

2008-2009
Campus Improvement Plan
for
Cypress Falls High School

Cypress-Fairbanks Independent School District

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	11 th grade sub groups (African American, Hispanic, White, Economically Disadvantage) scored recognized on TAKS	TAKS data
		Writing		
		Math		
		Science		
		Social Studies	11 th grade sub groups (African American, Hispanic, White, Economically Disadvantage) scored exemplary on TAKS	TAKS data
		Other	39 National Merit Scholars	
	Subgroups	All		
		AA	Math & Science gains by subpopulations at 10 th grade level	TAKS data
		H		
		W		
		ED		
		LEP		
		SE		
Social/ Emotional	Discipline	PBIS initiative	PBIS data	
	Extracurricular			
	Other			
Teacher	Professional Development	Dr. Rita Pierson – “How To Teach African American Males”	TAKS data/Failure Rates	
		PBIS		
	Qualifications	100% are highly qualified	CIP – Part II	
	New Staff			
Retention				
Parent				

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: Campus Culture

District Priority:	The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.
Campus Objective:	# By May 2009, Cypress Falls High School will implement phase I of the PBIS initiative.
Formative Evaluation:	PBIS data, Leadership committee reflections, staff and student surveys

STP	#	Strategies	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will be taught all components of SOAR (Safety, Organize, Achieve, Respect)	All students	PBIS committee Staff A-team	ISC representatives, Campus Budget	Ongoing
Teachers	1	Teachers will be trained on Phase I of PBIS.	Faculty & Staff	PBIS Committee	Training Material	August 19 & 20
	2	Teachers will teach SOAR Matrix to all students & review components when necessary	Faculty & Staff	Staff	Technology Data	Ongoing
	3	Teachers will analyze PBIS data at staff meetings to determine effectiveness and make modifications	Faculty & Staff	PBIS Committee Staff	PBIS data Technology	Ongoing
	1	Communicate PBIS Initiative through website and Key Communicator letter	Parents	PBIS Committee D. Dawson	Website, Key Communicator letter	Ongoing

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: Science

Group	Gr10 07 Score	Gr10 08 Target	Gr10 08 Score	Gr10 3 Yr Target	Gr10 09 Target	Gr11 07 Score	Gr11 08 Target	Gr11 08 Score	Gr11 3 Yr Target	Gr11 09 Target
AA	43	75	69	90	76	73	79	74	90	79
All	66	75	75	90	80	85	87	85	90	87
Eco.Dis.	52	75	60	90	75	68	75	70	90	77
Hispanic	57	75	65	90	75	71	77	75	90	80
LEP	15	75	31	90	75	44	75	44	90	75
LEP M1	22	75	58	90	75	40	75	53	90	75
LEP M2	--	--	69	90	75	38	75	57	90	75
Spec.Ed.	39	75	39	90	75	52	75	43	90	75
White	81	84	85	90	87	95	97	96	100	97

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, Cypress Falls will increase the percentage of students meeting standards on the TAKS **science** test by the amounts listed above in the given demographic groups.

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	Check rosters to ensure that each struggling student has been assigned to a teacher who has a proven track record of accelerating students' science achievement. Change schedules as needed. Senior science TAKS classes will be offered.	AR CE	Identified students	L. Wood C. Stanton Counselors N. Thorleifson	Class Rosters, AMS Data	Prior to 1 st day; throughout 1 st 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.

	2	Monitor each student's progress in learning the critical TEKS in biology, IPC, chemistry, physics, environmental, and aquatic courses by examining results of teacher-made tests and district SFA tests and adjust lessons accordingly.	AR CE	Groups listed	L. Wood C. Stanton Science Teachers Special Ed Staff	Gradebook, SFA data	Every 3 or 6 weeks
	3	Design and present lessons that follow research proven teaching strategies, such as those described in <i>The Baker's Dozen, The Magnificent Seven, Understanding by Design, Classroom Instruction that Works, and Improving Comprehension Instruction</i> . Technology will be integrated to promote high level thinking.	AR CE T	Identified students	L. Wood Science Teachers	Baker's Dozen booklet, Mag 7 materials, UBD & Classroom Instruction that Works books	Ongoing
	4	Provide extended learning time for students during before and after school tutoring sessions, pullouts, and Saturday classes.	AR CE	Identified students	Science Teachers Special Ed Teachers	TAKS packets	Ongoing
	5	Identify gaps in students' background knowledge in science and use direct vocabulary instruction to accelerate growth as well as other strategies (enhanced context, collaborative learning, and questioning strategies) that develop student understanding of underlying concepts.	AR CE	Identified students	Science Teachers	CFISD academic vocabulary list	Ongoing
	6	Provide academic and social interventions for identified students such as mentoring, peer tutoring, home visits, after school tutoring	AR CE	Identified students	Entire staff	TAKS Prep materials	Ongoing
	7	Science SSL courses will have limited enrollment.	AR CE	Identified students	Counselors B. Denton L. Wood	TAKS Prep materials	Prior to 1 st day of class
	8	Utilize PLATO lab for TAKS practice before and after school.	AR CE	Identified students	D. Oke	PLATO Software	Ongoing

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.

	9	Create a focused class for identified struggling Biology students.	AR	Identified students	C Stanton K Bailey	TAKS, Lab, Team developed materials	Ongoing
Teachers	1	All Science teachers will use their team planning period to monitor and adjust instruction as necessary by emphasizing successful teaching strategies, analyzing data, and concentrating on important concepts that students must master. Multiple methods for teaching critical concepts will be employed. Information concerning student attainment of TAKS content (SFA and teacher made assessments) should be used to develop and reteach activities which should there be followed by re-assessment.	SD	Science teachers	W. Wright Team Leaders Science Teachers	Unit tests SFA data Quantum Learning Strategies ISC Science Support Staff	Weekly
	2	All Science teachers will employ the following strategies: Accessing prior knowledge, labs and problem solving, metacognitive awareness, flexible regrouping, higher level questioning strategies. Worksheets will only be used as a supplemental tool. Teachers will assess student understanding frequently. Informal questioning should be focused on causing students to think about content / concepts, not just recall information.	SD	Science teachers	Science teachers	Science support staff Lab materials & Written materials as stated above	Ongoing
	3	All Science teachers will closely adhere to district scope and sequence.	SD	Science teachers	Science teachers	W. Wright Team Leaders	Ongoing
	4	All Science teachers will participate in professional development activities that provide strategies, resources, and activities relevant to the TAKS tests.	SD	Science teachers	ISC Science staff	ISC Science Support staff	Ongoing
	5	All Science teachers will receive training on strategies proven to produce success on science TAKS tests, and specific tutoring strategies.	SD	Science teachers	Science helping teachers	ISC Science support staff, TAKS material	Fall 08

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.

	6	Science teachers will use explore learning and CBL probe-ware technology in science classrooms and during TAKS remediation	SD	Science teachers	Science teachers	Science teachers ISC Support staff	Ongoing
Parents	1	Inform parents of students' progress with regular phone calls, emails, and/or meetings.	PI	Parents of identified	Teachers	Samples of student work	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.

Area of Focus: Mathematics

Group	Gr9 07 Score	Gr9 08 Target	Gr9 08 Score	Gr9 3 Yr Target	Gr9 09 Target	Gr10 07 Score	Gr10 08 Target	Gr10 08 Score	Gr10 3 Yr Target	Gr10 09 Target	Gr11 07 Score	Gr11 08 Target	Gr11 08 Score	Gr11 3 Yr Target	Gr11 09 Target
AA	58	75	62	90	75	48	75	60	90	75	74	79	69	90	76
All	68	75	71	90	77	70	77	74	90	79	84	86	85	90	87
Eco.Dis.	55	75	60	90	75	55	75	58	90	75	73	79	76	90	81
Hispanic	56	75	61	90	75	62	75	65	90	75	71	77	81	90	84
LEP	23	75	20	90	75	17	75	35	90	75	33	75	44	90	75
LEP M1	65	75	65	90	75	33	75	75	90	80	50	75	64	90	75
LEP M2	71	77	71	90	77	--	--	79	90	83	56	75	71	90	77
Spec.Ed.	18	75	15	90	75	23	75	22	90	75	44	75	33	90	75
White	82	85	85	90	87	84	86	84	90	86	92	95	93	100	95

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, Cypress Falls will increase the percentage of students meeting standards on the TAKS **mathematics** test by the amounts listed above in the given demographic groups.

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	Check rosters to ensure that each struggling student has been assigned to a teacher who has a proven track record of accelerating students' math achievement. Change schedules as needed. Students placed into 9 th grade by SSI will be placed in a math lab for extra support. Senior math TAKS classes will be offered.	AR CE	Identified Students	L. Wood C. Stanton N. Thorleifson Counselors	Class rosters; AMS data	Prior to first day of school; throughout the year
	2	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district SFA tests and adjust lessons accordingly. Teachers will use the think-aloud strategy to model the thinking process necessary to solve problems.	AR CE	Identified students	L. Wood C. Stanton Math teachers Special Ed teachers	Gradebook SFA data	Every 3 or 6 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.

	3	Design and present lessons that follow research proven teaching strategies, such as those described in <i>The Baker's Dozen</i> , <i>The Magnificent Seven</i> , <i>Understanding by Design</i> , <i>Classroom Instruction that Works</i> , and <i>Improving Comprehension Instruction</i> . Technology will be integrated to promise promote high level thinking.	AR CE T	Identified students	L. Wood Math teachers	Baker's Dozen booklet, Mag 7 materials, UBD Classroom Instruction that Works	Ongoing
	4	Provide extended learning time for students during before and after school tutoring sessions and Saturday classes.	AR CE	Identified students	Math teachers Special Ed teachers	TAKS tutorial packets	Ongoing
	5	Identify gaps in students' background knowledge in math and use direct vocabulary instruction to accelerate growth.	AR CE	Identified students	Math teachers	CFISD academic vocabulary list	Ongoing
	6	Use flexible regrouping in math classes to provide additional practice for struggling students.	AR CE	Identified students	Math teachers	TAKS Prep material	2 nd Semester
	7	Provide academic and social interventions for identified students such as mentoring, peer tutoring, home visits, and after school tutoring.	AR CE	CATE AA, H, ED	Entire staff	TAKS Materials	Ongoing
	8	Walk students to tutorials after school	AR CE	Identified students	Teachers Administrators	TAKS packets	2 nd Semester
	9	Utilize PLATO lab for TAKS practice before and after school.	AR CE	Identified students	D. Oke	PLATO Software	Ongoing
	10	Create a focused class for identified struggling Geometry students.	AR	Identified students	C Stanton J Stephens		Ongoing

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.

	11	Incorporate alternate assessment two to three times within a grading period so that students have an opportunity to demonstrate mastery of content in multiple formats.	AR	All Students	Math teachers	Assessments provided ISC Support Staff	Ongoing
Teachers	1	All Math teachers will use additional planning period to monitor and adjust instruction as necessary, and ensure the use of successful teaching strategies based on data and design questions that promote thinking at a high cognitive level.	SD	Math teachers	Algebra I teachers C. Heldring M. Rogers	SFA data, Unit tests, Quantum Learning Strategies, ISC Math Support Staff	Weekly
	2	All Math teachers will incorporate on strategies related to all math TAKS tests and specific tutoring strategies. As provided by ISC Math Support staff.	SD	Math teachers	ISC Staff	ISC Math Support Staff, TAKS Prep material	Ongoing
	3	Geometry teachers will incorporate algebra instruction throughout the geometry curriculum and receive training if necessary.	SD	Geometry teachers	Geometry teachers	Title II Funds ISC Math Support Staff, TAKS Prep materials	Ongoing
	4	Teachers will participate in professional development activities that provide strategies, resources, and activities relevant to the TAKS tests.	SD	Math teachers	Math teachers	ISC Math Support Staff	Ongoing
Parents	1	Inform parents of students' progress with regular phone calls, emails, and/or meetings	PI	Parents of identified students	Teachers	Samples of student work	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.

Area of Focus: Reading/English Language Arts

Group	Gr9 07 Score	Gr9 08 Target	Gr9 08 Score	Gr9 3 Yr Target	Gr9 09 Target	Gr10 07 Score	Gr10 08 Target	Gr10 08 Score	Gr10 3 Yr Target	Gr10 09 Target	Gr11 07 Score	Gr11 08 Target	Gr11 08 Score	Gr11 3 Yr Target	Gr11 09 Target
AA	82	85	86	90	87	82	85	85	90	87	90	93	88	90	89
All	84	86	86	90	87	86	87	86	90	87	93	95	91	100	94
Eco.Dis.	74	79	77	90	81	76	81	80	90	83	87	88	82	90	85
Hispanic	76	81	79	90	83	78	82	79	90	83	90	93	86	90	87
LEP	27	75	34	90	75	34	75	36	90	75	31	75	30	90	75
LEP M1	89	89	80	90	83	70	77	100	100	100	70	77	53	90	75
LEP M2	73	79	86	90	87	--	--	75	90	75	78	82	71	90	77
Spec.Ed.	58	75	50	90	75	52	75	43	90	75	60	75	48	90	75
White	92	95	93	100	95	94	96	92	100	95	95	97	96	100	97

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, Cypress Falls will increase the percentage of students meeting standards on the TAKS **reading/ELA** tests by the amounts listed above in the given demographic groups.

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	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district SFA tests to determine those students who are in greatest need of individualized instruction, then respond to data by providing individualized instruction to those students. Teachers will use the think-aloud strategy to model the thinking process necessary to read critically and write with fluency.	AR CE	Identified students	L. Wood C. Stanton English teachers Special Ed staff	Gradebook SFA data	Every 3-6 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.

	2	Design and present lessons that follow research proven teaching strategies, such as those described in <i>The Baker's Dozen</i> , <i>The Magnificent Seven</i> , <i>Understanding by Design</i> , and <i>Classroom Instruction that Works</i> , and <i>Improving Comprehension Instruction</i> . Technology will be integrated to promote high level thinking.	AR CE T	Identified students	L. Wood English teachers	Baker's Dozen, Mag 7 materials, UBD, Classroom Instruction that Works	Ongoing
	3	Identify gaps in students' background knowledge related to ELA TEKS and use direct vocabulary and applied grammar instruction to accelerate growth.	AR CE	Identified students	English teachers	CFISD Academic Vocabulary lists	Ongoing
	4	Provide extended learning time for students during before and after school tutoring sessions and Saturday classes.	AR CE	Identified students	English teachers Special Ed Teachers	TAKS packets	Ongoing
	5	Use flexible regrouping and think-pair-share in English classes to provide additional practice for struggling students.	AR CE	Identified students	English teachers	TAKS material	Ongoing
	6	Increase student success on short answer questions related to literary elements and techniques (obj. 2) and analysis and critical evaluation (obj. 3) by ensuring that students practice triplets on a regular basis. Promote independent reading of literary and expository pairs.	AR CE	Identified students	English teachers	TAKS Prep material	Ongoing
	7	Struggling students (especially LEP, H, ED, and AA subgroups) will be scheduled in READ 180. Other students will be placed into a year long SAS class to receive extra reading and math support along with study skills. Students will complete Scholastic Reading Inventory (SRI) to measure current Lexile Scores. SRI will be given four times a year to track student progress.	AR CE	Identified students	L. Wood N. Thorleifson Counselors Reading teachers	Read 180 materials	Ongoing
	8	Students will be provided with a list of critical TEKS and allowed ample time to master close reading skills, and the writing of high level analytical essays.	AR CE	Identified students	English teachers	TEKS and TAKS Prep materials	Ongoing

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.

	9	Provide students with numerous samples of compositions which scored 3 or 4 on the TAKS test. Emphasize word choice, voice, coherence, fluency, and organization	AR CE	Identified students	English teachers	TAKS Compositions	Ongoing
	10	Utilize PLATO lab for TAKS practice before and after school	AR CE	Identified students	D. Oke	PLATO Software	Ongoing
Teachers	1	All New teachers will attend pullout training related to the English TAKS tests.	SD	New teachers	Curriculum coordinator	Federal funds, TAKS material	Fall 08
	2	English teachers will use additional planning period to monitor and adjust instruction as necessary, and ensure the use of successful teaching strategies based on data. TAKS and SFA data will be used to determine skills in which students demonstrate weakness, especially those of ED and Hispanic students.	SD	English teachers	English teachers Team Leaders	SFA data, Unite tests, Quantum Learning Strategies, ISC English Support Staff	Weekly
	3	Identified English teachers will participate in professional development activities that provide strategies, resources, and activities relevant to the TAKS tests including The Writing Institute and CRISS training.	SD	English teachers	English teachers	ISC English support staff	Ongoing
	4	Reading teachers will use SRI data to identify Lexile levels and provide reading opportunities at those levels to increase students reading ability	SD	Reading teachers	Reading teachers	Read 180 materials	Ongoing
Parents	1	Inform parents of students' progress with regular phone calls, emails, and/or meetings	PI	Parents of identified students	Teachers	Samples of student work	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.

	2	Use Scholastic Achievement Monitoring reports to inform parents of students reading progress in SRI tests and Read 180 progress.	PI	Parents of identified students	Reading teachers	SRI data	Ongoing
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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	Gr10 07 Score	Gr10 08 Target	Gr10 08 Score	Gr10 3 Yr Target	Gr10 09 Target	Gr11 07 Score	Gr11 08 Target	Gr11 08 Score	Gr11 3 Yr Target	Gr11 09 Target
AA	78	82	86	90	87	95	97	94	100	96
All	88	89	93	100	95	97	98	97	100	98
Eco.Dis.	77	81	88	90	89	91	94	95	100	97
Hispanic	82	85	91	100	94	93	95	95	100	97
LEP	27	75	67	90	75	73	79	78	90	82
LEP M1	44	75	92	100	95	80	83	80	90	83
LEP M2	--	--	93	100	95	75	80	100	100	100
Spec.Ed.	66	75	62	90	75	82	85	74	90	79
White	96	97	96	100	97	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, Cypress Falls will increase the percentage of students meeting the standards on the TAKS **social studies** test by the amounts listed above in the given demographic groups. Eleventh grade percentages reflect growth towards 100% students meeting standards.

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 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district SFA tests and adjust lessons accordingly.	AR CE	Identified students	L. Wood C. Stanton Social Studies teachers Special Ed staff	Gradebook, SFA data	Every 3-6 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.

	2	Design and present lessons that follow research proven teaching strategies, such as those described in <i>The Baker's Dozen, The Magnificent Seven, Understanding by Design, Classroom Instruction that Works, and Improving Comprehension Instruction</i> . Technology will be integrated to promote high level thinking.	AR CE T	Identified Students	L. Wood Social Studies teachers	Baker's Dozen booklet, Mag 7 materials, UBD & Classroom Instruction that Works & Dr. Block Strategies	Ongoing
	3	Identify gaps in students' background knowledge related to social studies TEKS and employ strategies that reflect the UBD enduring understandings.	AR CE	Identified students	Social Studies teachers	Under-standing by Design TEKS	Ongoing
	4	Provide extended learning time for students during before and after school tutoring sessions and Saturday classes.	AR CE	Identified students	Social Studies teachers Special Ed teachers	TAKS packets	Ongoing
	5	Curriculum will be spiraled and concepts retaught as necessary. Post test, SFA items will be used to teach test-taking skills.	AR CE	Identified students	Social Studies teachers	SFA data	Ongoing
	6	Tests will be TAKS formatted.	AR CE	Identified students	Social Studies teachers	TAKS materials	Ongoing
	7	Continue to employ strategies that have garnered commended performance at both the 10 th grade and exit levels!	AR CE	Identified students	Social Studies teachers	ISC Social Studies Support Staff	Ongoing
Teachers	1	All Social Studies teachers will use additional planning period to monitor and adjust instruction as necessary, and ensure the use of successful teaching strategies based on data.	SD	Social Studies teachers	Social Studies Teachers	SFA data, Unit tests, Quantum Learning Strategies, ISC Social Studies support staff	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.

	2	Teachers will participate in professional development activities that provide strategies, resources, and activities relevant to the TAKS tests, particularly those impacting LEP students.	SD	Social Studies teachers	ISC staff History teachers	ISC Social Studies support staff	Ongoing
Parents	1	Inform parents of students' progress with regular phone calls, emails, and/or meetings.	PI	Parents of identified students	Teachers	Samples of student work	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.

Area of Focus: Elective Academic Focus

District Priority:

Students' academic performance and achievement level will reflect excellence in learning and attainment of both high expectations and high standards.

Campus Objective:

#5 By May, 2009, Cypress Falls' elective courses will have a passing rate of at least 90%.

Formative/Summative Evaluation:

Locally Developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district SFA tests and adjust lessons accordingly.	AR CE	All students	Elective teachers Special Ed staff	Gradebook, SFA data,	Every 3-6 weeks
	2 Design and present lessons that follow research proven teaching strategies, such as those described in <i>The Baker's Dozen, The Magnificent Seven, Understanding by Design, Classroom Instruction that Works, and Improving Comprehension Instruction</i> . Technology will be integrated to promote high level thinking.	AR CE T	All students	Elective teachers	Baker's Dozen booklet, Mag 7 materials, UBD & Classroom Instruction that Works	Ongoing
	3 Provide extended learning and practice time for struggling students as necessary.	AR CE	Identified students	Elective teachers	Course materials	Ongoing
	4 Identify gaps in students' background knowledge and performance and use direct vocabulary instruction to accelerate growth.	AR CE	All students	Elective teachers	CFISD academic vocabulary list	Ongoing
	5 Provide instruction using strategies proven to promote success of all student populations.	AR CE	All students	Elective teachers	ISC support staff	Ongoing

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.

Teachers	1	Teachers will participate in professional development activities that provide strategies, resources, and activities relevant to their curriculum areas.	SD	Elective teachers	All elective teachers	ISC support staff	Ongoing
Parents	1	Inform parents of students' progress with regular phone calls, emails, and/or meetings.	PI	Parents of all students	Elective teachers	Samples of student work	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.

Area of Focus: Discipline Referrals on Tardies

District Priority:

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

Campus Objective:

#6

By May, 2009, Cypress Falls will reduce the number of students tardy to class by 30%. Office referrals for tardies will decrease by 1400 from 4700 to 3300.

Formative/Summative Evaluation:

Locally Developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will adhere to PBIS matrix established by Cypress Falls' staff to address student misconduct both within and outside of classes.	AR CE VP	All students	Entire Staff	PBIS data	Ongoing
	2	Encourage students to establish or maintain 95% attendance at school.	AR CE	All students	Entire staff	Attendance report	Ongoing
	3	Return students to class after signing in to tardy sweep.	AR CE VP	All students	Administrators Teachers	Tardy sweep data Attendance report	Ongoing
Teachers	1	Staff will create a PBIS matrix to address student behavior both within and outside of class.	SD	All students	Entire staff	PBIS data	Ongoing
Teachers	2	Monitor daily tardy sweep and daily school attendance data and follow up by meeting with and phoning students and parents.	AR	All students	Attendance staff Administrators	Tardy sweep data Attendance report	Ongoing
Parents	1	Keep parents up to date on their child's attendance by making phone calls, sending emails, and/or meetings.	PI	All students	Administrators Teachers	Attendance data	Ongoing

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.

*** 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.

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

Cypress Falls High School

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

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CIP PART II: ASSURANCE ADDENDUM
Section B

Membership Composition of the Campus Performance Objectives Council			
Name of CPOC Member	Position	Name of CPOC Member	Postion
Dr. Worthy	Principal:	Amy Hightower	Teacher 6: Special Ed
Becky Denton	Associate Principal:	Linda Hudson	Teacher 7: Social Studies
Liz Wood	Director of Instruction:	Tim Nichols	Teacher 8: ROTC
Amanda Bailey	Teacher 1: CATE	Bryan Reese	Teacher 9: Visual Arts
Rick Barrett	Teacher 2: PE / Health	Betty Smith	Teacher 10: Foreign Language
Connie Furr	Teacher 3: Business	Mary Stoner	Teacher 11: English
David Hallmark	Teacher 4: Math	Debbie Waddell	Teacher: 12 Fine Arts
Jennifer Heisey	Teacher 5: Science		
Christy Stanton	Non-teaching professional 1: AAS	Susan Seiffert	Non-teaching professional 1: Library
Diana Villarreal	Non-teaching professional 2: Counselor	Mary Jadloski	Non-teaching professional 2: Disrict Office
Tracy Webb	Parent 1	Donna Draudt	Community resident 1:
Bob Seddon	Parent 2:	Renee Maniscalco	Community resident 2:
Richard Feiden	Business representative 1:		
Dwight D. Dawson	Business representative 2:		

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	09-24-08	2:45 - 4:00	Library Classroom
2	10-23-08	2:45 – 4:00	Library Classroom
3	02-12-09	2:45 – 4:00	Library Classroom
4	04-16-09	2:45 – 4:00	Teaching Theater
5	05-28-09	2:45 – 4:00	Library Classroom

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

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CIP PART II: ASSURANCE ADDENDUM

Section C

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

	Goal	Description	Formative	Summative	Strategy
X	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.
X	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.
X	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members participating in VIPS will increase by 10% , an increase of 1600 hours.	At the end of the first semester, the percent of parents and community members participating VIPS will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members participating VIPS 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 reduce by 10 %.	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. PBIS
	5) Violence Prevention	For 2008-2009, the	Each grading period the	At the end of the school	Implement and monitor

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CIP PART II: ASSURANCE ADDENDUM

X		discipline referrals for minor offenses will be reduced by 10% from the previous school year.	discipline referrals will be reviewed to determine the percent of referrals.	year, the discipline referrals will be reviewed to determine if the target was met.	the school-wide safety and security plan.
X	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above 75%.	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.
X	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be .7% or less with no student group exceeding .7%.	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 95%.	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.
X	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above 80%.	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

X	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 25%.	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.
X	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above 15%, with at least 50% earning a score of 3 or higher.	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.
X	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above 70%, at least 40% will earn a score of 1110 on the SAT or 24 on the ACT.	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.
X	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) 75%.	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

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.

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CIP PART II: ASSURANCE ADDENDUM

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

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