

2008-09
Campus Improvement Plan
for
Alternative Learning Center/Secondary Alternative Center

Cypress-Fairbanks Independent School District

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Student Safety

District Priority:

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

Campus Objective:

1. For 2008-2009, a baseline established in 2007-2008 will be used as a benchmark for program improvement by monitoring the percentage of students referred to ALC/SAC, who complete their placement in the minimum length of time required compared to the percentage of students whose return dates are extended for behavioral reasons.

Formative Evaluation:

District-developed Reports

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

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Teachers	1	<p>Staff Development which promotes teacher success in maintaining better relationships with special student populations:</p> <p><u>Colors, Hear Our Cry: Boys in Crisis, Teach Like Your Hair's On Fire, Educating Oppositional and Defiant Children, Managing Diverse Classrooms Classroom Instruction That Works With English Language Learners, Getting Started With English Language Learners, Building Engaged Schools, Helping Gifted Children Soar, Removing the Mask: Giftedness in Poverty.</u></p>	AR, VP, SD	All Staff	Director of Instruction	Texts, Power Point Presentations	Before the End of the 3 rd Six Weeks
	2	<ul style="list-style-type: none"> Promote/provide staff development in the areas of conflict resolution, students' relationships (BBR), violence prevention, gang awareness, substance abuse prevention, CPI, CPR, Capturing Kids' Hearts, etc. Provide additional academic and behavioral support in classrooms through the scheduling of teachers and teaching assistants. 	AR, VP, SD	All Staff	Principal, Special Education Administrator, Staff Development Personnel, Counselors, Nurse	Building, District, Region, and Private Facilitators	Ongoing
Parents	1	<p>Increase awareness and understanding of the <u>Cy-Fair I.S.D. Student Code of Conduct</u> and <u>ALC/SAC Parent/Student Handbook</u> with parents.</p>	AR, VP, PI	All Parents of ALC/SAC Students	Principal, Assistant Principals, Special Education Administrator, Bridge Staff, Counselors	<u>Student Code of Conduct</u> , Intake Orientation, Level Sheet, ARDs, Handbook Quiz	Ongoing
	2	<ul style="list-style-type: none"> Develop and implement alternative discipline strategies, which increase parent involvement and improve student behavior. Implement an Action Plan for those students, who are not progressing on the level system. 	AR, VP, PI	All Parents of ALC/SAC Students	Principal, Assistant Principals, Special Education Administrator, Counselors	Intake, ARDs, BIPs, Phone Calls to Parents, Staffings, Behavior Action Plans	Ongoing

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Area of Focus: Attendance

District Priority:	Ensure that students understand the importance of attending school regularly and completing high school.
Campus Objective:	2. For 2008-2009, the ADA student attendance will be at or above 90%--ALC and 83%--SAC.
Formative/Summative Evaluation:	District Locally Developed Reports and AEIS

STP		Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Utilize data from level sheet system to self-monitor their own attendance indicating progress toward returning to home campus on time.	AR	All Students	All Students	Level System	Ongoing
Teachers	1	<ul style="list-style-type: none"> • Motivate students to attend school daily by creating an engaging and supportive learning environment 	AR	All Students	All Staff	Building Better Relationships, <u>The First Days of School</u> by Wong	Ongoing
	2	<ul style="list-style-type: none"> • Study the cases of absenteeism and analyze semester "Excessive Absence" reports. • Implement an action plan of targeted strategies such as flexible scheduling, attendance incentive plans, and enhanced communication with parents, community, and health professionals. • Engage in research-based teaching/learning strategies to increase the success of all students. Attend in-house staff development on teaching successfully in increasingly diverse classrooms. • Attend research-based staff development sessions aimed at improving the quality of classroom instruction. 	AR	All Students	Principal, Assistant Principals, Special Education Administrator, Counselors, Attendance Secretary, School Nurse, Instructional Staff, Campus, District, and Region Staff Development	Absentee Data, Level System Incentives, Advisory Stickers, Student Store Rewards, Attendance Incentives	Ongoing

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					Course Offerings		
	3	Utilize the a.m. and p.m. Advisory classes to monitor student progress, both academic and behavioral.	AR	All Students	Advisory Teachers	Access to Progress Reports, Report Cards, Level Sheets	Ongoing
	4	Monitor students during passing time and greet them by name at the door each class period.	AR	All Students	Teachers, Teaching Assistants	<u>The First Days of School</u> by Wong, Building Better Relationships	Ongoing
Parents	1	<ul style="list-style-type: none"> Attend intake to determine the relationship between attendance and length of time students attend ALC/SAC. Take advantage of educational opportunities for parents covering topics such as drug awareness, gangs, violence prevention, and parenting skills. 	AR PI	Parents	Principal, Assistant Principals, Counselors	<u>ALC/SAC Parent/Student Handbook</u> Presentation	Ongoing
	2	Take advantage of opportunities to monitor student attendance by examining progress reports, report cards, and by maintaining contact with Teachers, Counselors, Administrators, Attendance Secretary, and Prevention Staff.	AR PI VP	Parents	All Staff	Progress Reports, Report Cards, Contact Numbers for Staff in Parent/Student Handbook, E-mail	Ongoing

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Area of Focus: Science

District Priority:

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Objective:

3. 90% of all ALC/SAC students will be passing Science classes by their scheduled review dates and 100% before returning to their home campus.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Take advantage of daily opportunities to be reflective about their learning.	AR	All Students	All Students	Advisory class in a.m. and p.m.	Ongoing
Teachers	1	<ul style="list-style-type: none"> Challenge students with inquiry and problem-based learning activities that reinforce critical TEKS. Design content lessons to encourage student-centered classrooms that focus on collaborative learning. Gaps in background knowledge should be addressed with vocabulary instruction as well as with other strategies (enhanced context, collaborative learning, and questioning strategies) that develop student understanding of underlying concepts. 	AR	All Students	Science Teachers	Curriculum Guides, Scope and Sequence, TEs, TEKS Listed in Texts	Ongoing
	2	<ul style="list-style-type: none"> Incorporate activities in which students manipulate physical objects, as in laboratory activities. Stress vocabulary development specific to science by utilizing Marzano recommended strategies. Practice direct vocabulary instruction critical to science academic content by using research-based methods, such as imagery, Frayer models, cubing, windowpaning, word walls, and other nonlinguistic 	AR	All Students	Science Teachers	Scope and Sequence, Curriculum Guides, Information from Share Sessions, Staff Development Sessions,	Ongoing

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		<p>and hands-on techniques.</p> <ul style="list-style-type: none"> • Information concerning student attainment of TAKS content (SFA and teacher made assessments) should be used to develop reteaching activities, which should then be followed by re-assessment. • Worksheet based assignments should not be a primary instructional tool. Students should be afforded opportunities to problem solve and develop explanations/constructs. • Teachers should be assessing student understanding frequently. Informal classroom questioning should be focused on causing students to think about content/concepts, not just the recall of information. 				Laboratory Supplies, Safety Contracts	
	3	<ul style="list-style-type: none"> • Incorporate effective questioning strategies into lessons, stressing high-level cognitive questions, increasing wait time, and extending student responses. • Encourage student discussion/dialogue of science content by connecting to relevant real-time science current events. • Integrate technology to engage students and increase the depth of students' understanding of content. 	ART				

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	4	<ul style="list-style-type: none"> Request staff development on the incorporation of technology, such as computers, smart boards, airliners, laboratory equipment, etc., into science lessons. Attend campus, district, and Region IV professional development sessions and share sessions to enhance understanding of content and pedagogy. Attend training to improve questioning and assessment strategies. Follow the scope and sequence and grading plans provided at the campus level. Provide an extra 20 minutes per day of TAKS preparation time in SAC 	SD AR	Science Teachers SAC Students	Staff Development Personnel, Science Coordinator and Helping Teacher, Director of Instruction, Technology Liaison, SAC Teachers	Campus, District, and Region Staff Development TAKS Preparation Materials	Ongoing Ongoing
Parents	1	Monitor results of teacher-made tests, SFAs, authentic assessments, etc.	PI	Parents	Instructional Staff	Gradebook, Progress Reports, Report Cards	Ongoing
	2	Monitor students' completion of daily homework, preparation for major tests, semester exams, and major projects, such as research papers.	PI	Parents	Instructional Staff	Gradebook, Progress Reports, Report Cards	Ongoing

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Area of Focus: Mathematics

District Priority:

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies

Campus Objective:

4. 90% of all ALC/SAC students will be passing mathematics courses by their scheduled review dates and 100% before students return to home campus.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Actively participate when given opportunities to work collaboratively in cooperative groups on problems that require the use of problem-solving strategies and thought-provoking, real world problems.	AR	All Students	All Students	Collaborative Classroom Environment	Ongoing
	2	Incorporate Alternate Assessments two to three times within a grading period so that students have an opportunity to demonstrate mastery of content in multiple formats.					
	3	Ensure that classroom instruction provides all students the opportunity to be engaged cognitively in the learning of mathematics, use manipulatives when appropriate, use technology (Explore Learning, SmartBoard, etc.), work collaboratively (discuss strategies and argue points), and ask and respond to questions at a high level of cognitive rigor.					
Teachers	1	Attend staff development sessions and share sessions to be able to teach the new Algebra Lab course for students who have not passed the 8 th grade Math TAKS Test.	AR	Students Who Failed TAKS	Algebra Lab Teachers	District Math Staff, District and Region Staff Development Sessions, Smart Board, Projector	Ongoing

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	2	<p>Design questions that promote thinking at a high cognitive level.</p> <ul style="list-style-type: none"> • Provide students with opportunities to dialogue with each other and teachers about mathematics • Incorporate the use of manipulatives by students and teachers to develop concepts concretely. • Utilize technology to actively engage students and teachers in mathematics. 	AR T	All Students	Math Teachers	Time Allotment, Manipulatives, Technology Tools	Ongoing
	3	<ul style="list-style-type: none"> • Provide additional time for struggling students by utilizing flexible grouping, peer tutoring, team problem-solving, etc. • Analyze SFA data, daily understanding, teacher-made test data, and authentic assessments to adjust lessons, pace, and make decisions regarding the need to re-teach. 	AR	All Students	Math Teachers, Director of Instruction	Time Allotment, Assessment Results	Ongoing
	4	<ul style="list-style-type: none"> • Attend share sessions within their campus and in the district to improve the effectiveness of teaching strategies. • Attend note-taking and test-taking staff development at the campus level. Follow the scope and sequence and grading plans provided at the campus level. • Provide 20 minutes per day of extra TAKS preparation in SAC 	AR SD	Math Teachers SAC Students	Math Teachers, Director of Instruction SAC Math Teacher	Staff Development Sessions Offered TAKS Math Preparation Materials	Ongoing
Parents	1	Encourage students to share information regarding results of tests, homework, and daily class assignments. Monitor closely written communication from teachers in the form of progress reports and report cards.	AR PI	Parents	Parents	Communications Sent Home	Ongoing
	2	Display interest in classroom topics and engage in dialogue concerning real-world applications, including exploration and discovery.	AR PI	Parents	Parents	Time Allotment	Ongoing

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Area of Focus: Reading/English Language Arts

District Priority:

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Objective:

5. 90% of all ALC/SAC students will be passing Reading/Language Arts courses by their scheduled review dates and 100% before students return to home campus.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Actively participate in specially designed courses like Read 180 and SAS to take full advantage of the opportunities to achieve desired gains in achievement.	AR	All Students	All Students	Read 180 Lab,SAS	Ongoing
	2	Students will complete the Scholastic Reading Inventory (SRI) to measure current Lexile scores. The SRI will be given four times per year to track student progress. The teachers will use this data to select appropriately challenging reading materials, accelerate student learning, and monitor student progress.					
Teachers	1	<ul style="list-style-type: none"> Become trained to teach SAS in order to help 9th grade students, who did not pass the 8th grade TAKS reading test on the first or second attempt. Become trained to teach Read 180, a new course which gives students a high level of support, promotes motivation, and improves reading skills significantly. 	AR	Students who did not pass TAKS Reading	Designated Teachers	SAS Curriculum	Ongoing
			AR	All Students	Reading/	Assessment	Ongoing

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	2	<ul style="list-style-type: none"> Monitor student progress on teacher-made assessments and SFAs to pinpoint TEKS needing enhanced instruction and respond to individual students whose scores indicate a need for remediation. Provide students with extensive short-answer responses following independent reading of paired literary and expository selections. 			Language Arts Teachers	Data, Curriculum Materials, Teacher-Made Materials	
	3	<ul style="list-style-type: none"> Give students the opportunity to support their responses, both verbally and in writing, to literature with text evidence to strengthen their short-answer skills and prepare for TAKS. Ensure that struggling students and/or target groups are benefiting from focused re-teaching when needed. Provide 20 extra minutes of instruction per day of TAKS Reading/Language arts preparation 	AR	Target groups	Reading/ Language Arts Teachers	Time Allotment, Textbooks, Novels, Curriculum Materials, TAKS Reading/ Language Arts Preparation Materials	Ongoing
	4	<ul style="list-style-type: none"> Attend training on the Six Traits of Writing. Employ all facets of the Six Traits of Writing, and implement writing rubrics compatible with the state's TAKS writing rubric. Attend training on <u>Understanding by Design</u> by Grant Wiggins and Jay McTighe. Teachers of Grade 7 students will identify specific student needs by using the Texas Middle School Fluency Assessment System (TMSFA) and provide instruction to address individual student needs. 	AR SD	Reading/ Language Arts Teachers	District Staff Development Personnel, Reading/ Language Arts Coordinator	Six Traits Training Materials, TAKS Rubric, Online Staff Development Registration	As Offered
Parents	1	<ul style="list-style-type: none"> Monitor progress reports and report card grades. Make leisure reading material available to students. Utilize district resources, such as the Summer Reading List. 	AR PI	Parents	Parents	Documents Sent Home	Ongoing

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		<ul style="list-style-type: none"> Use Scholastic Achievement Monitoring reports to inform parents of students' reading progress on SRI tests and READ 180 progress. 					
	2	<ul style="list-style-type: none"> Maintain contact with teachers and counselors regarding homework, grades, expectations, reading and writing requirements, etc. 	AR PI	Parents	Parents, Teachers, Counselors	Telephone Contact List In Parent/ Student Handbook	Ongoing

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Area of Focus: Social Studies

District Priority:

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Objective:

6. 90% of all ALC/SAC students will be passing Social Studies courses by their scheduled review dates and 100% before students return to home campus.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Remain engaged in reflective responses in the formats of journal writing, acrostic poems, sensory figures, point of view, "What if....?" statements, and graphic organizers.	AR	All Students	Social Studies Teachers	Allotment of Class Time	Ongoing
Teachers	1	<ul style="list-style-type: none"> Become actively involved in major shifts in delivery systems, like History and Geography Alive! and evolving curriculum writing, such as the new 1-to-1 digital curriculum. Attend sessions dealing with use/integration of technology, reading strategies, questioning strategies, cooperative learning groups, etc. 	AR	Social Studies Teachers	Social Studies District Coordinator	Staff Development Opportunities, History and Geography Alive kits, Grants to Purchase Technology and TEs	Ongoing
	2	<ul style="list-style-type: none"> Design lesson plans which incorporate enduring understandings and essential questions as exemplified in <u>Understanding by Design</u>. Utilize Marzano's strategies for summarizing, note-taking, and similarities and differences to increase student achievement. Reference the following: <u>Classroom Instruction That Works</u>, <u>Building Background Knowledge for Academic Achievement</u>, <u>Handbook for Classroom Instruction</u> 	AR SD	All Students	Social Studies Teachers	Staff Development	Ongoing

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		<p><u>That Works, School Leadership That Works, and What Works in Schools.</u></p> <ul style="list-style-type: none"> Implement direct vocabulary instruction for each specific concept studied, using visual and tactile/kinesthetic methods, i.e., Frayer’s Model and word walls. 					
	3	<ul style="list-style-type: none"> Utilize reflective student responses, such as journal writing, acrostic poems, sensory figures, point of view, “What if....?” statements, and graphic organizers. Stress district vocabulary in nonlinguistic ways. Use various methods of delivery, such as cooperative learning, newscasts, group skill-building, debates, charades, games, <u>History Alive!</u>, <u>Geography Alive!</u>, Discovery Education films and clips, computer-assisted learning, constructivism, etc. Provide 20 extra minutes per day of instructional time preparing for TAKS Social Studies Test in SAC. 	AR SD	Social Studies Teachers SAC Students	Social Studies Teachers, District Social Studies Coordinator, Staff Development Personnel, Technology Liaison SAC Teachers	Handouts, Notes from Sessions, History and Geography Alive! kits TAKS Social Studies Preparation Materials	Ongoing
	4	<ul style="list-style-type: none"> Design TAKS-formatted questions, and provide students with practice in verbalizing the cognitive steps taken to arrive at a test answer. Return to concepts not mastered on benchmark SFAs by re-teaching in an alternate way. 	AR	Social Studies Teachers	Director of Instruction	TAKS Preparation Materials, Curriculum Guides, Scope and Sequence, Handouts from share sessions	Ongoing
Parents	1	Communicate with students regarding historical events which occurred during your lifetime, including sharing geneology, family trees, vintage photos, and ethnic heritage.	AR PI	Parents	Parents Counselors Teachers Administrators		

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	2	<ul style="list-style-type: none"> • Discuss with students written documents, such as progress reports and report cards. • Maintain communication with teachers, counselors, and administrators regarding academic progress. 	AR PI	Parents	Parents Counselors Teachers Administrators	Documents Sent Home	Ongoing
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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.

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CIP PART II: ASSURANCE ADDENDUM

Alternative Learning Center
Laurie Snyder
2008 – 2009
Campus Improvement Plan
Cypress-Fairbanks Independent School District

Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

X	The Alternative Learning Center has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient 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.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
X	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
X	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
X	Included strategies for implementing a Coordinated School Health Program, grades 6-8. (middle school)
X	Included goals and methods for violence prevention and intervention on campus.
X	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district's scope and sequence for the course and/or grade level.
X	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)

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CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Laurie Snyder	Principal:
Laura Nolen	Teacher 1: High School Social Studies Teacher
Nydia Garcia	Teacher 2: Spanish I & II, SAS, and AAS Teacher
Nichole Davis	Teacher 3: High School Social Studies Teacher
Linda Parchman	Teacher 4: Middle School Language Arts Teacher
	Teacher 5:
	Teacher 6:
	Teacher 7:
	Teacher 8:
Kim Baisley	Non-teaching professional 1: Assistant Principal
Deborah Stewart	Non-teaching professional 2: District Representative
Sharon Cowles	Parent 1:
	Parent 2:
Lynda Zalenka	Community resident 1:
	Community resident 2:
Dave Bydalek	Business representative 1: Happy Days Learning Center
	Business representative 2:

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	9/02/08	3:00	Room 107
2	9/10/08	3:00	Room 107
3	9/17/08	3:00	Room 107
4	9/24/08	3:00	Room 107
5	10/1/08	3:00	Room 107

* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

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CIP PART II: ASSURANCE ADDENDUM

Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
NA	1) TAKS Recognized or Exemplary	For 2008-2009, 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.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
NA	2) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
NA	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by XX% .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
NA	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at XX% .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	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.	Implement and monitor the school wide safety and security plan.

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CIP PART II: ASSURANCE ADDENDUM

NA	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by XX% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for XXX .	Implement and monitor the school-wide safety and security plan.
NA	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above XX% .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
X	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at 100% .	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.	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.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
NA	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be XX% or less with no student group exceeding XX% .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
NA	9) High School AEIS – Ninth Graders	The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least XX% .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	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.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
NA	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above XX% .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate

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					testing, classes, and programs.
NA	11) High School AEIS – Advanced Courses and Dual Credit	For 2008-2009, the percent of students who have completed at least one advanced course will be at or above XX% .	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	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.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
NA	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above XX% .	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.	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.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
NA	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above XX% .	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	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.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
NA	14) High School CTE	For 2008-2009, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) XX% .	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

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Section D

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|-------------------------------------|--|
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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. |
| <input type="checkbox"/> | 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) |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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. |

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Alternative Learning Center Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009			
Date	Audience	Responsible for Planning	Purpose/Content
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	
5-Aug (P.M.)	GLT/AMS	Elementary	
4-Aug (P.M.)	GLT/AMS	Secondary	
5-Aug (A.M.)	Safety Conference	District Administrative Staff	
12-Aug	Department Chair and Team Leader		
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Campus	
19-Aug	All Staff	Campus	
20-Aug	All Staff	Campus	
21-Aug	Elementary/Secondary	District Staff	
22-Aug	All Staff	Campus	
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
16-Feb	All Staff	Campus	
13-April *	All Staff	Campus	
4-June	All Staff	Campus	

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