
Math	CYPRESS SPRINGS	9	Eco.Dis.	362	188	52	90	75	41	11	442	188	43	29	7
Math	CYPRESS SPRINGS	9	Spec.Ed.	28	7	25	90	75	0	0	35	7	20	2	6
Math	CYPRESS SPRINGS	9	LEP	60	11	18	90	75	1	2	69	11	16	1	1
Math	CYPRESS SPRINGS	9	LEP M1	13	6	46	90	75	0	0	10	4	40	0	0
Math	CYPRESS SPRINGS	9	LEP M2	11	6	55	90	75	1	9	10	2	20	0	0
Math	CYPRESS SPRINGS	10	All	817	474	58	90	75	92	11	931	564	61	117	13
Math	CYPRESS SPRINGS	10	AA	205	92	45	90	75	7	3	204	102	50	7	3
Math	CYPRESS SPRINGS	10	Hispanic	327	171	52	90	75	23	7	365	183	50	25	7
Math	CYPRESS SPRINGS	10	White	234	171	73	90	79	47	20	304	238	78	66	22
Math	CYPRESS SPRINGS	10	Eco.Dis.	304	147	48	90	75	18	6	319	160	50	19	6
Math	CYPRESS SPRINGS	10	Spec.Ed.	19	4	21	90	75	0	0	18	6	33	0	0
Math	CYPRESS SPRINGS	10	LEP	44	9	20	90	75	0	0	40	7	18	0	0
Math	CYPRESS SPRINGS	10	LEP M1	16	6	38	90	75	1	6	15	7	47	1	7
Math	CYPRESS SPRINGS	10	LEP M2	3	---	---	---	---	---	---	20	8	40	2	10
Math	CYPRESS SPRINGS	11	All	925	706	76	90	81	146	16	760	589	78	126	17
Math	CYPRESS SPRINGS	11	AA	211	140	66	90	75	9	4	157	111	71	14	9
Math	CYPRESS SPRINGS	11	Hispanic	369	255	69	90	76	37	10	280	192	69	25	9
Math	CYPRESS SPRINGS	11	White	284	255	90	100	93	77	27	266	231	87	71	27
Math	CYPRESS SPRINGS	11	Eco.Dis.	325	223	69	90	76	29	9	218	149	68	16	7
Math	CYPRESS SPRINGS	11	Spec.Ed.	15	7	47	90	75	0	0	11	4	36	0	0
Math	CYPRESS SPRINGS	11	LEP	51	22	43	90	75	0	0	33	10	30	1	3
Math	CYPRESS SPRINGS	11	LEP M1	11	6	55	90	75	1	9	11	8	73	0	0
Math	CYPRESS SPRINGS	11	LEP M2	16	6	38	90	75	0	0	15	8	53	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	CYPRESS SPRINGS	9	All												
Social Studies	CYPRESS SPRINGS	9	AA												
Social Studies	CYPRESS SPRINGS	9	Hispanic												
Social Studies	CYPRESS SPRINGS	9	White												
Social Studies	CYPRESS SPRINGS	9	Eco.Dis.												
Social Studies	CYPRESS SPRINGS	9	Spec.Ed.												
Social Studies	CYPRESS SPRINGS	9	LEP												
Social Studies	CYPRESS SPRINGS	9	LEP M1												
Social Studies	CYPRESS SPRINGS	9	LEP M2												
Social Studies	CYPRESS SPRINGS	10	All	818	687	84	90	86	227	28	923	786	85	257	28
Social Studies	CYPRESS SPRINGS	10	AA	206	159	77	90	81	26	13	201	167	83	32	16
Social Studies	CYPRESS SPRINGS	10	Hispanic	323	249	77	90	81	67	21	358	275	77	63	18
Social Studies	CYPRESS SPRINGS	10	White	238	229	96	100	97	111	47	307	291	95	141	46
Social Studies	CYPRESS SPRINGS	10	Eco.Dis.	301	233	77	90	81	57	19	316	243	77	46	15
Social Studies	CYPRESS SPRINGS	10	Spec.Ed.	26	15	58	90	75	1	4	32	18	56	4	13
Social Studies	CYPRESS SPRINGS	10	LEP	42	16	38	90	75	1	2	38	12	32	1	3
Social Studies	CYPRESS SPRINGS	10	LEP M1	17	10	59	90	75	1	6	14	10	71	0	0
Social Studies	CYPRESS SPRINGS	10	LEP M2	3	---	---	---	---	---	---	19	18	95	3	16
Social Studies	CYPRESS SPRINGS	11	All	927	869	94	100	96	322	35	760	717	94	262	34
Social Studies	CYPRESS SPRINGS	11	AA	208	193	93	100	95	55	26	157	147	94	45	29
Social Studies	CYPRESS SPRINGS	11	Hispanic	372	336	90	100	93	85	23	276	248	90	64	23
Social Studies	CYPRESS SPRINGS	11	White	285	279	98	100	99	157	55	270	265	98	125	46
Social Studies	CYPRESS SPRINGS	11	Eco.Dis.	324	290	90	100	93	67	21	219	198	90	55	25
Social Studies	CYPRESS SPRINGS	11	Spec.Ed.	25	21	84	90	86	5	20	19	15	79	2	11
Social Studies	CYPRESS SPRINGS	11	LEP	51	29	57	90	75	2	4	33	19	58	0	0
Social Studies	CYPRESS SPRINGS	11	LEP M1	11	9	82	90	85	1	9	11	10	91	0	0
Social Studies	CYPRESS SPRINGS	11	LEP M2	16	11	69	90	76	1	6	15	12	80	1	7

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 SPRINGS	9	All												
Science	CYPRESS SPRINGS	9	AA												
Science	CYPRESS SPRINGS	9	Hispanic												
Science	CYPRESS SPRINGS	9	White												
Science	CYPRESS SPRINGS	9	Eco.Dis.												
Science	CYPRESS SPRINGS	9	Spec.Ed.												
Science	CYPRESS SPRINGS	9	LEP												
Science	CYPRESS SPRINGS	9	LEP M1												
Science	CYPRESS SPRINGS	9	LEP M2												
Science	CYPRESS SPRINGS	10	All	813	433	53	90	75	72	9	931	555	60	105	11
Science	CYPRESS SPRINGS	10	AA	201	80	40	90	75	5	2	204	94	46	8	4
Science	CYPRESS SPRINGS	10	Hispanic	323	133	41	90	75	18	6	367	179	49	12	3
Science	CYPRESS SPRINGS	10	White	238	183	77	90	81	41	17	303	245	81	76	25
Science	CYPRESS SPRINGS	10	Eco.Dis.	296	124	42	90	75	11	4	321	138	43	12	4
Science	CYPRESS SPRINGS	10	Spec.Ed.	25	7	28	90	75	0	0	31	9	29	0	0
Science	CYPRESS SPRINGS	10	LEP	40	5	13	90	75	0	0	41	4	10	0	0
Science	CYPRESS SPRINGS	10	LEP M1	17	5	29	90	75	0	0	15	4	27	0	0
Science	CYPRESS SPRINGS	10	LEP M2	3	---	---	---	---	---	---	20	8	40	0	0
Science	CYPRESS SPRINGS	11	All	925	674	73	90	79	106	11	768	577	75	64	8
Science	CYPRESS SPRINGS	11	AA	210	139	66	90	75	5	2	159	105	66	8	5
Science	CYPRESS SPRINGS	11	Hispanic	370	231	62	90	75	22	6	280	181	65	7	3
Science	CYPRESS SPRINGS	11	White	284	251	88	90	89	70	25	272	241	89	36	13
Science	CYPRESS SPRINGS	11	Eco.Dis.	324	199	61	90	75	14	4	221	140	63	8	4
Science	CYPRESS SPRINGS	11	Spec.Ed.	18	8	44	90	75	0	0	18	8	44	1	6
Science	CYPRESS SPRINGS	11	LEP	49	15	31	90	75	0	0	33	8	24	0	0
Science	CYPRESS SPRINGS	11	LEP M1	11	5	45	90	75	1	9	11	5	45	0	0
Science	CYPRESS SPRINGS	11	LEP M2	16	5	31	90	75	0	0	15	6	40	0	0

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Cy-Springs	AA	93.5	93.6
Cy-Springs	H	93.1	93.1
Cy-Springs	W	94	94.3
Cy-Springs	NATIVE	90.7	94.3
Cy-Springs	ASIAN	95.5	94.7
Cy-Springs	MALE	93.4	93.5
Cy-Springs	FEMALE	93.8	93.9
Cy-Springs	SPED	90	90.8
Cy-Springs	ECD	93.5	93
Cy-Springs	LEP	93.8	93.3
Cy-Springs	AT RISK	92.3	92.5
Cy-Springs	GT	96.9	96.6
Cy-Springs	MIGRANT	95.4	0

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

PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES

Areas to Improve

District Priority:

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

Area of Focus:

Student Safety

Campus Objective: #1

For 2007 – 2008, discipline referrals for drugs, alcohol, and tobacco will be reduced by 15% from the previous school year.

For 2007 – 2008, the discipline referrals for fighting will be reduced by 15% from the previous school year.

Formative Evaluation:

District-developed Reports

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	PBIS rules (teacher matrix) will be posted in every classroom, office, and hallway. Proper behavior in hallways/stairwells, commons during mealtimes, restrooms, classrooms, and on buses will be emphasized in each class each day.	AR CE VP	All students	All staff members	PBIS rules developed by staff and PBIS committee Discipline records School climate	Every day
	2	PowerPoint PBIS messages will be run during all lunch periods. They will encourage students to be positive and polite during the school day.	AR CE	All students	Shannon Casto	PBIS positive messages Discipline Records School Climate	Every day
	3	All staff members will model active supervision of students in the commons, in hallways, in restrooms, and in classrooms to ensure that the school environment remains safe.	VP	All students	All staff members	PBIS philosophy Tardy Records Discipline Records	Every day

	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
4	Health and PE classes will educate students about the dangers of using drugs, alcohol, and tobacco.	AR CE	PE and Health students	PE and Health teachers	Facts about the dangers of drugs, alcohol and tobacco use	Ongoing on campus
5	Policemen from the gang taskforce will visit selected identified students to discuss the dangers of being involved in gang activity.	AR VP	Known gang members	Police Gang Task Force	Discuss issues related to making better choices and handling issues	Every Monday
6	Students from predetermined extra-curricular groups, will be randomly chosen for drug testing following the CFISD policy. (See CFISD website for information.)	Student s from selected groups	Students from various organizations	Mrs. Weiman	Protocols from TEA Records of students who show positive on drug tests	Regularly throughout the school year
7	Spirit Club will make posters for hallways that will inform students of whom to see regarding drugs, alcohol, tobacco, or other discipline issues.	AR	All students	Spirit Club sponsor	Posters	Ongoing throughout the school year
8	AP's will go to freshman English classes to discuss interventions and mediation that can take place as outlined in the Code of Conduct under "negative behaviors."	AR	All students	AP's	Code of Conduct	Second six weeks
9	District-named youth services will work with students to help them develop a more positive outlook and to cope with daily pressures.	AR	Designated students	Jamie Cunningham Michael Stirgus Pedro Flores	Success strategies	Weekly

	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	The PBIS committee will meet regularly to discuss how the program is going and to analyze discipline records which are shared with teachers during faculty meetings.		Teachers	PBIS committee members	PBIS Issues School climate School spirit Discipline data	Ongoing
	2	Faculty meetings will be held by PBIS committee to advise teachers of progress in improving discipline at Cypress Springs.	SD AR	Teachers	PBIS Committee	Discipline reports	Ongoing
	3	Associate and assistant principals will attend DIBREP Training (Drug Impairment and Behavior Recognition for Education Professionals)	AR	Students	Associate Principal and AP's	Training materials	October 8, 2007
	4	AP's will continue to quickly respond to reports of behavior that may need immediate intervention.	AR	Students	AP's	Reports of behavior	Ongoing
Parents	1	Parents/guardians are informed immediately of a student's infraction of the rules.	PI	Parents	AP or other Administrator Teacher	Student Handbook Discipline referral	As needed
	2	Freshman Camp	PI	Parents New Freshmen	Teachers *Administrators	Sessions on high school behavioral and academic expectations	August 25, 2008

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: #2

For 2007 – 2008, the ADA student attendance will be at or above 95% in all subgroups.

Formative/Summative Evaluation:

District-locally Developed Reports and AEIS

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	During AAT (Academic Achievement Time) Information will be provided to students to help them understand why it is so important for them to attend school. This information will include attendance laws, loss of credit, scenarios, class discussions, etc.	AR	Students who have frequent absences or EA	AAT Committee	PowerPoint Films Written materials Learning strategies Attendance Records	Occasionally during AAT
	2	Students will receive incentives for good attendance such as exam exemptions, cookie passes, class or individual drawings for a pizza party or other prizes.		Students with good attendance	Electives and senior teachers	Attendance reports and Teacher's attendance records	At the end of a six weeks
Teachers	1	Teachers will be accurate in taking attendance every day.		All students	All teachers	Teacher attendance records Attendance office records	Every day

	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
	2 When a student reaches 10 absences, the electives or other designated teacher will e-mail his/her AP and counselor.	AR	Students who have 10 or more absences	Electives teachers Senior teachers AP's Attendance office	Teacher attendance records Attendance office records	Every day
	3 After a student has his/her fifth absence from a class, the Electives teacher or other designated teachers, will initiate a log that documents when and why a student was absent from class. An attendance contract will go to the student at this point. This will be turned into the attendance office.	AR	Students who have five absences from a class	Electives teachers Senior teachers	Attendance office reports Teacher's attendance records	Every week
	4 The attendance office will make files for students who have ore than five absences and will keep copies of the teacher attendance contracts in them.	AR	Students who have frequent absences	Attendance Office	Teacher attendance records and contracts Attendance office records	Every day
	5 Electives teachers and senior teachers will receive copies of the schedules of students who are often absent so they may check with other teachers about the attendance of the students in their classes.	AR	Students who have frequent absences	Electives and senior teachers Appraisers and/or Attendance Office	Student schedules with teacher names on them	As needed
	6 Elective and senior teachers will e-mail the AP and Counselor groups when a student reaches 10 absences in his/her class.	AR	Students who have frequent absences	Electives and senior teachers Appraisers Counselors Attendance Office	Attendance records	At a student's tenth absence
Parents	1 Parents will be notified after the student's fifth absence and again when students have seven, nine, and ten absences in a class.	PI	Parents	Electives and senior teachers	Attendance records	As needed

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: #3 **By May, 2008, Cypress Springs will increase the percentage of students meeting District recommended standards on the TAKS science test in each demographic group. In addition, 80% or more of all L-level science students will pass their science classes, and 100% of K/H students will pass their science classes.**

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 will learn enhanced context strategies, collaborative learning strategies, and questioning strategies deemed the most effective in learning science content.	AR CE	Science students	Science teachers	Power Point presentations and activities Grades SFA	Ongoing
	2	During Academic Achievement Time (AAT) on Tuesdays, beginning September 18, all freshmen, sophomores, and juniors will participate in vocabulary building exercises in order to strengthen their knowledge of science words.	AR CE	All students	All 4 th period teachers	PowerPoints and materials provided by science teams Grades SFA	Tuesdays from September 18 until December 2007
	3	Beginning September 17, science will hold designated Science TAKS Tutorial Days. <ul style="list-style-type: none"> ◆ Obj. 1 – Monday (Aquatic/Environmental/Physics Teams) ◆ Obj. 2 & 3 – Tuesday (Biology Team) ◆ Obj. 4 – Wednesday (Chemistry Team) ◆ Obj. 5 – Thursday (IPC Team) Students will receive a special invitation to attend the tutorial sessions. Incentives will be offered to students who attend.	AR CE	All Students	Science Teachers	TAKS materials	Monday through Thursday from September 17 until April

Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
4	A Saturday Blitz for TAKS will be held on Saturday, October 20, for juniors and seniors who will retake the TAKS science test. Other Saturday Blitzes will be held for science students in grades 10 and 11 in November, March, and April.	AR CE	Jrs. and Srs. Who have not passed the science TAKS Exit 10 th and 11 th grade students	Ami Ruby Nancy Gause Science teachers Alison McCown	TAKS Materials TAKS scores in science SFA results	October 20, 2007 November 17, 2008 March 1, 2008 April 12, 2008
5	Beginning September 17 th , seniors who still need to pass the Science portion of TAKS will attend tutorials during their AAT (Academic Achievement Time).	AR CE	Seniors who have not passed the TAKS science test	Ami Ruby Nancy Gause Science teachers	TAKS scores in science	Daily until October test

	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline																												
6	<p>Students' scores on the TAKS test will increase as follows:</p> <table border="1"> <tr> <td colspan="2">◆ 10th Grade</td> </tr> <tr> <td>AA</td> <td>40% to 75% = +35 points</td> </tr> <tr> <td>H</td> <td>41% to 75% = +34 points</td> </tr> <tr> <td>W</td> <td>77% to 81% = +4 points</td> </tr> <tr> <td>ED</td> <td>42% to 75% = +33 points</td> </tr> <tr> <td>SPED</td> <td>28% to 75% = +47 points</td> </tr> <tr> <td>LEP</td> <td>13% to 75% = +62 points</td> </tr> <tr> <td colspan="2">◆ 11th Grade</td> </tr> <tr> <td>AA</td> <td>66% to 75% = +13 points</td> </tr> <tr> <td>H</td> <td>62% to 75% = +13 points</td> </tr> <tr> <td>W</td> <td>86% to 89% = +3 points</td> </tr> <tr> <td>ED</td> <td>61% to 75% = +14 points</td> </tr> <tr> <td>SPED</td> <td>44% to 75% = +31 points</td> </tr> <tr> <td>LEP</td> <td>31% to 75% = +44 points</td> </tr> </table>	◆ 10th Grade		AA	40% to 75% = +35 points	H	41% to 75% = +34 points	W	77% to 81% = +4 points	ED	42% to 75% = +33 points	SPED	28% to 75% = +47 points	LEP	13% to 75% = +62 points	◆ 11th Grade		AA	66% to 75% = +13 points	H	62% to 75% = +13 points	W	86% to 89% = +3 points	ED	61% to 75% = +14 points	SPED	44% to 75% = +31 points	LEP	31% to 75% = +44 points	AR CE	All science students	Science teachers Helping teachers	All science materials Grades SFA TAKS	2007-2008 school year
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7	Assistant Principals will meet individually with their seniors who have not passed the TAKS test to discuss their previous performance on the test, to give them study guides, and to get a commitment from them to attend tutorials.	AR	Seniors who have not passed the TAKS science test	AP's Ami Ruby	TAKS test	September, 2007																												
8	In order to prepare students for the science TAKS test, biology teachers will review IPC concepts, and chemistry teachers will review biology concepts throughout the year.		All tenth and eleventh grade students	Biology and Chemistry teachers	SFA TAKS	Ongoing throughout the school year																												

		Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
	9	The Biology coach, Angela Langenberg, will work with designated students individually and in small groups to improve their understanding of biology concepts.	AR CT	Designated students	Angela Langenberg	Grades Test scores SFA TAKS	Ongoing throughout the year
	10	Students enrolled in special education will receive tutorials weekly from assigned co-teachers and/or resource teachers.	AR CE	Special Ed. students	Special Ed. teachers	TEKS SFA's TAKS Grades	Ongoing
	11	Students enrolled in special education will participate in after-school blitzes prior to the February and April TAKS tests.	AR CE	Special Ed. students	Special Ed. teachers	TAKS test	Dates pending
Teachers	1	IPC team leader will work closely with helping teachers to implement recommendations of the Science Coordinator and the helping teachers.	SD	Science teachers	Tom Dohoney and Science Helping teachers	Computer software, Quantum Learning techniques, New textbook materials Other worthwhile science materials Grades SFA TAKS	2007-2008 school year
	2	IPC unit tests will be rewritten in TAKS format to address higher level thinking.	SD	All Science teachers	IPC Team and Helping Teachers	TAKS-type questions Grades SFA TAKS	2007-2008

	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
3	Team planning meetings will be held frequently (IPC daily), and teachers will discuss items such as teaching strategies, data analysis, critical questions students should be able to answer, multiple methods for teaching critical concepts, etc.	AR	All science teams	All science teams	Research-based materials and strategies Grades SFA TAKS Walkthroughs	2007-2008
4	Science teachers will offer tutorial help in DMC during school days and on Saturday to teach students TAKS – related activities such as: Explore Learning, testing and study skills, and Quantum Learning activities. AP's will assign students to attend the Saturday school in lieu of giving them Saturday detention.	AR	Science Students	Science team members will rotate AP's	Science software, TAKS activities Quantum Learning activities, etc. Grades SFA TAKS	Ongoing
5	Administrators will regularly attend science team meetings to offer support and guidance and to stay abreast of students' progress.		Science Teachers	Administrators	Science Curriculum	Ongoing throughout the year

	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
6	<p>Science teams will carefully analyze the SFA test data and last year's TAKS data to determine the strengths and weakness of their students and to create interventions for those who need more help in order to be success.</p> <p>A process will be in place for monitoring SFA data and making instructional adjustments.</p> <ul style="list-style-type: none"> ◆ Teachers/teams will fill out a one page SFA Data Analysis form after results are available. ◆ Analysis forms will include students' scores and separate those who reach proficiency level and those who do not. ◆ Teachers/teams will identify the problems the unsuccessful students are having. ◆ Teachers/teams will determine solutions that will best help the students to improve their understanding of the critical TEKS. ◆ Teachers/teams will create an action plan to help the students achieve at a higher level. ◆ At the end of the six week, teachers/teams will review the form and discuss whether or not the plan was successful. 	AR	Students taking science	Science teams	SFA data TAKS data	Ongoing throughout the year
7	<p>Teachers will continue to use successful strategies resulting in noteworthy "commended performance" rates as follows:</p> <ul style="list-style-type: none"> ◆ 10th Grade Increase 23% in next two years ◆ 11th Grade Increase 20% in next two years 		Students in science classes	Science teachers	TAKS	Ongoing throughout the year
8	<p>Each science team will discuss failures each six weeks.</p> <ul style="list-style-type: none"> ◆ Why did each student fail? ◆ What interventions were done? ◆ Insights of team ◆ Change teaching strategies? ◆ Reteach? 		Students in science classes	Science teams	Grades Tests SFA TAKS	Ongoing each six weeks

Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
9	<p>Biology coach, Angela Langenberg, will work with teachers on</p> <ul style="list-style-type: none"> ◆ allowing them to observe peer classes. ◆ changing and improving teaching strategies. ◆ analyzing pertinent student data. ◆ developing student centered lessons. ◆ identifying biology students who need interventions. 	AR CT	Biology teachers	Angela Langenberg DC	Lesson plans Grades Walkthroughs	Ongoing throughout the school year
10	In order to keep students informed of the overall academic achievement level at Cypress Springs in Biology and Chemistry, the Science Department will create and display data walls that show student results on important assessments such as SFA's (Student Formative Assessments) and TAKS.	AR	Students	Science DC Science TL's Science teachers	Test results	Each six weeks
11	Special education teachers and paraprofessional educators will monitor special education students' academic progress twice each six weeks The data collected will be disseminated to case managers and parents.	PI AR	Students	Special Education teachers and paraprofessional educators	Grades	Twice each six weeks throughout the year
1	Parents/guardians will be invited to after-school tutorials so they can become familiar with what their students must learn.	PI	Parents/guardians	Science teachers	Science Curriculum	Ongoing
2	Parents will receive phone calls as soon as their students' grades start to drop.	PI	Parents/guardians	Science teachers	Grades Test results	As needed
3	Parents will receive information about the science department through the Parent Newsletter.	PI	Parents/Guardians	Science teachers	Science information	Four times per year
4	Parents will receive science information at the Cypress Springs Open House.	PI	Parents/Guardians	Science teachers	Science information	September 25, 2007

	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Parents	5	Parents will be informed via Cy-Springs automated calling system of Saturday Blitzes and special after-school tutorials.	PI	Parents/ Guardians	Science teachers	Automated calling system	Before blitzes or afternoon tutorials
	6	Parents of special education students will attend a Parent Night on October 16, 2007, to review TAKS expectations, TAKS tutorials, and to be apprised of the levels of support that are available to increase a student's individual passing rates on all areas of TAKS.	PI	Parents/ Guardians	Special Education teachers	TAKS information	October 16, 2007

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: #4 **By May, 2008, Cypress Springs will increase the percentage of students meeting District recommended standards on the TAKS mathematics test in each demographic group. In addition, 80% or more L-level mathematics students will pass their math classes, and 100% of K/H students will pass their math classes.**

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 will improve math scores by: <ul style="list-style-type: none"> ◆ working collaboratively on problems that require the use of problem-solving strategies. ◆ communicating about mathematics (student-to-student, student-to-teacher, and teacher-to-student) ◆ using manipulatives. 	AR CE	All Algebra I, Geometry, and Algebra II students	Math teachers	Math materials and strategies Grades SFA TAKS	2007-2008 School Year
	2	Students will increase technology skills by using graphing calculators and programs such as Explorelearning, The Geometer's Sketchpad, TI InterActive!, and Agile Mind.	T	All math students	Math teachers	Technology software Grades SFA TAKS	2007-2008 School Year
	3	Students who attended "Super Camps" will attend follow-up sessions so that strategies and content can be reinforced.	AR	Identified math students	Nancy Gause Ami Ruby Science teachers	Research recommended material Make up TAKS	Designated days for Super Camps

	Strategies	Codes *	Target	Person(s)	Resources	Timeline
4	<p>Students' scores on the Math TAKS test will increase this year as follows:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>◆ 9th Grade AA 51% to 75% = +24 points H 51% to 75% = +24 points W 78% to 82% = +4 points ED 52% to 75% = +23 points SPED 25% to 75% = +50 points LEP 18% to 75% = +57 points</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>◆ 10th Grade AA 45% to 75% = +30 points H 52% to 75% = +23 points W 73% to 79% = +4 points ED 48% to 75% = +27points SPED 21% to 75% = +54 points LEP 20% to 75% = +55 points</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>◆ 11th Grade AA 66% to 75% = +9 points H 69% to 76% = +7 points W 90% to 93% = +3 points ED 69% to 76% = +7 points SPED 47% to 75% =+28 points LEP 43% to 75% =+32 points</p> </div>	AR CE	All math students	Math teachers Helping teachers	All Math materials Grades SFA TAKS AYP Report	On April 2008 TAKS test
5	Students' scores on TAKS will meet or exceed Federal guidelines.	AR CE	Identified students	Math teachers	TAKS Scores AYP Report	May 2008

	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
	6	Tenth grade math teachers will be well aware of AYP standards for success in each subgroup. The geometry coach will work with geometry teachers to identify low performing tenth grade students. Students will be pulled out of class individually or in small groups for extra tutoring.	AR	Geometry students who are under-performing	Geometry coach and teachers	Grades SFA TAKS	Ongoing throughout the year
	7	Students enrolled in special education will participate in after-school blitzes prior to the February and April TAKS tests.	AR CE	Special Ed. students	Special Ed. teachers	TAKS test	Dates pending
Teachers	1	Teachers will use the think-aloud strategy to model the thinking processes used to solve problems.		All math students	Math teachers	Think-aloud strategy Grades SFA TAKS	2007-2008 school year
	2	Teachers will use flexible regrouping to provide additional time for students who are struggling with concepts.	AR	All math students	Math teachers	Strategies for flexible grouping Grades SFA TAKS	2007-2008 school year
	3	Teachers will provide activities that engage students in the mathematics class such as hands-on lessons, use of relevant material, and Quantum Learning Strategies.	SD	All math students	Math teachers	Hands-on materials and strategies Grades SFA TAKS	2007-2008 school year
	4	Teachers will provide students with timely feedback on tests, homework, and class assignments.		All math students	Math teachers	Math materials Rubrics	2007-2008 school year

Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
5	<p>Teams will carefully analyze SFA data and unit tests to make adjustments to lessons and/or to provide interventions for struggling students.</p> <p>A process will be in place for monitoring SFA data and making instructional adjustments.</p> <ul style="list-style-type: none"> ◆ Teachers/teams will fill out a one page SFA Data Analysis form after results are available. ◆ Analysis forms will include students' scores and separate those who reach proficiency level and those who do not. ◆ Teachers/teams will identify the problems the unsuccessful students are having. ◆ Teachers/teams will determine solutions that will best help the students to improve their understanding of the critical TEKS. ◆ Teachers/teams will create an action plan to help the students achieve at a higher level. <p>At the end of the six week, teachers/teams will review the form and discuss whether or not the plan</p>	AR CE	All math students	All math teams	SFA Tests Unit Tests	2007-2008 School Year
6	The geometry team will incorporate Algebra I review throughout the school year and will use the graphing calculator regularly with students.	T	All students	Geometry team	Algebra I materials SFA TAKS	2007-2008 School Year
7	The Algebra I team will use the additional planning period to discuss activities, strategies, data, questions, and technology that will assist students in their learning.	AR	All students	Algebra I Team	Research-based materials and strategies Computer software for math	2007-2008 School Year
8	Teachers will use released SFA and TAKS questions with students to analyze problems and answer choices.	AR	All students	Math teachers	Released TAKS questions	2007-2008 School year

Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
9	Teachers will be strongly encouraged to observe other teachers and to attend district staff development sessions that provide strategies, resources, and/or activities for strengthening students' skills.	SD	Teachers	Math DC's, District Coordinators	Research-based strategies, resources, and activities Grades SFA TAKS	2007-2008 School year
10	The Math Department will offer computer lab availability for TAKS tutorials after school for all students.	T	Math students	Math DC's and Team Leaders, Math teachers	TAKS materials	2007-2008 School year
11	AAT (Academic Achievement Time) tutorials will be available for seniors who have not passed the TAKS.	AR CE	Students who failed math exit test	Math DC's and Team Leaders, Math Teachers	TAKS Materials	Beginning September 17 and continuing until
12	Based on SFA analyses, the Math department will offer two TAKS blitzes in the Fall and two in the Spring for students who need extra reinforcement of their math skills.	AR CE	Struggling math students and students who did not pass the exit test	Math DC's and Team Leaders, Math Teachers	TAKS Materials	2007-2008 School Year October 20, 2007 Others to be determined

	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
13	One day per week during AAT, the Math Department will provide all teachers in the building with exercises to increase students' math skills.	AR CE	All students	Math teachers	Vocabulary and TAKS materials	One day per week during AAT time from September 2007 to
14	Teachers will continue to use successful strategies resulting in noteworthy "commended performance" rates as follows: <ul style="list-style-type: none"> ◆ 9th Grade Increase 17% in next two years ◆ 10th Grade Increase 20% in next two years ◆ 11th Grade Increase 17% in next two years 		All students	Math teachers	Number of students achieving "commended" on math TAKS	2007 to 2009
15	Each math team will discuss failures each six weeks. <ul style="list-style-type: none"> ◆ Why did each student fail? ◆ What interventions were done? ◆ Insights of team? ◆ Change teaching strategies? ◆ Reteach? 		Students in math classes	Math teams	Grades Tests SFA TAKS	Ongoing each six weeks
16	In order to keep students informed of the overall academic achievement level at Cypress Springs in Algebra I, Geometry, and Algebra II, the Math Department will create and display data walls that show student results on important assessments such as SFA's (Student Formative Assessments) and TAKS.	AR	Students	Math DC Math TL's Math teachers	Test results	Each six weeks
17	Special education teachers and paraprofessional educators will monitor special education students' academic progress twice each six weeks. The data collected will be disseminated to case managers and parents.	PI AR	Students	Special Education teachers and paraprofessional educators	Grades	Twice each six weeks throughout the year

	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
	<p>18 *Administrators will regularly attend math team meetings to offer support and guidance and to stay abreast of students' progress.</p> <p>*Administrators include Counselors, AP's, AAS, Special Education Administrator, Principal, Associate Principal, and DI.</p>		Math teachers	Administrators	Math Curriculum Reports on grades and tests	Ongoing throughout the year
	19 Teachers will identify gaps in students' background knowledge in math, and use direct vocabulary instruction to accelerate growth.		AR CE	Math teachers	CFISD academic vocabulary lists Grades Tests	Ongoing through the year
	20 Teachers will attend district professional development to enhance their understanding of course content. (course numbers 52378 and 52379)	SD	Algebra I and Geometry Teachers	District course facilitators	Compensatory funds	October 6 and 26
	<p>21 Teachers will confer with math coaches about best strategies.</p> <ul style="list-style-type: none"> ◆ Instructing students in the critical TEKS ◆ Reteaching concepts and content to struggling learners 	SD	Algebra I and Geometry Teachers	Team Leaders	Coordinators	Weekly
	22 Special education teachers and paraprofessional educators will monitor special education students' academic progress twice each six weeks. The data collected will be disseminated to case managers and parents.	PI AR	Students	Special Education teachers and paraprofessional educators	Grades	Twice each six weeks throughout the year
Parents	1 Teachers will stay in contact with parents whose students are struggling and ask for their support.	PI	Parents	All Math Teachers	Phone call log	2007-2008 School Year
	2 Parents will receive information about the math department through the Parent Newsletter.	P1	Parents	Math Teams	Math information	Four times during the school year

	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
3	Parents will receive math information at the Cypress Springs Open House.		P1	Parents	Math Teachers	Math information	September 25, 2007
4	Parents of special education students will attend a Parent Night on October 16, 2007, to review TAKS expectations, TAKS tutorials, and to be apprised of the levels of support that are available to increase a student's individual passing rates on all areas of TAKS.		PI	Parents/ Guardians	Special Education teachers	TAKS information	October 16, 2007

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: English Language Arts

Campus Objective: #5 **By May, 2008, Cypress Springs will increase the percentage of students meeting District recommended standards on the TAKS ELA test in each demographic group. In addition, 90% or more L-level ELA students will pass their ELA classes, and 100% of K/H students will pass their ELA classes.**

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

Strategies		Code *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will increase their success on short answer questions over Literary Elements and Techniques and over Analysis and Critical Evaluation on the ELA TAKS test.	AR CE	All students	English teachers`	Strategies provided by English Coordinator Teacher-made materials TEA suggestions	September 2007 to April 2008 TAKS test

	Strategies	Code *	Target Group	Person(s) Responsible	Resources	Timeline
2	Special Ed., LEP, and L-level students who are reading two years below grade level will participate in the READ 180 program.	AR CE	Students reading two years below the standard for their grade	English teachers Reading teachers	READ 180 materials Grades SFA TAKS	September 2007 to May 2008
3	Students will be invited to attend Saturday Blitzes prior to the TAKS test in February. Parents will be notified via the automated phone call service.	AR CE PI	Students who wish to review before the TAKS test	English Teachers AAS DI	ELA Teks Research-based strategies TAKS	February, 2008
4	Students in ESOL II will also be placed in a reading class.	AR CE	ESOL II students	ESOL Teachers Bev Smith	Reading resources Grades SFA TAKS	September 2007 to May 2008
5	Students enrolled in special education will receive tutorials weekly from assigned co-teachers and/or resource teachers.	AR CE	Special Ed. Students	Special Education teachers	Grades Test scores TAKS SFA	Throughout the school year

	Strategies	Code*	Target Group	Person(s) Responsible	Resources	Timeline
6	<p>Students' scores on the ELA TAKS test will increase as follows:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>◆ 9th Grade Spring 2007</p> <p>AA 85% to 87% = +2 points</p> <p>H 79% to 83% = +4 points</p> <p>W 94% to 96% = +2 points</p> <p>ED 79% to 83% = +4 points</p> <p>SPED 82% to 85% = +3 points</p> <p>LEP 41% to 75% = +34 points</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>◆ 10th Grade Spring 2007</p> <p>AA 83% to 85% = +2 points</p> <p>H 79% to 83% = +4 points</p> <p>W 93% to 95% = +2 points</p> <p>ED 80% to 83% = +3 points</p> <p>SPED 69% to 76% = +7 points</p> <p>LEP 27% to 75% = +48 points</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>◆ 11th Grade Spring 2007</p> <p>AA 90% to 93% = +3 points</p> <p>H 86% to 87% = + 1 point</p> <p>W 96% to 97% = + 1 point</p> <p>ED 86% to 87% = +1 point</p> <p>SPED 75% to 81% = +6 points</p> <p>LEP 34% to 75% = +41 points</p> </div>	AR CE	All students taking English	English Teachers	English resources Grades SFA TAKS	September 2007 to April, 2008
7	Students enrolled in special education will participate in after school blitzes prior to the February and April TAKS tests.	AR CT	Special Ed. Students	Special Education teachers	TAKS Performance	February and April

		Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	<p>Teachers will improve ELA TAKS scores for all student populations by analyzing SFA data to pinpoint TEKS needing enhanced instruction via new strategies, tutorials, and/or spiraling back through the curriculum.</p> <p>A process will be in place for monitoring SFA data and making instructional adjustments.</p> <ul style="list-style-type: none"> ◆ Teachers/teams will fill out a one page SFA Data Analysis form after results are available. ◆ Analysis forms will include students' scores and separate those who reach proficiency level and those who do not. ◆ Teachers/teams will identify the problems the unsuccessful students are having. ◆ Teachers/teams will determine solutions that will best help the students to improve their understanding of the critical TEKS. ◆ Teachers/teams will create an action plan to help the students achieve at a higher level. ◆ At the end of the six weeks, teachers/teams will review the form and discuss whether or not the plan 	AR CE	All English students	English teachers	New strategies English TEKS SFA TAKS	September 2007 to April, 2008
	2	<p>Teachers will continue to use recommended classroom strategies in English II and improve strategies in English III that will result in increased numbers of students scoring a 3 or 4 on compositions.</p> <ul style="list-style-type: none"> ◆ Provide focused instruction on, additional practice time for, and frequent feedback related to developing ideas. ◆ Work with students to help them control word choice and conventions, and to establish their own voices. ◆ Improve students' abilities to write with coherence and fluency, and to construct well-organized compositions with effective sentences. 	AR CE	All English students	English teachers	Research-based strategies Grades SFA TAKS	Throughout the school year

	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
3	Teachers will focus on critical TEKS and will provide ample time for students to practice skills related to developing basic understanding and applying critical	AR CE	All English students	English teachers	ELA TEKS Grades SFA TAKS	September 2007 to May 2008
4	English teachers will help students improve open-ended short-answer questions by ensuring that they routinely emphasize students' independent reading of paired literary and expository selections, require students to support responses with textual evidence, and focus on strategies that target expectations of the state rubric for open-ended responses.	AR CE	All English students	English teams	Literature selections that have been carefully paired Grades SFA TAKS	September 2007 to May 2008
5	Teachers will continue to use successful strategies resulting in noteworthy "commended performance" rates as follows: <ul style="list-style-type: none"> ◆ 9th Grade Increase 11% in next two years ◆ 10th Grade Increase 20% in next two years ◆ 11th Grade Increase 14% in next two years 		All students	ELA teachers	Number of students achieving "commended" on ELA TAKS	2007 to 2009
6	Each English team will discuss failures each six weeks. <ul style="list-style-type: none"> ◆ Why did each student fail? ◆ What interventions were done? ◆ Insights of team? ◆ Change teaching strategies? ◆ Reteach? 		Students in English classes	English teams	Grades Tests SFA TAKS	Ongoing each six weeks
7	Administrators will regularly attend English team meetings to offer support and guidance and to stay abreast of students' progress.		Students	Appraisers Counselors	Teacher success	Ongoing

	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
	8	Special education teachers and paraprofessional educators will monitor special education students' academic progress twice each six weeks. The data collected will be disseminated to case managers and parents.	PI AR	Students	Special Education teachers and paraprofessional educators	Grades	Twice each six weeks throughout the year
	9	In order to keep students informed of the overall academic achievement level at Cypress Springs in English I-III, the English Department will create and display data walls that show student results on important assessments such as SFA's (Student Formative Assessments) and TAKS.	AR	Students	English DC EnglishTL's English teachers	Test results	Each six weeks
Parents	1	Parents will be called if a student's grades begin to drop or if he/she is failing tests consistently.	AR CE	All students	English Teachers	Grade Reports	As needed
	2	Parents will receive information about the ELA department through the Parent Newsletter.	PI	Parents	English Teachers	Newsletter Information	Four times per year
	3	Parents will receive ELA information at the Cypress Springs Open House.	PI	Parents	English Teachers	English Teachers	September 25, 2008

	Strategies	Code *	Target Group	Person(s) Responsible	Resources	Timeline
4	Parents of special education students will attend a Parent Night on October 16, 2007, to review TAKS expectations, TAKS tutorials, and to be apprised of the levels of support that are available to increase a student's individual passing rates on all areas of TAKS.	AR CE PI	Parents	Special Education Teachers	Calendar of dates for tutorials, grade checks, etc.	Throughout the school year

Areas to Improve

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: #6 **By May, 2008, Cypress Springs will increase the percentage of students meeting District recommended standards on the TAKS Social Studies test in each demographic group. In addition, at least 90% or more of L-level social studies students will pass their social studies classes, and 100% of K/H students will pass their social studies classes.**

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

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	<p>Students' Social Studies TAKS scores will increase as follows:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>◆ 10th Grade</p> <p>AA 77% to 81% passing = +4 points</p> <p>H 77% to 81% passing = +4 points</p> <p>W 96% to 97% passing = +1 point</p> <p>ED 77% to 81% passing = +4 points</p> <p>SPED 58% to 75% passing = +17 points</p> <p>LEP 38% to 75% passing = +37 points</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>◆ 11th Grade</p> <p>AA 93% to 95% passing = +2 points</p> <p>H 90% to 93% passing = +3 points</p> <p>W 98% to 99% passing = +1 points</p> <p>ED 90% to 93% passing = +3 points</p> <p>SPED 84% to 86% passing = +2 points</p> <p>LEP 57% to 75% passing = +18 points</p> </div>	AR CE	All SS students	Social Studies Teachers	Curriculum Guides SD information Quantum Learning strategies SFA Scores TAKS Scores Grades	September, 2007 to April, 2008

Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
2	<p>Students will continue using successful strategies resulting in noteworthy “commended performance” rates as follows:</p> <ul style="list-style-type: none"> ◆ 10th Grade Increase 11% in next two years. ◆ 11th Grade Increase 7% in next two years. 		SS students, especially those in K or H classes	SS Teachers	Resources and strategies for teaching social studies TAKS Scores at the commended level	May 2008
3	Integrate technology in lessons that are at a higher level of thinking wherever appropriate.	T	SS students	SS Teachers	Software Programs that facilitate social studies teaching Social studies lesson plans Grades Test Scores	Ongoing
4	Students will utilize Marzano’s strategies for summarization, note taking, and similarities and differences to increase student achievement.		SS students	SS teachers	Strategies from <i>Classroom Instruction That Works</i> by Robert Marzano Improved grades Test Scores TAKS SFA tests Walkthroughs	Ongoing
5	Students enrolled in special education will receive tutorials weekly from assigned co-teachers and/or resource teachers.	AR CE	Special Ed. students	Special Education teachers	Grades Test Scores TAKS SFA Tests	Throughout the school year
6	Students enrolled in special education will participate in after school blitzes prior to the February and April TAKS tests.	AR CT	Special Ed. students	Special Education teachers	TAKS performance	February and April

	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	<p>1</p> <p>Team leaders, department chairs, and *administrators will conduct frequent classroom walkthroughs to check for the following:</p> <ul style="list-style-type: none"> ◆ Ask to see examples demonstrating that students have been given opportunities to process and apply their learning. Teachers should emphasize this component in every lesson. ◆ Lesson activities should be interactive, engaging, and reflect the UbD enduring understanding. ◆ Lessons should integrate technology at a high level of thinking whenever appropriate. ◆ Teachers should adhere to the established scope and sequence. <p>*Administrators include Counselors, AP's, AAS, Special Education Administrator, Principal, Associate Principal, and DI.</p>		SS teachers	TL's DC's Admin.	Curriculum guides SS Walkthrough forms	Throughout the school year
	<p>2</p> <p>Team leaders, department chairs, and administrators will monitor social studies teams and work with them to disaggregate SFA and TAKS scores by level and by teacher. Teachers will "claim" the performance of their students. They will also use the SFA results from the preceding year in the next grade at the beginning of the year to guide instruction.</p>		SS Teachers	TL's DC's Admin.	SFA and TAKS data	Each six weeks
	<p>3</p> <p>Teachers should not use the items on the SFAs to review students, nor should they use them as warm-ups. Following the administration of the SFA, teachers should use the items to instruct students on test-taking skills. Teachers should spiral the curriculum and reteach concepts on which students did poorly.</p>		SS Teachers	TL's DC's	SFA Tests	Ongoing
	<p>4</p> <p>Teachers will implement a variety of strategies such as non-linguistic representations for vocabulary, cooperative learning, and group skill-building activities as seen in <i>History Alive!</i> And programs to help ELL students achieve at high levels.</p>	AR	ELL students	SS Teachers	Various social studies resources	TAKS Test in April, 2008

	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
5	<p>Social studies teams will disaggregate data from SFA tests and TAKS to determine the strengths and weaknesses of each student. They will plan lessons based on the critical needs of their students.</p> <p>A process will be in place for monitoring SFA data and making instructional adjustments.</p> <ul style="list-style-type: none"> ◆ Teachers/teams will fill out a one page SFA Data Analysis form after results are available. ◆ Analysis forms will include students' scores and separate those who reach proficiency level and those who do not. ◆ Teachers/teams will identify the problems the unsuccessful students are having. ◆ Teachers/teams will determine solutions that will best help the students to improve their understanding of the critical TEKS. ◆ Teachers/teams will create an action plan to help the students achieve at a higher level. <p>At the end of the six weeks, teachers/teams will review the form and discuss whether or not the</p>		All students	SS teams	Test Data Reports	Every six weeks
6	TAKS Tutorial sessions will be offered after school for students who are at risk of failing the test.	AR	Students who are at risk of failing the SS TAKS	SS Teachers	TAKS materials	From September until May, 2008
7	Teacher-made tests will be redesigned to fit the TAKS format.		Students	SS Teams	Tests that need to be revised	Ongoing throughout the year
8	Special education teachers and paraprofessional educators will monitor special education students' academic progress twice each six weeks. The data collected will be disseminated to case managers and parents.	PI AR	Students	Special Education teachers and para-professional educators	Grades	Twice each six weeks throughout the year

	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	9 Each social studies team will discuss failures each six weeks. <ul style="list-style-type: none"> ◆ Why did each student fail? ◆ What interventions were done? ◆ Insights of team? ◆ Change teaching strategies? ◆ Reteach? 		Students in social studies classes	Social Studies teams	Grades Tests SFA TAKS	Ongoing each six weeks
	10 In order to keep students informed of the overall academic achievement level at Cypress Springs in World History and U.S. History, the Social Studies Department will create and display data walls that show student results on important assessments such as SFA's (Student Formative Assessments) and TAKS.	AR	Students	Social Studies DC Social Studies TL's Social Studies teachers	Test results	
Parents	1 Parents will be called when a student's grades begin to drop.	AR CE	Parents	SS Teachers	Phone Log	As needed
	2 Parents will be invited to attend Open House to get an overview of the curriculum and other pertinent information for Social Studies.	PI	Parents	SS Teachers	Curriculum Information sheet about tutorials, grades, etc.	September 25, 2007
	3 The Cypress Springs Parent Newsletter, which comes out four times a year, will have articles about what is happening in social studies classes.	PI	Parents	SS Teams	Curriculum-related issues	Four times during the school year
	4 Parents of special education students will attend a Parent Night on October 16, 2007, to review TAKS expectations, TAKS tutorials, and to be apprised of the levels of support that are available to increase a student's individual passing rates on all areas of TAKS.	AR CE PI	Parents	Special Education Teachers	Calendar of dates for tutorials, grade checks, etc.	Throughout the school year

Areas to Improve

District Priority: 1A Ensure that students' passing rates in electives classes are 90% or higher.

Area of Focus: Electives Classes

Campus Objective: #7 By May, 2008, Cypress Springs will increase the percentage of students passing elective classes to 90% or higher.

Formative/Summative Evaluation: Report Cards

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students in electives classes will expect to meet the same high standards and expectations of the core classes.		Students in electives classes	Electives teachers	Grades	Ongoing throughout the year
Teachers	1	Electives teachers will <ul style="list-style-type: none"> ◆ carefully monitor students' grades on major and daily assignments. ◆ offer interventions to help students who are failing pass. ◆ keep grades current in gradebooks so they can better track students' progress. 	AR	Students in electives classes	Electives teachers	Daily Grades Test performance Project Grades	Ongoing throughout the school year
	2	Teachers will develop lessons that engage and interest students.		Students in electives classes	Electives teachers	Classroom climate Walkthroughs Lesson plans	Ongoing throughout the year
Parents	1	Parents will be notified by phone as soon as a student's grades begin to drop instead of waiting until progress reports or report cards are given out.	PI	Parents	Electives teachers	Phone call log	Ongoing throughout the year

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: #8

For the 2007-2008 school year, Cypress Springs will have a completion rate of 90% or higher in all subgroups.

Formative/Summative Evaluation:

Locally Developed Reports and AEIS

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	<p>1</p> <p>Our Completion Rate for the class of 2006 was All students: 96.3% with 18 dropouts African Am. students: 94.5% with 8 dropouts Hispanic students: 96.4% with 7 dropouts White students: 96.6% with 3 dropouts Eco Dis students: 95.6% with 9 dropouts</p> <p>Student completion rate will be at 90% or higher in each subgroup for the school year 2007-2008.</p>	AR	All students	Teachers Administrators Attendance Office	Attendance reports	May 2008
Teachers	<p>1</p> <p>If students give any indication they might be moving or transferring to another school, staff members should make note of it and report it to the AAS on campus.</p>		All students	Teachers or other staff members Nancy Gause Ami Ruby	Verbal intentions	Throughout the year
Parents	<p>1</p> <p>If students indicate they are moving or leaving the country, teachers may call the parents to confirm.</p>	PI	All students	Teachers Administrators		Throughout the year

*** 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

**Cypress Springs High School
Sarah Harty
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- ✓ (1) Cypress Springs 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 Springs' 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	
Kelly Andrews	Teacher 1	English II Teacher
Chris Lyndrup	Teacher 2	Pre-Cal and College Algebra Teacher
Kim Gentry	Teacher 3	English IV Teacher
Matt Wells	Teacher 4	Environmental Systems Teacher
Kristi Harris	Teacher 5	English I and III Co-Teacher
David Wicke	Teacher 6	Athletics and Algebra II Teacher
Barbara Lyndrup	Teacher 7	English II Teacher and Team Leader
Brenda Yanowski	Teacher 8	P.E./Health Teacher and Department Chair
Mary Blaschke	Non-teaching professional 1	Counselor
Grace Littlefield	Non-teaching professional 2	Librarian
Nancy Gause	Non-teaching professional 3	Academic Achievement Specialist
Kenya Simmons	Parent 1	Youth Minister
Laurie Johnson	Parent 2	Parent Volunteer
	Community resident 1	
	Community resident 2	
	Business representative 1	
	Business representative 2	

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	9-13-07	6:30 – 8:30	Cypress Springs Principal's Conference Room
2	11-15-07	6:30 – 8:30	Cypress Springs Principal's Conference Room
3	1-24-08	6:30 – 8:30	Cypress Springs Principal's Conference Room
4	3-27-08	6:30 – 8:30	Cypress Springs Principal's Conference Room
5	5-8-08	6:30 – 8:30	Cypress Springs Principal's Conference Room

* 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)

Violence Prevention and Intervention Goal	
For 2007 – 2008, discipline referrals for drugs, alcohol, and tobacco will be reduced by 15% 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.

CIP PART III: ASSURANCE ADDENDUM

✓ (4)

Violence Prevention Goal	
For 2007 – 2008, the discipline referrals for offenses will be reduced by 15% 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 fighting.
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.

✓ (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 1% or less with no student group exceeding 1%.	
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.

CIP PART III: ASSURANCE ADDENDUM

✓ (8)

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.

✓ (9)

High School AEIS Goal – Ninth Graders	
The percent of 2007 – 2008 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least 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 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.

✓ (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%.	
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.

CIP PART III: ASSURANCE ADDENDUM

✓ (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%.	
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.

✓ (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 60%.	
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 45% in science, 50% in math, 70% in ELA, and 65% in social studies..	
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 infosrvweb 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 Springs 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	