



2008-09  
**Campus Improvement Plan**  
for  
**Cypress-Creek High School**

**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: Mathematics

Group	Grade 9 2007 Score	Grade 9 2008 Target	Grade 9 2008 Score	Grade 9 3 Yr Target	Grade 9 <b>2009 Target</b>	Grade 10 2007 Score	Grade 10 2008 Target	Grade 10 2008 Score	Grade 10 3 Yr Target	Grade10 <b>2009 Target</b>	Grade 11 2007 Score	Grade 11 2008 Target	Grade 11 2008 Score	Grade 11 3 Yr Target	Grade 11 <b>2009 Target</b>
AA	44	75	53	90	<b>75</b>	43	75	55	90	<b>75</b>	53	75	78	90	<b>82</b>
All	71	77	74	90	<b>79</b>	72	78	78	90	<b>82</b>	86	87	88	90	<b>89</b>
Eco.Dis.	54	75	57	90	<b>75</b>	52	75	66	90	<b>75</b>	72	78	73	90	<b>79</b>
Hispanic	59	75	58	90	<b>75</b>	54	75	66	90	<b>75</b>	71	77	78	90	<b>82</b>
LEP	39	75	41	90	<b>75</b>	40	75	48	90	<b>75</b>	58	75	44	90	<b>75</b>
LEP M1	70	77	50	90	<b>75</b>	63	75	75	90	<b>80</b>	--	--	88	90	<b>89</b>
LEP M2	70	77	75	90	<b>80</b>	--	--	83	90	<b>85</b>	--	--	67	90	<b>75</b>
Spec.Ed.	21	75	37	90	<b>75</b>	21	75	39	90	<b>75</b>	51	75	60	90	<b>75</b>
White	81	84	87	90	<b>88</b>	82	85	86	90	<b>87</b>	94	96	93	100	<b>95</b>

**District Priority:**

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

**Campus Objective:**

#1 By May, 2009, we will increase the percentage (by amounts noted above) of African American, Hispanic, and Economically Disadvantaged students demonstrating proficiency on the math TAKS test.

**Formative/Summative Evaluation:**

District-developed Summative Formative Assessments and Texas Assessment of Knowledge and Skills.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Check rosters to ensure that targeted struggling students have been assigned to a teacher who has a proven track record of accelerating students' math achievement.	AR	Targeted Students (AA, H, ED)	Associate; Principal; Counselors	TAKS Scores	August
	2	Meet with the <b>CougarSmart Team</b> (TAKS Intervention Team) comprised of the Principal, DI, Associate Principal, Lead Counselor, Academic Achievement Specialist, science/math department chair, and volunteer teachers. Meetings will be held biweekly to monitor the intervention plan and student progress.	AR	Math and Science TAKS Failures	Principal; DI; AAS	TAKS Scores; SFA Scores; Tests Scores; Grade Reports; Interventions	Biweekly
	3	Mentor struggling students through the <b>Cougar Helping Cougar Mentor Program</b> . Student needs and previous achievements will be discussed.	AR	Targeted Students (AA, H, ED)	Administration; AAS; Teachers	TAKS scores; At-Risk Criteria	Daily
	4	Utilize <b>National Honor Society</b> students to tutor selected students after school and during selected class periods.	AR	Targeted Students (AA, H, ED)	AAS; Lead Counselor	TAKS scores	Weekly

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.

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	5	Implement <b>Math Pullout Programs</b> for grades 10 and 11. With the use of games, technology, and creative teaching strategies, teachers will work with 5-10 students from the target student list twice each week. Math certified teachers or substitutes will work with students on relationship building, self-confidence, motivation, and TAKS remediation. Teachers will individualize instruction by analyzing students' data to determine areas of strengths and weaknesses and targeting weak objectives.	AR T	Targeted Students (AA, H, ED)	AAS; Selected Teachers	TAKS Scores	Fall and Spring Semesters
	6	Implement the <b>Algebra Lab</b> for all freshman students who failed to show mastery on the 1st administration of the 8 <sup>th</sup> grade math TAKS test. Students who passed the math TAKS test on the 2 <sup>nd</sup> or 3 <sup>rd</sup> administration are included in this intervention to help strengthen their math skills.	AR	Target Students	Algebra Teachers; Counselors	Algebra Lab training for teachers	Entire Year
	7	Implement <b>Skills for Academic Success (SAS)</b> program to assist 9 <sup>th</sup> grade students who struggled with core academic courses in 8 <sup>th</sup> grade and/or who failed to show mastery on the 1st administration of the 8 <sup>th</sup> grade math and/or reading TAKS test. <b>Ninth grade math pullouts</b> will be conducted during the SAS class periods.	AR	Targeted Students	SAS Teachers; Math Teacher; Counselors	SAS Curriculum	Entire Year
	8	Implement a second semester 11 <sup>th</sup> and 12 <sup>th</sup> grade exit-level math TAKS tutorials for those students who have not met the exit-level math TAKS standards. Tammy Blume, Math Department Chair, will teach this course third period.	AR	Exit-level TAKS Failures	AAS; Math DC	TAKS Scores; At-Risk Criteria	Fall and Spring Semesters
	9	The administrative team will interview all targeted struggling students about TAKS scores. Student needs and prior achievements will be discussed.	AR	Targeted Students (AA, H, ED)	AAS; Administration; Selected Teachers	TAKS Scores; Targeted Student List	Fall and Spring Semesters
	10	Monitor math classrooms for research-proven strategies that address the needs of diverse learners (students collaborate about math, student communicate about math, use of manipulative and technology, students are actively engaged, critical feedback is given regarding assignments and tests).	T	All Students	DC; Teachers; Math appraiser; Math helping; Teachers	District Curriculum; Technology; Manipulatives	Daily
	11	The Academic Achievement Specialist (AAS) will assist teachers with gathering, analyzing, and tracking student data. Time will be provided for core content teachers to work with the AAS to gather and analyze data for their students.	AR SD	TAKS Failures	AAS; DI	TAKS Scores; SFA Scores; Tests Scores; Grade Reports	Every Six Weeks

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STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	12	Support the district's Super Camps and PASS by sending a select group of at-risk students to participate. Arrange a follow-up session on campus to help reinforce the strategies and content for the selected students.	AR	TAKS Failures	AAS	TAKS Data	When Offered
	13	Identify students who are credit deficient in the area of math and schedule them in the <b>PLATO lab</b> for credit recovery.	AR	Targeted Students	PLATO Teacher; Counselors	PLATO	Entire School Year
	14	Incorporate alternative assessment two to three times within a grading period so that students have an opportunity to demonstrate mastery of content in multiple formats.		All Students	Math Teachers	Alternative Assessments	Entire School Year
Teachers	1	Attend August in-service featuring <b>Dr. Rita Pierson</b> to address the needs of African American Male students: <i>Understanding, Teaching, and Mentoring African American Males</i> .	SD	Faculty; Staff	Campus Administrators	Speaker- Rita Pierson	August
	2	Share with the entire staff the demographic changes in student population. Time during each faculty meeting will be devoted to closing the achievement gap, effective teaching practices, data utilization, and relationship building.	SD	Faculty; Staff	Campus Administrators	TAKS Data	Every Six Weeks
	3	In geometry classes, incorporate Algebra I review throughout the year and utilize the graphing calculators regularly.		Geometry Students	Geometry Teachers	District TAKS materials	Entire School Year
	4	Spiral TAKS practice into the use of the math textbooks and district curriculum.		All Students	Teachers; Helping Teachers	Math Books and Curriculum	Weekly
	5	Use technology (COWS, Smartboards, Gizmos) and creative teaching strategies as often as possible to ensure student success.	T	All Students	Teachers	Technology Liaison	Daily
	6	Administrators will regularly attend math team and department meetings to offer support and guidance, to stay abreast of students' progress, and help facilitate planning for students.		Math Teachers	Administrators	Math Curriculum; Grade Reports; Cognos Reports	Entire School Year
	7	AAS strategies will be presented at each faculty meeting to demonstrate content area integration.	SD	All Staff	AAS	AAS Curriculum	Each Faculty Meeting
	8	Math teams will examine the SFA and unit test data in order to make adjustments to lessons and/or provide interventions for struggling students.	AR	All Students	Math Teams	SFA and Unit Test Data	After Each Test
	9	Use flexible regrouping techniques to divide Algebra I classes based on student skills on an as needed basis in order to provide additional time for students who are struggling with concepts.	AR	Targeted Students (AA, H, ED)	Team Leaders; Teachers	TAKS Scores; SFA Scores; Test Scores	Daily

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.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	10	Invite students to attend afternoon math TAKS tutorials once a week during the Spring semester. Tutorials will be conducted by math teachers on a rotating basis. Special invitations will be given to at-risk students.	AR	Targeted Students (AA, H, ED)	Teachers; AAS	TAKS Scores; At-Risk Criteria	Spring Semester
	11	Encourage Cy-Creek math teachers to engage in <b>Peer Coaching</b> to learn new strategies to implement in their classrooms.	SD	Math Teachers	Campus Administrators	Peer Coaching Training	Fall and Spring Semesters
	12	Send select Cy-Creek math teachers to attend <b>Quantum Learning</b> trainings. Trained teachers will share the strategies learned at team meetings, department meetings, and faculty meetings. Strategies will be incorporated into daily lessons. Administrators will look for these strategies during each walk through observation.	SD	Math Teachers	Campus Administrators	Q.L. Training	When Offered
	13	Each math team will discuss student failures each six weeks. Discussion will include: Why did the students fail? What interventions were in place for each student? What insights do the team members have? What re-teaching strategies were used or need to be used? What changes need to be made in teaching strategies?	SD AR	Math Teachers	Math Teachers	List of Failures	Each Six Weeks
	14	Offer a campus book study on <u>Project CRISS</u> to help math teachers learn additional research-proven strategies.	SD	Math Teachers	AAS- Project CRISS Trainer	<u>Project CRISS</u> books	Fall Semester
	15	Math teams will meet regularly to design questions that promote higher-level thinking, engaging activities, and effective instructional strategies.		Math Teachers	Math Teachers	Math Helping Teacher's Assistance	Entire School Year
Parents	1	At-risk students' parents will be notified regarding the mandatory classes and afternoon tutorials so they can encourage their child to attend and benefit from the extra assistance.	PI AR	Targeted Students (AA, H, ED)	Campus Administrators		Spring Semester
	2	Administrative mentors will keep in close contact with their at-risk mentees' parents in order to keep them abreast of their child's needs and progress.	PI AR	Targeted Students (AA, H, ED)	Campus Administrators	Grade Reports; Testing Data	Entire School Year
	3	Teachers will stay in contact with parents whose students are struggling and ask for their assistance and support.	PI AR	Parents	Math Teachers	Grades	As Needed Each Six Weeks

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## Area of Focus: Science

Group	Grade 10 2007 Score	Grade 10 2008 Target	Grade 10 2008 Score	Grade 10 3 Yr Target	Grade 10 2009 Target	Grade 11 2007 Score	Grade 11 2008 Target	Grade 11 2008 Score	Grade 11 3 Yr Target	Grade 11 2009 Target
AA	49	75	68	90	75	49	75	80	90	83
All	72	78	81	90	84	86	87	91	100	94
Eco.Dis.	47	75	67	90	75	65	75	75	90	80
Hispanic	48	75	62	90	75	70	77	74	90	79
LEP	22	75	35	90	75	36	75	33	90	75
LEP M1	44	75	75	90	80	--	--	75	90	75
LEP M2	--	--	83	90	85	--	--	57	90	75
Spec.Ed.	33	75	50	90	75	68	75	80	90	83
White	83	85	91	100	94	95	97	97	100	98

**District Priority:**

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

**Campus Objective:**

#2 By May, 2009, we will increase the percentage (by amounts noted above) of African American, Hispanic, and Economically Disadvantaged students demonstrating proficiency on the science TAKS test.

**Formative/Summative Evaluation:**

District-developed Secondary Formative Assessments and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Check rosters to ensure that targeted struggling students have been assigned to a teacher who has a proven track record of accelerating students' science achievement.	AR	Targeted Students (AA, H, ED)	Associate; Principal; Counselors	TAKS Scores	August
	2 Meet with the <b>CougarSmart Team</b> (TAKS Intervention Team) comprised of the Principal, DI, Associate Principal, Lead Counselor, Academic Achievement Specialist, science/math department chair, and volunteer teachers. Meetings will be held biweekly to monitor the intervention plan and student progress.	AR	Math and Science TAKS Failures	Principal	TAKS Scores; SFA Scores; Tests Scores; Grade Reports;	Biweekly
	3 Mentor struggling students through the <b>Cougar Helping Cougar</b> Mentor Program. Student needs and previous achievements will be discussed.	AR	Targeted Students (AA, H, ED)	Administration; AAS; Teachers	TAKS Scores; At-Risk Criteria	Daily
	4 Monitor science classrooms for research-proven strategies that address the needs of diverse learners.		All Students	DC; Teachers; Appraiser	District Curriculum	Daily

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STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	5	Interview at-risk students about TAKS scores. Student needs and prior achievements will be discussed.	AR	Targeted Students	AAS	TAKS Scores At-Risk Criteria	Spring
	6	Recognize “bubble” students using the help of the science appraisers. The appraisers will work with teachers to recognize students within + or – 5 questions of passing the Science TAKS. Teachers will determine methods to help the student be successful in the course and on TAKS. This ongoing effort will help teachers track the progress of these students.	AR	Targeted Students	Science Appraiser; AAS; Teachers	TAKS Scores	Every Six Weeks
	7	Implement 11 <sup>th</sup> grade and 12 <sup>th</sup> grade exit-level TAKS tutorials for science for those students who have not met the exit-level science TAKS standards.	AR	Exit-level TAKS Failures	AAS; Teachers; DC	TAKS Scores; At-Risk Criteria	Fall and Spring Semesters
	8	Implement <b>science pullouts</b> with struggling biology students. Utilize science teachers and/or science certified substitutes to provide pull outs from elective classes. Include students who are classified as tenth grade, but who are not enrolled in a biology class.	AR	Targeted Students	AAS	Grades; TAKS Scores	Entire School Year
	9	Support the district’s Super Camps and PASS by sending a select group of at-risk students to participate. Arrange a follow up session on campus to help reinforce the strategies and content for the selected students.	AR	TAKS Failures	AAS	TAKS Scores	When Offered
	10	Implement <b>Skills for Academic Success (SAS)</b> program to assist 9 <sup>th</sup> grade students who struggled with core academic courses in 8 <sup>th</sup> grade and/or who failed to show mastery on the 1st administration of the 8 <sup>th</sup> grade math and/or reading TAKS test. <b>Ninth grade IPC pullouts</b> will be conducted during these SAS class periods.	AR	Targeted Students	SAS Teachers; IPC Teacher; Counselors	SAS Curriculum	Entire School Year
	11	Identify students who are credit deficient in the area of science and schedule them in the <b>PLATO lab</b> for credit recovery.	AR	Targeted Students	PLATO Teacher; Counselors	PLATO	Entire School Year
	12	Teachers will assess student understanding frequently. Informal classroom questioning will be focused on causing students to think about concepts, not just the recall of information.		All Science Students	Science Teachers		Entire School Year
	13	Gaps in background knowledge will 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.		All Science Students	Science Teachers		Entire School Year

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STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Teachers	1	Attend August in-service featuring <b>Dr. Rita Pierson</b> to address the needs of African American Male students: <i>Understanding, Teaching, and Mentoring African American Males</i> .	SD	Faculty; Staff	Campus Administrators	Speaker- Rita Pierson	August
	2	Share with the entire staff the demographic changes in student population. Time during each faculty meeting will be devoted to closing the achievement gap, effective teaching practices, data utilization, and relationship building.	SD	Faculty; Staff	Campus Administrators	TAKS Scores	Every Six Weeks
	3	Science teams will examine the SFA and unit test data in order to make adjustments to lessons and/or provide interventions for struggling students.	AR	All Students	Science Teams	SFA and Unit Test Data	After Each Test
	4	Increase the use of TAKS formatted questions in science classes. These questions will be incorporated on tests, quizzes, and warm -ups. Science DC will prepare a set of questions as a starting point and teams will gather more questions from released TAKS tests throughout the year.		All Students	DC; TL	Released TAKS Test; TAKS Scores	Weekly
	5	Science teachers will use TAKS terminology during their lessons, on quizzes, and on tests.		All Students	Science Teachers	Released TAKS Test; TAKS Scores	Weekly
	6	Use technology (COWS, Smartboards, Gizmos) and creative teaching strategies as often as possible to ensure student success.	T	All Students	Teachers	Technology Liaison	Daily
	7	Incorporate IPC concepts into the Biology curriculum. The IPC team will work with the Biology team to determine the IPC concepts that can be spiraled into the Biology curriculum.		Biology Students	IPC and Biology Teachers	Biology and IPC Curriculum	Weekly
	8	Encourage Cy-Creek science teachers to engage in <b>Peer Coaching</b> to learn new strategies to implement in their classrooms.	SD	Science Teachers	Campus Administrators	Peer Coaching Training	Fall and Spring Semesters
	9	Send select Cy-Creek science teachers to attend <b>Quantum Learning</b> trainings and to incorporate the strategies into daily lessons.	SD	Science Teachers	Campus Administrators	Q.L. Training	When Offered
	10	Administrators will regularly attend science team and department meetings to offer support and guidance, to stay abreast of students' progress, and help facilitate planning for students.		Science Teachers	Administrators	Science Curriculum; Grade Reports; Cognos Reports	Entire School Year
	11	Teachers will utilize information concerning student attainment of TAKS content (SFA and teacher-made assessments) to develop re-teach activities and additional assessments.		Science Teachers	Science Teachers	Cognos Reports	Entire School Year

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.

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Teachers	12	Each science team will discuss student failures each six weeks. Discussion will include: Why did the students fail? What interventions were in place for each student? What insights do the team members have? What re-teaching strategies were used or need to be used? What changes need to be made in teaching strategies?	SD AR	Science Teachers	Science Teachers	List of Failures	Each Six Weeks
	13	Use flexible regrouping techniques to divide science classes based on student skills on an as needed basis in order to provide additional time for students who are struggling with concepts.	AR	Targeted Students (AA, H, ED)	Team Leaders; Teachers	TAKS Scores; SFA Scores; Test Scores	Daily
	14	Offer a campus book study on <u>Project CRISS</u> to help Science teachers learn additional research-proven reading strategies.	SD	Science Teachers	AAS- Project CRISS Trainer	<u>Project CRISS</u> books	Fall Semester
	15	AAS strategies will be presented at each faculty meeting to demonstrate content area integration.	SD	All Staff	AAS	AAS Curriculum	Each Faculty Meeting
	16	Science class time will be designed in a manner that will be engaging to most students. Worksheet-based assignments will not be the primary instructional tool. Students will be afforded opportunities to work collaboratively, problem solve, and develop explanations/constructs.		Science Students	Science Teachers	Science Curriculum	Daily
Parents	1	Administrative mentors will keep in close contact with their at-risk mentees' parents in order to keep them abreast of their child's needs and progress.	PI AR	Targeted Students (AA, H, ED)	Campus Administrators	Grade Reports; Testing Data	Entire School Year
	2	At-risk students' parents will be notified regarding the mandatory classes and afternoon tutorials so they can encourage their child to attend and benefit from the extra assistance.	PI AR	Targeted Students (AA, H, ED)	Campus Administrators		Spring Semester
	3	Teachers will stay in contact with parents whose students are struggling and ask for their assistance and support.	PI AR	Parents	Science Teachers	Grades	As Needed Each Six Weeks

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## Area of Focus: Reading/English Language Arts

Group	Grade 9 2007 Score	Grade 9 2008 Target	Grade 9 2008 Score	Grade 9 3 Yr Target	Grade 9 2009 Target	Grade 10 2007 Score	Grade 10 2008 Target	Grade 10 2008 Score	Grade 10 3 Yr Target	Grade 10 2009 Target	Grade 11 2007 Score	Grade 11 2008 Target	Grade 11 2008 Score	Grade 11 3 Yr Target	Grade 11 2009 Target
AA	79	83	81	90	84	79	83	85	90	87	71	77	86	90	87
All	91	94	92	100	95	86	87	89	90	89	93	95	95	100	97
Eco.Dis.	77	81	84	90	86	72	78	86	90	87	83	85	87	90	88
Hispanic	84	86	87	90	88	80	83	85	90	87	86	87	86	90	87
LEP	50	75	59	90	75	58	75	75	90	80	36	75	47	90	75
LEP M1	80	83	63	90	75	81	84	88	90	89	--	--	88	90	89
LEP M2	90	93	100	100	100	--	--	100	100	100	--	--	93	100	95
Spec.Ed.	72	78	64	90	75	53	75	59	90	75	70	77	88	90	89
White	97	98	96	100	97	89	89	91	100	94	97	98	98	100	99

**District Priority:**

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

**Campus Objective:**

# 3 By May, 2009, we will increase the percentage (by amounts noted above) of African American, Hispanic, and Economically Disadvantaged students demonstrating proficiency on the Reading/English Language Arts TAKS test.

**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 Expand the <b>Read 180</b> program to assist struggling learners, especially African American, Economically Disadvantaged, English Language Learners, and Hispanic students. Schedule all ESL students and students who failed to show mastery on the Reading/ELA TAKS test into Read 180 for intensive reading support.	AR T	Selected Students	Read 180 Teacher; Administrators	Read 180 Program	Begin in August and Continue Entire Year
	2 Read 180 students will complete the Scholastic Reading Inventory (SRI) to measure students' current Lexile scores. The SRI will be administered four times per year to track student progress.	AR	Read 180 Students	Read 180 Teachers	Read 180 Program	
	3 Interview at-risk students about TAKS scores. Student needs and prior achievements will be discussed.	AR	Targeted Students (AA, H, ED)	Teachers; AAS; Administrators	TAKS Scores	Fall and Semester Semesters

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STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	4	Monitor English classrooms for research-proven strategies that address the needs of diverse learners (enhanced context strategies, collaborative learning strategies, and effective questioning strategies).		All Students	DC; Teachers; ELA Appraisers	District Curriculum	Daily
	5	Mentor struggling students through the <b>Cougar Helping Cougar</b> Mentor Program. Student needs and previous achievements will be discussed.	AR	Targeted Students (AA, H, ED)	Teachers; AAS; Administrators	TAKS Scores; At-Risk Criteria	Daily
	6	Identify students who are credit deficient in the area of English and schedule them in the <b>PLATO lab</b> for credit recovery.	AR	Targeted Students	PLATO Teacher; Counselors	PLATO	Entire Year
	7	Implement <b>Skills for Academic Success (SAS)</b> program to assist 9 <sup>th</sup> grade students who struggled with core academic courses in 8 <sup>th</sup> grade and/or who failed to show mastery on the 1st administration of the 8 <sup>th</sup> grade reading TAKS test. This course will focus on study skills, reading strategies, vocabulary development.	AR	Targeted Students	SAS Teachers; Counselors	SAS Curriculum	Entire Year
Teachers	1	Attend August in-service featuring <b>Dr. Rita Pierson</b> to address the needs of African American Male students: <i>Understanding, Teaching, and Mentoring African American Males</i> .	SD	Faculty; Staff	Campus Administrators	Speaker- Rita Pierson	August
	2	Share with the entire staff the demographic changes in student population. Time during each faculty meeting will be devoted to closing the achievement gap, effective teaching practices, data utilization, and relationship building.	SD	Faculty; Staff	Campus Administrators	TAKS data	Every Six Weeks
	3	Analyze SFA and TAKS scores from 2007-2008 in order to pinpoint TEKS needing enhanced instruction (i.e., new strategies, tutorials, flexible regrouping, spiraling), thus increasing success on TAKS for all student populations.		All Students	English Teachers	TAKS and SFA Scores	Fall Semester and After Each SFA
	4	Administer and provide feedback to students regarding their performance on the district's SFA tests. Assess and analyze SFA test scores, making adjustments in teaching as necessary.		All Students	English Teachers	SFA Tests and Scores	After Each SFA
	5	Focus on critical TEKS and provide ample time for students to practice skills related to developing basic understanding and to apply critical skills to text.		All Students	English Teachers	TEKS	Daily
	6	Analyze actual writing samples from 2007-2008 in order to make adjustments in instruction.		All Students	English Teachers	2007-2008 Writing Samples	Fall Semester

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STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	7	Offer a campus book study on <u>Project CRISS</u> to help English teachers learn additional research-proven reading strategies.	SD	All Staff	AAS- Project CRISS Trainer	<u>Project CRISS</u> books	Fall Semester
	8	Read 180 teachers will use the Scholastic Reading Inventory (SRI) to identify Lexile levels and provide reading opportunities at those levels to increase students' reading ability.	AR	Read 180 Students	Read 180 Teachers	SRI	Entire School Year
Teachers	9	Model the process of analyzing and answering the short-answer questions for TAKS in order to increase student success over objectives #2 (Literary Elements and Techniques) and objective #3 (Analysis and Critical Evaluation).		All Students	English Teachers	Short-Answer Examples	Entire School Year
	10	Routinely emphasize students' independent reading, paired literary, and expository selections. Require students to support responses with textual evidence and focus on strategies that target expectations of the state rubric for open-ended responses.		All Students	English Teachers	District Curriculum	Entire School Year
	11	Provide focused instruction on, additional practice time for, and frequent feedback related to developing ideas, controlling word choice and conventions, establishing voice, coherence, fluency, and constructing well-organized compositions with effective sentences.		All Students	English Teachers	District Curriculum	Entire School Year
	12	Encourage Cy-Creek English teachers to engage in <b>Peer Coaching</b> to learn new strategies to implement in their classrooms.	SD	English Teachers	Campus Administrators	Peer Coaching Training	Fall and Spring Semesters
	13	Send select Cy-Creek English teachers to attend <b>Quantum Learning</b> trainings and to incorporate the strategies into daily lessons.	SD	English Teachers	Campus Administrators	Q.L. Training	When Offered
	14	Each English team will discuss student failures each six weeks. Discussion will include: Why did the students fail? What interventions were in place for each student? What insights do the team members have? What re-teaching strategies were used or need to be used? What changes need to be made in teaching strategies?	SD AR	English Teachers	English Teachers	List of Failures	Each Six Weeks
	15	AAS strategies will be presented at each faculty meeting to demonstrate content area integration.	SD	All Staff	AAS	AAS Curriculum	Each Faculty Meeting
	16	English teachers will study students' SFA data and the results of teacher-made assessments to determine the student who are in greatest need of individualized instruction.		English Teachers	English Teachers	Cognos Reports	Entire School Year

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.

<b>STP</b>	<b>Strategies</b>		<b>Codes*</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
Parents	1	Administrative mentors will keep in close contact with their at-risk mentees' parents in order to keep them abreast of their child's needs and progress.	PI AR	Targeted Students (AA, H, ED)	Campus Administrators	Grade Reports; Testing Data	Entire School Year
	2	At-risk students' parents will be notified regarding the mandatory classes and afternoon tutorials so they can encourage their child to attend and benefit from the extra assistance.	PI AR	Targeted Students (AA, H, ED)	Campus Administrators		Spring Semester
	3	Teachers will stay in contact with parents whose students are struggling and ask for their assistance and support.	PI AR	Parents	English Teachers	Grades	Each Six Weeks
	4	Read 180 teachers will use the Scholastic Achievement Monitoring reports to inform parents of students' reading progress on SRI tests and Read 180 progress.	AR	Parents	Read 180 Teachers	Scholastic Achievement Monitoring System	Entire School Year

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: Social Studies

Group	Grade 10 2007 Score	Grade 10 2008 Target	Grade 10 2008 Score	Grade 10 3 Yr Target	Grade 10 2009 Target	Grade 11 2007 Score	Grade 11 2008 Target	Grade 11 2008 Score	Grade 11 3 Yr Target	Grade 11 2009 Target
AA	82	85	84	90	86	86	87	99	100	99
All	92	95	95	100	97	96	97	98	100	99
Eco.Dis.	82	85	89	90	89	85	87	94	100	96
Hispanic	83	85	90	100	93	91	94	91	100	94
LEP	69	76	65	90	75	55	75	74	90	79
LEP M1	75	80	88	90	89	--	--	100	100	100
LEP M2	--	--	71	90	75	--	--	86	90	87
Spec.Ed.	67	75	78	90	82	87	88	100	100	100
White	96	97	99	100	99	99	99	100	100	100

**District Priority:**

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

**Campus Objective:**

# 4 By May, 2009, we will increase the percentage (by amounts noted above) of African American, Hispanic, and Economically Disadvantaged students demonstrating proficiency on the social studies TAKS test. In addition, we will increase (by amount noted above) the percentage of students earning commended on the social studies TAKS test.

**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 Mentor struggling students through the <b>Cougar Helping Cougar</b> Mentor Program. Student needs and previous achievements will be discussed.	AR	Targeted Students (AA, H, ED)	Administration; AAS; Teachers	TAKS Scores At-Risk Criteria	Daily
	2 Monitor social studies classrooms for research-proven strategies that address the needs of diverse learners (opportunity for processing and applying learning, interactive and engaging lessons, use of technology, and higher-level questioning).		All Students	DC; Teachers; Social Studies Appraiser	District Curriculum	Daily
	3 Teach LEP students the TEKS as outlined in district curriculum documents, adjusting instruction as necessary to meet the students' learning characteristics and needs. For example: Provide secondary ESL students with instruction in early American history TEKS classified as "critical."	AR	LEP Students	Social Studies Teachers	TAKS and SFA data	Entire School Year

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.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	4	Social studies teams will examine the SFA and unit test data in order to make adjustments to lessons and/or provide interventions for struggling students.		Social Studies Teachers	Social Studies Teachers	Test Data; Cognos Reports	Entire Year
	5	Identify students who are credit deficient in the area of social studies and schedule them in the <b>PLATO lab</b> for credit recovery.	AR	Targeted Students	PLATO Teacher; Counselors	PLATO	Entire Year
Teachers	1	Attend August in-service featuring <b>Dr. Rita Pierson</b> to address the needs of African American Male students: <i>Understanding, Teaching, and Mentoring African American Males.</i>	SD	Faculty; Staff	Campus Administrators	Speaker- Rita Pierson	August
	2	Share with the entire staff the demographic changes in student population. Time during each faculty meeting will be devoted to closing the achievement gap, effective teaching practices, data utilization, and relationship building.	SD	Faculty; Staff	Campus Administrators	TAKS data	Every Six Weeks
	3	Utilize more political cartoons, charts, and photographs in order to assist students with interpreting and analyzing this type of information in their daily lives, in the classroom, and on tests.		Students Enrolled in Social Studies	Social Studies Teachers	Political Cartoons; Charts; Photographs	Entire School Year
	4	Analyze SFA data to guide instruction and to determine which skills need to be re-taught and which concepts need more attention. In addition, review the SFA test with students in order to teach important test-taking skills.		Students Enrolled in Social Studies	Social Studies Teachers	SFA Data	After Each SFA
	5	Pace instruction so that students will be exposed to all necessary skills and material prior to all SFA tests and the TAKS test.		Students Enrolled in Social Studies	Social studies Teachers	TEKS; SFA tests; TAKS Test	Entire School Year
	6	Increase the use of TAKS formatted questions in all social studies classes. These questions will be incorporated on tests, quizzes, and warm-ups.		Students Enrolled in Social Studies	Social studies Teachers	Bank of Test Questions for Each Course	Entire School Year
	7	Offer a campus book study on <u>Project CRISS</u> to help social studies teachers learn additional research-proven reading strategies.	SD	Social Studies Teachers	AAS- Project CRISS Trainer	<u>Project CRISS</u> books	Fall Semester
	8	AAS strategies will be presented at each faculty meeting to demonstrate content area integration.	SD	All Staff	AAS	AAS Curriculum	Each Faculty Meeting

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.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	9	Reformat tests to more closely resemble the SFA and TAKS format with fewer factual questions and more high-level questioning.		Social Studies Classes	Social Studies Teachers	TEKS; SFA Tests; TAKS; Unit Tests	Entire School Year
	10	Social studies teachers will engage students in “Quiz Bowl” as one strategy to prepare students for the TAKS test.	AR	Social Studies Classes	Social Studies Teachers	Released TAKS tests	Spring Semester
	11	Encourage Cy-Creek social studies teachers to engage in <b>Peer Coaching</b> to learn new strategies to implement in their classrooms.	SD	Social Studies Teachers	Campus Administrators	Peer Coaching Training	Fall and Spring Semesters
	12	Send select Cy-Creek social studies teachers to attend <b>Quantum Learning</b> trainings and to incorporate the strategies into daily lessons.	SD	Social Studies Teachers	Campus Administrators	Q.L. Training	When Offered
	13	Each social studies team will discuss student failures each six weeks. Discussion will include: Why did the students fail? What interventions were in place for each student? What insights do the team members have? What re-teaching strategies were used or need to be used? What changes need to be made in teaching strategies?	SD AR	Social Studies Teachers	Social Studies Teachers	List of Failures	Each Six Weeks
Parents	1	Administrative mentors will keep in close contact with their at-risk mentees’ parents in order to keep them abreast of their child’s needs and progress.	PI AR	Targeted Students (AA, H, ED)	Campus Administrators	Grade Reports; Testing Data	Entire School Year
	2	At-risk students’ parents will be notified regarding the mandatory classes and afternoon tutorials so they can encourage their child to attend and benefit from the extra assistance.	PI AR	Targeted Students (AA, H, ED)	Campus Administrators		Spring Semester
	3	Teachers will stay in contact with parents whose students are struggling and ask for their assistance and support.	PI AR	Parents	Social Studies Teachers	Grades	As Needed Each Six Weeks

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: Completion Rate

**District Priority:**

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

Increase Economically Disadvantaged and Limited English Proficient students' completion rate I (without GED) by the amounts indicated in the table to the below.

**Campus Objective:**

# 5

Subpopulation	From	To
Economically Disadvantaged	91%	95%
Limited English Proficient	90%	95%

**Formative/Summative Evaluation:**

Locally Developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	<p>1</p> <p>Accelerate LEP students' successful acquisition of proficiency in English by coordinating with district coordinators and administrators in the following areas:</p> <ul style="list-style-type: none"> <li>planning, implementation, and evaluation techniques and materials used with LEP students.</li> <li>use of technology to accelerate language acquisition.</li> <li>Title III grants and Career and Technical Education Proposals for extended-time tutoring for LEP and LEP/CTE students.</li> </ul>	AR CE T	LEP Students	ESL and SSL Teachers; DI	Technology; Resources from Title III Grant and Career and Technical Education Proposal Budget	Entire School Year
	<p>2</p> <p>Assist struggling students and help them reach grade-level standards by providing special programs such as the following:</p> <ul style="list-style-type: none"> <li>"Sheltered" classes for secondary ESL students</li> <li>One-on-one mentoring</li> <li>TAKS/SDAA preparation activities after school and on Saturdays.</li> <li>Pull-out sessions for math and science teachers to work with individuals and small groups.</li> </ul>	AR CE	LEP Students; At-Risk Students	Campus Administration; AAS	District Helping Teachers; TAKS Remediation Resources	Fall and Spring Semesters
	<p>3</p> <p>Continue implementation of a campus policy in which teachers are encouraged to accept "late" work from students and grade it accordingly, perhaps with penalty, so that grades reflect actual knowledge.</p>	AR	Student Body	DI	Teacher Handbook; Late Work Policy	Entire School Year

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.

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	<p>4</p> <p>Improve at-risk students' chances for success by providing them with extended instructional time and other options for earning credits in preparation for college.</p> <p>(a) Develop/update an improvement plan for each at-risk student, particularly those who struggle with English/reading and/or math.</p> <p>(b) Verify that existing time is being used effectively.</p> <p>(c) Find and use additional instructional time (e.g., before-and after –school tutorials and Saturday classes).</p>	CAP AR CE	At-Risk Students	Campus Administration; AAS	TAKS Budget for Materials and Tutorials	Entire School Year
	<p>5</p> <p>Improve the student “completer” rate by keeping the numbers of students who drop out of school at a minimum (psychological as well as physical dropouts).</p> <p>(a) Study characteristics of students who dropout, are frequently absent, or are transient.</p> <p>(b) Identify circumstances or behavior patterns they may have in common.</p> <p>(c) Develop a profile to help staff recognize potential dropouts.</p> <p>(d) Continue the intervention program to recover these students.</p>	AR CE	At-Risk Students	Campus Administration; AAS	Attendance, Mobility Rate, and Drop Out Data	Entire School Year
	<p>6</p> <p>Utilize the Academic Achievement Specialist to target students who are academically at risk, transient, or considering dropping out of school. Provide appropriate interventions to assist these students in experiencing success at school.</p>	AR	At-Risk Students	AAS	TAKS Budget for Materials, Incentives, and Tutorials	Entire School Year
	<p>7</p> <p>Identify students who are credit deficient for the recommended high school plan and schedule them in the <b>PLATO lab</b> for credit recovery in the core academic areas.</p>	AR	Targeted Students	PLATO Teacher; Counselors	PLATO	Entire Year

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.

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	8 Identify students who have fallen behind their peers and address their individual needs – both academic and behavioral. (a) Implement alternative ways of delivering instruction, allowing these students to earn credits faster (example: PLATO lab). (b) Provide additional time for instruction and practice in order to increase confidence and capabilities (examples: extended day/year services, creative scheduling/staffing, flexible grouping, tutoring). (c) Provide services such as small-group counseling in order to listen to students’ concerns and needs. (d) Accelerate their progress in school (examples: Windfern High School, credit-by-exam, PLATO lab).	AR	At-Risk Students	Principal; Associate; DI; Counselors	TAKS Budget for Materials, Incentives, and Tutorials; Windfern High School; Credit-by-Exam	Entire School Year
Teachers	1 Address the instructional needs of economically disadvantaged students by using methods proven to be effective with these learners – particularly the strategies advocated by <b>Dr. Rita Pierson</b> .	SD AR	At-Risk Students	Teachers; AAS; DI	Speaker- Rita Pierson	Entire School Year
	2 Share effective teaching strategies during every faculty meeting in order to meet the needs of the increasingly diverse population at CCHS (i.e., Project CRISS, Quantum Learning, Baker’s Dozen, Magnificent Seven, skills and strategies taught to students in Advanced Academic Strategies, and other strategies utilized by special education teachers to assist the CCHS special needs populations).	SD AR	At-Risk Students	AAS; DI; Special Education Administrator Teachers	Project CRISS; Quantum Learning; Magnificent Seven; Baker’s Dozen; AAS Curriculum	Every Faculty Meeting
	3 Apply for a Title III grant in order to implement a reading/ELA after-school TAKS tutorial program for LEP students.	AR CE	LEP Students	ESL Teacher; AAS; DI	Grant Money	Spring Semester
	4 Continue to offer after-school TAKS tutorials for special education students in order to prepare first time TAKS takers for the test. In addition, special education teachers will mentor TAKS-M students throughout the year.	AR	Special Education Students	Special Education Teachers	Tutorial Money	Spring Semester

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.

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Teachers	5	Build on existing staff development framework to develop <b>Professional Learning Communities (PLC)</b> that focus on content and teacher specific training. Encourage interaction among departments to support campus-wide academic initiatives.	SD	Teachers	Principal; Associate; DI	PLC research	Faculty meetings and staff development days
	6	Engage the team leaders and department chairpersons in a book study on <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i> (Richard DuFour, et al.).	SD	Team Leaders and DCs	DI	<i>Learning by Doing</i>	Each Meeting
	7	Provide training that equips staff members with the knowledge and professional skills necessary to effect student success in learning and achieving curricular goals (design, implement, and follow up on activities having a focus on the knowledge, skills, and attitudes necessary for student success, and the needs of a diverse student/staff population).	SD	Teachers	Principal; Associate; DI	<i>Classroom Instruction that Works</i> ; <i>Slow Learner Manual</i> ; <i>The Baker's Dozen</i> ; Project CRISS	Faculty Meetings; Staff Development Days
	8	Engage the administrative team in a book study on <i>Black Students. Middle Class Teachers</i> . (Jawanza Kunjufu).	SD	Admin.	DI	<i>Black Students. Middle Class Teachers</i>	
Parents	1	Continue to implement Culture Night, an evening event for students, parents, and staff that showcases the campus' diversity.	PI	Students; Staff; Parents	Principal; LOTE Teachers	Culture Night Materials	Spring Semester
	2	Communicate with parents about their students' academic progress throughout the year through progress reports, email, phone calls, and online grade access. Assure verbal communication with parents of students who are failing for the semester/year.	PI	Parents	Teachers; Administration	Grade Reports	Entire School Year
	3	Continue updating and providing students and parents with guidance/counseling publications for use in developing 4-year plans and planning for college and careers. Examples: (a) Information about local advanced placement: College Board AP courses, credit-by-exam, and concurrent credit opportunities. (b) Internet and web sites for colleges. (c) Information on college admissions and financial aid opportunities. (d) Individual transition planning for students with disabilities. (e) Other transitional guidance materials.	PI	Student Body; Parents	Counselors	Updated Information from TEA, College Board, and CFIES Board	Fall and Spring Semesters

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.

For 2008 – 2009, the discipline referrals for

**Campus Objective:** # 6

- use of electronic devices and cell phones will be reduced by 5% from the previous school year and
- serious violations, such as fighting/assault and drugs/alcohol, will be reduced by 5% from the previous school year.

**Formative Evaluation:** District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Work with the <b>Anti Defamation League</b> to implement programs and strategies which teach acceptance and appreciation for the diverse student population at CCHS.	VP AR	Student Body; Staff	Administration	ADL's "No Place for Hate" Resources	Begin in Fall and Continue All Year
	2	Incorporate <b>PBIS</b> in order to ensure consistency among all staff members regarding CCHS expectations and rule enforcement.	VP SD	Student Body; Staff	All Staff	PBIS Training	Begin in Fall and Continue All Year
	3	PBIS expectations (matrix) will be posted in every classroom, office, and hallway. Meeting the CCHS SMART expectations will be discussed and emphasized in every classroom.	VP AR	Student Body; Staff	All Staff	SMART Matrix; PBIS Teaching Plans	Begin in Fall and Continue All Year
	4	PowerPoint SMART messages will play during all lunch periods each day.	VP	Student Body; Staff	PBIS Leadership Team	SMART Matrix; PowerPoint	Begin in Fall and Continue All Year

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.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	5	The PBIS Leadership Team will meet once a month to discuss the SMART matrix, implementation of PBIS, teacher concerns, and other issues. In addition, the team will analyze discipline data in order to make adjustments to CCHS's PBIS plan and share with the staff at faculty meetings.	VP SD	Staff	PBIS Leadership Team	Discipline Data; PBIS Issues and Concerns	Once a Month
	6	Encourage student participation in the diverse student organizations available on campus (i.e., Peace Makers, No Place for Hate, HOLA, GSL, HOPE, Asia Club, Muslim Student Association, Step Club, SSLC, and Student Council).	VP	Student Body	Organization Sponsors; Campus Administration		Entire School Year
	7	Continue to use technology to support campus security needs (i.e., security cameras, radios, metal detectors, V-soft, and Ancomm). In addition, increase the use of random metal detector searches.	T AR VP	Student Body; Staff	Assistant Principals	Security Technology	Entire School Year
	8	Provide information to students, staff, and community regarding the use and benefits of Crime Stoppers and have students participate and take responsibility for reporting unsafe acts. Incorporate Crime Stoppers into the PBIS system by creating a lesson for teachers to emphasize the importance of reporting unsafe behavior.	VP	Student Body; Staff	Assistant Principals	Crime Stoppers Program Information	Fall Semester

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STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Teachers	1	Provide training to new CCHS staff on gang and drug trends among the Cypress-Creek student communities.	VP SD	Staff	Assistant Principals	Security and Pct. IV Speakers	New Staff Development
	2	Review, update, implement, and provide training for the district and campus crisis plans and Homeland Security Alert Program.	VP SD	Student Body; Staff	Assistant Principals	Crisis Plans	Begin in Fall and Continue All Year
	3	Faculty meetings will be held by PBIS Leadership Committee members to advise teachers of progress in improving discipline at CCHS.	VP SD	Staff	PBIS Leadership Team	Discipline Data; PBIS Issues and Concerns	Scheduled Faculty Meetings
	4	All staff members will model active supervision of students in the commons, hallways, restrooms, and classrooms to ensure that CCHS remains safe.	VP	Student Body; Staff	All Staff	SMART Matrix	Begin in Fall and Continue All Year
	5	All staff, including cafeteria workers, bus drivers, and custodians, will be training in PBIS. All staff will enforce SMART expectations in the hallways, classrooms, commons, cafeteria lines, and on the buses.	VP SD	Student Body; Staff	PBIS Leadership Team	SMART Matrix	Begin in Fall and Continue All Year
	6	All staff will actively monitor the hallways in their area after school between 2:30 and 4:30. The administrator on duty will work with the campus constable to enforce school rules after school hours, including the use of appropriate hall passes for afternoon activities.	VP	Student Body; Staff	All Staff; Administrator on Duty; Campus Constable		Entire School Year
Parents	1	Develop and implement alternative discipline strategies that increase parent involvement and improve student behavior.	AR VP PI	Student Body	Assistant Principals		Entire School Year
	2	Instruct students to take home a <i>Code of Conduct</i> for parent reading and ensure that each student returns a signed acknowledgement form.	VP PI	Student Body	Teachers	Code of Conduct	August
	3	Send home an explanation of the PBIS matrix and post the matrix on the CCHS website in order to communicate the PBIS expectations to parents.	VP	Parents	PBIS Leadership Team	SMART Matrix	August

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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.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.

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.

## CIP PART II: ASSURANCE ADDENDUM

**Cy-Creek High School**

**Jim Wells**

**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.

<b>X</b>	Cy-Creek 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])
<b>X</b>	Completed a needs assessment which serves as the basis for the CIP.
<b>X</b>	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.
<b>X</b>	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
<b>X</b>	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
<b>X</b>	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
<b>X</b>	Included strategies for dropout prevention and reduction. (middle school and high school)
<b>X</b>	Included strategies for improving student attendance.
<b>X</b>	Included strategies for improving the campus's completion rate. (high school)
<b>X</b>	Provided for a program to encourage parental and community involvement at the campus.
<b>X</b>	Included strategies for implementing a Coordinated School Health Program, grades 6-8. (middle school)
<b>X</b>	Included goals and methods for violence prevention and intervention on campus.
<b>X</b>	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
<b>X</b>	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).
<b>X</b>	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.
<b>X</b>	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)

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.

## CIP PART II: ASSURANCE ADDENDUM

### Section B

Membership Composition of the Campus Performance Objectives Council			
Name of CPOC Member		Position	
Jim Wells, Principal		Principal	
Jack Crook, Social Studies		Teacher 1	
Robin Blackwelder, LOTE		Teacher 2	
Mark Williams, CATE		Teacher 3	
Alaina Mertz, HPE		Teacher 4	
Kathy Fling, Technology		Teacher 5	
Sharon Paul, Fine Arts		Teacher 6	
Jennifer Davis, Math		Teacher 7	
Karen Kolloway-Parker, Science		Teacher 8	
Kristin Hall, Special Education		Teacher 9	
Carol Gibson, DI Helping Teacher		Teacher 10	
Charlotte Daggett, English		Teacher 11	
Bob Coats, Special Education		Teacher 12	
Laura Perry, DI		Non-teaching professional 1	
Debbie Martin, AAS		Non-teaching professional 2	
Sharon Bey, Lead Counselor		Non-teaching professional 3	
Greg Zureich		Central Office Representative	
Erlinda Cavazos		Parent 1	
Tracy Moore		Parent 2	
Benson Vann		Community Representative 1	
Ray Ramer		Community Representative 2	
Roger Ross (Kroger at Cypresswood and Hwy 290)		Business Representative 1	
Terry Zimmer (Office Depot at FM 1960 and Hwy 290)		Business Representative 2	
CPOC Meetings* for '08 - '09			
#	Date	Time	Location
1	September 11, 2008	2:45 p.m.	CCHS Administrative Conference Room
2	September 23, 2008 Public Hearing	7:00 p.m.	CCHS Library
3	January 15, 2009	2:45 p.m.	CCHS Administrative Conference Room
4	March 26, 2009	2:45 p.m.	CCHS Administrative Conference Room
5	May 14, 2009	2:45 p.m.	CCHS Administrative Conference Room

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.

## 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
<b>X</b>	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.
<b>X</b>	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.
<b>X</b>	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by <b>10%</b> .	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.
<b>X</b>	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at <b>≤2%</b> .	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.
<b>X</b>	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by <b>5%</b> 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 <b>use of</b>	Implement and monitor the school-wide safety and security plan.

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.

## CIP PART II: ASSURANCE ADDENDUM

<b>X</b>	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above <b>75%</b> .	Each grading period, students' progress on TEKS will be monitored and reviewed.	<b>electronic devices.</b> 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.
<b>X</b>	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at <b>100%</b> .	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.
<b>X</b>	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be <b>≤0.7%</b> or less with no student group exceeding <b>0.7%</b> .	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.
<b>X</b>	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 <b>90%</b> .	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.
<b>X</b>	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above <b>80%</b> .	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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## CIP PART II: ASSURANCE ADDENDUM

<b>X</b>	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 <b>30%</b> .	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.
<b>X</b>	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above <b>15%</b> .	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.
<b>X</b>	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above <b>≥70%</b> .	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.
<b>X</b>	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) <b>≥70%</b> .	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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## CIP PART II: ASSURANCE ADDENDUM

<b>Cy-Creek High School                      Cypress-Fairbanks Independent School District                      Staff Development Plans                      2008 – 2009</b>			
<b>Date</b>	<b>Audience</b>	<b>Responsible for Planning</b>	<b>Purpose/Content</b>
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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