

2008-2009
Campus Improvement Plan
for
Adaptive Behavior Center

Cypress-Fairbanks Independent School District

Area of Focus: Student Safety/Behavioral IEP Goals

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

Campus Objective: # By the date of each student's annual ARD and after at least 12 weeks of attendance at the Adaptive Behavior Center, we will improve the student's behavioral performance as indicated through a decreased number of behavioral interventions.

Formative Evaluation: Daily Point Sheet totals, Crisis Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Structure a safe school environment through the use of escorting and monitoring of students upon entry into school and classrooms, emergency phones in classrooms, and controlled dismissal of students at the end of the day.	AR VP	Students	All Staff	Metal detector, cameras, Staff, emergency phones	Ongoing
	2	Implement the Behavior Management System to encourage self-management and appropriate discipline.	AR VP	Students	All Staff	Student Handbook	Ongoing
	3	Enforce standardized dress code.	AR VP	Students	All Staff	Student Handbook	Ongoing
	4	Classrooms will be secured to prevent outside interruptions.	AR VP	Students	All Staff	Keys for all staff	Ongoing
	5	Maintain a schedule of psychological services and individual counseling services.	AR VP	Students	Psychologist, Counselors	IEP documents	Ongoing
	6	Maintain a low student to staff ratio and continue with team-teaching model.	AR VP	Students	Director	Master Schedule	Ongoing
Teachers	1	Designee will attend Drug Safety Training and will share information with staff at weekly meetings.	AR VP SD	All Staff	Designee, Staff Dev. Personnel	Staff Dev. Facilitators	Ongoing
	2	All staff will be trained in Non-threatening Crisis Intervention techniques through CPI training.	AR VP SD	All Staff	Director, Staff Dev. Personnel	Staff Dev. Facilitators	Annually
	3	Monthly staffings will be held for each team; individual staffings will be held as needed.	AR VP	All Staff	Director, Team Leaders,	IEPs, Level Record	Ongoing

					Designated Staff	Sheets, Crisis referrals	
Parents	1	Keep parents up-to-date on their child's academic progress through daily TPS sheets, phone calls, progress reports, report cards, and ARD meetings.	AR VP PI	Parents	All Staff	IEPs, Level Record Sheets, Crisis referrals	Ongoing
	2	Family Activity Night will be held twice a year.	AR PI	Parents	All Staff	Psych. Services, Counseling staff, Teachers Director	Twice yearly
	3	A campus newsletter composed of information about upcoming events at the AB Center and within CFISD, as well as parenting tips and samples of student products will be sent home several times throughout the school year.	AR PI VP	Parents	Director, Counselors	District publications, Counseling information, Staff	Monthly

Area of Focus: Attendance

District Priority:

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

Campus Objective: #
Formative/Summative Evaluation:

For 2008 – 2009, the ADA student attendance will be at or above **90%**.

District-locally Developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Motivate students to attend school daily through the development of an engaging and supportive learning environment.	AR PI	Students	All Staff	Attendance reports, Staff Development	Ongoing
	2	Investigate reasons for absenteeism.	AR PI	Students	All Staff	Attendance reports, Phone call logs	Ongoing
	3	Build rapport with parents through phone calls and daily TPS sheets.	AR PI	Students	All Staff	Attendance reports, Phone call logs	Ongoing
	4	Provide door-to-door transportation.	AR PI	Students	Transportation staff	Attendance reports, Transportation logs	Ongoing
	5	Give attendance awards after each six weeks grading period.	AR PI	Students	Counselors	Attendance reports	Ongoing
Teachers	1	Provide supplies and support for teachers to create a caring and supportive classroom environment.	AR PI	All Staff	All Staff	Classroom supplies, Art teacher	Ongoing

Parents	1	Build rapport with parents through phone calls and daily TPS sheets.	AR PI	Parents	All Staff	Attendance reports, Phone call logs	Ongoing
	2	Personal contact with each parent each time a student is absent.	AR PI	Parents	All Staff	Attendance reports, Phone call logs	Ongoing

Area of Focus: Science

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Objective: # By May 2009, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS, TAKS-A, or TAKS-M science.

	8 th	10 th	11 th
2007	1/2	1/1	0/1
2008	1/2	0/4	1/1
2009	≥ 70%	≥ 70%	≥ 70%

Formative/Summative Evaluation: Campus-based Criterion Referenced Tests, IEP evaluation/progress reports, District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Design and present lessons using strategies such as collaborative learning questioning strategies to pinpoint and address specific gaps in student background knowledge.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	2 Provide students with a variety of opportunities to problem solve and develop explanations/constructs.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	3 Develop and implement specific vocabulary lessons to enhance student understanding of underlying concepts.					
	4 Use Quantum Learning strategies, "Gizmos", and a variety of teaching strategies to meet the diverse learning needs of students.	AR T	Students	Teachers	Curriculum materials, Quantum Learning	Ongoing

						materials, Curriculum coordinators Online resources, IEPs	
	5	Incorporate lab activities as frequently as possible to provide hands-on learning activities to “cement” the concept to prior learning.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	6	Maintain a low student/staff ratio.	AR	Students	Director	Master Schedule	Ongoing
	7	Continue team teaching model.	AR	Students	Teachers Director	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	8	Maintain a team planning schedule to promote sharing of ideas and strategies to meet the diverse needs of students.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
Teachers	1	Provide technology support to teachers for the use of Smartboards, laptops, and specific software in the classroom.	AR SD T	All Staff	IT Staff, Curriculum staff, Technology Liaison	Software, hardware	Ongoing
	2	Provide information about Quantum Learning updates and support attendance.	AR SD	All Staff	Staff Dev. Personnel, Director, Helping Teacher	texts	Ongoing

	3	Incorporate “data digs” into each content area to assure teacher knowledge of student needs and alignment of instructional strategies to promote student success.	AR SD	All Staff	Staff Dev. Personnel, Director, Helping Teacher	Curriculum materials, Curriculum coordinators Online resources, IEPs, testing data	Ongoing
	4	Use information gathered from student performance on teacher made assessments as well as district SFA’s to develop reteaching activities to be followed by re-assessment to ensure student learning.	AR SD	All Staff	Staff Dev. Personnel, Director, Helping Teacher, All Staff	Curriculum materials, Curriculum coordinators Online resources, IEPs, testing data, classroom assignments and assessments	Ongoing
	5	Provides students with frequent, focused feedback from assessments and through questioning strategies to assure a level of understanding above recall of information.	AR	All Staff	Director, Helping Teacher, All Staff	Curriculum materials, Curriculum coordinators Online resources, IEPs, testing data, classroom assignments and assessments	Ongoing
Parents	1	Keep parents up-to-date on their child’s academic progress through daily TPS sheets, phone calls, progress reports, report cards, and ARD meetings.	AR PI VP	Parents	All Staff	IEPs, Level Record Sheets, Crisis referrals	Ongoing

Area of Focus: Mathematics

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Objective: #	By May 2009, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS, TAKS-A or TAKS-M mathematics.		6th	7th	8th	9th	10th	11th
		2007	0/0	0/0	1/1	0/4	0/1	NA
		2008	0/0	0/3	0/2	1/7	0/4	1/1
		2009	≥ 70%	≥ 70%	≥ 70%	≥ 70%	≥ 70%	≥ 70%

Campus-based Criterion Referenced Tests, IEP evaluation/progress reports, District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Ongoing evaluation by math team through examination of results on teacher made tests and classroom performance.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs, tests and data from results	Ongoing
	2 Design and present lessons to pinpoint specific gaps in student background knowledge.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	3 Use Quantum Learning strategies, "Gizmos", and a variety of teaching strategies to meet the diverse learning needs of students.	AR T	Students	Teachers	Curriculum materials, Curriculum coordinators Online	Ongoing

						resources, IEPs	
	4	Incorporate strategies and tools into the Algebra Lab to promote success for all students.	AR T	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	5	Incorporate alternative assessments frequently so that students have an opportunity to demonstrate mastery of content in multiple formats.	AR T	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	6	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, and ask and respond to questions at a high-level of cognitive rigor.	AR T	Students	Director, Helping Teacher, All Staff	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
Teachers	1	Provide technology support to teachers for the use of Smartboards, laptops, and specific software in the classroom.	AR SD T	All Staff	IT Staff, Curriculum staff, Technology Liaison	Software, hardware	Ongoing
	2	Provide information about Quantum Learning updates and Algebra Lab training and support attendance.	AR SD	All Staff	Staff Dev. Personnel, Director, Helping Teacher	Professional	Ongoing
	3	Schedule team planning time and promote the movement of students between math teams as teachers deem appropriate to accelerate student academic growth.	AR	All Staff	Director	Master Schedule	Ongoing
	4	Incorporate “data digs” into each content area to assure teacher knowledge of student needs and alignment of instructional strategies to promote student success.	AR SD	All Staff	Staff Dev. Personnel, Director,	Curriculum materials, Curriculum	Ongoing

					Helping Teacher	coordinators Online resources, IEPs, testing data	
Parents	1	Keep parents up-to-date on their child's academic progress through daily TPS sheets, phone calls, progress reports and report cards.	AR PI VP	Parents	All Staff	IEPs, Level Record Sheets, Crisis referrals	Ongoing

Area of Focus: Reading/English Language Arts

District Priority: 1A

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

Campus Objective: #

By May 2009, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS or TAKS-I Reading/English Language Arts.

	7th	8th	9th	10th	11th
2007	NA	1/2	3/7	4/4	1/1
2008	0/3 rdg 1/3 wr	2/2	3/7	2/4	1/1
2009	≥ 70%	≥ 70%	≥ 70%	≥ 70%	≥ 70%

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 instructional opportunities for reteaching and retesting of critical TEKS for students who demonstrate weakness in critical skills.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	2	Use Quantum Learning strategies, "Gizmos", and a variety of teaching strategies to meet the diverse learning needs of students.	AR T	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	3	Enroll students in Read 180 and gather data from the program through SRI testing four times per year to monitor students' reading improvement.	AR T	Students	Teachers	Curriculum materials, Curriculum	Ongoing

						coordinators Online resources, IEPs	
	4	Provide routine classroom instructional opportunities for students to support their written and verbal responses to literature with text evidence to strengthen their short answers.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	6	Analyze assessment data from TAKS, SFAs, SRI and teacher created quizzes and tests and create a plan for reading improvement through the selection of appropriately challenging materials, accelerating student learning, and monitoring student progress.	AR	Students	Teachers	IEPs, tests and data from results	Ongoing
	7	Employ the use of before-, during- and after-reading strategies that are highly engaging for students.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
Teachers	1	Provide technology support to teachers for the use of Smartboards, laptops, and specific software in the classroom.	AR SD T	All Staff	IT Staff, Curriculum staff, Technology Liaison	Software, hardware	Ongoing
	2	Provide information about Quantum Learning updates and support attendance.	AR SD	All Staff	Staff Dev. Personnel, Director, Helping Teacher	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	3	Attend Read 180 training and share sessions.	AR SD T	All Staff	Read 180 teachers	Curriculum materials, Curriculum	Ongoing

T

						coordinators Online resources, IEPs	
	4	Incorporate “data digs” into each content area to assure teacher knowledge of student needs and alignment of instructional strategies to promote student success.	AR SD	All Staff	Staff Dev. Personnel, Director, Helping Teacher	Curriculum materials, Curriculum coordinators Online resources, IEPs, testing data	Ongoing
	5	Identify specific 7 th grade student needs by using the Texas Middle School Fluency Assessment System (TMSFA) and provide instruction to address individual student needs.	AR T	Teacher	Staff Dev. Personnel, Director, Helping Teacher, Read 180 Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs TMSFA	Ongoing
Parents	1	Keep parents up-to-date on their child’s academic progress through daily TPS sheets, phone calls, progress reports, report cards, Scholastic Achievement Monitoring reports, and ARD meetings.	AR PI VP	Parents	All Staff	IEPs, Level Record Sheets, Crisis referrals	Ongoing

Area of Focus: Social Studies

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Objective: #	By May 2009, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS or TAKS-I Social Studies.		8th	10th	11th
		2007	1/1	2/3	0/1
		2008	2/2	2/4	1/1
		2009	≥ 70%	≥ 70%	≥ 70%

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	Design and present lessons to pinpoint specific gaps in student background knowledge.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	2	Use Quantum Learning strategies, "Gizmos", and a variety of teaching strategies to meet the diverse learning needs of students.	AR T	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources,	Ongoing

						IEPs	
	3	Integrate technology lessons that are at a higher level of thinking when appropriate.	AR T	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	4	Implement a variety of strategies such as non-linguistic representations for vocabulary, direct vocabulary instruction, cooperative learning, and group skill-building activities.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
Teachers	1	Provide technology support to teachers for the use of Smartboards, laptops, and specific software in the classroom.	AR SD T	All Staff	IT Staff, Curriculum staff, Technology Liaison	Software, hardware	Ongoing
	2	Provide information about Quantum Learning updates and support attendance.	AR SD	All Staff	Staff Dev. Personnel, Director, Helping Teacher	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	3	Promote staff development training in History Alive! and monitor use of strategies after training.	AR SD	All Staff	Staff Dev. Personnel, Director, Helping Teacher	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	4	Incorporate “data digs” into each content area to assure teacher knowledge of student needs and alignment of instructional strategies to promote student success.	AR SD	All Staff	Staff Dev. Personnel, Director, Helping Teacher	Curriculum materials, Curriculum coordinators Online	Ongoing

						resources, IEPs, testing data	
Parents	1	Keep parents up-to-date on their child's academic progress through daily TPS sheets, phone calls, progress reports, report cards, and ARD meetings.	AR PI VP	Parents	All Staff	IEPs, Level Record Sheets, Crisis referrals	Ongoing

Area of Focus: Academic IEP Goals

District Priority: 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Objective: # By the date of each student's annual ARD and after at least one semester of attendance at the Adaptive Behavior Center, we will improve the student's academic performance level by a minimum of one grade level.

Formative/Summative Evaluation: Classroom performance, Teacher made tests, Campus-based criterion referenced tests

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Integrate technology in lessons whenever possible to stimulate interest and higher level thinking.	AR T	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	2	Utilize Marzano's strategies for summarization, note taking, and similarities and differences to increase student achievement.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online	Ongoing

						resources, IEPs	
	3	Provide classroom instructional opportunities for reteaching and retesting critical TEKS for students who demonstrate weakness in critical skills.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	4	Design content lessons to encourage student-centered classrooms that focus on collaborative learning.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	5	Incorporate effective questioning strategies into lessons.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	6	Provide timely feedback to students upon completion of assignments/assessments.	AR	Students	Teachers	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
Teachers	1	Attend training for teachers to increase level of complexity of questioning/assessment strategies.	AR SD	All Staff	Staff Dev. Personnel, Director, Helping Teacher	Curriculum materials, Curriculum coordinators Online resources, IEPs	Ongoing
	2	Request staff development on the incorporation of technology into lessons.	AR SD	All Staff	IT Staff, Curriculum	Curriculum materials,	Ongoing

			T		staff, Technology Liaison	Curriculum coordinators Online resources, IEPs	
Parents	1	Keep parents up-to-date on their child's academic progress through daily TPS sheets, phone calls, progress reports, report cards, IEP progress reports, and ARD meetings.	AR PI VP	Parents	All Staff	IEPs, Level Record Sheets, Crisis referrals	Ongoing

Legend

Code	Plan	Indicates that the strategy addresses...
AR	At-risk	the needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	training needs of teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
T1	Title I	federal mandates for school-wide Title I programs.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.

CIP PART II: ASSURANCE ADDENDUM

Adaptive Behavior Center

Maybelline Carpenter

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 Adaptive Behavior 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 through addressing academic IEP's. (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)

CIP PART II: ASSURANCE ADDENDUM
Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Maybelline Carpenter	Principal: Adaptive Behavior Center
Mayra Cruz-Williams	Teacher 1: Middle School and High School Math
Ariane Edmundson	Teacher 2: Art and electives
Anthony Helton	Teacher 3: High School English, Science, Social Studies
Jeff Jackson	Teacher 4: High School English, Science, Social Studies
Don Murchison	Teacher 5: Middle School English, Science, Social Studies
Frank Patterson	Teacher 6: Health, PE, Middle School Social Studies
Bryan Robertson	Teacher 7: BCIS, Reading, AAS
Jeanine Smith	Teacher 8: High School English, Science, Social Studies
Arthur Teed	Teacher 9: High School English, Science, Social Studies, Math
Mona Gayle Timko	Teacher 10: Read 180
Lisa Hubbard	Non-teaching professional 1: Counselor
Angela King	Non-teaching professional 2: Counselor
John Nomura	Non-teaching professional 3: Psychologist
Carla Heinly	Non-teaching professional 4: Nurse
Laurie Effinger	Non-teaching professional 5: Translator
Lisa Bell	Paraprofessional 1
Barbara Boskat	Paraprofessional 2
Derrick Christopher	Paraprofessional 3
Kelly Marsh	Paraprofessional 4
Lillian Mc Arthur	Paraprofessional 5
Angela Trinidad	Paraprofessional 6
Lori Heydon	Parent 1: 1 Parent Representative
	Community resident 1: Neighborhood resident

CIP PART II: ASSURANCE ADDENDUM

Tim Timko	Business representative 1: Kroger Manager
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CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	August 18, 2008	9:30-11:30, 12:30-3:00	AB Center
2	August 19, 2008	9:30-11:30	AB Center
3	August 20, 2008	9:30-11:30	AB Center
4	September 8, 2008	2:30-3:20	AB Center
5	October 9, 2008	4:00-6:00	AB Center
6	February 2, 2009	2:30-3:20	AB Center
7	May 4, 2009	2:30-3:20	AB Center

* 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 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	
	*Students at the Adaptive Behavior Center are incorporated into home campus data.	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.
	*Students at the Adaptive Behavior Center are incorporated into home campus data.	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.
	*Students at the Adaptive Behavior Center are incorporated into home campus data.	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending Family Activity meetings will increase by 10% .	At the end of the first semester, the percent of parents and community members attending Family Activity meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending Family Activity 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.
X	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at <=1% .	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.	
X	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced	Each grading period the discipline referrals will be reviewed to determine the	At the end of the school year, the discipline referrals will be reviewed	Implement and monitor the school-wide safety and security plan.	

CIP PART II: ASSURANCE ADDENDUM

		by 20% from the previous school year.	percent of referrals.	to determine the percent of referrals for out of class referrals .	
X	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above 100% .	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.
*Students at the Adaptive Behavior Center are incorporated into home campus data.	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.
X	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 100% .	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.
*Students at the Adaptive Behavior Center are incorporated into	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 testing, classes, and programs.

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

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Center are incorporated into home campus data.					learning time in TAKS-tested areas.
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Section D

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

CIP PART II: ASSURANCE ADDENDUM

Adaptive Behavior 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	CPOC - Student Interventions
19-Aug	All Staff	Campus	CPOC – Student Interventions
20-Aug	All Staff	Campus	CPOC – Staff Expectations
21-Aug	Elementary/Secondary	District Staff	
22-Aug	All Staff	Campus	
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
4-Nov	All Staff		CPI for DTE/CTE
5-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
16-Feb	All Staff	Campus	Academic Success Strategies
13-April *	All Staff	Campus	Academic Success Strategies
4-June	All Staff	Campus	