

**2007-2008**  
**Campus Improvement Plan**  
**for**  
**Langham Creek High School**

**Cypress-Fairbanks Independent School District**

# **PART I : DATA SUPPLEMENT**

DISTRICT NAME: CYPRESS-FAIRBANKS  
CAMPUS NAME: LANGHAM CREEK H S  
CAMPUS NUMBER: 101907005

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	2,135	2,390	89%	100%	2,049	2,316	88%		1		
X African Amer	286	344	83%	14%	225	265	85%		-2		
X Hispanic	580	709	82%	30%	449	588	76%		6		
X White	1,081	1,132	95%	47%	1,175	1,242	95%		0		
X Econ Disadv	486	606	80%	25%	365	481	76%		4		
<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	1,355	1,449	94%	100%	1,398	1,515	92%		2		
X African Amer	173	197	88%	14%	140	157	89%		-1		
X Hispanic	336	382	88%	26%	292	348	84%		4		
X White	722	742	97%	51%	813	848	96%		1		
X Econ Disadv	269	312	86%	22%	237	283	84%		2		
<b>Mathematics (45%)</b>											
X All Students	1,759	2,376	74%	100%	1,741	2,312	75%	Yes	-1	0	No
X African Amer	194	349	56%	15%	145	267	54%	Yes	2	**	No
X Hispanic	409	700	58%	29%	341	579	59%	Yes	-1	**	No
X White	984	1,124	88%	47%	1,062	1,244	85%		3		
X Econ Disadv	337	599	56%	25%	277	474	58%	Yes	-2	**	No
<b>Science (40%)</b>											
X All Students	1,131	1,458	78%	100%	1,209	1,531	79%		-1		
X African Amer	125	203	62%	14%	104	161	65%	Yes	-3	**	No
X Hispanic	235	387	61%	27%	209	358	58%	Yes	3	**	No
X White	663	740	90%	51%	764	851	90%		0		
X Econ Disadv	192	318	60%	22%	153	287	53%	Yes	7	**	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	39	68	57%	100%	53	85	62%	Yes	-5	**	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



**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	LANGHAM CREEK H	9	All	984	873	89	90	89	323	33	834	741	89	254	30
Reading/ELA	LANGHAM CREEK H	9	AA	164	139	85	90	87	35	21	129	108	84	22	17
Reading/ELA	LANGHAM CREEK H	9	Hispanic	349	283	81	90	84	71	20	243	185	76	33	14
Reading/ELA	LANGHAM CREEK H	9	White	395	378	96	100	97	180	46	401	390	97	175	44
Reading/ELA	LANGHAM CREEK H	9	Eco.Dis.	308	249	81	90	84	60	19	223	170	76	31	14
Reading/ELA	LANGHAM CREEK H	9	Spec.Ed.	54	27	50	90	75	5	9	41	25	61	4	10
Reading/ELA	LANGHAM CREEK H	9	LEP	57	32	56	90	75	2	4	51	21	41	1	2
Reading/ELA	LANGHAM CREEK H	9	LEP M1	19	15	79	90	83	0	0	6	4	67	0	0
Reading/ELA	LANGHAM CREEK H	9	LEP M2	10	8	80	90	83	2	20	9	7	78	0	0
Reading/ELA	LANGHAM CREEK H	10	All	784	662	84	90	86	74	9	853	714	84	138	16
Reading/ELA	LANGHAM CREEK H	10	AA	130	95	73	90	79	6	5	106	89	84	4	4
Reading/ELA	LANGHAM CREEK H	10	Hispanic	222	171	77	90	81	11	5	224	160	71	12	5
Reading/ELA	LANGHAM CREEK H	10	White	368	339	92	100	95	49	13	446	404	91	108	24
Reading/ELA	LANGHAM CREEK H	10	Eco.Dis.	188	144	77	90	81	7	4	191	132	69	3	2
Reading/ELA	LANGHAM CREEK H	10	Spec.Ed.	29	11	38	90	75	0	0	42	15	36	1	2
Reading/ELA	LANGHAM CREEK H	10	LEP	34	11	32	90	75	0	0	33	13	39	1	3
Reading/ELA	LANGHAM CREEK H	10	LEP M1	15	12	80	90	83	0	0	13	8	62	0	0
Reading/ELA	LANGHAM CREEK H	10	LEP M2	4	---	---	---	---	---	---	15	6	40	1	7
Reading/ELA	LANGHAM CREEK H	11	All	730	682	93	100	95	271	37	730	670	92	237	32
Reading/ELA	LANGHAM CREEK H	11	AA	86	80	93	100	95	20	23	73	60	82	15	21
Reading/ELA	LANGHAM CREEK H	11	Hispanic	188	164	87	90	88	31	16	160	132	83	24	15
Reading/ELA	LANGHAM CREEK H	11	White	391	380	97	100	98	198	51	407	391	96	162	40
Reading/ELA	LANGHAM CREEK H	11	Eco.Dis.	143	116	81	90	84	17	12	120	100	83	16	13
Reading/ELA	LANGHAM CREEK H	11	Spec.Ed.	28	19	68	90	75	0	0	28	18	64	1	4
Reading/ELA	LANGHAM CREEK H	11	LEP	28	8	29	90	75	0	0	25	14	56	0	0
Reading/ELA	LANGHAM CREEK H	11	LEP M1	9	8	89	90	89	0	0	4	4	100	1	25
Reading/ELA	LANGHAM CREEK H	11	LEP M2	10	9	90	100	93	0	0	9	6	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	LANGHAM CREEK H	9	All	995	655	66	90	75	268	27	831	557	67	189	23
Math	LANGHAM CREEK H	9	AA	172	81	47	90	75	15	9	132	57	43	9	7
Math	LANGHAM CREEK H	9	Hispanic	350	171	49	90	75	37	11	239	118	49	17	7
Math	LANGHAM CREEK H	9	White	394	334	85	90	87	174	44	399	330	83	137	34
Math	LANGHAM CREEK H	9	Eco.Dis.	310	153	49	90	75	31	10	219	102	47	17	8
Math	LANGHAM CREEK H	9	Spec.Ed.	57	11	19	90	75	4	7	44	15	34	0	0
Math	LANGHAM CREEK H	9	LEP	56	19	34	90	75	3	5	47	11	23	3	6
Math	LANGHAM CREEK H	9	LEP M1	24	5	21	90	75	1	4	6	4	67	0	0
Math	LANGHAM CREEK H	9	LEP M2	10	4	40	90	75	1	10	9	4	44	0	0
Math	LANGHAM CREEK H	10	All	773	555	72	90	78	154	20	859	564	66	180	21
Math	LANGHAM CREEK H	10	AA	130	61	47	90	75	7	5	110	45	41	9	8
Math	LANGHAM CREEK H	10	Hispanic	220	129	59	90	75	16	7	224	115	51	14	6
Math	LANGHAM CREEK H	10	White	360	313	87	90	88	107	30	450	348	77	134	30
Math	LANGHAM CREEK H	10	Eco.Dis.	184	100	54	90	75	16	9	191	96	50	18	9
Math	LANGHAM CREEK H	10	Spec.Ed.	25	10	40	90	75	1	4	42	5	12	1	2
Math	LANGHAM CREEK H	10	LEP	30	4	13	90	75	0	0	33	12	36	1	3
Math	LANGHAM CREEK H	10	LEP M1	15	8	53	90	75	0	0	12	7	58	2	17
Math	LANGHAM CREEK H	10	LEP M2	4	---	---	---	---	---	---	15	5	33	2	13
Math	LANGHAM CREEK H	11	All	722	590	82	90	85	215	30	729	655	90	237	33
Math	LANGHAM CREEK H	11	AA	82	58	71	90	77	6	7	71	51	72	9	13
Math	LANGHAM CREEK H	11	Hispanic	184	130	71	90	77	24	13	157	125	80	19	12
Math	LANGHAM CREEK H	11	White	390	347	89	90	89	156	40	409	390	95	170	42
Math	LANGHAM CREEK H	11	Eco.Dis.	137	96	70	90	77	20	15	114	94	82	15	13
Math	LANGHAM CREEK H	11	Spec.Ed.	30	9	30	90	75	0	0	29	18	62	1	3
Math	LANGHAM CREEK H	11	LEP	27	9	33	90	75	0	0	26	17	65	0	0
Math	LANGHAM CREEK H	11	LEP M1	9	8	89	90	89	4	44	3	3	100	1	33
Math	LANGHAM CREEK H	11	LEP M2	10	8	80	90	83	2	20	9	7	78	2	22

**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	LANGHAM CREEK H	9	All												
Social Studies	LANGHAM CREEK H	9	AA												
Social Studies	LANGHAM CREEK H	9	Hispanic												
Social Studies	LANGHAM CREEK H	9	White												
Social Studies	LANGHAM CREEK H	9	Eco.Dis.												
Social Studies	LANGHAM CREEK H	9	Spec.Ed.												
Social Studies	LANGHAM CREEK H	9	LEP												
Social Studies	LANGHAM CREEK H	9	LEP M1												
Social Studies	LANGHAM CREEK H	9	LEP M2												
Social Studies	LANGHAM CREEK H	10	All	764	697	91	100	94	360	47	839	727	87	358	43
Social Studies	LANGHAM CREEK H	10	AA	127	103	81	90	84	28	22	107	88	82	23	21
Social Studies	LANGHAM CREEK H	10	Hispanic	216	186	86	90	87	69	32	214	164	77	39	18
Social Studies	LANGHAM CREEK H	10	White	358	347	97	100	98	228	64	443	411	93	263	59
Social Studies	LANGHAM CREEK H	10	Eco.Dis.	180	150	83	90	85	51	28	186	142	76	39	21
Social Studies	LANGHAM CREEK H	10	Spec.Ed.	26	18	69	90	76	5	19	44	22	50	4	9
Social Studies	LANGHAM CREEK H	10	LEP	29	12	41	90	75	0	0	31	18	58	1	3
Social Studies	LANGHAM CREEK H	10	LEP M1	14	11	79	90	83	2	14	12	9	75	2	17
Social Studies	LANGHAM CREEK H	10	LEP M2	4	---	---	---	---	---	---	14	9	64	3	21
Social Studies	LANGHAM CREEK H	11	All	724	690	95	100	97	372	51	730	712	98	395	54
Social Studies	LANGHAM CREEK H	11	AA	82	80	98	100	99	28	34	69	66	96	23	33
Social Studies	LANGHAM CREEK H	11	Hispanic	186	165	89	90	89	54	29	157	146	93	46	29
Social Studies	LANGHAM CREEK H	11	White	390	381	98	100	99	259	66	412	408	99	274	67
Social Studies	LANGHAM CREEK H	11	Eco.Dis.	139	124	89	90	89	36	26	116	110	95	26	22
Social Studies	LANGHAM CREEK H	11	Spec.Ed.	30	22	73	90	79	4	13	32	27	84	6	19
Social Studies	LANGHAM CREEK H	11	LEP	28	16	57	90	75	0	0	25	22	88	1	4
Social Studies	LANGHAM CREEK H	11	LEP M1	9	9	100	100	100	1	11	3	3	100	1	33
Social Studies	LANGHAM CREEK H	11	LEP M2	10	10	100	100	100	5	50	9	9	100	2	22

**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	LANGHAM CREEK H	9	All												
Science	LANGHAM CREEK H	9	AA												
Science	LANGHAM CREEK H	9	Hispanic												
Science	LANGHAM CREEK H	9	White												
Science	LANGHAM CREEK H	9	Eco.Dis.												
Science	LANGHAM CREEK H	9	Spec.Ed.												
Science	LANGHAM CREEK H	9	LEP												
Science	LANGHAM CREEK H	9	LEP M1												
Science	LANGHAM CREEK H	9	LEP M2												
Science	LANGHAM CREEK H	10	All	771	544	71	90	77	149	19	848	591	70	178	21
Science	LANGHAM CREEK H	10	AA	132	66	50	90	75	9	7	109	54	50	5	5
Science	LANGHAM CREEK H	10	Hispanic	220	115	52	90	75	12	5	220	107	49	14	6
Science	LANGHAM CREEK H	10	White	356	313	88	90	89	109	31	445	380	85	141	32
Science	LANGHAM CREEK H	10	Eco.Dis.	183	98	54	90	75	10	5	189	82	43	12	6
Science	LANGHAM CREEK H	10	Spec.Ed.	25	9	36	90	75	2	8	42	9	21	0	0
Science	LANGHAM CREEK H	10	LEP	30	4	13	90	75	1	3	32	8	25	0	0
Science	LANGHAM CREEK H	10	LEP M1	15	7	47	90	75	1	7	12	8	67	2	17
Science	LANGHAM CREEK H	10	LEP M2	4	---	---	---	---	---	---	14	6	43	1	7
Science	LANGHAM CREEK H	11	All	726	599	83	90	85	174	24	736	642	87	155	21
Science	LANGHAM CREEK H	11	AA	83	61	73	90	79	7	8	70	54	77	3	4
Science	LANGHAM CREEK H	11	Hispanic	187	125	67	90	75	16	9	161	114	71	12	7
Science	LANGHAM CREEK H	11	White	390	354	91	100	94	135	35	413	390	94	118	29
Science	LANGHAM CREEK H	11	Eco.Dis.	141	96	68	90	75	10	7	117	82	70	8	7
Science	LANGHAM CREEK H	11	Spec.Ed.	30	11	37	90	75	0	0	33	21	64	1	3
Science	LANGHAM CREEK H	11	LEP	28	9	32	90	75	0	0	26	9	35	0	0
Science	LANGHAM CREEK H	11	LEP M1	9	6	67	90	75	0	0	3	3	100	0	0
Science	LANGHAM CREEK H	11	LEP M2	10	8	80	90	83	1	10	9	6	67	1	11

## CIP PART I: DATA SUPPLEMENT

<b>Cypress-Fairbanks ISD</b>			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Langham Creek	AA	94.4	94.1
Langham Creek	H	93.7	93
Langham Creek	W	95	94.6
Langham Creek	NATIVE	93.2	95.8
Langham Creek	ASIAN	96.5	95.8
Langham Creek	MALE	94.6	93.9
Langham Creek	FEMALE	94.9	94.4
Langham Creek	SPED	91.5	91.4
Langham Creek	ECD	94.1	93.6
Langham Creek	LEP	94.4	93.6
Langham Creek	AT RISK	93.2	92.8
Langham Creek	GT	96.9	96.3
Langham Creek	MIGRANT	85.9	50

Gold Performance Acknowledgment  
 Attendance rates  
 District  $\geq$  96.0%  
 High School  $\geq$  95.0%

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

## 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 – English I**

The student population in English I will increase in performance level from 89% in February 2007 to at least 90% in March 2008.

<b>Campus Objective:</b>	#	Our English I and Reading students will increase in performance levels from Sept 2007 to May 2008 as follows: AA from 85 to 87 Hisp from 81 to 84 White from 96 to 97 EcoD from 81 to 84 SpecEd from 50 to 75.	Our English I and Reading students will increase in Commended performance levels from Sept 2007 to May 2008 as follows: AA from 21 to 25 Hisp from 20 to 24 White from 46 to 49 EcoD from 19 to 23 SpecEd from 9 to 12.
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**Formative/Summative Evaluation:** District-developed Tests and Texas Assessment of Knowledge and Skills

	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Monitor student progress in understanding of critical TEKS by examining results of teacher made tests and district wide SFA benchmarks.	AR	all students	Strother, Diskin, Petrash, and teachers	grade book; benchmarks	every 3 or 6 weeks
	2	Provide extended learning time for struggling students including before and after school tutorials and Saturday TAKS camp	AR	identified students	Strother, Diskin, Petrash, and teachers	<i>Measuring Up</i> books; activities related to classroom instruction	Daily/ once monthly
	3	Conduct diagnostic assessments to identify gaps in prior knowledge	AR	all students	teachers	diagnostic tests; academic vocabulary	On-going
	4	Direct focus on writing process including journaling, analysis, text support, etc... by offering 18 processed writing opportunities each year and requiring self and peer evaluation	AR	all students	teachers	curriculum guide;	On-going
	5	Emphasize reading strategies in fiction and nonfiction reading selections which promote skills in understanding, application, analysis, and synthesis	AR	all students	teachers	curriculum guide	On-going
	6	Establish expectations of effective use of oral language including monitoring of speaker's message, asking clear questions, making relevant contributions to discussions, etc...	AR	all students	teachers	curriculum guide	On-going
	7	Provide a clear and meaningful purpose to reading, writing, and speaking	AR	all students	teachers	curriculum guide; essential questions	On-going
Teachers	1	Enroll all honors teachers in Pre-AP training (Rice)	SD	identified teachers	Strother, Diskin, Petrash		once a year
	2	Offer supplemental training regarding teaching strategies for ESL students for teachers educating second language learners	SD	identified teachers	Strother, Diskin, Petrash		On-going
	3	Assign teachers new to the building with a mentor in their	SD	identified	Strother,		during the first

		content area		teachers	Diskin, Petrash		few weeks
	4	Provide additional training on supporting and teaching students with special education modifications	SD	identified teachers	Strother, Diskin, Petrash		On-going
Parents	1	Assist parent's understanding of online Parent Grade Viewer by offering On-going reminders of how to access and utilize this tool	PI,T	parents	Strother, Diskin, Petrash		On-going
	2	Notify parents of possible failures before the students fails for the grading period	AR	parents	teachers	grade book	On-going
	3	Send home positive comments regarding student's behavior and academics	AR	parents	teachers	positive referrals, paws for praise	On-going

## 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 – English II**

The English II student population will increase in performance level from 84% in February 2007 to **90%** in March of 2008.

**Campus Objective:** # Our English II and Reading students will increase in performance levels from Sept 2007 to May 2008 as follows:  
 AA from 73 to **84**  
 Hisp from 77 to 81  
 White from 92 to 95  
 EcoD from 77 to 81  
 SpecEd from 38 to 75.

Our English II and Reading students will increase in Commended performance levels from Sept 2007 to May 2008 as follows:  
 AA from 5 to 8  
 Hisp from 5 to 8  
 White from 13 to 16  
 EcoD from 4 to 7  
 SpecEd from 0 to 5.

**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	Encourage at-risk students to take advantage of advisory period tutorials if they cannot come before or after school for tutorials.	AR	All students	teachers	Supplemental TAKS materials	On-going
	2	Allow students opportunities to pre-write revise, edit, and conference with writing assignment.	AR	All	teachers	Textbook <i>Dr. Jac's Guide to Writing with Depth</i>	Twice a six weeks for
	3	Monitor student progress in understanding of critical TEKS by examining results of teacher constructed tests and district SFA benchmarks.	AR	All	teachers	Teacher constructed tests modeled on TAKS format	First six weeks

						SFAs	
	4	Students will learn additional critical reading strategies for fiction and nonfiction.	AR	All	teachers	Text and core curriculum	On-going
	5						
Teachers	1	Provide students with multi-cultural reading selections.	AR	All	teachers	Text and supplemental readings	On-going
	2	Teachers meet with campus achievement specialist to identify and target low performing students.	SD	All	Teachers & Strother, Diskin, Petrash	State generated data	First six weeks
	3	Teachers attend six 2-hour after-school professional development sessions to learn additional strategies for success on TAKS.	SD	All	teachers	Sessions provided by Nyman and Loidice	First semester
Parents	1	Encourage a 3 way conference among parent/student/teacher when TAKS booklets are handed out. Give the booklet to the parent at the conference.	PI	parents	Parents/teachers	teachers	On-going
	2	Send home positive comments regarding student's positive academic performance.	PI	Students & parents	teachers	teachers	On-going

## 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 – English III**

The English III student population will increase in performance level from 93% in February 2007 to 95% in March 2008.  
 The English III Asian student population will increase performance level from 89% in February 2007 to 95% in March 2008.  
 The English III economically disadvantaged student population will increase performance level from 83% in February 2007 to 85% in March 2008.

**Campus Objective:** #

Our English III and Reading students will increase in performance levels from Sept 2007 to May 2008 as follows:  
 AA from 93 to 95  
 Hisp from 87 to 88  
 White from 97 to 98  
 EcoD from 81 to 84  
 SpecEd from 68 to 75.

Our English II and Reading students will increase in Commended performance levels from Sept 2007 to May 2008 as follows:  
 AA from 5 to 8  
 Hisp from 5 to 8  
 White from 13 to 16  
 EcoD from 4 to 7  
 SpecEd from 0 to 5.

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

STP	Strategies		Code s*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	All students will use the complete writing process (prewriting and brainstorming, TRD, RDs, peer grouping and editing, and conferencing with teacher)	AR	All students	Teachers		On-going

	2	Students will engage in writing every day.	AR	All	Teachers		On-going
	3	Individualized targeting of errors for students in grammar, punctuation, syntax, and spelling to increase success on the Revise and Edit section of TAKS	AR	All	Teachers		On-going
	4	Encourage student led mini-lessons in grammar, punctuation, syntax, and spelling.	AR	All	Teachers		On-going
	5	Teach annotation strategies for reading passages using high interest nonfiction articles and short stories.	AR	All	Teachers		On-going
	6	Teach strategies for summarizing reading passages and identifying main ideas and themes.	AR	All	Teachers		On-going
	7	Provide strategies for writing academic essays to include introductions, body paragraphs, and conclusions.	AR	All	Teachers		On-going
	8	Teach students strategies for writing short, open-ended responses using evidence from selected readings.	AR	All	Teachers		On-going
Teachers	1	Provide after school lessons for teachers on instructing students in the writing process.	SD	All	Teachers		On-going
	2	Offer after school tutoring for students identified as at risk in TAKS testing.	AR	Identified students	Teachers		On-going, but particularly after Jan. 1 until ELA TAKS test.
	3	Ask new teachers to update all teachers with the latest TAKS information the new teachers receive from their new teacher TAKS training.	SD	Teachers	Teachers		On-going
Parents	1	Communicate to parents the TAKS objectives of critical thinking, reading comprehension, and recognizing literary elements. Do this during open house, at parent-teacher conferences, and in written communications from school to parents.	PI	All students	Teachers and Strother, Diskin, Petrash		On-going
	2	Create parent-teacher-student contracts to improve students' success with TAKS.	PI	All students	Teachers and Strother, Diskin, Petrash		On-going
	3	Target smaller ethnic parent groups for TAKS awareness and provide translators as necessary.	PI	Identified students	Teachers and Strother, Diskin, Petrash		On-going

## 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 - English IV**

All seniors who failed the Exit Level TAKS Test in 2007 will pass that test in 2008.

**Campus Objective:** # Our English IV and Reading students will increase in performance levels from Sept 2007 to May 2008 as follows:  
 AA from 93 to 95  
 Hisp from 87 to 88  
 White from 97 to 98  
 EcoD from 81 to **85**  
 SpecEd from 68 to 75.

Our English IV and Reading students will increase in Commended performance levels from Sept 2007 to May 2008 as follows:  
 AA from 23 to 27  
 Hisp from 16 to 20  
 White from 51 to 54  
 EcoD from 12 to 15  
 SpecEd from 0 to 5.

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

STP	Strategies		Code s*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Target TAKS retesters' individual deficits using previous test scores and individualize instruction in the "C" class	AR	TAKS retesters	teacher	Infoserv	1 <sup>st</sup> week school
	2	Use diagnostic samples of writing and reading to focus on individual deficits of specific reading and writing skills of TAKS	AR	retesters		TEA TAKS website	1 <sup>st</sup> week
	3	Emphasize and practice computer skills for online retesting of students	T, AR	retesters	teacher	Computers on wheels	1 <sup>st</sup> and 2 <sup>nd</sup> 6 weeks
	4	Encourage student confidence by building on individual strengths and previously acquired skills through vertical teaming	AR	student	Teachers/ teams	Curriculum guides/ department meetings	Throughout the year

	5	Provide instruction and practice with note taking and study skills for college bound students	AR	student	teacher	Textbooks/ computer/ teacher instruction	Throughout the year
	6	Practice reading various genres of literature, writing for varied purposes, and critical thinking skills necessary for the next level of the students' education	AR	student	teacher	Literature text, curriculum guide, workshops	Throughout the year
	7	Emphasize the writing process with weekly writing assignments that incorporate the elements of strong writing and research skills	AR	students	teacher	Teacher created assignment s/ teacher feedback	All year
Teachers	1	District TAKS training for new teachers	SD	teachers	English curriculum coordinator	District workshops	1 <sup>st</sup> 6 weeks
	2	Team planning to ensure strategies target TEKS objectives, Taks retesters, and needs of college bound students	SD	teachers	Team leader and curriculum guides	Team Planning period	several meetings per week
	3	Continue professional education to develop lesson plans implementing research-proven strategies	SD	teachers	Strother, Diskin, Petrash	District workshops	Professional growth requirements
Parents	1	Provide parents with contact information (email, phone #'s, conference times), calendars, and updates on student progress through progress reports and report cards	PI	parents	teachers	Email, conference periods, report cards, calendars	6 weeks calendar, progress report, report card
	2	Encourage parents to attend open house and college night	PI	parents	Counselors, parents	Newsletter/ mail	Fall

## 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 - Algebra I**

**Campus Objective:** # Our Algebra I students will increase in performance levels from Sept 2007 to May 2008 as follows:  
 AA from 47 to 75  
 Hisp from 49 to 75  
 White from 85 to 87  
 EcoD from 49 to 75  
 SpecEd from 19 to 75.

Our Algebra I students will increase in Commended performance levels from Sept 2007 to May 2008 as follows: AA from 9 to 12  
 Hisp from 11 to 14  
 White from 44 to 47  
 EcoD from 10 to 13  
 SpecEd from 7 to 10

**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	<b>TAKS Saturdays for Success</b> – Selected students will come to one Saturday per month from October – April to increase their comfort level with TAKS questions.	AR	Hisp ESL	Students, Teachers	Textbook, Gizmos, Alg. 1 curriculum, TAKS study guides	October - April
	2	<b>Tutorials</b> – tutorials are offered Monday – Thursday before and after school by at least one Algebra teacher.	AR	All	Students, Teachers		On-going
	3	<b>Homework</b> – students will complete weekly homework assignments that incorporate 8 <sup>th</sup> grade TEKS that are included on the 9 <sup>th</sup> grade TAKS tests. In addition, the homework will include material already covered so that students keep up with their skills all year long.	AR	All	Students, Teacher	Textbook, TEKS	

Teachers	1	<b>Varying Activities</b> – Teachers will incorporate new technology (explore learning gizmos, COWS) into the curriculum. Teachers will also incorporate more hands on activities to help our visual and kinesthetic learners.	AR,T	All	Teachers	District in-service,	On-going
	2	<b>Tracking Students Performance</b> – Teachers will keep track of students' progress on each SFA to see their progress and decide what objectives the student needs to focus on.	SD	All	Teachers		SFA window
	3	<b>Team Planning</b> – Team meets every day to discuss current lesson plans, teaching strategies, developing lessons and curriculum.	SD	All	Teachers		daily
Parents	1	<b>Communication</b> – Teachers will create group emails and class website so parents can view assignments to help keep their students on track. In addition, teachers will provide TAKS information, study guides and websites to parents.	PI, T	All	Teachers, Parents	Teacher web	On-going

## 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 – Geometry L**

**Campus Objective:** # Our Geometry students will increase in performance levels from Sept 2007 to May 2008 as follows:  
 AA from 47 to 75  
 Hisp from 59 to 75  
 White from 87 to 88  
 EcoD from 54 to 75  
 SpecEd from 40 to 75.

Our Geometry students will increase in Commended performance levels from Sept 2007 to May 2008 as follows:  
 AA from 5 to 8  
 Hisp from 7 to 10  
 White from 30 to 33  
 EcoD from 9 to 12  
 SpecEd from 4 to 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 Use the graphing calculator everyday to make connections of TAKS objectives.	T, AR	All	Geometry Teacher	Graphing calculator	Begin 9-1-07
	2 Use the online tools (i.e. TAKS prep and review that accompany each chapter in the textbook.)	T, AR	All	Student and Geometry Teacher	Ancillary Materials, Internet	Begin 10-1-07
	3 Attend tutorials based on area of weakness determined from SFA	AR	Students scoring less than 70%	Geometry Teacher	TAKS workbook, handouts, study aides	Begin 10-15-07
	4 Use software, COWS, gizmos; other online tools to understand and connect the algebraic and geometric concepts.	T, AR	All	Geometry Teacher	Computer, COWS, Smartboard, handouts, Internet	Begin 10-1-07
	5 Use foldables to work on organizing the concepts.	AR	All	Geometry	Handouts	Begin 10-1-07

					Teacher		
Teachers	1	Evaluate Secondary Formative Assessments results and use them to identify areas of weakness; teach and/or re-teach the areas of weakness as well as provide tutorials for students as needed for the areas of weakness.	SD	Geometry team	Geometry Teacher and District Math	SFA, TAKS workbook, ancillary materials	Begin 10-1-07
	2	Use technology such as the online textbook, computer on wheels, gizmos and other online tools, graphing calculator, TI interactive and other software to make connections of algebraic and geometric concepts.	T	Geometry team	Geometry Teacher	Computer, smartboard, graphing calculator	Begin 10-1-07
	3	Provide extra practice materials for TAKS based on student area of weakness.	AR	Geometry team	Geometry Teacher	Ancillary materials, TAKS workbooks	Begin 10-15-07
Parents	1	Communicate with the teacher about specific skills that need improvement.	PI	Parent			On-going
	2	Ensure their student does homework and prepares for the district tests and TAKS.	PI	Parent			On-going

## 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 - MMA**

<b>Campus Objective:</b>	#	Our MMA students will increase in performance levels from Sept 2007 to May 2008 as follows: AA from 71 to 77 Hisp from 71 to 77 White from 89 to 89 EcoD from 70 to 77 SpecEd from 30 to 75.	Our MMA students will increase in Commended performance levels from Sept 2007 to May 2008 as follows: AA from 7 to 10 Hisp from 13 to 16 White from 40 to 43 EcoD from 15 to 18 SpecEd from 0 to 5.
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**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	Tutorials are offered Mon. – Thursday both in the mornings and afternoons.	AR	All	Students and teachers	Textbook	On-going
	2	Use graphing calculator everyday to make connections of the TAKS objectives	T, AR	All	Students and teachers	TI – 83 plus	Daily
	3	Use software, COWS, gizmos, and other online tools to understand and connect algebra and geometry concepts	T, AR	All	Students and teachers	Computer, COWS, smartboard	On-going
	4						
	5						
Teachers	1	Teachers will use new technology into the curriculum. Teachers will also incorporate more hands on activities to help our visual and kinesthetic learners.	T	All	Teachers	Computer, COWS, smartboard	On-going
	2	Teachers will keep track of students' progress on each SFA to see their progress. Teachers will also provide extra	SD	All	Teachers	District made tests	SFA window

		practice materials for TAKS based on student area of weakness.					
	3	Team planning on Mondays and Wednesdays.	SD	All	Teachers		On-going
Parents	1	Teachers will keep grades current for parents to check online.	PI	All	Parents		On-going
	2	Communicate with the teachers about specific needs their child requires.	PI	All	Parents		

## 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 - Algebra II**

*Hispanic and African American students in grade 11 will increase in performance level on the state mandated TAKS tests from 71% in 2007 to 77% in May of 2008.*

**Campus Objective:** # Our Algebra II students will increase in performance levels from Sept 2007 to May 2008 as follows:  
 AA from 71 to 77  
 Hisp from 71 to 77  
 White from 89 to 89  
 EcoD from 70 to 77  
 SpecEd from 30 to 75.

Our Algebra II students will increase in Commended performance levels from Sept 2007 to May 2008 as follows:  
 AA from 7 to 10  
 Hisp from 13 to 16  
 White from 40 to 43  
 EcoD from 15 to 18  
 SpecEd from 0 to 5.

**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	Graphing calculators will be used every day to explore functional relationships.	T,AR	Algebra II Students	Teacher	TI-83, TI Smartview	Daily
	2	Technology will be incorporated as a tool to review for TAKS and to make connections in Algebra II. Students will have access to computers, the internet, and the HOLT CD-rom Student One Stop Planner.	T, AR	Algebra II Students	Teacher	HOLT online tools; CD-Rom student one stop	On-going
	3	Attend tutorials that accompany objectives each six weeks	AR	Algebra II	Students	SFA	On-going

		based on areas of weakness on the Secondary Formative Assessments.		Students		results; TI- Smartview; online tools	
	4	Apply note-taking strategies to aid in retaining key concepts.	AR	Algebra II Students	Teacher and Students	Note taking strategies from inservice day	On-going
	5	Apply note-taking strategies and organizational strategies to aid in remembering and retaining mathematical vocabulary.	AR	Algebra II Students	Teacher and Students	Word wall, Mind Map	On-going
Teachers	1	Evaluate Secondary Formative Assessments and use to identify areas of weakness and provide tutorials for students who are weak in those objectives.	SD	Algebra II Students	Teacher	LEXMARK scantron machine	SFA window
	2	Technology will be available and used to demonstrate functional relationships.	T	Algebra II Students	Teacher	COWS, graphing calculator	On-going
	3	Communicate with parents when tutorials are offered and needed.	PI	Algebra II Students	Teacher	E-mail, teacher websites	On-going
Parents	1	Communicate with the teacher about skills that need improvement.	PI	Algebra II Students	Parent	Check e-mail, phone calls	
	2	Ensure their students do their homework and prepares for District-developed tests and TAKS.	PI	Algebra II Students	Parent	Tutorials	

## 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 - IPC**

**Campus Objective:** # Economically disadvantaged students will increase in performance level 5% from the 1<sup>st</sup> Six Weeks SFA to 5<sup>th</sup> Six Weeks SFA.

**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	Peer coaching, similarities/differences, summarization, interactive note-taking, and collaborative learning will be used in all IPC classes to reinforce target concepts.	AR	All	Classroom teachers and students	Classrooms to be made available for before and after school study groups	On-going
	2	Commitment to maintaining an individually tailored organization system. These systems will be developed collaboratively between each student and his teacher to best fit his/her learning and lifestyle.	AR	All	Classroom teachers and students	Necessary supplies not available to students to be supplied	On-going
	3	Commitment of students to <i>regularly</i> attend class and tutorials to improve academic performance	AR	All	Classroom teachers and students	District and campus incentives	On-going
	4	Monitor each student's progress in learning the critical TEKS, by examining results of teacher-made tests and district benchmarks.	AR	All	Classroom teach, co-teachers, and Instructional Specialist	Gradebook and district SFAs	SFA window
	5	Use current technology, such as		All	Classroom	Computer	On-going

		Gizmos and relevant websites and software			teacher	lab	
Teachers	1	Provide word walls to reinforce vocabulary acquisition	AR	All	Classroom teachers, Helping teachers	CFISD academic vocabulary lists and science terms	On-going
	2	Set up an incentive and award system for student performance	AR	All	Classroom teachers and Strother, Diskin, Petrash	Available TAKS funds	Beginning Sept 24th
	3	At least 2 teachers attend a professional conference, such as CAST or NSTA, and district share sessions.	SD	All	Director of Instruction , Department Chair, Science Coordinator	Travel funds from Sci. Coordinator and Department	
	4	All teachers will attend district staff development, such as Shift Happens, Explore Learning, etc.		All	Science Coordinator	District Academic teams	On-going
Parents	1	Encourage the practice of English language in the home	PI	LEP	Strother, Diskin, Petrash, teachers	Internet, newsletter, telephone	
	2	Keep parents up-to-date on their child's recent triumphs and struggles by making phone calls or sending e-mails	PI	All	Teachers	Student work	On-going

## 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 - BIOLOGY**

<b>Campus Objective:</b>	#	<p>Our Biology students will increase in performance levels from Sept 2007 to May 2008 as follows:          AA from 50 to 75          Hisp from 52 to 75          White from 88 to 89          EcoD from 54 to 75          Spec Ed from 36 to 75.</p>	<p>Our Biology students will increase in Commended performance levels from Sept 2007 to May 2008 as follows:          AA from 7 to 10          Hisp from 5 to 8          White from 31 to 34          EcoD from 5 to 8.          SpecEd from 8 to 11.</p>
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**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	Use root word lists to strengthen and teach vocabulary. Use summarization, interactive (Cornell-style) note taking, and similarities and differences.	AR	All	Classroom teachers	Latin and Greek root word lists	On-going
	2	TAKS warm-ups to be done on a daily basis. Use spirals or folders to be kept in the classroom to ensure that student has it available for review and for teacher assessment. Use for assessing where students are weak on TAKS concepts in IPC or Biology.	AR	All	Classroom teachers and students	Donated spirals for ED students	daily
	3	Computer labs to be used for Power Tools and other TAKS computer programs. The computers will be used to graphically illustrate and provide practice for both Biology and IPC concepts during class and in tutorials.	T, AR	All	Classroom teachers and students	CD's, Internet, and district made power tools	On-going

	4	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks, such as SFA's.	AR	All	Instructional specialist and Classroom teacher	Gradebook, benchmark data	SFA window
	5	Use current technology, such as Gizmos (Explore Learning) and relevant websites and software		All	Classroom teacher	Computer lab	On-going
Teachers	1	Schedule co-teachers to help modify lessons to target identified struggling learners	SD	Bio team	Instructional Specialist, Special Edu. Co-teachers	Coordinator	On-going
	2	Send as many teachers as possible to professional conferences such as CAST and NABT, and to District Share Sessions.	SD	Bio team	Team leader		Fall semester
	3	All teachers will attend District staff developments, such as Shift Happens and Explore Learning.	SD	Bio team	Science Coordinator	District Academic teams	On-going
	4	Include lessons that will enable students to take notes and summarize material given orally or written	AR	Bio team	Classroom teacher	Curriculum materials and Marzano	On-going
	5	Make after school tutorials available to students that are targeted as at risk for failing or have failed TAKS	AR	Department	Classroom teachers, Instructional specialist, Director of Instruction	TAKS materials, Tackle box, and Power tools	Spring semester
Parents	1	Mail letters home with invitation to TAKS tutorials and follow up with phone calls.	PI	Parents of identified students	Classroom teacher	District data, teacher made tests	
	2	Keep parents up to date on their child's recent triumphs and struggles by making phone calls or sending e-mails	PI		Teachers	Student work	On-going

## 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 - Chemistry**

**Campus Objective:** # Our Chemistry students will increase in performance levels from Sept 2007 to May 2008 as follows:  
 AA from 73 to 79  
 Hisp from 67 to 75  
 White from 91 to 94  
 EcoD from 68 to 75  
 Spec Ed from 68 to 75.

Our Chemistry students will increase in Commended performance levels from Sept 2007 to May 2008 as follows:  
 AA from 8 to 11  
 Hisp from 9 to 12  
 White from 35 to 38  
 EcoD from 7 to 10  
 Spec Ed from 0 to 5.

**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 Incorporate TAKS review topics in the curriculum (Acids and Bases/Acid Base System in the human body; Density/Buoyancy; chemical basis of DNA; solutes/solvents with diffusion)	AR	All	Classroom teacher	TAKS materials, Biology and IPC curriculum	On-going
	2 Incorporate TAKS type questions including actual TAKS questions from released tests on unit tests. Use summarization techniques, similarities/differences, and interactive note-taking activities.	AR	All	Classroom teacher	Released TAKS and Marzano	On-going
	3 Give SFA tests and review the results with district made power point that includes explanation for each question on the SFA	AR	All	Classroom teacher	District power point	SFA window
	4 Target specific help for students, based on at-risk, from previous TAKS scores	AR	All	Classroom teacher	District data	On-going

	5	Use current technology, such as Gizmos and relevant websites and software		All	Classroom teacher	Computer lab	On-going
Teachers	1	Attend Chemistry share sessions and district staff development, such as Shift Happens and Explore Learning.	SD	Chem. teachers	Coordinator`	Other chemistry teachers	As scheduled
	2	Share TAKS objective lessons within the department—including all science disciplines	SD	Dept.	Team leader	TAKS lessons	daily
	3	Identify students at risk for failing TAKS or that have failed TAKS and target them for after school tutorials	AR	Dept.	Classroom teachers, Instructional specialist, Director of Instruction	TAKS materials, Tackle box, and Power tools	Spring semester
Parents	1	Maintain teacher web pages including links to TAKS review sites and TAKS review quizzes. Alert parents of the web pages and the study helps for TAKS	PI	All	Classroom teachers	Internet	Beginning Sept 24 <sup>th</sup> and then On-going
	2	Keep parents up to date on their child's recent triumphs and struggles by making phone calls or sending e-mails	PI	All	Classroom teachers	Samples of student work	On-going

## 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- Aquatic Science**

**Campus Objective:** #

Our Aquatic Science students will increase in performance levels from Sept 2007 to May 2008 as follows: AA from 73 to 79 Hisp from 67 to 75 White from 91 to 94 EcoD from 68 to 75 Spec Ed from 68 to 75.	Our Aquatic Science students will increase in Commended performance levels from Sept 2007 to May 2008 as follows: AA from 8 to 11 Hisp from 9 to 12 White from 35 to 38 EcoD from 7 to 10 Spec Ed from 0 to 5.
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**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 Align lessons with TEKS, so the skills and knowledge needed for TAKS is reinforced	AR	TAKS students	Classroom teachers	TAKS workbooks and reviews and TAKS for science	On-going
	2 Research students' individual background on science TAKS areas and create curriculum based plans to implement over the course of the year	AR	Target groups	Classroom teachers	TAKS testing scores	Aug-Sept
	3 Place targeted students in a designated Aquatic Science TAKS class	AR	TAKS failures	Instructional specialist, Classroom teachers	TAKS testing scores	Aug-Sept
	4 Use TAKS based questions relating to curriculum for warm ups. Use summarization, similarities/differences, and interactive note-taking activities.	AR	TAKS students	Classroom teachers	TAKS workbooks and overheads	daily

						and Marzano	
	5	Provide tutorial sessions 1-2 days per week, to allow students to have additional assistance with TAKS areas they are struggling with.	AR	All	Classroom teacher	TAKS workbooks and materials	On-going
	6	Provide TAKS based labs that are focused on TAKS objectives, to illustrate those objectives and provide students with kinesthetic activities to reinforce objectives.	AR	TAKS students	Consultant, Classroom teacher	TAKS materials	On-going
Teachers	1	Provide teachers with TAKS materials, such as workbooks and review packets to aid students in the classroom	SD	Aqua. Sci. Tchrs.	Science Coordinator, Director of Instruction	Supplemental TAKS materials	On-going
	2	Schedule co-teachers to help modify materials for identified struggling learners	SD	Aqua. Sci. Tchrs.	Academic specialist, Special Education	Science coordinator, Special Education	As needed
	3	As many teachers as possible to attend professional conferences, such as CAST and NSTA. All teachers attend district staff development, such as Shift Happens and Explore Learning.	SD	Aqua. Sci. Tchrs.	Principal, Director of Instruction, Science Coordinator, Department Chair	Compensatory funds	
	4	Offer TAKS tutorials after school for struggling students and those identified as at risk for failing TAKS or have failed TAKS	AR	Department	Classroom teacher, Instructional specialist, Director of Instruction	TAKS materials, Tackle box, and Power tools	Spring semester
Parents	1	Set parent teacher conferences to discuss student progress and make them aware of incentives for good attendance and passing a class	PI	All	Classroom Teachers, Students, Parents	Student work, Progress reports	On-going
	2	Set up an end of the year goal sheet with parents and students to help student maintain focus over the course of the year and know what is expected	PI	All	Classroom Teachers, Students, Parents	Teacher expectation, Student goals	On-going

## 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 - Physics**

<b>Campus Objective:</b>	#	Our Physics students will increase in performance levels from Sept 2007 to May 2008 as follows: AA from 73 to 79 Hisp from 67 to 75 White from 91 to 94 EcoD from 68 to 75 Spec Ed from 68 to 75.	Our Physics students will increase in Commended performance levels from Sept 2007 to May 2008 as follows: AA from 8 to 11 Hisp from 9 to 12 White from 35 to 38 EcoD from 7 to 10 Spec Ed from 0 to 5.
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**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	Use TAKS warm-ups to review TAKS material.	AR	All	Classroom teachers	TAKS materials	Daily
	2	Discuss SFA results in class.	AR	All	Classroom teachers	District data and SFA	SFA window
	3	Use current technology, such as Gizmos and relevant websites and software		All	Classroom teacher	Computer lab	On-going
Teachers	1	Look at TAKS data for students who failed or are borderline and encourage the student to attend TAKS tutorials	AR	Targeted groups	Helping teachers, Classroom teachers	District data	
	2	Schedule TAKS tutorials.	AR	Targeted groups	Classroom teachers	TAKS materials	
	3	Include TAKS types of questions on quizzes and tests.	AR	All	Classroom teachers	Released TAKS tests	On-going
Parents	1	Contact parent so that they will encourage and enable students to attend TAKS tutorials	PI	Targeted groups	Classroom teachers, Instructional sp	District data	On-going

## 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 – World Geography**

**Campus Objective:** #

Our Geography students will increase in performance levels from Sept 2007 to May 2008 as follows:  
 AA from 81 to 84  
 Hisp from 86 to 87  
 White from 97 to 98  
 EcoD from 83 to 85  
 SpecEd from 69 to 76.

Our Geography students will increase in Commended performance levels from Sept 2007 to May 2008 as follows:  
 AA from 22 to 26  
 Hisp from 32 to 36  
 White from 64 to 67  
 EcoD from 28 to 32  
 SpecEd from 19 to 23.

**Formative/Summative Evaluation:**

District-developed Tests (SFA)

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Vocabulary Project-Identify content-focused vocabulary terms and phrases-20 per year per core subject-for all students to learn (in addition to the usual teacher-selected vocabulary words).	AR	AA	Students	Textbook, Teacher,	annually
	2	Summarization- Students will successfully answer the Enduring Understanding question(s) in three to five sentences and/or summarize major concepts within units.	AR	AA	Teacher	Textbook, Teacher,	On-going
	3	Mini-Document Based Questions-Using readings, charts, graphs, and pictures to prompt students to analyze and summarize content.	AR	AA	Students	Textbook, Teacher,	On-going
	4	Tutorials before or after school	AR	AA	Students	Teacher	On-going
	5	Note-taking-Students will create their own notes out of Teacher notes.	AR	AA	Students	Teacher Student	On-going
Teachers	1	Varying Note-taking strategies-Model different note-taking	AR	AA	Teacher	District	On-going

		strategies to increase student understanding of content. Students can use the Marzano Method.				Inservice	
	2	Chunking content to make it easier for students to understand concepts	AR	Spec Ed LEP	Teacher	District In-Service	On-going
	3	Mini-Document Based Questions-using the same prompt for all students but modifying questions for different levels/students(Spec Ed,L, K, AP)	AR	Spec Ed LEP	Teacher	Share Sessions	On-going
Parents	1	Notify parents of students who are failing or in danger of failing; advise them of test tutorials and advisory study opportunities if appropriate	PI		Teacher	Accurate phone numbers in Pinnacle	On-going
	2	Notify parents of students who attend advisory tutorials and thank them for their support	PI	Tutorial attendees	Teacher	Accurate phone numbers	On-going

## 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 – World History**

**Campus Objective:** #

Our World History students will increase in performance levels from Sept 2007 to May 2008 as follows:  
 AA from 81 to 84  
 Hisp from 86 to 87  
 White from 97 to 98  
 EcoD from 83 to 85  
 SpecEd from 69 to 76.

Our World History students will increase in Commended performance levels from Sept 2007 to May 2008 as follows:  
 AA from 22 to 26  
 Hisp from 32 to 36  
 White from 64 to 67  
 EcoD from 28 to 32  
 SpecEd from 19 to 23.

**Formative/Summative Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Code s*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Include strategies for note-taking, summarization, mini DBQ's, vocabulary mastery, and understanding of similarities and differences in world history units.	AR	All	Classroom teachers	Textbook, Workbook, Student Handouts	On-going from Early Civ Unit on Sept.12
	2	TAKS skill practice warm ups and TAKS based test questions used during each unit.	AR	All	Classroom teachers	Ancillary materials, overhead	On-going from Early Civ Unit on Sept.12
	3	Advisory tutorials for 10 <sup>th</sup> grade students not taking world history during the present school year.	AR	10 <sup>th</sup> graders not in world history	Team Leader Counselors	Workbooks, Practice handouts	On-going from Oct.26 Government Unit
	4	TAKS Pretest using the state released previous TAKS test.	AR	All	Classroom teachers	Released State TAKS Test	After Feb.12 Democratic

							Rev. Unit
	5	Mandatory tutorials after school for students that struggle or fail the TAKS Pre test.	AR	10 <sup>th</sup> graders struggling or failing TAKS	Team Leader	Workbooks, Practice handouts	After results of Pretest after Feb.12
Teachers	1	Keep accurate accounts of students progress on the TAKS Pretest and warm ups.	AR	All	Classroom teachers		On-going from Sept.12
	2	Customize warm ups to fit the TAKS weaknesses of students.	AR	All	Classroom teachers	Workbooks, overhead, handouts	On-going from Sept.12
	3	Create lists of students needing tutorials for TAKS objectives and encourage them personally to attend tutorials.	AR	Struggling 10 <sup>th</sup> grade students	Classroom teachers	Pretests and unit tests	After Feb. 12 and the TAKS Pretest
Parents	1	Notify parents of students struggling or failing the TAKS objectives during warm ups and tests so they can help them at home	PI	Struggling 10 <sup>th</sup> grade students	Classroom teachers	Phone, email, workbooks	On-going from Sept.12
	2	Notify parents of mandatory tutorials and keep in touch about students progress	PI	Struggling 10 <sup>th</sup> grade students	Classroom teachers	Phone, email	On-going after the TAKS Pretest

## 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 - U.S. History**

**Campus Objective:** #

Our U.S. History students will increase in performance levels from Sept 2007 to May 2008 as follows:  
 AA from 98 to 99  
 Hisp from 89 to 89  
 White from 98 to 99  
 EcoD from 89 to 89  
 SpecEd from 73 to 79.

Our U.S. History students will increase in Commended performance levels from Sept 2007 to May 2008 as follows:  
 AA from 34 to 38  
 Hisp from 29 to 33  
 White from 66 to 70  
 EcoD from 26 to 30  
 SpecEd from 13 to 16.

**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	Mandatory advisory tutorials for retesters	AR	Re-testers and early grads	Team leader DI	Workbooks, study aids, handouts	Begin the 4 <sup>th</sup> week of school
	2	Advisory tutorials for 10 <sup>th</sup> grade TAKS failures who are in U.S. History now	AR	110 <sup>th</sup> grade TAKS failures	Team leader DI	Workbooks, study aids, handouts	Begin in the second six weeks
	3	Advisory tutorials for selected students who are at risk of failing U.S. History	AR	Any student identified by teacher	Team leader	Workbooks, study aids, handouts	Begin in the second six weeks
	4	Incorporate strategies for note taking , summarization, comparing similarities and differences and enhancing vocabulary mastery into	AR	All	Classroom Teachers	Textbook, Handouts for each student	On-going

		each unit					
	5	Incorporate document based questions into each unit in both lessons and exam	AR	All	Classroom teachers	Copies of DBQ's for each student to practice	On-going
		Use released TAKS questions as warm ups	AR	All	Classroom teachers	transparencies	On-going
		Rewrite unit tests as needed to target weak areas shown by the TAKS data	AR	All	Classroom teachers	Copies	On-going
Teachers	1	Generate list of all students who are not in 11 <sup>th</sup> grade	AR	10 <sup>th</sup> graders	Classroom teachers	Infoserv	Within first 3 weeks
	2	Verify that all 10 <sup>th</sup> graders have taken and passed W. History; request schedule change if they have not	AR	10 <sup>th</sup> graders	Counselors Or at risk specialist	Access to grades	Within first six weeks
	3	Make audio versions of the textbook available to interested students	AR	All	Classroom teacher Library or tech support to make them	CD's	On-going
Parents	1	Notify parents of students who are failing or in danger of failing; advise them of test tutorials and advisory study opportunities if appropriate	PI		Classroom Teacher	Accurate phone numbers in Pinnacle	On-going
	2	Notify parents of students who attend advisory tutorials and thank them for their support	PI	Tutorial attendees	Team Leader	Accurate phone numbers	On-going

## 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 – Government/Economics**

<b>Campus Objective:</b>	#	Our Government/Economic students will increase in performance levels from Sept 2007 to May 2008 as follows: AA from 98 to 99 Hisp from 89 to 89 White from 98 to 99 EcoD from 89 to 89 SpecEd from 73 to 79.	Our Government/Economic students will increase in Commended performance levels from Sept 2007 to May 2008 as follows: AA from 34 to 38 Hisp from 29 to 33 White from 66 to 70 EcoD from 26 to 30 SpecEd from 13 to 16.
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**Formative/Summative Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Provide TAKS Study Guide	AR	Students who need to pass TAKS	TAKS coordinator	State Study Guide	3 <sup>rd</sup> week prior to Oct testing
	2	Drill and practice activities	AR	All	Teacher	Teacher made activities	On-going
	3	Vocabulary exercises	AR	All	Teacher	Teacher made activities	On-going
	4	Assist students in making connections	AR	All	Teacher	Teacher made activities	On-going

	5	Assist student in sequencing	AR	All	Teacher	Teacher made activities	On-going
Teachers	1	Make sure students in correct placement	AR	All	Teacher/ Counselors		2 <sup>nd</sup> and 3 <sup>rd</sup> wk of school
	2	Analyze TAKS scores	AR	All	Teacher	TAKS data	3 <sup>rd</sup> week of school
	3						
Parents	1	Reply to teacher Progress Reports	PI	All	Parent		On-going
	2	Keep abreast of child's progress	PI	All	Parent		

# **PART III: ASSURANCE ADDENDUM**

## CIP PART III: ASSURANCE ADDENDUM

**Langham Creek High School  
Tom Strother  
2007 – 2008  
Campus Improvement Plan  
Cypress-Fairbanks Independent School District**

### Section A

- ✓ (1) Langham Creek 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 Langham Creek 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
  - ✓ (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)

### Section B

## CIP PART III: ASSURANCE ADDENDUM

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Roslin Copeland	Teacher 1
Mary Catchings	Teacher 2
Diana Hec	Teacher 3
Peggy Lige	Teacher 4
Elizabeth Stoerkel	Teacher 5
Veronica Faccio	Teacher 6
Elaine Schwartz	Teacher 7
John Doud	Teacher 8
Rachel Ramirez	Teacher 9
Sally Logsdon	Teacher 10
Katie Ferraro	Teacher 11
Anita Landry	Teacher 12
Mary Jadowski	District Administrator
Lenae Diskin	Campus Administrator
Cindy Petrash	Campus Administrator
Connie Broskoski	Campus Administrator
Tim Silvey	Campus Administrator
Debbie Goings	Non-teaching professional 1
Brett Gerety	Parent 1
Amanda Flores	Parent 2
Laurie Mogyorody	Community resident 1
Rejeana Barnes	Community resident 2
Mike Nelson; Copperfield Bowl	Business representative 1
David Burns; Burns Landscaping	Business representative 2

### **CIP PART III: ASSURANCE ADDENDUM**

<b>CPOC Meetings* for '07-'08</b>			
<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
1	September 5, 2007	2:45-3:45	Langham Creek Professional Room
2	September 10, 2007	2:45-3:45	Langham Creek Library
3	November 5, 2007	2:45-3:45	Langham Creek Library (public meeting)
4	January 7, 2008	2:45-3:45	Langham Creek Library
5	May 12, 2008	2:45-3:45	Langham Creek Library

All of the Langham Meeting Dates are shared on our website, Parent Advisory Board Meetings, and the Key Communicator

\* 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)

<b>Texas Assessment of Knowledge and Skills Recognized or Exemplary Goal</b>	
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)

<b>Texas Assessment of Knowledge and Skills Commended Performance Goal</b>	
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)

<b>Parent and Community Involvement Goal</b>	
For 2007 – 2008, the percent of parents and community members attending Parent Advisory and extracurricular parent groups will increase by <b>20%</b> .	
Formative	At the end of the first semester, the percent of parents and community members attending PTO meetings will be reviewed to determine progress.
Summative	At the end of the school year, the percent of parents and community members attending PTO 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 be reduced by <b>10%</b> from the previous year.	
Formative	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Strategy	Examine research to determine the best methods for addressing substance abuse, and implement programs as feasible. (PBIS, PALS, CHOICES)

✓ (5)

Violence Prevention Goal	
For 2007 – 2008, the discipline referrals for the Offenses of tardy (class/school) and failure to comply (with Teacher request) will be reduced by <b>10%</b> from the previous school year.	
Formative	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for <b>2007 -2008</b> .
Strategy	Implement and monitor a positive problem solving model that is based on a proactive instructional approach to solving problem behavior on a school-wide behavioral basis and utilizes effective staff development procedures will reduce the frequency of disruptive behaviors and will increase the effectiveness and moral of teachers.

✓ (6)

Special Education Goal	
For 2007 – 2008, the percent of students with disabilities will pass the state assessment the ARD committee designates, will be at or above the levels listed in the specific content areas.	
Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the state assessment will be reviewed to determine the percent of students with disabilities passing the assessment the ARD committee designates.
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.

## CIP PART III: ASSURANCE ADDENDUM

✓ (7)

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

✓ (8)

Attendance - Prevention Goal	
For 2007 - 2008, the ADA student attendance will be at or above <b>95 %</b> .	
Formative	Monthly attendance rates by grade level and total school will be reviewed in addition to a list of students with more than 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 than five unexcused absences.

✓ (9)

Secondary Drop – out Prevention Goal	
For 2007 – 2008, the completion rate will be at or above <b>85%</b> or less with no student group exceeding <b>10%</b> of all students.	
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

✓ (10)

High School AEIS Goal – Ninth Graders	
The percent of 2007 – 2008 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least <b>95%</b> in regular school year and summer school.	
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.

✓ (11)

Recommended High School Program	
For 2007 – 2008, the percent of graduates who graduate with RHSP will be at or above <b>80%</b> .	
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.

✓ (12)

High School AEIS Goal – Advanced/Dual Credit Courses	
For 2007 – 2008, the percent of students who have completed at least one advanced course will be at or above <b>25%</b> .	
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.
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)

High School AEIS Goal – Advanced Placement Exams	
For 2007 – 2008, the percent of students who take an AP exam will be at or above <b>15%</b> taking one or more AP exams.	
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.

✓ (14)

High School AEIS Goal – SAT/ACT Exams	
For 2007 – 2008, the percent of graduates who take SAT/ACT exams will be at or above <b>70%</b> (compared to 50.46% in 2006-2007).	
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.

✓ (15)

High School CTE Goal	
For 2007 – 2008, the percent of LEP CTE students passing TAKS will be at or above <b>70%</b> Reading/ELA, <b>65%</b> Social Studies, <b>50%</b> Math, <b>45%</b> Science.	
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. Staff will place courses to take on the Goal-Setting Part I.
- ✓ 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

<b>Langham Creek High School Cypress-Fairbanks Independent School District Staff Development Plans 2007 – 2008</b>			
<b>Date</b>	<b>Audience</b>	<b>Responsible for Planning</b>	<b>Purpose/Content</b>
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	